



# CHANGING PERCEPTIONS – EMPOWERING TEACHERS

Interpersonal communication and  
community engagement to support  
inclusive education

**Training Package for Teachers and Educators**

## **Acknowledgements**

This training package was commissioned by the UNICEF Europe and Central Asia Regional Office.

We would like to thank Sergiu Tomsa, UNICEF Regional Social and Behaviour Change Specialist, for his significant contributions to its conceptualization and development and the Regional Office Education and Early childhood Development teams for their support. We also thank colleagues from Montenegro, Armenia and Azerbaijan for their active engagement and for their insights in the pre-testing workshops: Ivana Cekovic, Maja Kovacevic, Vladan Jovanovic from UNICEF Montenegro and Tamara Milic and Olivera Nikolic from the Ministry of Education as well as Anita Maric from the Bureau of Education, Montenegro; Alvard Poghosyan, Education specialist and Hasmik Arakelyan from UNICEF Armenia, as well as Araksia Svajyan, Hasmik Ohanyan, Ani Gareginyan, Haykuhi Adamyan from the Armenia Republican Pedagogical Psychological Center, and parents, teachers and children involved in focus group discussions in Armenia; Leyla Hasanova and Nigar Nasrullayeva from UNICEF Azerbaijan and Aysel Gasimova, Aynur Bunyatova and Ulkar Zaidzada from the Azerbaijani Institute of Education and school and university teachers from Azerbaijan.

We thank the translators in both countries for their support in the pre-testing workshops.

The materials are based on state-of-the-art resources from UNICEF, academic journals, and the education websites of a range of governments and foundations.

### **Authors:**

Dilshad Kassam, MPH and Dr Anise Waljee, Educationalist

### **Cover photo:**

A six-year-old girl from Afghanistan starts her formal education in Bosnia and Herzegovina.

Credit: © UNICEF/Goran Djemidzic

The opinions expressed in this training package are those of the authors and do not necessarily reflect the policies or views of UNICEF.

# TABLE OF CONTENTS

<b>Acknowledgements</b>	2
<b>Introduction</b>	4
Broad statement of purpose	4
Conceptual Framework	4
Practical considerations	6
<b>Information for the trainer</b>	7
<b>Session 1: Understanding Identity, Diversity, and Inclusion</b>	9
Activity 1.1: Understanding Identity: Who am I?	9
Activity 1.2: Prejudice, Stereotyping and Discrimination	13
Activity 1.3: Unconscious bias	15
Activity 1.4: When differences divide: Impact of prejudice and discrimination	17
<b>Session 2: Key concepts in inclusion: equality, equality, justice</b>	19
Activity 2.1: Confronting teachers' beliefs	19
Activity 2.2: Community scan: linking social exclusion and exclusion in education	22
Activity 2.3: Closing the equity gap	26
Activity 2.4: 'Living diversity': value and respect experiences of students	27
<b>Session 3: Interacting with others: Interpersonal communication</b>	30
Activity 3.1: Language in communication	30
Activity 3.2: Active listening in communication	34
Activity 3.3: Teacher-student relationship: moving beyond formal teacher-student roles	35
Activity 3.4: Bringing it together: solution-based collaboration	37
<b>Session 4: Schools and institutional power</b>	39
Activity 4.1: Dynamics of dominance and institutional power in schools	39
Activity 4.2: Power dynamics: bringing change	41
Activity 4.3 Using the change matrix	44
Activity 4.4: Working together as communities of practice: teachers as agents of change	46
<b>Session 5: Working with diversity in the classroom</b>	48
Activity 5.1: The teacher with a growth mindset	48
Activity 5.2: New children in the classroom: valuing and respecting experiences of students	51
Activity 5.3: Cultural competency in action: student voices and concerns	54
Activity 5.4: Collaborating and engaging with parents and families	56
<b>Session 6: Towards culturally competent schools and inclusive communities</b>	60
Activity 6.1: Community engagement: sharing power for equitable outcomes	60
<b>Reflections on the whole training</b>	64
<b>Adapting the module</b>	66
<b>Annex 1. Handouts</b>	71
<b>Annex 2. Bibliography</b>	105

# INTRODUCTION

## Broad statement of purpose

This module on **Changing Perceptions-Empowering teachers** is a training module on interpersonal communication for inclusive education developed by UNICEF regional Office for Europe and Central Asia and complements the previous UNICEF Training of Trainers package on inclusive education (2015). It addresses teaching staff self-efficacy, attitudes, beliefs, and norms and seeks to promote and support inclusion of every child, regardless of their social, religious, cultural, economic, geographical, ethnic background, and disability.

The module helps teachers develop the abilities, skills, and confidence to become culturally competent educators who use inclusive practices, work collaboratively with their diverse communities and act as champions of inclusion in their educational and social communities.

While it is informed by theoretical understanding, the module is grounded in classroom and school realities and tries to address the challenges, opportunities, and issues that the teachers' work involves. It uses scenarios, role plays, video resources, simulation, mind mapping, discussion, and analysis to provide as many opportunities as possible for actual application.

This module is generic in nature and countries/trainers are invited to adapt it to suit their contexts and use it as a basis to offer further training specific to their needs.

As well as teachers from pre-primary to secondary schools and head teachers, this module addresses other educators who engage with children's education either formally or informally. National officials involved with teacher training at pre-service and in-service stages will also find it useful.

## Conceptual Framework

**The conceptual framework for this module draws from three sources:**

1. The work of the European Agency on Teacher education for inclusion that outlines the necessary competencies that teachers need to be equipped

with to provide high quality education to all learners (European Agency Profile of an Inclusive teacher (2012).

2. The theoretical basis and evidence-based approaches for interpersonal communication to support teachers in engaging with and collaborating with communities (including parents and families, and other stakeholders) to form partnerships to address issues important to the community and to improve learning outcomes for all children.

3. The theoretical understanding of behaviour change to address negative attitudes, beliefs, and subjective norms affecting social inclusion of vulnerable children and to strengthen teacher's self-efficacy beliefs to support and promote inclusion.

The materials in this module build on this overarching framework using an interactive, practical approach to learning that enables participants to gain new knowledge, practice what they learn, try out new approaches, and give and receive feedback from peers and trainers in a safe environment. The different models and frameworks used in the module encourage participants to be aware of their own perceptions, view perceived barriers differently, engage in complex problem-solving activities with confidence, and move outside their comfort zones to enhance their self-beliefs. Journal reflection is encouraged through all the sessions as an introspective and reflective practice for professional development.

The sections below briefly outline how the module uses this overarching framework to encourage inclusive practice.

## Empowering Teachers

In responding to diversity in education, the module focusses on building the necessary competencies for teachers to support inclusion.

Hart et al. (2004) proposed the notion of 'transformability', believing that the capacity of all children to learn can be transformed. They show that, if teachers are not limited by pre-conceived

ideas about ability and accept difference as something positive, they can find ways to make learning accessible by ensuring that there are options available for everybody.

For teachers to be confident with diversity in their classrooms, Hollenweger et al. (2015) suggest that teachers must engage in four specific practices linked to four components – teacher, learner, curriculum, and context. They then relate these to the four areas of competence outlined in the Agency's Profile of Inclusive Teachers:

- 1. Learner:** Valuing student diversity (students as persons with a right to education).
- 2. Curriculum:** Supporting all learners (students as learners accessing the curriculum).
- 3. Context:** Working with others (collaboration and teamwork to build strong learning environments).
- 4. Teacher:** Personal professional development (teachers as learners responsible for their own lifelong learning). (2015, p. 50). Sessions 4 and 5, look at the implications of teaching practice.

Competencies in the above areas demand a reimagining of the idea of the typical student, and a questioning of how teaching and learning is planned in the classroom to target all learners rather than the traditional planning for the 'typical student'.

### Supporting teachers: collaboration between community and parents

Communities, although primarily exosystems, have the potential to become effective meso-systems that mediate the relationship between school boards, local and national laws and social services and micro-systems (school, home) of the child. Schools hold institutional power and represent the majority culture implemented through a network of practices (Foucault 1987) and social networks (Carolan, 2014). Inequity within the education system influences community dynamics and creates in-group vs. out-group cultures. These are further complicated by the intersectionality between gender, disability, and other forms of marginalisation.

The relationships between communities, parents and schools is complex and specific to the local scene. A multi-dimensional approach involving communication, partnerships with parents, community collaboration, shared decision-making

and developing school cultures may therefore be a promising approach (Queensland Department of Education). Sessions 2, 3 and 6 in this module build on these ideas.

Innovative and practical ways of engaging and partnering with families and communities are explored in this module to help educators see their own roles and those of parents and communities as collaborative. Participants examine their own biases towards marginalised groups and their negative beliefs and values about education. Participants consider power-sharing approaches so the voices of students and communities can be heard, issues important to the community can be addressed and the interdependent relationship between schools and communities is highlighted. Teachers and educators can then see their roles in advocating for policy change at local and national levels.

### Theoretical understanding of behaviour change

Attitudes, self-efficacy, and teacher practice. Essentially, models of behaviour change (Theory of Planned Behaviour, Social Cognitive Theory) link attitudes, beliefs, subjective norms, perceived behaviour control, and sense of self-efficacy to behavioural intention and ultimately to teacher action and practice. The construct of self-efficacy, a central concept of Bandura's foundational theory of behaviour change (Social Cognitive Theory, 1977), refers to, 'one's belief about his/her capabilities to accomplish specific tasks'. He observed (1997,2006) that self-efficacy influences behaviour through determining what goals (1997,2006) and challenges individuals set for themselves, how much effort they choose to invest in pursuing their goals and overcoming challenges, and to what extent they persist in the face of difficulties and obstacles. He further observed the power of collective efficacy in a group's confidence in its abilities seemed to be associated with greater success.

Bandura's observations and the work of others (Aiello P & Sharma, U, 2018, Beltma et al.; 2011, Klassen & Chiu, 2010) has shown that the constructs of self efficacy, attitudes, concerns, and intentions for future behaviour, together, are strong predictors of how teachers orient their future engagement with students, instruction, and classroom management. The plethora of evidence available underscores the importance of these constructs in student learning outcomes.

Using these change theories as guiding frameworks, the interlinked sessions in the module provide actionable knowledge and learning opportunities that can improve teachers' competencies and the underlying concepts of attitudes, subjective norms, behaviour control and self-efficacy to empower teachers and educators to adopt inclusive practices. The sessions encourage them to set new goals, adopt a growth mindset and see pathways to forming learning communities that move them out of working in isolation and work collectively towards equity in education.

## Practical considerations

### Timing

This module is designed for a five-day training workshop. Some of the sessions will need more time than others. It is assumed that participants have had some training on inclusion and trainers will want to shorten some sessions in line with their participant profiles. In countries where teachers cannot be released for a full five days, the module can be delivered in blocks of two or three days with short gaps between trainings.

### Who can use this module?

The term 'teacher' is used to denote all teachers, from pre-school teachers to secondary school teachers'. The term educators is used to encompass a broader range of actors in the education system that includes teachers. It takes a community of educators working together to make schools and communities more inclusive. Hence, ideally, the training should include teachers, head teachers and district officials and wherever possible, from the same areas or districts. Training in school clusters would also enable participants to form genuine communities of practice as they try out new ideas and initiatives. Sections of the module can, of course, be used in informal teaching and learning situations, by parent or community groups and other people engaged with education.

### Follow-up

Attitudinal and behaviour change is not a linear process and is complex and can be cyclical, taking place over time. However, a good training workshop can inspire participants, and supportive head teachers and district officials as well as collaboration between schools are powerful motivators. Follow-up 'on site' support and further 'top up' or refresher training will help to consolidate and expand the practice of inclusion in schools. Professional development days shared with other

schools also trying to become more inclusive would also be immensely productive. Professional Learning Communities of practice that explore ideas, resolve issues or problems and mentor each other through team teaching and peer-to-peer observation constitute a powerful force for positive change. Countries will also find other creative ways of bringing educators together for an exchange of experience through social network platforms, for example.

### Format

Each session begins with an overview and session learning that links to activities. The sequence within each activity is clearly indicated. Each activity ends with a set of 'core messages' that the trainer can use to summarise or emphasise key learnings for and with the participants. After completing the first two sessions, the trainer may want to engage participants to elicit the core messages from sessions. The 'information for trainers' section is designed to help refresh the trainers' ideas on salient concepts and offers a convenient way to explain the concepts and approaches. It also offers a rationale for an approach to an activity where required.

### Using the slides

A presentation slide deck is provided to guide each session. For ease of identification the slides are replicated within the text of the module. Trainers are, of course, free to add more slides as they think necessary or adapt to local context.

The graphics used may not be relevant in some contexts and are meant as a guide only. It is expected each country will adapt the slides according to their needs.



# INFORMATION FOR THE TRAINER

Introduce the module and the overall training objectives (Slide 2: Premises of working together and Slide 3: Objectives of the training module).

After introducing the module and the overall objectives, draw two columns on a flip chart and head one column, 'I would like to learn...'; and the second column, 'I can offer/bring to the workshop...'. Ask participants to use a yellow post-it note to write words or phrases for the first statement and a pink post-it note for the second statement and place them on the flip chart.

## Debrief

Link the participants' expectations to the module objectives and acknowledge their contributions to the training.

Then, show slide 4 to give the participants an overview of the training module and the six sessions.

Slide 5 on the next page provides an overview of how the concepts and frameworks in the module are interconnected and overlapping to build the core competencies of an inclusive teacher. The module starts with an examination of personal (including professional identity) and social identities. It provides a framework for understanding differences in diversity and potential points of conflict and their impact. The second session goes on to link the concept of justice for teachers to view their environments through a social justice and equity lens for supporting and valuing diverse learners. The third session extends this perspective through a cultural competency framework to build the key skills of interpersonal and intercultural communication to empower teachers to work across differences. The fourth session serves to highlight the systemic perpetuation of inequity and social injustice and the institutional power of schools to examine their role in acting within a whole school approach to move towards inclusive schools and communities. The next session builds on the previous sessions to build the confidence of teachers to act individually, and collectively through communities of practice and to take responsibility for their own professional development. The last session provides a framework for educators to be problem solvers and extends the perspectives gained through previous sessions

## SLIDE 2: PREMISES OF WORKING TOGETHER

Collaborative and participatory approach  
Goal-oriented, we work towards a vision  
Result-oriented, everyone takes something relevant home

Everyone is a teacher and learner  
Active participation is the precondition for learning  
The knowledge creating cycle includes application

Acknowledging diverse experiences of learners does not allow for a streamlined approach but has the potential to enrich everyone's experience.



## SLIDE 3: OBJECTIVES OF THE WORKSHOP

**By the end of the workshop participants will be able to:**

- Reflect on their own and their students' identities and the impact those identities have on their teaching practice and the learning environment of their students
- Explain the principles of diversity, equity, and inclusion in education
- Critically examine own personal beliefs, attitudes, and biases about marginalized people and cultures
- Develop skills for communicating and working effectively across cultural boundaries
- Describe how various institutions and structures create and maintain social, economic, and political inequality
- Apply new skills and knowledge on best practice in inclusion to their classroom practice
- Develop strategies to engage with and build inclusive communities
- Identify areas in the module for adaptation to country context

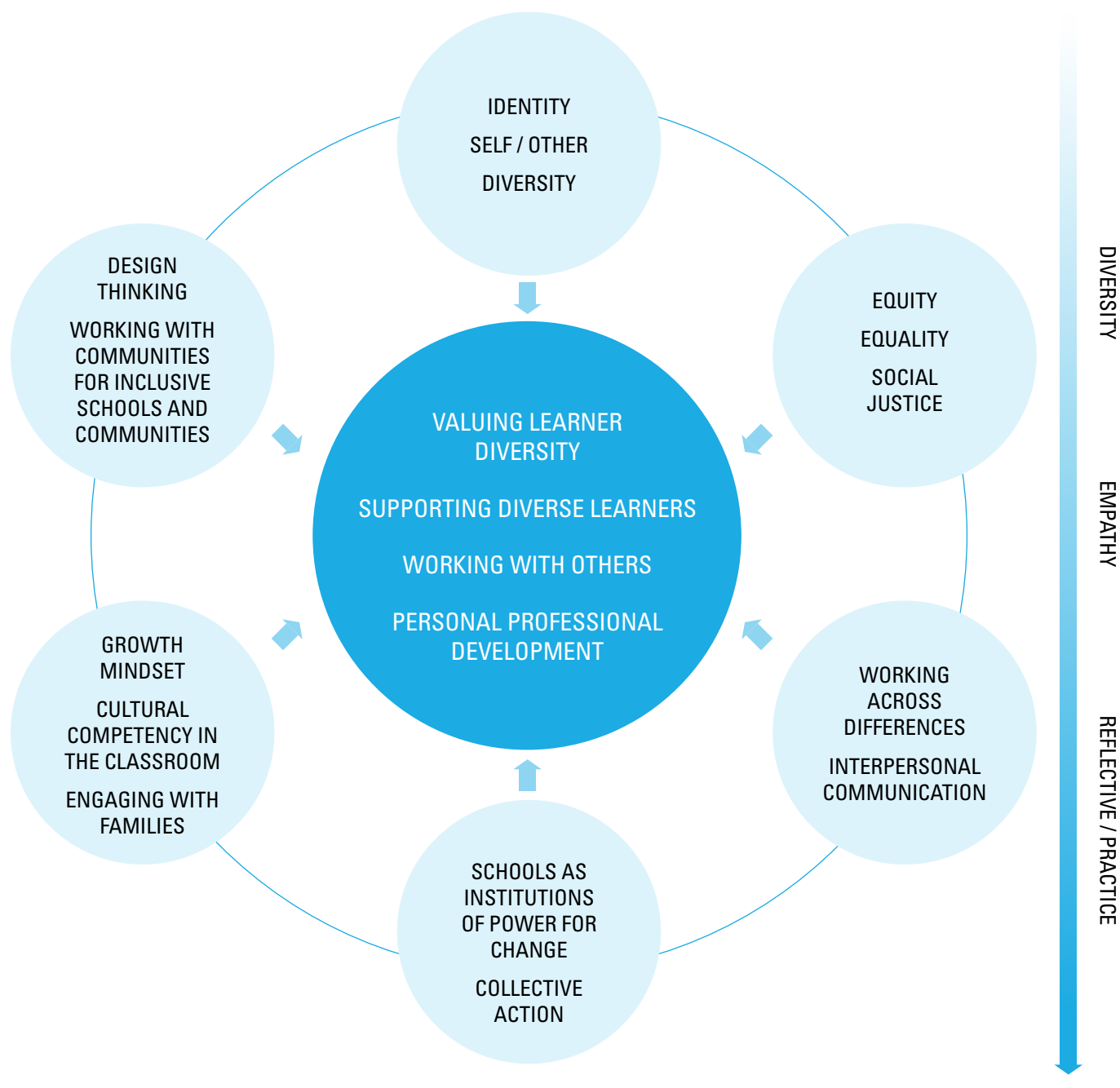
and further practice the skills of communication and inclusive practice with confidence and work with communities. Here, they are encouraged to look at communities as partners in furthering learner outcomes. More importantly, they are asked to view

parents and communities as resources and as part of the mesosystem rather than the microsystem, acting as mediators and allies for changing the macro systems of policy and legislation to address inequities and disadvantage.

**SLIDE 4: OVERVIEW**

- **Session 1:**  
Understanding identity, diversity, and inclusion
- **Session 2:**  
Key concepts in inclusion: Equity, Equality, Justice
- **Session 3:**  
Interacting with others: Interpersonal communication
- **Session 4:**  
Schools and institutional power
- **Session 5:**  
Working with diversity in the classroom
- **Session 6:**  
Towards culturally competent schools and inclusive communities

**SLIDE 5: INCLUSIVE EDUCATION: VALUING DIVERSITY CHANGING PERCEPTIONS-EMPOWERING TEACHERS**





# SESSION 1: UNDERSTANDING IDENTITY, DIVERSITY, AND INCLUSION

## Overview of the session

Diversity is often seen as an issue: something to be managed rather than a strength to be tapped into and celebrated. This session will explore self-concept, social identity, and our prejudices, stereotyping of others and the discrimination that results from acting on these attitudes. It will help to examine our responses to the 'otherness' of others in terms of a) our own identity, and b) what that means for us as teachers and educators with respect to the rights that we need to understand, uphold, and defend. The Diversity wheel is offered as a tool to identify similarities, group-based differences, and expectations, which, if not valued or understood, can lead to stereotyping and potential points of conflict. The Diversity wheel will help to open the conversation on race, class, gender, ethnicity etc. and how differences create in-group and outgroup formations as societal issues of diversity. This session also focuses on the practice of critical reflection, questioning and challenging 'teachers' thinking about the self and others. Critical reflection is core to good teaching practice and is a central concept in this training. Participants are therefore asked to keep a journal as they go through the training, to capture their thoughts and learning.

This session may bring up uncomfortable truths for the participants as they examine attitudes and feelings. Keeping a journal allows a private space for honesty and for tracking personal progress. The journal can also be used for note taking and to capture those 'aah ha' moments. Participants can share some things from their journal with the larger group if they choose, during discussions.

## SESSION LEARNINGS

- Critically examine self-identity and how meanings and values are applied to differences.
- Understand how personal and social identities are constituted and determine our worldview.
- Examine the process of social categorisation and how it leads to stereotyping and group behaviour.
- Examine bias including unconscious bias and its implication on classroom practice.
- Develop strategies for managing bias.
- Examine our responses to differences created when one aspect of our identity is elevated over the identity of other groups and carries with it power, privilege, and opportunity.



## Activity 1.1: Understanding Identity: Who am I?

### MATERIALS AND METHODS

- Slides 6, 7, 8
- Handout 1.1 (Annex 1): 20 statements worksheet "Who am I?"
- Flip charts and markers

**Note:** it is important for the trainer to try and fill the 20 questions and the diversity wheel statements before doing this activity with the participants. Familiarise yourself with the categories in preparation for guiding the discussion in the activity.

## Information for the trainer

This activity examines the concept of self, referring to the beliefs, attitudes, and feelings a person has about themselves, and by extension, what we believe about others. We do not often think of our identities, but this exercise can throw up some unexpected insights. It is important for the participants to fill in the sheet without too much deep thought. The analysis that follows brings out the reflections.

The activity is intended to cultivate thinking about teacher professional identity and goal setting for professional development. Gaining self-knowledge helps teachers to consider their values and beliefs, think about what they do, how they relate to others and how they practice. As they navigate their changing social environments, it is a lens through which they evaluate their practice and how they align their values with their work in the classroom. This is a continuous process as identity, including teacher identity shifts over time, influenced by life experiences amongst other factors.

### Activity

Distribute the worksheet in handout 1.1 (Annex 1). The instructions for filling it are in the handout. There are twenty numbered blanks on the worksheet. Ask the participants to write twenty answers to the simple question: "Who am I"? They need to provide twenty different answers to this question. They should answer as if they were giving the answers to themselves, not to somebody else. The answers should be in the order that they occur to them, not necessarily in order of importance or any logic. They can use words, phrases, or statements. Allow 10-12 minutes to fill in the sheet. Assure them they will only need to share what they are comfortable sharing.

Once the participants finish filling in the sheet, explain that the activity is meant to draw out descriptions of self-concept.

Put up slide 6 (below). Ask the participants to group their responses according to the instructions on the slide that introduces the four categories.

Explain the categories:

- **Category A:** Physical characteristics such as age, home location ("I am 1.76m tall", "I am female", "I live in Zurich", "I am 25 years old", "I am female") etc).

- **Category B:** Identification of self in relation to social groupings (interpersonal) and norms. How they see their position in the social structure, e.g., their roles ("I am a teacher", "I am an athlete", "I am a husband/ mother/father", "I am Greek", "I am a student", "I am a director", "I am a member of the Anglican Church" etc.).

- **Category C:** Are reflective statements expressed in relation to a social structure. They can be statements of personal characteristics making a reference to or implying a specific pattern of behaviour such as attitudes, values, and needs, or as an abstract social factor from a social structure. Reflections on mood, motivation, temperament, style, or ability is included in this category (e.g., "I am a friendly person", "I am fond of children", "I am a good listener" or "I am good at languages", "I am a passionate camper", "I am a good swimmer", "I am shy on stage", "I am happy in school", "I am very self-confident" etc.). These statements are reflective, self-evaluating the role. Reflective statements can be positive or negative ("I am not able to take criticism", "I am bound by what my group thinks").

**Note:** It is easy to confuse categories B and C but if a style of behaviour is attributed to the social role in B, then it is a reflective statement because the performance of the individual is qualifying that role ("I am an effective teacher" as opposed to, "I am a teacher" or, "I am a good swimmer" as opposed to, "I am a swimmer").

- **Category D:** Statements that are vague and abstract ('I am a human being', 'I am a spiritual being', "I am intelligent" – i.e., they are not concrete). These statements do not indicate any expectation of behaviour.

Give them five minutes to categorise their statements. Then, discuss so the participants can do the initial content analysis:

1. What are the first few statements they made and what category did they belong to? Which categories had most of their statements?
2. What does the activity tell them about how they see themselves so far? Any surprises? They are free to share with others in the group if they want to. However, this is an important start to journal writing and reflection on their self and role identities as teachers.

Make a note of what categories had the most statements amongst the groups.

**Reflection:** Take the participants through a deeper analysis of what the activity reveals. Tell them to look at their categories of who they are, and ask themselves, 'Why do I think I am this way?' and 'How do I embody this?' They will see their ideological beliefs, interests, ambitions, hopes, values beginning to emerge.

Now ask the participants to think of their roles as teachers. What labels or statements might they apply to themselves as 'inclusive teachers'? What values do they hold as inclusive teachers? They can start a 'teacher identity chart' or 'professional identity chart' in their journals and add to their reflections as they go through the workshop. How do they facilitate learning and empower their students? What positive or negative character attributes can they identify in themselves that they can activate or mitigate to be more effective inclusive teachers?

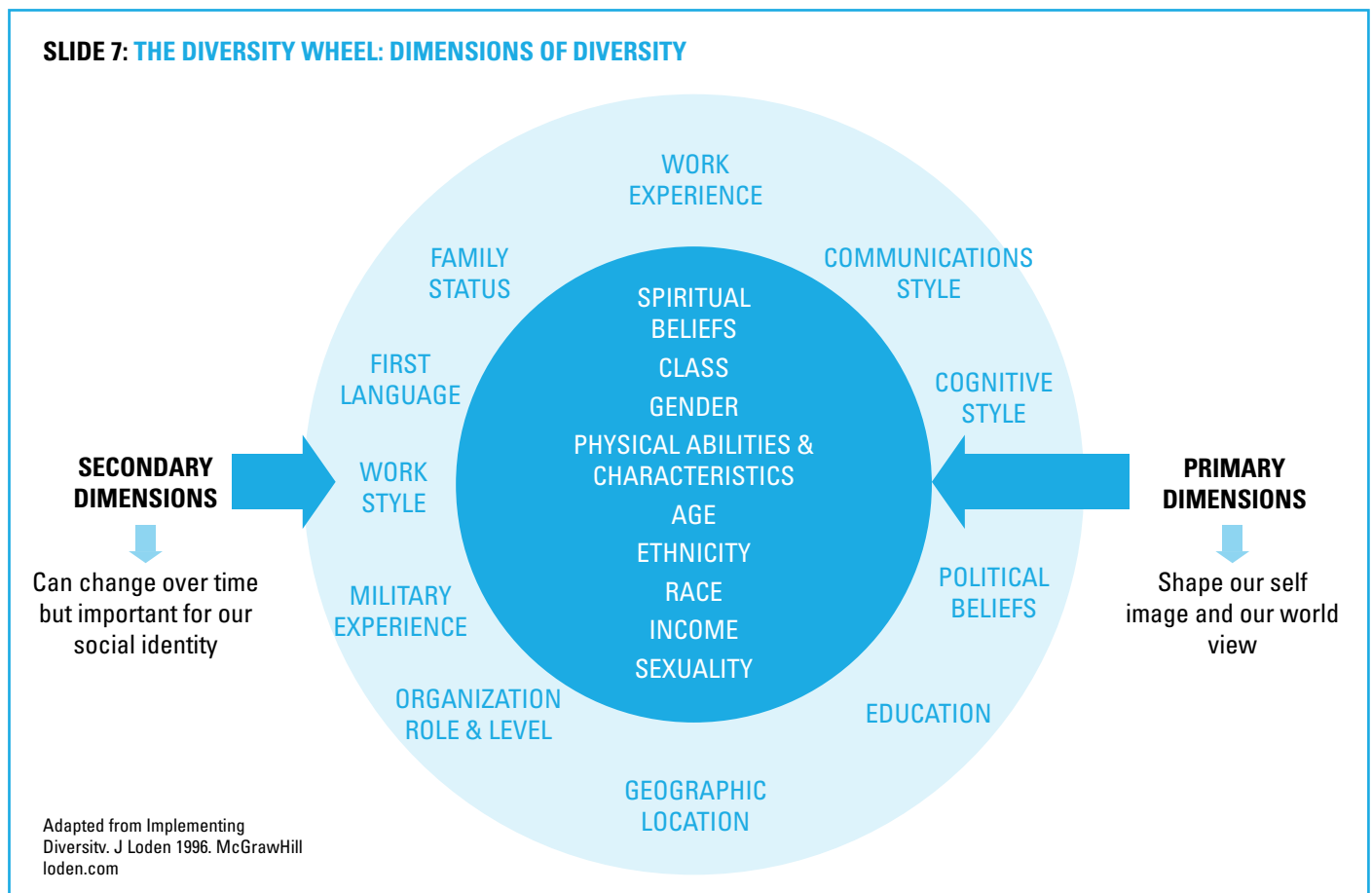
Point out that self-reflection as a practice helps them to gain insight into what accounts for their successes, setbacks, and where new areas of growth might be for aligning their work with what they value. For example, if being an effective

teacher is important to them, they might have expressed it using the labels that describe an effective/ineffective teacher. The exercise reveals these evaluations and motivates them to act on them.

As they learn new skills in the workshop, they can be encouraged to return to this self-evaluation and set goals for themselves on where they need to improve their knowledge and skills or abilities to become inclusive teachers. These reflections will continue throughout the workshop as they make entries during the other sessions. They may want to share these reflections with a partner if they feel comfortable. Ask them to add to their charts any new ideas that arise from their discussion.

Allow participants to reflect on what insights they gained about their goals, ambitions, motivations and share if they feel comfortable.

Next, explain the concept of diversity and social identity. Put up slide 7 to show the Diversity wheel, a framework that provides a global view of the dimensions of diversity. It illustrates our similarities and our differences. As they look at the slide, point out that the primary dimensions in the inner circle include sexuality, race, ethnicity, physical abilities, etc. that are core to our identity. Most of



them cannot be altered. They shape our self-image, our values and how we view others. They have a powerful impact on how we treat others.

The outer circle of secondary dimensions is also important, and they can change over time. They include political beliefs (an important factor dividing groups of individuals), geographical location, institutional status (head teacher, teacher, student etc.). These are all essential dimensions of our social identity. Ask the participants if they can see how differences across these dimensions can easily lead to stereotyping, leading to conflict when misunderstood and not valued.

One example is how spiritual beliefs (or religion) are now becoming more important core dimensions in our world today and causing clashes. Can the participants think about other such divides? Class/wealth for example? Invite the participants to locate their characteristics on the Diversity wheel and then talk with one or two other people about how they identified themselves and what they noticed when they tried to put their characteristics into the areas of the wheel. Do they identify with certain groups? Can they see how these differences can create groups that they favour or compete against? Acknowledging, understanding, and valuing differences are key to inclusion.

The questions on Slide 8 connect self-concept and social identity and will help participants to reflect on how they interact with others as they mediate their social and professional environments. Discuss in plenary and give the participants some time to note their reflections in their journals.

Although this exercise invites participants to take a deep look at themselves, ask them to think about some of the questions in relation to their students,

#### SLIDE 8: REFLECTIONS ON SOCIAL IDENTITY

- What factors shape your identity?
- What parts of your identity do you choose for yourself?
- What parts of your identity do you feel are determined by others, by society, or by chance?
- Whose opinions and beliefs have the greatest effect on how you think about your own identity?
- What aspects of your identity do you keep private in order to be accepted?
- What aspects of your identity are you willing to change to fit in?

especially young children. What factors shape their identity and whose opinions and beliefs have the greatest effect on how they think about their identity? What aspects of their identity do they choose to leave outside the classroom door to be accepted?

These are important reflections that will be revisited in other sessions on equity (Session 2), institutional power (Session 4) and student voice (Session 5).

#### CORE MESSAGES

- **Gaining self-knowledge helps us to consider our values and beliefs, think about what we do, how we relate to others and how we practice.**
- **Self-reflection as a practice helps us to gain insight into what accounts for both our successes and our setbacks and where we find new areas of growth and aligning our work with our values.**
- **Our social identity is shaped by many factors, and we seek groups that we see similarities with**
- **We seek groups with similarities to us, adopt the identity of that group (in-group) and conform to its norms because that gives us a sense of personal worth, pride, and acceptance.**
- **We place values and meanings to differences and exclude or marginalise and dismiss groups that are not a part of 'our' group.**

# Activity 1.2: Prejudice, Stereotyping and Discrimination

## MATERIALS AND METHODS

- Slide 9 on Prejudice, stereotyping, discrimination
- Handout 1.2 (Annex 1) Prejudice, stereotyping, discrimination

## Information for the trainer

This activity explores how, because we consider ourselves part of a particular group, what we call 'in-groups' and 'out-groups' are formed. This is how social categorisation takes place and influences our social interactions. That lays the foundation for us as educators to both understand and challenge the negative attitudes (others as well as our own) towards groups different from us. These categories of difference can be transformed into systems of inequality.

## Activity

Explain how we seek groups that we see similarities to. We adopt the identity of that group and conform to its norms because that gives us a sense of personal worth, pride, and acceptance. We feel we belong to that group.

### SLIDE 9: PREJUDICE, STEREOTYPING, DISCRIMINATION

- **Prejudice or in-group favouritism**  
Negative (or positive) *attitudes and feelings* towards a particular group simply because they belong to that group
- **Stereotypes**  
Reflect ideas (*beliefs*) that groups of people hold about others who are different from them without getting to know them
- **Discrimination**  
*Behaviour*: Acting on your prejudice and stereotyping and treating people unfairly because they belong to a particular group
- **Consequences of discrimination**  
*Perpetuates* cycle of disadvantage, poverty, and social inequality

Once we categorise people as members of a group (social categorisation), we begin to see them as a group rather than as individuals. Comparing our group against other groups and experiencing negative or positive feeling towards them, gives rise to prejudice. Point out that we can belong to more than one social group. Therefore, everyone can experience prejudice or privilege depending on what group we are part of in a situation. For example, a child with a disability but from a majority culture and a higher socioeconomic background can experience oppression sometimes but privilege at other times.

Remind participants that typically, negative feelings are along gender, ethnic, religious, socio-economic, and cultural lines.

Ask the participants if they can help you define the terms 'prejudice', 'stereotyping', 'discrimination', 'oppression', and 'internalized oppression'. Give them 5 minutes and invite suggestions.

Show slide 9 for the definitions and explain that stereotypes are positive or negative beliefs that are held about the characteristics of an entire social group. Prejudices are attitudes and feelings or emotions we experience towards others who belong to groups that are different from our group. Stereotypes and prejudices are learned through many processes and difficult to 'unlearn' and so remain harder to change. Being aware of our prejudices can help change our behaviour. By the same token, awareness of our privilege can be a source of power for action to make things better.

Engaging in unjustified negative behaviours toward people based on their membership of a particular group, and our stereotypes of that group, is discrimination.

Give out Handout 1.2 (Annex 1) that explains these terms in more detail and how, when they are linked to institutional power, they create the cycle of oppression. Give participants 5 minutes to read



the handout and then draw attention to the term internalised oppression.

Why is it important for teachers to be aware of internalised oppression in their students? Point out that it is important to help students from historically oppressed groups to remove these damaging beliefs. As teachers, it can be easy to mistake internalised oppression for low self-esteem which is about the individual and their experiences and not a characteristic that the person believes is true of their whole group. We may all have low esteem at certain times in our lives. Internalised oppression, however, is about a whole demographic of historically marginalised people (including people with disabilities) who have come to believe a stereotype about themselves and act out that stereotype. They often believe the negative stereotypes about themselves contrasted with positive ones about the dominant group to be true. For example, if a Roma child believes the stereotype of the Roma as being 'unintelligent, not valuing education and lazy', they would act out the stereotype by not showing interest in their schoolwork or handing in good work. Their belief that they will never be like the non-Roma or accepted by them affects their ability to apply themselves. That could be interpreted as low self-esteem and teachers need to be alert to that.

Regarding Early Childhood Education (ECE), at what points/ages in their lives do the participants think young children pick up discriminatory ideas without being able to identify them as such? What about internalised oppression?

Ask participants to form pairs and share for 5 minutes a memory of a time when they felt privileged, and when they experienced prejudice.

During the follow-up discussion, ask them if they have in turn, stereotyped certain children in their classrooms? Can they give examples of people in their own communities who are stereotyped and discriminated against?

Provide examples: the Roma are stereotyped as being less intelligent, poor, more prone to violence, lazy, not valuing education etc. They are still oppressed and discriminated against through prolonged unjust treatment using the power of government institutions. Ask the participants to think about immigration policies, services to communities, policies regarding refugees, police action, etc. They are often denied basic human rights such as quality education, employment

opportunities, good healthcare, housing etc. The discrimination they experience is systemic and can permeate all areas of their lives. Roma people and other ethnic minorities are disproportionately represented in prisons in many parts of Europe. Stereotyped as socially backward, criminals, lazy and receiving undeserved state benefits, their historic oppression is still present today.

Ask participants to think in pairs of two 'out-groups' they know in their communities and ask them why they consider them as out-groups. During the discussion, ask them to reflect on the following questions:

1. Why do I think this? Do I have evidence of this?
2. Do I have sufficient evidence to think a whole group is like that?
3. Is there any counterevidence from my own group that tells me this is not just one group's characteristic?
4. How do I feel about being a member of the in-group that is privileged in some way or has social power? How do I feel about myself and others when they are not a member of the "in group"?

**Reflection questions:** Ask them to think about the following: How do we act when we encounter 'the other'? Do we show anger or fear or wish they were more like us? Or do we walk past them and pretend they are not there? Or perhaps we try to get to know and understand them better? They can write a few sentences in their journal about their feelings and why they feel that way.

## Debrief

**The following questions will help to sharpen their reflections.**

1. How do we learn about which differences matter in our society and which do not? They will have a chance to think about these questions as they go through the next few activities.
2. Participants may have other questions that would help to uncover prejudice or stereotyping. Are there instances where they have stereotyped or experienced stereotyping?



3. ECE: How does my thinking and behaviour impact young children from my own and other groups? What do I have to do/think to make

that a positive, self-affirming experience for the young child?

### CORE MESSAGES

1. Stereotypes and prejudice begin from social categorisation, the process by which we place people into social groups and assign characteristics to the whole group.
2. Assumptions and judgements made about out-groups are based not on fact, evidence, or rational thinking but on what we are told and come to believe.
3. Acting on these assumptions can lead to discrimination and unfair treatment of others including our students and parents.
4. Reflecting on and challenging our own beliefs, attitudes and behaviour ensures wrong assumptions, unfair treatment or violating rights is checked/avoided especially in relation to marginalised groups in our professional work environment.
5. Students, especially young children's identity can be strongly influenced by adults around them and can lead to a positive or negative self-image.
6. As teachers, we need to recognise and address internalised oppression in our classrooms as early as at ECE level.

## Activity 1.3: Unconscious bias

### MATERIALS AND METHODS

- Slide 10: Unconscious bias
- Different coloured stickers
- Video: Our hidden biases: <https://www.youtube.com/watch?v=ZVqVs4qj1ho>; <https://www.youtube.com/watch?v=Nh0fsaUDINw>
- Scenarios: Handout 1.3 (Annex 1)

### Information for the trainer

We all have unconscious biases. It is an attitude or stereotype that affects our understanding, our decisions, and actions in an unconscious manner. The brain receives millions of pieces of information, so it creates patterns and shortcuts that lead us to make quick judgements about situations without any real evidence. The assumptions we make are likely to be based on our own experiences, information from our culture or background, the media or from people we admire. Because we are unaware of it, unconscious bias can often be in direct contrast to the beliefs and values we claim to hold. It is not intended to be malicious, but if unchecked or unrecognised, it can lead us to act in a discriminatory manner and perpetuate inequities

without us being aware that we are doing so. We need to be aware of its potential existence in our thoughts and actions so that we can interrogate both and correct our attitude towards others. Both conscious and unconscious bias can lead to discriminatory behaviour. This activity helps us to examine unconscious bias and offers ways of checking it ourselves before it becomes discriminatory.

### Activity

Start with a simple exercise. Have 10 stickers of red dots, 10 stickers of green dots, 1 sticker of blue and 1 sticker of brown (change the numbers depending on the number of participants) ready. You need a sticker for every participant. Tell the participants that

they must maintain total silence during this activity. Let them know you are going to place some stickers on their foreheads. Place red stickers and green stickers randomly on most of the participants but use a brown sticker on one participant and a blue sticker on one participant. Then ask them, still in complete silence, to group themselves. It is most likely that those with the green stickers will group themselves together and the ones with red stickers will form another group. Most likely, the participants with the brown and blue stickers will stand apart from the groups by themselves.

Now ask the groups what they see and what happened. Allow a few participants to explain what they have noticed. Point out that you did not ask them to group themselves according to the sticker colours. Ask the participants what they felt and thought about when:

- The task was set and how did the groups form?
- They were grouping themselves (red and green sticker groups) and saw someone with a different coloured sticker?
- They were excluded from the majority groups. Why did they form a group together?

Finish the exercise by asking them to group themselves again and see the groups merging differently because they have now got to see their unconscious bias or their blind spot.

#### SLIDE 10: UNCONSCIOUS BIAS

- Triggered automatically in milliseconds and based on attitudes and stereotypes
- Preference for or against a certain group (e.g. age, gender, race, religion, disability) at an unconscious level
- Contrary to our stated beliefs and attitudes (eg. stated belief in equity but behave in biased and discriminatory ways)
- Implicit biases can lead to microaggressions. Insulting and hurtful
- Impacts how teachers make decisions about certain groups of students in disciplining them, their learning achievements, judgements on abilities, classroom participation

Show slide 10 to explain unconscious biases. Using the points on the slide, explain how unconscious bias is learned behaviour based on a set of beliefs about a specific group of people that influences our preferential or discriminatory behaviour towards them. We are often unaware of this bias. The term, 'microaggression', may be unfamiliar, so explain it as subtle, indirect, or insulting discriminatory behaviour towards marginalised groups in their daily lives. Although unintentional and brief, microaggression can be damaging and hurtful. It can be through words, gestures, or acts. For example, in a classroom setting, the teacher might say to a student from a migrant community, "your name (Khurshid) is difficult to pronounce, so we will call you Kay." Soon, all the children call her by that name. The message here is that 'your name is not important enough for me to take the trouble to learn how to pronounce correctly.' The value placed on that part of her identity has been made clear to her, and to 'fit in', she accepts that and internalises it. Another example is assuming that a student from another cultural background speaks for his/her entire cultural group. For example, "what do 'your' people think about this?" (meaning, you all have the same views and opinions). These everyday interactions send subtle messages to people about the values placed on their identity, and although brief, are hurtful and damaging. Discuss the implications of unconscious bias in education.

Show, the video, 'Our hidden bias', to illustrate an example of assumptions being made in real life situations, sometimes by people not intending to be malicious.

Discuss in plenary. Biases and their consequences are experienced by marginalised groups frequently in indirect and subtle ways in their daily interactions. Ask the participants to share examples they see in their everyday lives of unconscious biases: What groups of children are subject to biases and stereotyping in their communities? By whom? Children and adults? Where? (school, community spaces?). What about their own schools?

If you need to prompt them, ask them to think of when they see a person with a disability, do they see the person's disability before they see the person? Do they feel sympathy or pity, uncomfortable? Do they think of a child with a disability as being only able to follow certain career paths? If so, which careers and why? Point out how we often unconsciously associate boys as

being better at science than girls. We might not be aware of the bias, but it affects how we behave in the classroom. We might select boys over girls to answer questions in science class or we might discipline certain children more often than others.

Make the point that the influence of stereotypes and unconscious biases against certain groups of students can impact these decisions. Similarly, decisions about learning achievements can be impacted by unconscious bias and are therefore not equitable. Unconscious bias can impact student learning by conveying lowered expectations to the student, transforming their beliefs about their own self-worth.

Explain that unconscious bias is unavoidable but being aware of it helps us to manage it. Ask the participants to think of a time when they had a bias, and they changed their mind? What or who made them change their mind? Tell them to note this observation to draw on for the next activity.

Give out handout 1.3 (Annex 1) and ask the participants to discuss the scenarios in groups.

## Debrief

After 5 minutes, ask each group to present their responses. Limit the presentation to 3 minutes in the plenary. Invite participants to share similar experiences from their contexts.

ECE: Point out that children do not see differences when they are very young, but the many influences they experience as they are growing up shape how they look at the world around them. What does all this mean for how we teach them and help shape their identity? Think especially about their socialisation. Where do young children learn that certain cultures/races/faith groups are better or not as acceptable as their own? Who teaches them this and what implications does it have for us as teachers in charge of young children?

### CORE MESSAGES

- **Unconscious bias is an attitude or stereotype that affects our understanding, decisions, and actions without us being aware of it.**
- **Unconscious bias against certain groups of students, impacts how teachers make decisions about discipline, students' learning achievements, judgements on student abilities, and therefore students' own beliefs about their self-worth.**
- **Recognising unconscious bias and not addressing it results in exclusion and discrimination.**
- **Devising the filters for bias and challenging our own assumptions is central to our roles as duty bearers in education.**
- **We need to be aware of young children's experience of unconscious bias and help them to overcome it since this is central to their self-image and ability to thrive.**

## Activity 1.4: When differences divide: Impact of prejudice and discrimination

### MATERIALS AND METHODS

- Video: "A class divided" <https://www.youtube.com/watch?v=MnBqKhGQr-4>
- Handout 1.4 (Annex 1)
- Additional information: the full-length video of "A class divided" can be viewed at <https://www.pbs.org/video/frontline-class-divided/>

### Information for the trainer

In the previous activities, participants examined how individuals and groups can respond when they

encounter differences. They looked in their own communities for examples of such behaviours. This activity reinforces the message that prejudice, and discrimination are not based on actual information

that we have on a person or a group of people. Feelings and behaviour are often driven by group thinking led by authority figures or people we respect in society. Participants will consider: who decides which differences matter; the ways in which society confers privilege on some and how that can affect attitudes and behaviours; and the impact of discriminatory behaviour towards those who are different. They will reflect on how those in a privileged position can act to change attitudes and behaviours of others. The video, 'A class divided', highlights the relationship between identity, group membership, privilege, prejudice, and discrimination.

## Activity

Explain to the participants that social categorisation is a powerful driver in creating in-groups and out-groups, privileging some whilst discriminating against others, based on certain aspects of our identity. Which differences matter is often led by authority figures or people we respect in society. The impact of bias and discrimination has far-reaching societal consequences and has implications for how we, as teachers, see our students and the students in turn see themselves.

Before showing the video, provide the participants the historical context of the video that was recorded in 1970. Explain two points.

1. The language being used in the video to refer to the 'other' is dehumanizing and some of the words used are considered offensive and not used anymore.
2. We acknowledge that this experiment has been criticised over ethical concerns of its impact on children. It is however, used in a modified form with adults in many countries.

This video is confronting, so allow time for reflection in journals at the end as reactions to the video may be different for different people, depending on their lived experiences.

Give out handout 1.4 as a viewing guide for the video, 'A class divided',

<https://www.youtube.com/watch?v=MnBqKhGQr-4>

Allow the participants two minutes to gather their thoughts. Ask them to reflect on a SIT response (one Surprising fact or idea, one Interesting fact or idea and one Troubling fact or idea) and share with a partner if they wish to.

Divide the participants into groups of 4 and give them ten minutes to discuss the questions on Handout 1.4 (Annex 1). Lead a discussion in plenary using the questions.

## Debrief

Write on a flip chart important points raised in the discussion and guide it towards the core messages. Remind them of the link between internalised oppression and what they saw in the video with the impact on the children's performance. The flip chart can be displayed on the walls for participants to put any observations on post-it notes about the session.

**Journal reflection:** Ask the participants to reflect in their journals about who determines which differences matter. How do beliefs about differences in our society shape the way we see ourselves and others? How does that shape our response to those different from us? What can those in positions of privilege do to reduce systemic discrimination. Add any ideas they share to the flip chart and invite participants to continue adding and reflecting on the activity and the session.

### CORE MESSAGES

- **When certain aspects of our identity are privileged above the identity of others by members of society, it can affect how we see ourselves, how we see others, and our interactions with them.**
- **Feelings and behaviour are often driven by group thinking led by authority figures or people we respect in society.**
- **Discrimination, when 'normalised' becomes systemic and perpetuates injustice in covert ways, continuously.**
- **The impact of bias and discrimination has far-reaching societal consequences and has implications for how we, as teachers and educators, see our students, and the students in turn see themselves.**

# SESSION 2: KEY CONCEPTS IN INCLUSION: EQUALITY, EQUALITY, JUSTICE

## Overview

This session examines teachers' beliefs and concerns about diversity in their classroom. It provides a different perspective for teachers as well as other educators to view the issues of diversity through a social justice and equity lens, and how they are different from equality. It examines what that means in the classroom, at the education system level and what these concepts can mean in facilitating or hindering participation of students from diverse communities and backgrounds.

With access in mind, the session introduces a community scan, to identify who comprises the participants' communities and who, within their community, is excluded and why. The session will raise awareness of the joint responsibility of regulatory bodies and the education system in ensuring inclusion. The session will conclude with an introduction to the Cultural competency framework. The framework guides practice as the participants explore the interconnected constructs of cultural awareness, cultural knowledge, and attitude, with the notions of equity and social justice and valuing diverse learners. The following session 3 will expand on the framework to help them to develop the skills to work effectively across differences.

## SESSION LEARNINGS

- Challenge common negative teacher beliefs about inclusion.
- Identify and link inequities, marginalisation in schools to those in communities.
- Make the distinction between equality, equity, and justice.
- Critically examine the impact of exclusion on marginalised groups in education.
- Explain the value-add of diversity in the classroom.
- Acquire an understanding of the construct of cultural competence.



## Activity 2.1: Confronting teachers' beliefs

### MATERIALS AND METHODS

- Handout 2.1 (Annex 1): Opinion statements on radio program
- Handout 2.2 (Annex1): Benefits of student diversity. Note: the handout should only be given as the activity is ending

### Information for the trainer

Teachers have concerns about whether they are well equipped to handle diversity in the classroom, about the extra workload and about seeking help to become culturally competent teachers. This activity helps participants to confront some common beliefs

and misconceptions and explore counter narratives and arguments to them. It enables them to shift their focus from negative beliefs to identifying the value-add of having children from diverse backgrounds in the classroom. The mix of diverse cultures facilitates a rich exchange of knowledge and experience amongst the children in a classroom in which all

cultures are valued. It also builds for a future in which children, as young adults, are likely to work and live in contexts beyond their own countries. The activity encourages perspective-taking. As the training progresses, strategies for working with a diverse group of children and engaging with diverse communities will be explored.

## Activity

Explain that this activity will, through a radio programme simulation, help participants to explore some beliefs and misconceptions about including diverse groups in the classroom. Counter narratives and arguments will also be examined through the simulation, allowing a meaningful debate to occur in a safe environment.

Put up slide 11 to show some of the areas of concern that teachers may have over inclusion and discuss any other concerns they would have if their classrooms were diversified so that minority groups, children with disabilities, were present in the classroom. Invite the participants to share experiences about what strategies they may have tried to address some concerns and what worked well and what did not work (and why). Do they see ways of addressing these concerns?

Cut up the opinion statements in handout 2.1 (Annex 1) and have them ready to hand out to the 'audience' in this role play.

Tell the participants they will now role play a radio programme on inclusion. Ask for five volunteers and ask the rest of the group to act as the audience with different perspectives on inclusions (on the role cards).

The five volunteers are as follows:

- A radio presenter and facilitator of the programme. He/she is interested in inclusion but does not really have expertise in it. They are very good at managing the programme though.
- A head teacher who thinks children with disabilities are best taught separately.
- A parent of a child with a disability or from a minority group who has been told their child can come to school, however, no support can be provided for them.
- A young, relatively new teacher who believes in inclusion.
- A head teacher who supports inclusion.

The rest of the 'parts' are played by the audience who listen in and then phone in with their perspectives. Their roles are set out in handout 2.1. If they do not have a role, they can still phone in with their ideas and perspectives as the debate continues. Allow half an hour to forty minutes for the simulation.

## Debrief

- Were the arguments they have heard convincing? Which ones would they use with their communities to address concerns related to inclusion?
- Do they see/hear these views in their schools / community?

**Journal reflection:** Which of these views do you understand but do not agree with? Which ones do you agree with?

Drawing on the arguments presented in the program, ask the participants to consider the benefits of diversity in the classroom. What skills and knowledge do other children gain from being in a diverse classroom?

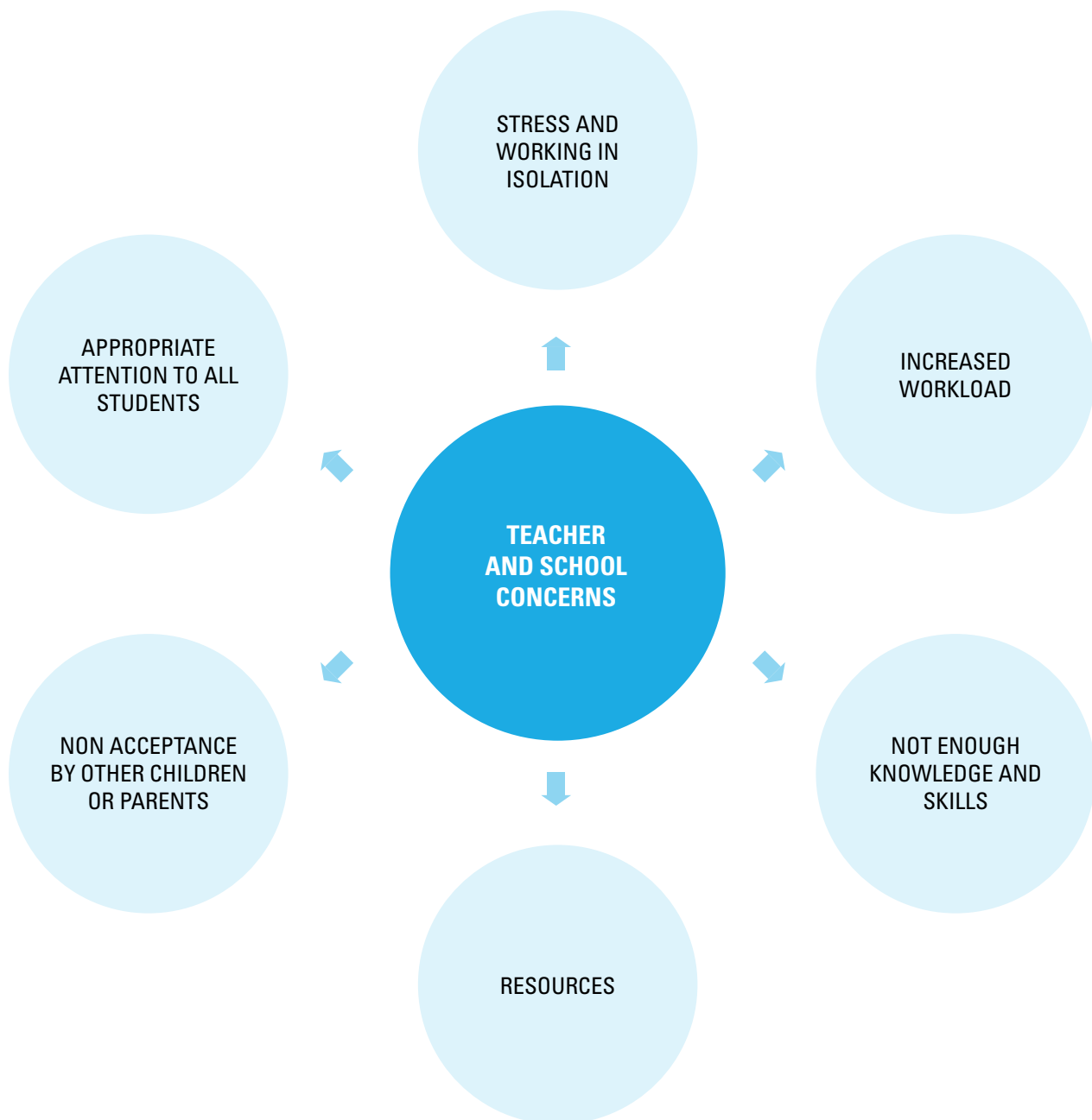
For example, if children at kindergarten are made familiar with other cultures through the toys, games, folk tales, nursery rhymes in other languages, kitchen utensils they use (woks, and flat boards to make Indian flat bread etc.) as they grow older, they are more able to negotiate diverse cultural experiences. Give them one more example from handout 2.2 and allow them to work out more themselves. List them on a flip chart.

When they have come up with their list, share handout 2.2. Were there new ideas in the handout? Could they add to the ideas from their discussions?

Finally, ask the participants to list 3 things they would do to teach or model diversity in their classroom. Why did they pick these three things? Why is it important to do that? Diversity needs to be embedded in the schools at all levels by teachers from pre-school to high school.



## SLIDE 11: TEACHER CONCERNS AND INCLUSION



### CORE MESSAGES

- Educators can improve equity in the education system by challenging common beliefs, myths and perceptions about marginalised children and families.
- The mix of diverse cultures facilitates a rich exchange of knowledge and experience amongst the children in a classroom in which all cultures are valued.
- By serving marginalised children better, teachers serve all children better.
- Diversity needs to be embedded in the schools at all levels by teachers from pre-school to high school.

## Activity 2.2: Community scan: linking social exclusion and exclusion in education

### MATERIALS AND METHODS

- Flip chart, pens
- Slide 12, 13: Community scan
- Slide 14: Which life path do you choose?

### Information for the trainer

We often think of a community in conventional terms and do not recognise the many types of communities around us. This activity asks participants to conduct a community scan that will help to identify who is 'out there', where they might be and where they are not (i.e., are children in school, or in residential institutions, in the workforce, or invisible and so on). An inclusive school can become the centre of the community or the bridge between communities if it is able to reach, engage and serve its communities. Session 6 will elaborate on how this can be done.

The community scan is the first step in getting to know the community. A more focused enquiry using data, interviews, focus group discussions and outreach through networking would help to build up a profile of the community. It will help participants explore the important links between social exclusion and exclusion in education and how they contribute to the cycle of disadvantage.

### Activity

Divide the participants into three groups and give them 15 minutes for this task.

Ask group 1 to discuss and list who is socially excluded in their community and why e.g., those in temporary accommodation or those who are homeless or excluded due to other social factors. This includes very young children who are in institutions, in abusive situations or dysfunctional homes, in conflict settings etc. Ask the group about which young children are likely to be excluded from community services, events such as celebrations, festivals, and community life.

Group 2 will look at who in their community is excluded from education and why, e.g., children in orphanages amongst others. In this case 'education'

begins at ECE and kindergartens and the group should consider this age group as well.

Group 3 will look at transitions: at what points in education does exclusion happen for some students, and why? They should think of transitions from home to ECE and beyond.

Give the groups about fifteen to twenty minutes to discuss and make their lists. Ask the three groups to share their lists on a flip chart on which you have written three headings, (one for who is socially excluded, one for who is excluded in education and one for when in the education process).

### Debrief

- Are there similarities between the findings of group one and those of group 2?
- What does this mean? What does this tell us about exclusions?
- Exclusions can be multiple and intersecting. Can they identify those? (Gender and poverty e.g., a girl from the Roma community, a child from a rural community with a disability)
- Are any of the exclusions preventable? How?

Show slide 12/13 to capture any points the participants may have missed. Finish by asking participants to think of sources of information, and organisations they can link with to find out whether there are children in their communities who are not attending school or have dropped out. (Note: Slide 12 and 13 have been combined here to show the scan as a single image).

Ask them to reflect in their journals, how well they know their communities and what they as individuals and as a school can do to break the cycle of disadvantage.

## SLIDE 12/13: COMMUNITY SCAN

### SOCIAL EXCLUSION

- People not allowed to vote: immigrants, refugees, unregistered residents, people under voting age, women, etc.
- People face discrimination in obtaining loans, credits, or assets? (e.g. poor people, people without regular incomes, people without stable employment, women, people without citizenship status, people without a fixed address, etc)
- Challenges to employment more than others? (e.g. language minorities, people with disabilities, women, people living in certain places with social stigma, people of a certain caste, people living with HIV, people with little or no formal school education, etc.)
- Do any people face more difficulties in accessing basic healthcare than others? (e.g. orphans, street children, refugees, people living in remote rural areas, people in poverty)



### MAKERS OF DISPARITY IN EDUCATION OPPORTUNITIES

- Gender
- Language
- Wealth
- Social origin
- Ability
- Parental status
- Ethnic origin
- Place of residence



### POINTS AT WHICH EXCLUSION OCCURS:

- Entry to, in the course of, at the end of primary education, at the entry to, in the course of, at the end of lower secondary education,
- Between non-formal and formal education,
- Between different types of schools at the secondary level
- In the transition from an educational programme to community and society.

ECE: Ask participants to think especially about the children who are not attending ECE because it is not mandatory or there are barriers that they can help remove for these children to attend. What are those barriers? How can they contribute to removing them?

Tell the participants that the next part of this activity will illustrate how the path from exclusion in education leads to social exclusion and how the cycle of disadvantage for these groups is perpetuated.

### Instructions

Ask for 8 volunteers from the group. Try to encourage a mix of men and women (if possible). Give each volunteer one of the following roles. You can also adapt the roles to be more relevant to categories of exclusion in your context. However,

try to include a mixture of roles portraying different levels of privilege and include categories of exclusion that may not be present in the group of participants e.g., persons with intellectual disabilities, or a refugee.

Write up each of the roles below in large writing on A4 paper before the activity and give these out to each volunteer:

- A boy from an urban slum area.
- The son of a prominent politician.
- A boy with physical disabilities but from a wealthy family.
- A girl with epilepsy from a remote rural area.
- A boy from a rural area.

- A young girl who has an early marriage and is now pregnant.
- A girl from a middle-class family in the capital city.
- A refugee boy.

Ask the 8 volunteers to move to the middle of the training room and ask the remaining participants to sit at one end but so they are facing the volunteers and can see them. The volunteers should stand in a line with a space in between them facing the sitting participants. They should hold the piece of A4 paper with their role in front of them so it can be clearly seen.

Ask each volunteer to read out their role in turn.

Explain how you'll be telling a life story, taking the characters on a journey from birth to old age. As you reach each significant life event, you'll ask them to respond as they think their character (or their family) would react.

Explain to the volunteers that they'll need to take:

- two steps forward if the event is very likely to happen/the experience is very positive;
- one step forward if the event might happen/the experience is positive;
- one step back if the event is unlikely to happen/the experience is not-so-positive; and
- two steps back if the event is very unlikely to happen and the experience is negative.

Also, their response should be based on what they think is currently accurate for their culture and situation – not what it ought to be.

Ask the audience to note which steps they disagree with: you will invite their views when the story line is played out.

Set the scene for the story. 'One fine day, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.'

Note what might happen if the family:

- is very happy (son without a disability born), two steps forward;
- is quite happy (daughter without disability), one step forward;

- is not happy (son with a disability), one step back;
- is very unhappy (daughter with a disability), two steps back.

'Now you are a bit older, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.'

'You would like to continue your education into secondary school. How likely is it that you will be able to continue? Make your moves.'

'You would like to go on to tertiary education - college or university. How likely is it that you will be able to go? Make your moves.'

'Now you are 20. You'd like to get married or form a relationship. How much do you think this will be possible for you? Make your moves.'

'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'

'A few years go by. Everyone in your age group is having babies. How much will this be a possibility for you?' (Check if the girl with epilepsy takes two steps back and when debriefing, ask the group, 'why did this happen?'. They may say it's because most women with disabilities are physically unable to have children – a common myth. Two steps back may well be an accurate response for a different reason – disabled women often don't have children because society thinks they can't or shouldn't).

'Now you're in your 40s. You have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?'

## Debrief

Would anyone in the audience have moved differently at any stage for any of the characters? Why? Remind them about the girl with epilepsy and what they thought about her steps. Allow a couple of minutes for discussion about the moves. Then, take the discussion further and ask the group:

- Who is in the best position now? Who is in the worst place?
- Volunteers, how does this make you feel?
- Does any of this surprise anyone?

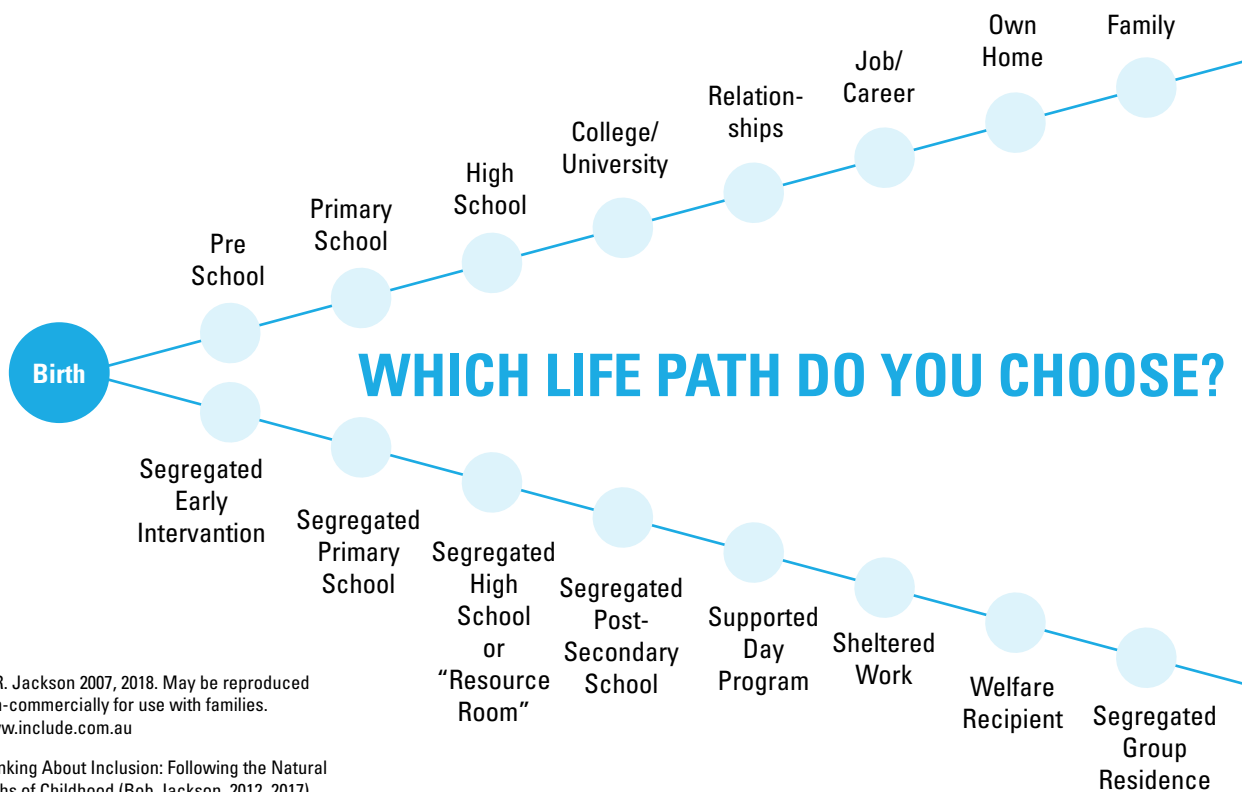
● What can we learn from this activity?

Thinking about young children on these different trajectories, what can we as educators, do to alter some forms of marginalisation that the activity revealed

Show slide 14 and make the following point: different life circumstances (e.g., where we are born, the family we are born into, our gender, if we have a disability), all of which are outside our

control and have a big impact on our life chances and our experience. Take them back to slides 12 and 13 to reinforce the point. This, in turn, places a stronger responsibility on the school to try and break that cycle by reaching out to communities and working with them as partners so that their children attend and can thrive in a supportive, inclusive school.

**SLIDE 14: WHICH LIFE PATH DO YOU CHOOSE?**



**CORE MESSAGES**

- **Groups that are marginalised socially are likely to be marginalised within the education system and that is perpetuated in a vicious cycle.**
- **Exclusions can be multiple and intersecting.**
- **Teachers and educators as *education professionals* can contribute to the development of more equitable and inclusive cultures, policies, and practices in their schools.**
- **Teachers and educators as *citizens* can work towards ensuring that what happens beyond the school doors is aligned with the values of social justice and can contribute to a more inclusive society.**
- **Exclusions do not need to be inevitable: improving equity means reducing situations of discrimination, marginalisation and drop-out that affects the most vulnerable learners.**
- **An inclusive school helps children to work towards better life chances despite social disadvantage.**

## Activity 2.3: Closing the equity gap

### MATERIALS AND METHODS

- Handout 2.3 (Annex 1) - Equity scenarios
- Slide 15 on Understanding the rights-based approach: equality, equity, social justice

### Information for the trainer

Equity and equality are two different but often confused concepts. Equality means treating everyone the same. Equity means giving everyone what they need to succeed. It means offering the same opportunities through the requisite support, representation, and accommodation so that each child has the same chance for success. The participants may be familiar with these ideas already, however, it is important to link the concepts to social justice in the broader context of society. Having explored what their communities around them look like, the participants now need to look at their own beliefs and ideas about their various communities so that they can contribute towards equitable societies.

Attention to equity in a system extends further to social justice, ensuring equitable distribution of resources and dismantling an unfair system to guarantee the rights of all children are assured wherever they live or go to school.

### Activity

Use slide 15 to explain the concepts of equity, equality, and justice. Point out that the tree is a symbol or a metaphor of the system and invite the participants to tell you what the nature of the differences are in the images.

Ask them why the last option is preferred. What change is it asking for? Does the system look different in the last image?

If necessary, point out the difference in the ladders in the equality and equity images. Then, take the equity concept of providing the exact resources each person needs, one step further, to justice and social justice. Explain that trees appear to be naturally occurring systems, but social systems are not, and are constructed to appear neutral but are in fact designed to favour some groups over others with deeply entrenched discriminatory practices and beliefs. Therefore, instead of providing solutions for imbalances created by systems, we need to think of reconstructing the systems themselves

(in this case the tree itself is straightened) to allow equitable access, as a more long-term and sustainable solution. One example of inequity at the system level is when schools in remote areas or poorer neighbourhoods are poorly funded. They do not have the latest technology, new books or art or music programs they need to provide a well-rounded education. In contrast, schools in affluent areas have the resources, staff, librarians to help them to succeed in school and beyond.

### SLIDE 15: TOWARDS INCLUSION: EQUALITY, EQUITY, JUSTICE

#### INEQUALITY

Unequal access to opportunities



#### EQUALITY?

Evenly distributed tools and assistance



#### EQUITY

Custom tools that identify and address inequality



#### JUSTICE

Fixing the system to offer equal access to tools and opportunities



Source Tony Ruth's Giving Tree art of justice/equality/equity from design in Tech Report 2019  
<https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/>  
<https://creativecommons.org/licenses/by-nc-sa/4.0/>



Why is it important for educators to understand social justice? Reinforce the point that learners from all backgrounds bring the same issues in any society (poverty, race, gender equity, cultural identity, and privilege) into the classroom. Can they make the link to the community scan they did in the previous activity?

Teachers need to understand that learners come with different abilities and identities and must work to promote social justice in the classroom. Can the participants cite examples from their own communities and neighbourhoods where they see these differences existing?

Draw attention to the fact that inequities in school (practice level) can begin from the ECE level where minority stories, toys, games are absent for example, and children learn to keep home lives and school lives separate, sensing that one is not valued in the other. The invisibilities and devaluing of cultures can then permeate the school ethos impacting children's lives far beyond schools.

Ask participants to work in pairs and consider: How does inequity in school perpetuate privilege for some groups beyond school? Do they see this in their schools? And is it something that is considered as 'that's just how it is; we can't change it'.

Can they draw on their experiences to consider how inequitable systems in society result in the continued marginalisation of some groups and the dominance of others? Does this erode the rights of marginalised groups to participate fully in society and decision making in national issues? Invite them to share their thoughts and discuss together.

Next, divide the participants into four groups to look at the situations in handout 2.3 (Annex 1). Assign each group one situation. Ask them to discuss in their groups whether the situation is equitable or not and why and what strategies for equity are being or could be used to mitigate the situation.

### Debrief

- If the situation in your scenario is inequitable, is it a systemic issue or due to classroom practice? Why is this consideration important?
- How does the inequity erode rights under the 'social justice' lens of equity?

It is important to identify whether the inequity resides in the education system or in the practice. It is easier to change one than the other. This focus on change is further explored in sessions 4 and 5.

#### CORE MESSAGES

- **Inequitable systems can mean inequitable distribution of resources resulting in the continued marginalisation of some groups and the dominance of others.**
- **Learners come with different abilities and identities, and it is important for teachers to promote social justice in the classroom.**
- **Correcting inequities as early as the ECE setting ensures that children do not grow up thinking they are not good enough or that they are superior to others.**
- **Equity and justice in education is a human right: it is our responsibility as teachers and educators to promote it in our spheres of influence.**

## Activity 2.4: 'Living diversity': value and respect experiences of students

#### MATERIALS AND METHODS

- Slide 16 for cultural competency
- Slide 17 Quote on Cultural effectiveness
- Handout 2.4 (Annex 1): Cultural Competency scenarios
- Handout 2.5 (Annex 1): Towards Cultural Competency Checklist

## Information for the trainer

As understanding of cultural differences improves, participants begin to reflect on their own cultural lens and how working effectively across differences is critical in their own professional relationships and to student achievement. The previous activities help us to recognise that personal, cultural, and institutionalised discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others. Acknowledging, valuing, and building alliances across differences is crucial so that we can work together to counter all forms of discrimination.

## Activity

Show participants slide 16 and briefly explain the concept of cultural competency. The Cultural competency framework is intended to guide practice so educators can work with families and communities to ensure that all students can have the opportunity to achieve academic success.

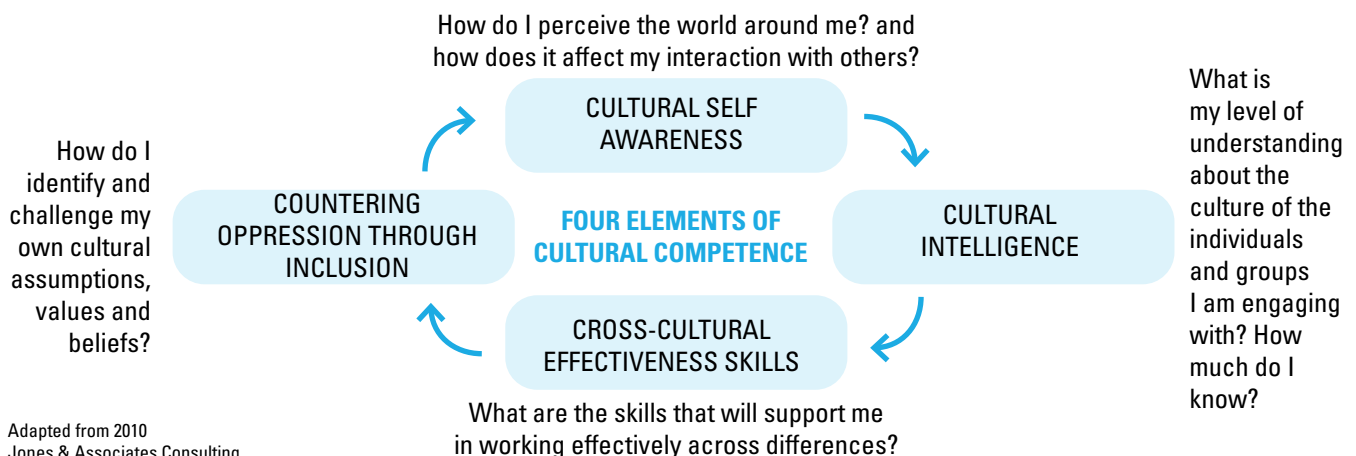
Explain that cultural competency is not a static but a dynamic process and involves continually reflecting and responding to new situations, experiences, and relationships. It is a way the voices of children, families and community are heard and there is broader active engagement with the communities. Understanding their ways of seeing, living, and knowing ensures inclusion is embedded into all levels of school life and an inclusive school ethos is created.

Explain that cultural competency comprises of three components. These are explained more fully in handout 2.5. For an inclusive teacher/ school, it means:

- Examining attitudes and beliefs: Being aware of one's own cultural world view and being aware that differences exist between cultures (refer to the Diversity wheel and what it means as an inclusive teacher to value diversity). It means identifying and challenging one's own cultural assumptions, values and beliefs and adopting positive attitudes towards cultural differences. It means critically reflecting on one's own practice. For example, 'Are my biases and values negatively impacting the students' learning? Am I disciplining some students more because I do not understand what behaviour is normal in some cultures but considered disrespectful in others?'
- Gaining knowledge of different cultures: How much do I know about the learners who come to my school/my classroom? What are their histories, traditions, their experiences/realities? How much am I hearing them? As an inclusive teacher am I supporting all learners? If I am an ECE teacher, do I know the foods, the games, the toys, and the folk stories of my young learners? How do I find out? Do I use these items and stories in my teaching.
- Developing skills for communication and working with others across differences. This involves being responsible for one's own professional development in working with others and improving practice. It means setting goals and asking, 'am I developing skills to adapt the curriculum and classroom activities to better connect with my students and how they learn? Am I applying my knowledge and understanding of cultures in my teaching practice? How am I working with colleagues, the families of my learners and the community to support learning?'

### SLIDE 16: CULTURAL COMPETENCY MODEL

#### SYSTEMS, INSTITUTIONS, INDIVIDUALS WORKING EFFECTIVELY ACROSS CULTURES



Remind the participants that people with disabilities also form a minority group. Understanding the values and needs of persons with disabilities and acknowledging this is a way of life that is not tragic or to be devalued is important for an inclusive learning environment.

Promoting cultural competency by teaching and role modelling ensures children have a strong sense of their own identity and belonging that teachers help them to value and reinforce. The role modelling also normalises diversity for children of majority groups so that they grow up 'culturally literate' and able to engage well beyond their own group. This is a vital skill in our increasingly globalised world and to ensure that our children have the values of social justice, respect and openness embedded within their learning.

Next, ask the participants to talk in pairs and discuss times when they were either able to reach out to a person from another culture/background because they were 'culturally aware' or where they did not. Help them if they are uncertain by suggesting that the encounters could be while they are out shopping, when seeing a film about another culture, as well as in school. Invite them to share some of their reflections.

Divide the participants into four groups and assign a scenario from handout 2.4 (Annex 1) to each group. Give them the Cultural competency handout 2.5 (Annex 1) to help them with the scenarios and in their reflective practice. Give them fifteen minutes to read the handout and discuss what new ideas and perspectives it offers for resolving the scenarios. Remind them that that they should consider their unconscious biases when discussing the scenarios. Discuss in plenary as each group presents their scenario and how they resolved it.

## Debrief

Remind participants that even people from the same culture may have different realities at home

e.g. wealthy families, working-class families or Roma may live in different neighbourhoods and in different conditions. Ask them to consider: 'Who in my classroom is from a different culture or may be experiencing different realities outside of school?' Or 'How many different cultures are there in my classroom?' They can also think about gender, urban/rural divides, socio-economic diversity etc.

Finish the discussion by relating the idea of Cultural competence in education as being aware of, respecting and valuing differences, honouring learners' histories, being conscious of our biases and be willing to explore new ideas to work with learner differences and capabilities.

**Journal reflection:** Invite participants to consider the following questions as they reflect on their own current practice. Thinking about themselves as inclusive teachers:

- Who is advantaged when I work in the way I currently do? Who is disadvantaged?
- What does cultural competence mean in my practice, for children, family, community?
- What do I know about the language/s, histories, or cultures that the children bring with them to the classroom?

Finally, finish the session by showing slide 17 for a quote on the essence of cultural competency.

### SLIDE 17: CULTURAL EFFECTIVENESS

To be culturally effective doesn't mean that you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and willing to accept, that there are many ways to view the world

— Okokon O. Udo

### CORE MESSAGES

- **Cultural competence in education is being aware of, respecting and valuing differences, being conscious of our biases and be willing to work with learner differences and capabilities.**
- **Cultural competency is not a static but a dynamic process and involves continually reflecting on and responding to new situations, experiences, and relationships.**
- **Culturally competent teachers become role models for all children enabling them to engage and achieve.**

# SESSION 3: INTERACTING WITH OTHERS: INTERPERSONAL COMMUNICATION

## Overview

This session will bring together the constructs of cultural competency from session 2 and focus on building the necessary skills for working effectively across differences. Essential to our daily interactions with other people are: how we communicate and what we communicate, verbally and non-verbally; the language we use; the perceptions of the communicators about themselves and the 'other'; the context in which communication takes place and the barriers to intercultural relationships. It is important for us to recognise that we communicate whether we know it or not. We may inadvertently communicate thoughts and feelings we may not want to communicate, through our body language or voice or expressions. We have all experienced situations in which someone does not actually mean what they say (in a job interview when they really do not want to hire us, or when people do not like our food, or clothes but do not want to offend us by saying so). Or, in the case of marginalised groups, our negative thoughts and feelings about them come across when we do not want them to.

As teachers become more confident in their skills as communicators, they will be able to collaborate with parents, colleagues, and students towards better outcomes for learners. The session will end with some useful tools for approaching difficult conversations and building trusting relationships with students and parents.

## SESSION LEARNINGS

- Reflect on the impact of identity, power, and access on interactions.
- Reflect on how language is used in daily interactions and what it tells us about ideas, feelings, and attitudes.
- Demonstrate an understanding of the barriers to effective communication.
- Analyse and practice positive/ respectful communication using structured approaches.
- Identify areas of strength and areas of growth in own communication skills.



## Activity 3.1: Language in communication

### MATERIALS AND METHODS

- Slide 18 Basic principles of Interpersonal communication
- Slide 19 Barriers to communication
- Slide 20 Practical skills for interpersonal communication
- Slide 21 Communication styles and context
- Handout 3.1 (Annex 1) Interpersonal communication,
- Handout 3.2 (Annex 1) Language statements activity

## Information for the trainer

This activity will introduce the principles of interpersonal communication and the barriers to effective communication. Participants will reflect on the power of language and critically analyse its use in conveying different ideas/meaning (what is said and what is implied) in their conversations and in the classroom.

### Activity

Explain that this activity will help bring together the learnings from sessions 1 and 2 and allow the participants to build the skills for cultural competency (refer to the Cultural competency framework) through effective communication. Point out that the building of partnerships and collaborations is grounded in communication competency and participants will get a chance to practice these skills further in sessions 5 and 6. Handout 3.1 (Annex 1) explains this in more detail.

Distribute handout 3.1 on Interpersonal communication and show slide 18 to explain the basic principles of interpersonal communication. Explain that communication is a two-way process between individuals or groups of individuals where information, ideas, attitudes, and emotions are shared. Language and culture have a close relationship, making language prone to prone to misinterpretation about what is being said in interactions between cultures. Perceptions and realities are different for different people, influencing how they interact. Creating safe environments is important so that ideas can then be shared, challenged, and uncomfortable conversations can take place to reach greater shared understanding. The parties may not reach complete agreement, but they will arrive at a certain degree of common understanding.

Describe the different contexts teachers need to think about when communicating in their personal and professional environments. Talking to a friend, a young child, a stranger, or your boss involves different power dynamics. Teachers/head teachers communicate with learners, colleagues, parents etc. all the time. Explain how the power imbalance in these situations can influence the communication. It can influence decision making, what is agreed to, how much is revealed between the parties, and who is disadvantaged by the outcome.

There may also be differences in communication styles between cultures. Some cultures are more

## SLIDE 18: INTERPERSONAL COMMUNICATION

### COMMUNICATION IS:

- **INESCAPABLE:**  
**Happens all the time. Verbal and nonverbal**  
Nonverbal > 90% impact on the interaction
- **IRREVERSIBLE:** Spoken words cannot be taken back and have an impact
- **COMPLICATED:** Affected by our perceptions of others and their perceptions of us
- **CONTEXTUAL:**
  - Where is the conversation taking place?
  - Who you are and what is the relationship between the parties? What is the power dynamic?
  - Cultural considerations language, style, cultural realities, attitudes etc.

formal than others, less direct and use different cues for transmitting non-verbal messages. Explain that when different perspectives are given space, communication is more effective, groups can be more motivated to collaborate and solutions to problems can be more innovative.

Next, ask the participants to think about, write down and share two instances of challenges they have experienced with communication in their interactions in their workplace, with students, young children, colleagues, parents etc. Note their responses on a flipchart.

Show slide 19 on the barriers to communication. Do they recognise some of these barriers? Ask them to think particularly about young children who may communicate in different ways even if they speak the majority language. Think about how children who don't speak the majority language communicate.

Briefly explain the barriers. Language may be a barrier not only when we are unable to speak it fluently, but also in how powerful it can be in its impact on others. People who are not majority language speakers can find it difficult to make themselves understood. Native speakers too, may find it difficult to find the right words or vocabulary to express themselves.

Explain the other terms on the slide (more examples in handout 3.1 (Annex 1)).



## SLIDE 19: BARRIERS TO COMMUNICATION

- **Language:** May not be the native language of individual or group.
- **Nonverbal misinterpretations:** Messages are sent through gestures, proximity, eye contact, expectations regarding time etc.
- **Culture unconscious:** Lack of knowledge about some cultural characteristics, history, values, beliefs, and behaviours of another ethnic or cultural group. Assuming that a culture is similar to your own can cause you to ignore important differences.
- **Ethnocentrism:** When a person perceives that their cultural beliefs and customs are superior to others.
- **Stereotypes and prejudice:** The unfair, biased, or intolerant attitudes towards another person or group that is different.
- **Anxiety:** Feeling stressed when communicating across cultural boundaries and out of our 'comfort zone'.

**Culture unconscious** is when we are part of the dominant culture and aware that there are other cultures, but we know nothing about them, and we make assumptions. If we do not have any information about a new culture, we miss important differences. For example, some cultures choose to whom and where they display emotions. We might assume in those circumstances that they are lacking emotion and or we might see some other cultures as displaying emotion inappropriately. A typical example is how for some cultures, loud displays of emotion at funerals are normal. However, in other cultures, that is considered inappropriate because funerals are quiet affairs. Point out that being culturally competent means understanding other people's behaviour in the context of their culture before we judge it.

**Ethnocentrism** means being aware that there are cultural differences but adopting a narrow view of thinking one's own culture as being superior to other cultures. Remind them here of how they explored social categorisation in sessions 1 and 2 and how in-groups favour their own group over the out-groups and devalue them.

One example is the immigrant experience in Europe where some of their eating habits or utensils may be considered uncivilized. European cultures consider forks and knives as the normal eating utensils, whereas other cultures use their hands (they follow a ritual of cleaning their hands first) and that is considered inappropriate. Point out that

ethnocentrism can be systemic for e.g., recognizing only Western holidays in schools or basing the curriculum only on Western history, music, and art as the central culture.

**Stereotyping.** The participants can give examples of stereotyping and false assumptions that influence the way ideas about 'the other' are communicated as they are familiar with those terms. Ask the participants for examples from their own context once the terms have been explained. One example of stereotyping is, "the Roma always send their children to beg and use them as child labour".

Contrast the above attitudes to cultural intelligence (cultural competency model, Session 2) which is being aware of other cultures, learning more about them, valuing the differences and consciously working to create inclusive and collaborative environments.

Ask the participants to look at handout 3.2 (Annex 1) in pairs and analyse the statement for what is said and what is implied (are these value judgments?). Do they recognise the assumptions and biases, ethnocentrism and 'culture unconscious' in the statements? Can participants add other statements which either imply a value judgment or obscure a truth from their own experiences?

Next, illustrate some of the barriers. Ask the participants to do a quick role play in pairs of speaker and listener. The speaker spends 1-2 minutes telling the listener something about themselves or any topic. The rule is that after every 7 words they must add a colour. They should use a new colour after every 7 words in the conversation. For example, 'I was born in Italy in a red small town called Atrani in the south blue of the country.' They go on like this for 1-2 minutes. The listeners must watch the speaker and be aware of their own feelings and any body language they observe.

After they finish, ask the speakers how they felt as they were speaking (responses might include embarrassed, awkward, stupid etc.). What did they notice about the body language of the listener? How did the listeners feel? Responses might include impatient, wanting to finish the sentence for the speaker etc. Explain this is what a person with a language barrier might experience when trying to communicate.

Styles of communication may also be different. Some cultures are more direct than others. For example, reluctance to do something may be



communicated indirectly through verbal and non-verbal cues by indirect style speakers and may be completely missed by direct style speakers.

Next, show slide 20 as a reminder of what was covered in activities 1 and 2 and some tips for communicating in a sensitive manner. Explain that being aware of your own emotions and experiencing some degree of discomfort and stress is natural in cross cultural interactions, so be compassionate to yourself and the 'other'.

## Discuss in plenary

Elicit examples from participants' own experience with encounters with parents, children, students, or colleagues in their schools.

### SLIDE 20: PRACTICAL SKILLS FOR INTERPERSONAL COMMUNICATION

- Self-awareness – what am I feeling?
- Self-compassion – Be compassionate with yourself
- Show patience: Patience with yourself and with the other person ('take your time')
- Body language: communicate patience through your body language
- Reduce stress in the encounter (breathe! Breathe deep!)
- Acknowledge when you don't understand (ask them to repeat, "I don't understand what you said - lets work on this together")
- Don't avoid interactions you feel uncomfortable with - Try to be comfortable being uncomfortable
- Make the person feel comfortable
- Move beyond the language barrier and be curious, try and help fill in the blanks, see the person beyond the accent

ECE setting: Ask the participants in the plenary discussion to come up with some thoughts and strategies on how to communicate with young children. These should include how to 'read between the lines' of what young children 'say' as opposed to what they are trying to communicate. Here are some ideas or considerations to prompt them if necessary. Think about:

- How very young children express their feelings and how certain expressions may conceal other feelings behind them. 'I don't like you. I won't invite you to my party,' may mean 'my feelings are hurt'.
- Other ways young children communicate e.g., body language.
- How to avert or work with distress manifested as anger or sullenness.
- How to recognize discomfort.
- How to use toys or imaginary animal friends to comfort.
- How to help young children deal with difficult emotions through stories.

Discuss their ideas. How different are the approaches to young children from those we use with older learners or other adults?

**Journal reflection:** Reflect on this activity and note three strategies they might use to create a safe environment and conduct an effective conversation in their professional environment. Identify areas of growth that they would like to focus on to improve their communication skills

As the core messages are discussed, ask the participants to suggest some core messages that are important for communication with young children at ECE level.

### CORE MESSAGES

- **How we communicate with each other can reveal how we think, how we feel, and how we perceive others and how they perceive us. Negative feelings and attitudes can be communicated non-verbally as well.**
- **Language, style, non-verbal cues, and intercultural differences can create barriers to effective communication.**
- **Context, including power imbalances in relationships has an impact on the interaction.**
- **When different perspectives are given space, groups can be more motivated to collaborate and find innovative solutions.**

## Activity 3.2: Active listening in communication

### MATERIALS AND METHODS

- Handout 3.3 (Annex 1)
- Handout 3.4 (Annex 1)
- Slide 21 Key active listening skills
- Slide 22 Language in active listening: open-ended and closed-ended questions

### Information for the trainer

This activity looks at not just what we say but how we listen, how we perceive silences and the non-verbal cues that we communicate consciously or unconsciously. Participants will practice the key listening skills of how to clarify, paraphrase, confirm, correct, question, show empathy and patience in silences. Active listening helps teachers establish positive and collaborative relationships with parents, students, and colleagues.

### Activity

Show slide 21 on key active listening skills. Explain that good listening skills requires being aware of personal biases, prejudices and opinions and not making judgements.

It is important not to disagree, warn, lecture, evaluate, diagnose, or demand information when listening. Explain that 'demanding information' is different from asking probing questions in a respectful manner to better understand the situation. Be patient, even if you don't agree, resist the urge to jump in. Let the other person finish. Remind the participants of non-verbal communication through postures, gestures, 'being present' in the moment, making good eye contact, showing empathy, asking open ended questions and other types of questions, reflecting to the speaker what was said and validating the concerns of the speaker. Active listening can help the teacher to understand the parents' perception of their child and their expectations from the school. It helps the teacher to develop a clear understanding of the parents' concern and communicates to the parent that the teacher is interested in the message. Crucially, regular conversations will provide the teacher with important clues about the child's strengths and build a positive relationship with the parent. Trusting and respectful relationships with parents help to build strong collaborations between

### SLIDE 21: KEY ACTIVE LISTENING SKILLS

- Be patient, show empathy, and communicate respect.
- Ask open-ended questions.
- Reflective listening - listen for meaning, listen for feelings (observe verbal and nonverbal behaviour). Confirm correct understanding of idea to speaker by paraphrasing or summarising what has been said.
- Focus on the issue or concern.
- Find and take the next step together.

the school and home to ensure the child's learning success.

Explain that a core skill in effective communication and collaboration is the ability to ask open-ended questions. Asking open-ended questions requires the other person to reflect, use their own knowledge and express their feelings, ideas, or opinions when answering. It allows the control of the conversation to be handed back to the person being asked the question. They become more open, feel their opinion is valued and heard, and different perspectives can be considered. This skill is useful for teachers to use with students as well, helping to stimulate their thinking and improve their language abilities.

Knowing the language of open-ended questions will help participants practice their skills. Slide 22 shows the differences in characteristics of open-ended and closed-ended questions.

Help the participants to individually practice open-ended questions in handout 3.3. Allow 5 minutes and discuss in plenary.

Next, let the participants practice their active listening skills. Divide them into groups of three. Each group

## SLIDE 22: LANGUAGE IN ACTIVE LISTENING

OPEN-ENDED QUESTIONS BEGIN WITH	CLOSED-ENDED QUESTIONS BEGIN WITH
Why?	Are
How ?	Was
What ?	Did/Do
Describe	Will
Tell me about	Won't
Explain	Didn't
What do you think about ?	Aren't / Would/ If
Probe: What other reasons can you think of? Invite creativity: What would happen if ..... ?	

has a Listener, Speaker, and Observer. Then, follow the steps below:

The speaker chooses to tell the listener a real situation for example, either a personal experience or

their position on a controversial subject. The speaker will talk for 3 minutes.

The listener will practice active listening using paraphrasing, empathy, and non-verbal cues.

The observer will take notes on the skills of the listener and then give constructive feedback and share their notes with the speaker and the listener.

Rotate speaker, listener, and observer so everyone participates actively. Give them the feedback checklist on handout 3.4 for the observer to use each time (Annex 1).

### Debrief

Ask each group to present through one role play, how the active listening skills were demonstrated and invite comments from the larger group. Ask the speakers how the feedback affected their ability to listen actively when it was their turn to listen.

### CORE MESSAGES

- **Listening for meaning, listening for feelings (observe verbal and non-verbal behaviour) are core listening skills.**
- **It is important not to disagree, warn, lecture, evaluate, diagnose, or demand information when listening.**
- **Good listening skills requires being aware of our personal biases, prejudices and opinions and not making judgements.**
- **Empathetic silence allows the other person space to say what they want to share. Body language is important in silence so that it is not mistaken for indifference.**
- **Asking open-ended questions allows the control of the conversation to be handed back to the person being asked, assuring them their opinion is valued.**
- **Good listening skills help teachers to build rapport and trusting relationships and strengthen collaboration between school and home for the child's learning success.**

## Activity 3.3: Teacher-student relationship: moving beyond formal teacher-student roles

### MATERIALS AND METHODS

- Slide 23 - Positive teacher-student communication
- Handout 3.5 (Annex 1): Positive student-teacher communication

### Information for the trainer

Introduce this activity by explaining that the activity brings together all aspects of cultural

competency into the teacher/student relationships in a classroom. It will help participants to see/hear and know their students within and beyond the classroom. Student lives outside of the

classroom have a profound impact on their performance within it. As teachers and students exchange information, they continue adjusting and developing expectations throughout school life. The student teacher relationship is limited by time and is characterised by an imbalance of power. A respectful and trusting relationship, however, affects the learning process. The activity will focus on moving beyond the narrow teacher-student roles they are used to and see students as members of a dynamic familial and cultural group.

## Activity

Show slide 23 on developing positive communication between teachers and students. Both verbal (calling students by their name, asking them about themselves, asking for their opinions) and non-verbal behaviour (smiling, making eye contact, moving around the classroom, and using different tones when communicating) affects this relationship.

Explain that active listening in the classroom takes thought, practice, and a desire to put the student's feelings above our own. It can be used to build trust, respect, defuse tense situations in the classroom, help students cope with their emotions/problems. It helps students feel valued and connected to the adults in the school. By validating and acknowledging the student's concerns, we can build a healthy relationship. It helps the student feel they are not alone (for e.g., saying, "I see this makes you really sad/angry/worried" etc.). Time spent with a troubled student will often have beneficial results.

Ask participants to think of a student they really like. How would they describe their relationship with that student? Ask them to note their thoughts down.

Now ask them to think of a student they find it hard to build a relationship with and why? Share their experiences with the other participants. What characterises their good relationships? Can the participants suggest why the difficult relationships are so challenging and how they might be improved?

Next, ask the participants to work in pairs and allocate two student/teacher statements from handout 3.5 (Annex 1) to each pair so that both can experience being the student and the teacher. Ask them to make the statements to each other and build a conversation around them. They should carefully try and identify the feelings in all the statements. Ask them to conduct their conversations and then discuss

### SLIDE 23: POSITIVE STUDENT — TEACHER COMMUNICATION

- Keep an open mind and focus on just listening
- Use body language and nonverbal cues to show the student that you are listening.
- Practice empathy skills
- Engage in informal conversation about their lives outside the school
- Reflect back what you believe to be the thoughts, feelings or ideas behind what the student says or has communicated through their body language
- Ask open-ended or probing questions when you want to know more
- Inquire about how students connect to their learning; get them to think about what strategies they use to learn, how they think they learn best

what their conversation would look like both non-verbally and verbally and to work out what strategies they used to keep the conversation going towards a satisfactory resolution. Alternatively, ask the participants to make up their own statements from their own experiences with their students to work on. Remind them that some cultures avoid conflict and believe that differences can best be worked out quietly. They might prefer written exchanges. Also, some cultures find it difficult to reveal things in conversations even to their friends.

Tip: Listen with empathy, try and discern the emotion, clarify, find out more, respond non-verbally and verbally. Avoid using judgmental words like, "your problem is ....", "here is where you are wrong..."; "you will be ok, just get your book out now and do your homework", "you better not ..."

See handout 3.1 (Annex 1) for some phrases that can be used. Ask each pair to role play the conversation.

## Debrief

Participants can write in their journals, and share if they wish, their reflections on their own relationships with their students and how they can work towards improving them in the classroom.

Can the participants write down and share with the group three strategies they will use in their interactions with students in the classroom?

## CORE MESSAGES

- The teacher-student relationship is characterised by an imbalance of power. Nurturing a respectful and trusting relationship creates a positive learning environment.
- Establishing a positive teacher-student relationship involves knowing and hearing your student within and beyond the classroom.
- Teaching content is important but meeting the emotional needs of students, listening to them, and motivating them through positive communication empowers them to achieve better.
- Active listening takes thought and practice and helps students cope with their emotions/problems.
- If teachers model active listening in the classroom, students will emulate them.

## Activity 3.4: Bringing it together: solution-based collaboration

### MATERIALS AND METHODS

- Slide 24 on CARE Approach
- Scenarios: Handout 3.6 (Annex 1)

### Information for the trainer

This activity will help teachers to bring together and apply the learning from previous sessions. They will reflect on their own attitudes to inclusion, why it is important, how they are in a good position in their schools to promote diversity and inclusion for their students. They will be able to apply the strategies, tools, and skills they are equipped with to communicate and work collaboratively with parents towards student learning success.

### Activity

Explain to participants that positive communication always starts with things we agree on. Parents are an invaluable resource to teachers, providing them with information about their child's home life, and what works best for that child in terms of learning and positive behaviour support. Teachers in turn can empower and enable parents and families to identify and help address their concerns through a solution-focused approach.

Remind them of the active-listening skills they practiced in the previous activities and that the impact of verbal and non-verbal messages, the contextual elements of communication such as the physical environment and power imbalance between the parties in the interaction are all important.

If discussing issues with parents, teachers should identify ways to assure them of their shared goals and to set a collaborative tone in the meeting. Remind them of being non-judgemental. For example, when discussing behaviour issues, saying, "Johnny is violent and dangerous" or "Enisa does not know how to behave," will shut down positive conversation. However, describing a particular incident is more useful. For example, "on Tuesday morning he threw a chair across the room," can start a dialogue that is less confrontational. Then, they can move on to addressing the issues and challenges and discuss the next step together.

Show slide 24 and give the participants handout 3.5 (Annex 1) with the CARE approach and case scenarios. Go through the first scenario described in the handout as an example to explain the CARE model.

Divide the participants into pairs and ask them to work on the other three scenarios or situations they encounter at their own schools. They can use the techniques and approaches they have practiced in the previous activities as well as the CARE approach. Each pair should prepare a role play for one scenario from handout 3.6 or one they have created from their experience (including in ECE settings), swapping roles so that they all get the chance to practice. Ask three pairs to present their role plays and then debrief.

## SLIDE 24: SOLUTION-BASED COLLABORATION CARE APPROACH

Corroborate	Acknowledge the parent's concern and find some point on which you agree. This sets the right tone and keeps the exchange from becoming a defensive debate
About me	Describe what you have done to build your knowledge base and expertise relating to the issue (s)
Research	Describe what research says and what your experience tells you
Explain/Advise	Advise based on research and on practice elsewhere

### Debrief

In the debrief, push the discussion deeper by discussing the context in which the conversations are taking place i.e., discuss the physical environment at the school/classroom, non-verbal signals of the participants in the conversation.

Specifically ask participants to present their thoughts on the following questions that are also included in handout 3.6 (Annex 1):

- What identities, cultural norms and values are at play?
- Are there any power dynamics at play?
- What was the tone of the interaction? Was it one that emphasised the power difference between the parent and teacher or was it one that implied a problem-solving partnership?
- How did each person in the interaction feel?
- What could each person do or say in the situation to move the situation toward a more positive interaction? How can the parent role be supported and enhanced through the interactions teachers have with parents?
- How does this scenario remind participants of something that is relevant at their school?

Wrap up the session with the following core messages or you can now ask the participants to tell you what they think the core messages of this session are.

Can the participants write down three practices they will start trying to use in their interactions with parents at their school?

### CORE MESSAGES

- **Building trust in teacher-parent relationships starts with communicating the desire to work towards the shared goal of the student's successful learning outcomes.**
- **Framing issues in a non-judgemental way when discussing challenges such as their child's negative behaviour, avoids shut down of positive conversation with parents.**
- **Parents are an invaluable resource to teachers, providing them with information about the child's home life, and what works best for that child in terms of learning and positive behaviour support.**
- **Teachers in turn can empower and enable parents and families to identify and help address their concerns through a solution-focused approach such as the CARE approach.**



# SESSION 4: SCHOOLS AND INSTITUTIONAL POWER

## Overview

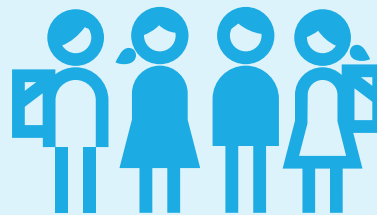
This session will focus on the school, as a place of power, as an institution and as a cultural space for the community of teachers, students, parents, and the wider community whom it serves. It explores how, under the leadership of a good head teacher, the school can become a focus for inclusion through a whole school approach, and a model for others institutions and schools. It can be a place that welcomes children from diverse communities and, through shared values and respect for their cultures, enables them to realise their potential. The school's role within the community will be further explored in session 6.

So far, participants have explored the ideas related to diversity and examined the communities that surround them. They have probed the attitudes and assumptions regarding minority and marginalised groups that create barriers to inclusion. They have deepened their knowledge through different models and theoretical concepts and practiced some of the skills of working effectively across differences. Now they turn to look at themselves as educators in a place of power, within the school. They look at how, collectively as a whole school and individually as teachers, they can make their school, their teaching practice, and their interaction with the communities around them, more inclusive.

First, however, they need to look at the current situation in their schools to see how inclusive they already are, and how they might be more inclusive. Next, they examine their own practices,

## SESSION LEARNINGS

- Recognize the institutional power of schools and explore where, amongst the people, systems and mechanisms that power lies.
- Identify inequities in the practices, mechanisms and systems that exist in schools.
- Recognize the sources of collective power to mobilise change within and across the system of schools
- Identify how, collectively, to support each other to effect systemic change towards equity.



voice their concerns and become aware of their power to embrace change with its challenges, collectively. Teachers will interrogate the concept of power in its many forms and manifestations and the points at which their own powers can be leveraged to bring about the changes they seek. As practitioners and advocates for inclusion, they will explore how they can take collective action for change. As professionals they will look at how they can create a learning community within the school, develop the whole school approach, and their leadership roles towards greater inclusion.

## Activity 4.1: Dynamics of dominance and institutional power in schools

### MATERIALS AND METHODS

- Flip charts and markers
- Slide 25 on Schools as institutions of power
- Slide 26 on School scan exercise
- Slide 27 on school scan analysis
- Handout 4.1 (Annex 1)

## Information for trainer

This activity enables participants to examine where their own schools stand along the inclusion continuum. It will make them aware of their mitigating role in removing barriers within their school, education system as well as externally. It consolidates the ideas of equity, social justice, and inclusion, and locates the school's central role in promoting an inclusive society. As they start thinking of changes, big and small, they will engage with the idea of teachers as committed actors in the change process. The role of head teachers in leading the process of change will also be highlighted.

### Activity

Introduce the idea of the school as an institution of power by asking participants why they think we might use that term to describe a school. What makes it an institution? What gives it power? Who has the power in the school? Put their responses on a flip chart.

Use slide 25 to answer these questions. Ask the participants to help you group their responses under the categories of 'access', 'participation', 'belonging', 'influence and power.' Some responses may go under more than one heading.

Next, remind the participants of the community

#### SLIDE 25: SCHOOLS AS INSTITUTIONS OF POWER

- Do teachers have a voice in the school? In what matters does that count?
- Where/when do the community (which communities?) feature in school life? (Voice, ownership or belonging)
- Who has cultural privilege in the school?
- Who is able/unable to come to school? What rules dictate that? (Access)
- Do children have a voice in school? In which matters? (Representation)
- Who decides and what determines what they will learn? Do they have any choices?(Participation)
- Who decides how the school funds are spent?
- Can parents and schools decide together? (Influence, power, control over resources )

scan and explain that now they will put their schools under a microscope and conduct a school scan.

Ask them to form five groups. Each group will consider one area of operation within their schools in depth and catalogue, on a flip chart, what they find under the same headings they used above. Ask them to also identify what could be done under a new heading of 'opportunities for inclusion'.

If you have school groups amongst the participants, then they can work together on this.

Show slide 26. Assign each group an area for scanning. Here are some additional questions to those on the slide to push their thinking further:

- **Systems, traditions, and rules for school life.** What do the rules and systems tell us about school values? Can the school values be listed? Where do they manifest themselves? In which documents, what activities?
- **Curriculum related considerations.** Who is visible/invisible in the curriculum? Think also of young children at ECE level. Whose toys, stories, kitchen utensils are there in the play areas? What does that say about school values?
- **Collaboration mechanisms for school, teachers, and students.** Are ECE teachers part of the learning communities in the school or not? What expertise would they bring to a learning community of teachers of older students? How frequently do teachers collaborate? Who collaborates? What kind of projects? Are there spaces allocated for collaboration and exchange of evidence-based strategies in the school? What is the head teacher's role in facilitating this?
- **School's interaction with community.** How does the school interact with the community around it? Do the interactions include school community councils or teacher-parent councils, school community meetings etc.? What does that say about the values of the school?

After about twenty minutes, ask each group to come and present their findings.

Using Slide 27, analyze their findings in plenary. Ask them to stay in their groups to identify which areas of operation are within the school's control and which are either national or regional 'rules and systems.' Where do they see the opportunities for inclusion/change that they would like to see introduced from their specific scans?

## SLIDE 26: SCHOOL SCAN

### GROUP WORK : EACH GROUP TO WORK ON AN AREA FOR SCANNING

1. **Systems and rules for school life** (including entry, moving up grades, assessments, rules about attendance, bullying, etc.)
2. **Curriculum related considerations** (textbooks content, library stock, syllabus, syllabi, assessment)
3. **Children's spaces and activities** (classroom and how they work together or not, break and lunch times, after school activities if any)
4. **Collaboration mechanisms for school, teachers and students** (school committees, after school clubs, student councils, teacher PD days, staff room and resource room space etc)
5. **School's interaction with community** (parents, special events, ad hoc discussions)

## SLIDE 27: SCHOOL SCAN ANALYSIS

1. What can be changed in the school's systems/rules/practices to make it more equitable and how?
2. Which of the discussed changes can you initiate immediately in your school?
3. Which ones are desirable but harder to do and need other external institutions (like the district office or the national curriculum office) to effect the change?
4. Which changes are likely to have the most impact and yet are the easiest? Can you identify those that are a little harder but make a big difference?
5. Which ones do you think are just not possible?
6. Who needs to initiate, be consulted, approve, be convinced about (by whom?), the change?

## Debrief

After fifteen minutes, debrief in plenary and then give participants handout 4.1 (Annex 1) and see if it offers any ideas/strategies they had not thought of. If they have an ECE section in the school, ask them to think of how and where the interactions between ECE staff and the rest of the school are in terms of activities, meetings, decision making etc.?

Ask them to look together at their list and select what they would like to see changed even if it is ambitious. They can discuss whether the changes are feasible or not. Tell them that they will return to their list in activity 4.3 where they will do a more detailed analysis of the situation.

## CORE MESSAGES

- **Inclusion is not just about access: it is also about participation, representation, and achievement. Done well, it can mitigate the external inequities that children experience.**
- **The school as a system can exclude children in various ways from not being able to come to school, to not being nurtured and enabled to grow to their full potential within it.**
- **Inclusion needs a coordinated, whole school approach where everyone and every aspect of the school is inclusive.**
- **Exclusions can be systemic: e.g., non-representation in the curriculum or the textbooks.**

## Activity 4.2: Power dynamics: bringing change

### MATERIALS AND METHODS

- Flip chart, marker pens
- Slide 28 on mind mapping of power
- Slide 29 on typology of power

## Information for the trainer

We all find it hard to embrace the idea of changes that are outside of our comfort zones. Teachers, despite their power in the school, classroom, and community, have concerns about whether they are well equipped to handle diversity in the classroom, about the extra workload, and about seeking help to become culturally competent teachers. Change can be brought about more easily if they work together and with allies within and beyond the education micro-system. When communities of teachers, students and other 'stakeholders' (e.g., parents) can work collectively, it is easier to bring change even beyond the educational microcosm of the school. Collective efficacy is a powerful force for change. So, the shared belief of teachers in their ability as a group to effect change needs to be strengthened and their concerns addressed or allayed. But to do that, we need to give them space to voice concerns and issues first.

### Activity

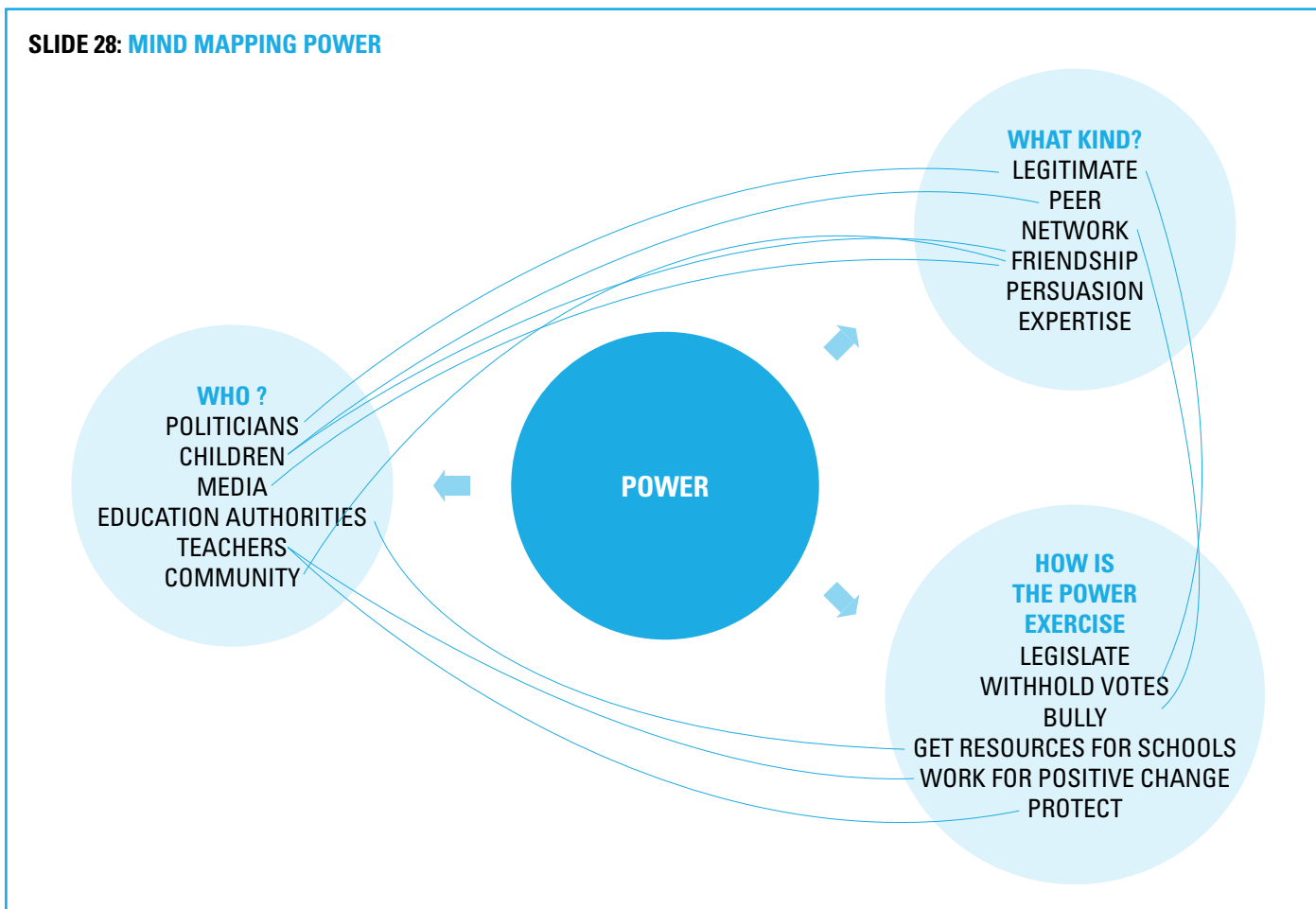
Ask participants, in pairs, to think about a change that was made, or that they brought to their school. Ask them to share experiences about what worked and what did not work (and why).

Next, mind map the idea of power. A mind map is a visual diagram illustrating a central theme or concept and writing down new and related ideas radiating out from the centre. It is a way of organizing information associated with the central concept. In a mind map, all ideas are accepted, no matter how improbable they seem. This is the creative phase of the mind map. When all the ideas are set out, then the relevant ones are linked and selected for action.

Using Slide 28 as a guide (do not show the slide yet to the participants), start a mind map on the concept of power on a flip chart. Draw and label the four main shapes on the chart. 'Power' is the central concept in the middle of the page. The ideas of 'Who?', 'What kind of power?' and, 'How is the power exercised?' radiate out from the central theme of power.

Start by asking the participants to tell you who has power and list their responses under the shape labelled, 'Who?' They will likely come up with 'politicians', 'education authorities' etc. Prompt them to think beyond the usual responses by asking: "Do old people have power? Do children have power? Do young people have power?"

Then, ask the participants to think about what kind of power the different groups have. Give them one



of these examples. Politicians may have authority or legislative power, influence power. Businesspeople have financial power, young people have network power, friendship power, children have peer power. These powers can overlap with others who have that same power showing the links between people who can work together to use those powers. Prompt them to think of other kinds of power: experience power, wisdom power, media power, oratory power etc. Lead the participants to consider persuasion power, ability/expertise power, financial power, status power, mobilisation power, knowledge power if they do not come up with them. List their responses under the shape with the heading 'What kind of power?'

Then, ask them, 'How is the power exercised?' Prompt them by using examples. For instance, voters can use their votes to decide on elections, children can include or exclude other children, or bully them or protect their friends from bullies collectively, head teachers and teachers can use persuasive powers, communication powers, network powers to 'reach' children or get something for the school, teachers use their powers of communication, empathy, experience in their work with students etc.

Now show slide 28 and point out how the linkages are made between the ideas around the central concept of power. Visualising the linkages can help to guide action. When they have exhausted their ideas, ask them to think about what kinds of power do they have and how do they use it.

Can they now use the mind map to locate how many kinds of powers they, as teachers, head teachers and educators, have? Find the links between themselves and other actors in the education system (students, district authorities, communities) and their powers. Show them some of the links illustrated on the slide. Put their responses on a flip chart.

Remind them that we often use power without even thinking about it in our daily interactions and even in choices we make on how we use our money (buying power). Point out that power is neutral; it can be used for good or bad purposes. It is what we make of it and how we use it that counts.

Now take them back to the changes they talked about in the last activity. Thinking now about their collective, network, influence, persuasion powers, do they still feel that they cannot deal with the changes they labelled as, 'difficult' changes? Tell them we will now examine the ability to make and sustain change.

#### SLIDE 29: SOME SOURCES OF POWER

- Coercive Power
- Referent power
- Institutional power
- Symbolic power
- Relationship/network power
- Expert power
- Institutional power
- Reward power
- Legitimate power
- Collective power
- Persuasion power
- Leadership power

Point out that these powers often derive from our various relationships and connectedness to each other in different capacities. We use them all the time without even thinking about it.

Introduce slide 29 (on the sources of power) to add to the ideas already generated. Invite them, in groups, to think about situations in their own lives and share good and bad/oppressive uses of power. It may be that the power was used 'on' them or that they used their powers. Ask them to work in pairs and share their experiences. There will, of course, be overlaps but can they come up with a slide that has 'uses of power' at the centre and then the various uses they can think of? If they need prompts cite lobbying or advocating. Their list should look something like this when they are done.

- Lobbying for a cause, for example persuading a furniture factory/producer to donate small tables and chairs for kindergarten children.
- Advocating more strongly by having an expert represent or support the cause.
- Collaborating to achieve something, for instance, building a playground for the children or organizing a celebration.
- Doing good research and getting information to argue for or against a change.
- Making the case to powerful people who can help push a cause ahead.
- Persuading district officials to try something new.

Now, bring them back to their concerns from session 2 (Activity 2.1). Which of these powers can they/the school use to address their concerns?

Then, take them back to the changes they talked about in the last activity. Do they think they can

now tackle some of the changes they labelled as, 'difficult' changes? Can they add details to the questions they had considered earlier about who needed to initiate the change, be persuaded etc.?

Tell them we will now examine the ability to make and sustain change. Ask them to think of this very important consideration about themselves.

- How involved are they in decision making in their school? What about broader changes such as curriculum changes?
- What kinds of decisions?
- What successes did they encounter in the decision-making process?
- What were some of the challenges?
- What changes identified from their earlier discussions, would they like to bring about in the school?
- Which ones would be within the school's remit to bring in?

- Which would need approval beyond the school?

Discuss their responses and put them on a flip chart. We will return to this in the next activity.

Talk about the fact that some changes are easily made and the participants, collectively and with the support of their head teachers, have the power to decide how their school operates. For example, if they send out information about school activities, can they do it in more than one language or braille so the minority group parents/children can better understand what is going on? Can they add oral messages to the written circulars? Can older children take the messages home and make sure everyone knows? This may be a small, easily accomplished change which is likely to make a big impact on the community. What about welcome signs and general notices in the school notice boards? Can they be in more than one language? Can they set up support groups for parents to help each other through networking platforms/chat groups?

#### CORE MESSAGES

- **Power comes in many forms, not just the obvious one, namely position or authority-power.**
- **Everyone, has access to power in some form, including students.**
- **Power is neutral in itself: it can be used for good or to marginalize/ disadvantage others.**
- **Teachers have more allies than they know, including within the community and amongst students.**
- **Teachers have concerns that can be mitigated through their use of collective powers and collaborative action, drawing from communities and networks beyond the school.**

## Activity 4.3: Using the change matrix

#### MATERIALS AND METHODS

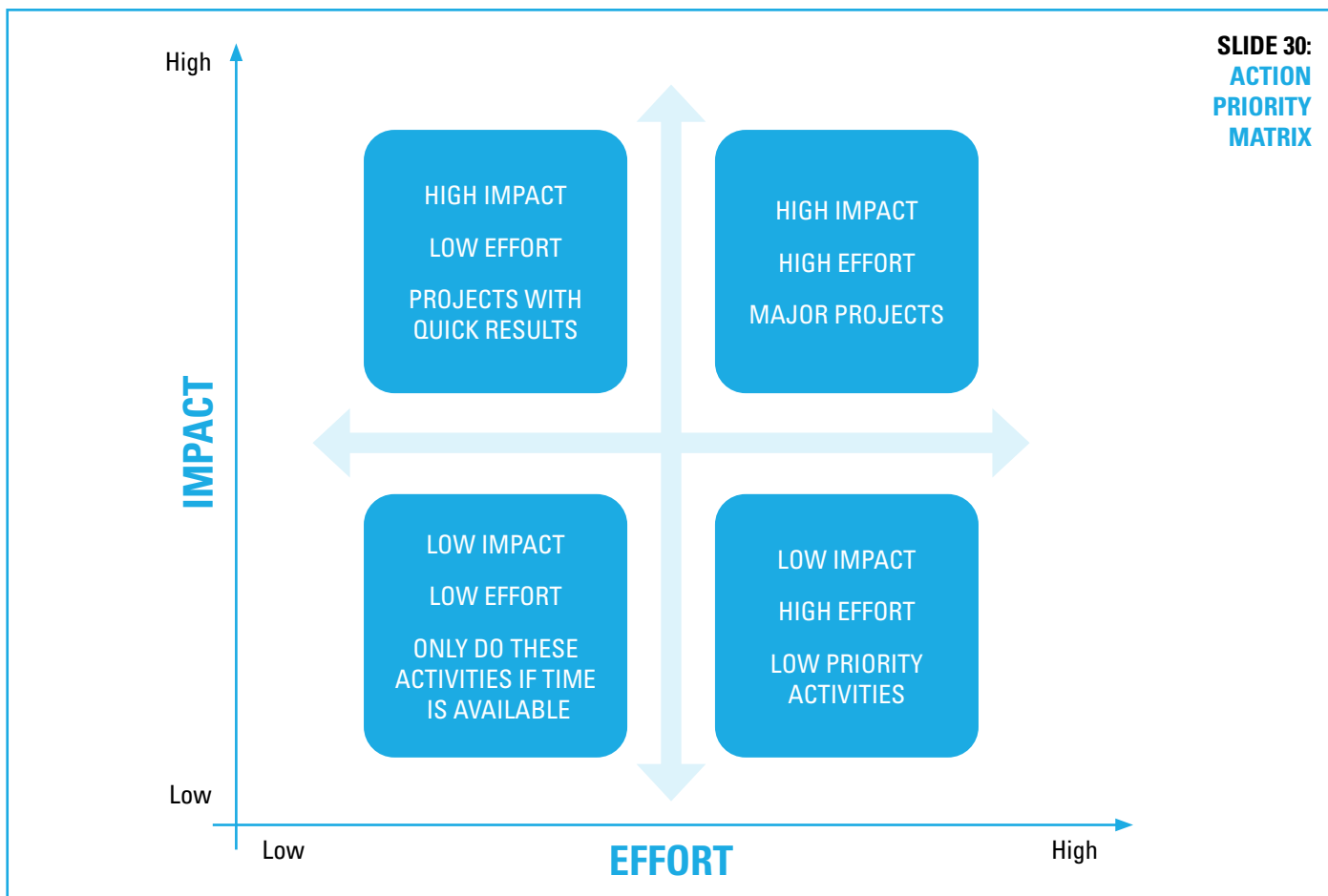
- Flip charts and markers
- Slide 30: Action priority matrix
- Handout 4.2 (Annex 1): Action priority matrix and Action planning chart

#### Information for the trainer

The participants have been scrutinising and identifying many aspects of school life and

the education process that need changing. The prioritising matrix is a tool that will allow them to deal with all the changes they want to work on, without feeling overwhelmed by it all. This activity





gives them the space and time to process all that they have discovered from their school scan. It does not therefore need a lot of explanation or preamble. Allow the participants to spend the time to do the prioritising and to come to grips with what they are planning to do.

### Activity

Ask the participants to look again at their notes. They now have:

- A series of the 'gaps' that they identified through the school scan.
- A good idea of what changes are needed to fill those gaps; and, following the power exercise.
- A very good idea of how they can, collectively bring about those changes and with what allies.

Now, they bring it all together and look again at their list of changes they wanted to make (Activity 4.1). First, they need to prioritise their changes. Ask the participants to get into the same groups as they were in activity 4.1. Show slide 30 for the Action priority matrix and give out handout 4.2 (Annex 1) to explain how the prioritizing matrix works by referring to the tips in the handout for using the matrix.

Explain the priority matrix helps to identify:

- Changes that can be made immediately and easily.
- Changes that are a priority but may take longer to execute.
- Changes that have the most impact (which could include both the immediate changes and the longer-term ones).

Once they have plotted their scores into the quadrants, explain that high impact, low effort changes can be easily done. For instance, ensuring that notices in school are sent home in the language of the minority groups as well so that all parents know what is going on.

High impact, high effort changes involve a big project with many strategies. They are resource consuming but still worth doing and can be made more manageable by breaking the strategies down into smaller steps. The other two quadrants are self-explanatory.

Once the groups have worked out what changes they will focus on, introduce the action planning table in handout 4.2 (Annex 1) which helps them to

plan the initiatives in more detail. Ask the groups to present their prioritisation and plans and justify their choices.

Encourage a debate about each group's prioritisation: How did they decide which changes to tackle first? Did they choose the simple ones or the ones with most impact (the two may not be the same) and why?

Remind them that some of the longer-term changes may have short-term steps that can be taken

immediately. Ask the participants, in their groups, to create a timeline for their changes as well as to break their tasks down into smaller steps and identify who might be allies in their task.

**Journal reflection:** Remind the participants to use their journals to record their thoughts, learning, concerns, and opportunities amongst other reflections.

### CORE MESSAGES

- **Change for inclusion is both cumulative and simultaneous: changing one aspect of school life may involve changing others.**
- **Change may look overwhelming but with good support, a committed head teacher, a well-thought plan and with collective effort, a school can do more than it may think it can at first.**
- **Some important changes (like curriculum or assessment changes) can be difficult and take time. The collective power of schools and communities working together however, can create strong momentum towards the school's process of inclusion.**
- **Some changes are small and easy to make immediately and have a large impact, while others are more challenging and long-term, but have lasting impact on student participation and achievement.**

## Activity 4.4: Working together as communities of practice: teachers as agents of change

### MATERIALS AND METHODS

- Flip charts, marker pens
- Handout 4.3 (Annex 1)

### Information for the trainer

Collective efficacy is the shared belief of a group that through their collective action, they can impact student achievement in a positive way despite barriers of language, poverty, and other contextual factors. It is not simply an aggregate of individual teacher efficacy but rather the belief in the collective capability of the group.

The next session will introduce some new ideas that participants can take back to their schools and work on together to enhance their practice. In this session we explore collective efficacy and help the participants to become familiar with it by working in groups on some common issues.

### Activity

First, introduce the idea of collective action and draw on the participants' experience of working together on something that was new or difficult or both. Ask them to reflect on what happened, what the issue was, how it was resolved and what the impact of the initiative was. Do they see any common characteristics in their experiences? List them on the flipchart.

Add the following points if they have not been brought up. Collaborative action results in:

- Teachers not working in isolation but through strengthened networks of support within communities of practice.

- Collaborative problem-solving.
- Taking risks and trying new, even uncomfortable, ideas that bring growth.
- Using different types of powers to bring about change.
- Inviting critique by peers within our own and other schools and learning from that to enrich our teaching and student learning.

Next, divide the participants into four groups and ask each group to work on one of the situations in handout 4.3 (Annex 1). Ask them to look at the ideas above on how to bring about change and resolve the problem through collective action within the school and/or beyond. Ask them to imagine each situation taking place in an ECE classroom as well as in the upper primary or secondary level. Give them 25 minutes to work on the situations.

## Debrief

Ask the groups listening to each group as it presents to note and comment on:

- What strategies they use?
- Who do they involve?
- How do they approach the barriers?
- Do the listening groups have any comments/suggestions/other ideas?

Reassure the groups that these are ideas they will return to again in this and other trainings. Collective action and working together on what

might sometimes be uncomfortable aspects of their classroom teaching strengthens their practice. Point out that in the second scenario, if some teachers feel confident to try the strategies on student-to-student feedback, then others will learn from the successes and the setbacks of the strategies. Learning from setbacks and re-thinking approaches is a part of a having a growth mind-set: something they will examine in the next session.

Teachers who collectively take responsibility for all students, no longer feel they are working in isolation. This in turn empowers them to set higher goals for themselves and higher expectation for their students who therefore are more likely to achieve better. It empowers them to improve their teaching and to move outside of their teaching comfort zones, allowing each other to observe, critique and help improve their practice, creating an environment in which students follow suit. Both achieve better.

**Journal reflection:** Ask the participants to individually reflect on their own schools and contexts. What new ideas from this training can they take back? What issues will they face when they want to try something new? From whom? How can they get around them? This is an individual activity. They can share their thoughts if they want to but don't have to. Ask them to write their reflections in their journal

Finally, ask them if they can share what they've learned (on this training) with their network of support with other schools? How? (Social media? Or other means?). If they don't have networks with other schools, could they start some ways to share learning from evidence they all generate?

## CORE MESSAGES

- **Collaborative action results in taking risks and trying new, even uncomfortable ideas that bring growth.**
- **A belief in the power of collective action is a concept but also an attitude and something to be acted on. It may require some courage, but it is a powerful idea that impacts student achievement.**
- **Teachers who collectively take responsibility for all students no longer feel they are working in isolation. This in turn empowers them to set higher goals for themselves and higher expectation for their students who in turn achieve better.**

# SESSION 5: WORKING WITH DIVERSITY IN THE CLASSROOM

## Overview

This session brings the issues of diversity and cultural competency into classroom practice. It encourages teachers to scrutinise what they teach and how they teach it. The session will explore the idea of a growth mindset, link it with the participants' self-perceptions from session 1, and examine what it means for them as teachers to find areas of growth and learning in their own practice. In encouraging a growth mindset, the session builds teacher self-efficacy to believe their goals are achievable and in planning a clear path to reach goals for professional development.

The session also focuses on student perspectives and giving agency to students to help them to be motivated, engage, and build positive relationships with peers and teachers. Teachers can bring an awareness of cultural competence to multiple aspects of practice such as classroom management, curriculum enactment, and parent and family collaboration, setting high expectations and goals for all children.

Action research is introduced to teachers as a tool to build collaborative practice, exploration and some risk-taking with respect to innovation or stepping out of their comfort zone in their practice and in community interactions.

The session offers strategies teachers can use to enable children from diverse backgrounds to participate, achieve and thrive in the classroom. The session also looks at how teacher behaviour and expectations impact student achievement and helps the teachers to feel confident about their ability to teach a diverse classroom.

## SESSION LEARNINGS

- Become familiar with growth mindset as an approach to professional development.
- Be able to work towards equitable, culturally responsive classroom practice in which each child is valued, achieves, feels safe, is engaged, and believes in him/herself.
- Explore and understand what cultural competency means in classroom practice and apply its principles.
- Confront stereotyping about parents and communities' views of school /education.
- Develop strategies for addressing parents' fears as well as prejudices and establish collaborative, positive communication with parents.
- Recognise the value of collaborating with parents as partners to improve the skills, knowledge and understanding of teachers to improve learning outcomes of students.

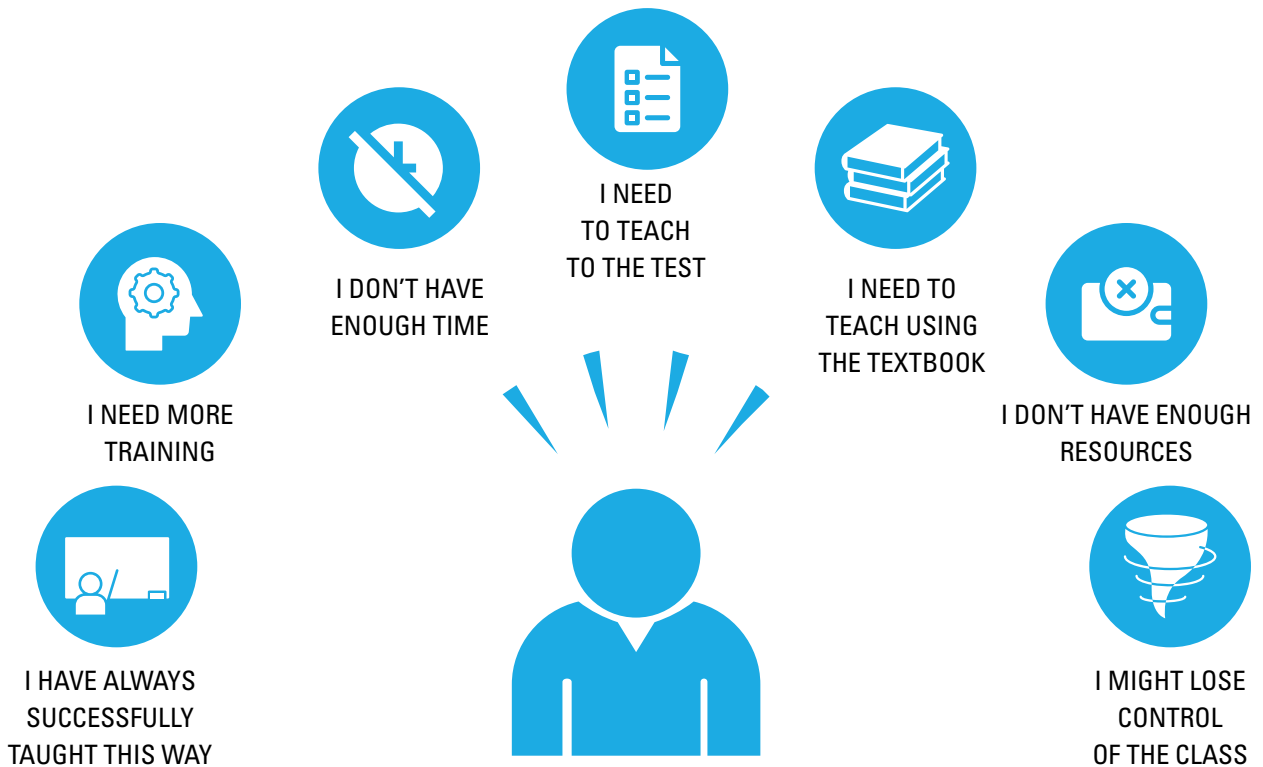


## Activity 5.1: The teacher with a growth mindset

### MATERIALS AND METHODS

- Slide 31: Fixed mindset
- Slide 32: Fixed mindset vs Growth mindset
- Slide 33: Growth mindset

**SLIDE 31: WHAT IS YOUR MINDSET?**



**Information for the trainer**

This activity encourages teachers to take responsibility for their professional development and see themselves as life-long learners through cultivating a growth mindset. Here, it enables them to be confident, to experiment, to see mistakes as not something to be afraid of but as opportunities to learn from.

Teachers with a growth mindset, model for students that they can master skills and abilities with sustained effort, empowering them to take on challenges rather than avoiding them. In this way, they convey high expectations for every student to aspire to, resulting in improved outcomes.

**Activity**

Put up slide 31. Do they recognize some of the statements that might be representing their thoughts on inclusion?

Then, put up slide 32 to explain the idea of fixed and growth mindsets. Explain that the type of mindset we have, reflects the beliefs we carry about ourselves (session 1) and has a large impact on our understanding of success and failure.

Those with a fixed mindset believe that intelligence, talent, and abilities are fixed. When faced with

**SLIDE 32: FIXED MINDSET VS GROWTH MINDSET**

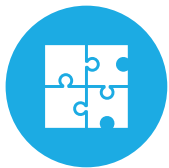
<b>FIXED MINDSET</b> Believes intelligence and talent are fixed	<b>GROWTH MINDSET</b> Believes intelligence and talent can be improved
Hides flaws, mistakes-feels ashamed about failures, giving up easily. Unmotivated to strive for, achieve goals	Flaws and mistakes are opportunities to grow and setbacks are part of learning process. Empowered to reach goals
Gives up easily and views setbacks as permanent failures	Sees failures are temporary setback and persists in achievement of goals
Views feedback and criticism as personal attack and ignores constructive criticism	Views feedback as constructive, uses it as an opportunity to grow
Believes that talent is innate and effort and practice aren't important "I am either good or I am not"	Believes that effort and practice can lead to mastery "I can learn anything I want"
Avoids challenges to prevent the possibility of failure	Willingly embraces challenges and risks possible failures
Sees other people's successes as a threat or source of jealousy	Finds inspiration in success of others

### SLIDE 33: GROWTH MINDSET

I CAN NETWORK AND CONNECT WITH OTHERS FOR RESOURCES, ASSISTANCE, SUPPORT



I CAN USE TECHNOLOGY TO MAKE BOTH MY OWN AND MY STUDENTS' LEARNING RICHER



I CAN BRING MY OWN AS WELL AS MY STUDENTS' PASSIONS INTO LEARNING ACTIVITIES



I CAN RISK TRYING NEW LEARNING ACTIVITIES



I CAN MAKE ONE SMALL CHANGE AT A TIME IN MY LEARNING ENVIRONMENT

I VALUE MY RELATIONSHIPS WITH STUDENTS (EVEN OVER CONTENT)



I CAN MAKE A DIFFERENCE IN STUDENTS' LIVES

I CAN LET GO OF MY NEED TO CONTROL ALL VARIABLES



I CAN FIND WAYS TO CHANGE EVEN UNDER ADVERSITY



challenges, they will give up easily and dread failure, believing it will reflect badly on them. Those with a growth mindset look at failures as setbacks that they can overcome with effort and persistence.

Next, ask the participants to work in pairs to see how they would change the teacher's thoughts in the statements on slide 31 or add any of their own, to reflect a growth mindset. Give them ten minutes.

Then, put up slide 33. Ask each pair to share their statements. Allow a brief discussion based on how the statements are changed from slide 31. Lead the discussion by explaining that some teachers are afraid that if they make mistakes, their students may not see them as experts. It might also mean that they don't want to try anything new or innovative. They may argue they have too much to do and don't have time to plan new things.

Teachers with a growth mindset welcome feedback and understand the power of giving feedback to their students, praising effort and progress rather than measuring success against set outcomes.

Now, ask them to bring the concept back to classroom level and how they would teach a growth mindset to their students. Teachers with a fixed mindset might lower their expectations of some students and say: "We have tried everything with

this group of students, we can't do any more for them."

Can they think what a growth mindset approach would be? Provide some suggestions in the discussion. (ALL students are capable of growth and learning but we have not found the right ways for this group of students 'yet'). In the case of an ECE class that has some refugee children, a teacher might think: 'These students are so traumatised, they don't even play. They need to be with a psychologist in a separate group, not here in my class.' Ask them what a teacher with a growth mindset might think. ('I need to find out what they would normally play at or who with, and then perhaps pair them with my other children rather than putting them with a whole group. Pair play may work better with these children while they settle in their new environment.')

Telling a student "You are not there 'YET', but you will get there with effort and persistence", is a powerful driver for improved learning outcomes.

**Journal reflection:** Ask the participants to reflect on their entries in session 1 in their journals. Considering the concept of mindset, do any of your statements reflect a growth mindset? It is important to be honest with themselves. They do not need to share their journal accounts. This reflection will help them to realise that they can, in fact, shift from a



position of powerlessness to one of empowerment to learn, and to model it in their practice in the classroom with their students. Then, ask them to think about two growth mindset behaviours they would like to work on and improve in the next school semester. Participants can share their goals with the rest of the group if they wish.

Finally, suggest that they may want to collaborate and try innovative strategies in inclusive education as an action research project. Ask them to think about how they would plan that. Can they set up a Professional Learning Community (PLC) or share their experiences with one that exists in their school / with other after schools?

### CORE MESSAGES

- **A growth mindset is a belief that intelligence and talent are not fixed but can be improved with sustained effort and practice.**
- **An educator with a growth mindset is willing to take responsibility for their own professional development.**
- **Teacher mindsets and expectations have a powerful impact on how students see themselves as learners and their understanding of success and failure.**
- **Teachers with a growth mindset understand the power of giving feedback to their students, praising effort and progress rather than measuring success against set outcomes.**
- **Students will rise to high expectations if they are supported and feel safe in the classroom to learn from mistakes and risk-taking.**

## Activity 5.2: New children in the classroom: valuing and respecting experiences of students

### MATERIALS AND METHODS

- Slide 34: Curriculum bias
- Slide 35: Mind mapping history in the curriculum
- Handout 5.1 (Annex 1): New children in the classroom
- Handout 2.5 (Annex 1): Towards cultural competence
- Flip chart: write out the elements of classroom practice

### Information for the trainer

Some of the characteristics of a diverse classroom include behaviour expectations set by teachers from children (respect, co-operation); classroom organisation (displays, groupings, allocation of responsibilities to children); curriculum enactment (culturally diverse stories, poetry, recipes, perspectives on world or country events, drawing the community into the classroom); preparation and research (finding out about students from other experts, from the community, from the students themselves, their learning preferences, their previous knowledge and experience). Teachers who are culturally competent will watch for their own

unconscious biases and prejudice, for mistaking lack of specific types of experiences as lack of intelligence, mistaking language barriers as an indication of a lack of knowledge, and ensuring they do not perceive students as deficient. They will also watch for inherent discriminatory practices e.g., in the curriculum that makes some groups invisible or offers knowledge only from the dominant group perspective. The case study in handout 5.1 should help participants to reflect on what happens in their own classroom practice as well as in the case study.

### Activity

Remind participants of the cultural competency skills they learnt in session 2 and 3. This activity

now invites them to bring those skills to bear in their actual classroom. Point out that working with cultural diversity involves a variety of considerations and strategies which this activity explores.

Distribute handout 5.1 (Annex 1), (New children in the classroom). Ask the participants to read part 1 and to work in pairs to discuss the strategies being tried and whether they could be improved on or adjusted. Give them an example if they need one (e.g., is it right to ask Enisa about the Roma/refugee children or does that place her in a position where she is being singled out to help the teacher? Could the teacher go elsewhere for the same help?). How would they have dealt with Natasha's classroom if it was theirs? Ask them to think about the head teacher's role. Put their ideas on a flip chart.

Then, ask participants to go on to part 2 of handout 5.1 (Annex 1) to look at their own classrooms. You may want them to work in groups for this part of the activity to generate more discussion and exchange of experience.

Make a note of the discussion in plenary on a flip chart. Remind them that cultural competency means ensuring that every child in the classroom is both represented and focused on, by the way the teacher conducts the lesson as well as in the lesson content.

Tell the participants that we will now look at what they teach through their own curriculum, and what parts they can change to make their own curriculum more inclusive, without changing their required outcomes.

### SLIDE 34: CURRICULUM BIAS

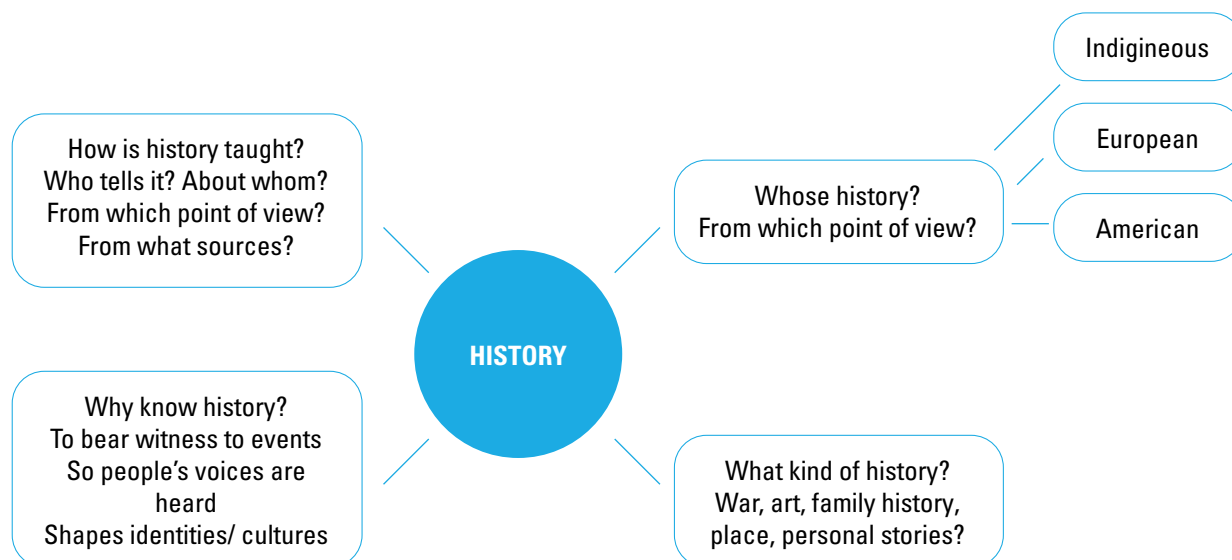
#### CURRICULUM BIAS

- The curriculum can put certain group of students at a disadvantage
- Difference between Intended Curriculum (bias at system level) and Enacted Curriculum (bias added by teacher when using the curriculum) and Learned Curriculum (barriers when students seek to access the curriculum, e.g. due to language issues)
- Textbooks are generally focusing on the majority power group and what that group perceives as «normal»
- Teachers can redress the systemic imbalance through enacted curriculum:
  - Broadening the curriculum base to be inclusive
  - Linking the curriculum to communities through homework
  - When they are confident with the above, move beyond the curriculum to encourage critical thinking

Put up slide 34. Do the participants feel they can broaden the curriculum as the slide suggests? If not, why not? Briefly discuss.

- Is the curriculum in their school biased in any way? Or narrow?
- What does it teach, and what does it leave out in language or history or science? Whose stories and achievements are valued? Whose are ignored?

### SLIDE 35: MIND MAPPING HISTORY IN THE CURRICULUM



- Is the curriculum narrow or does it offer more than one perspective on history or scientific achievements for example? Are the contributions of women scientists acknowledged? Is attention drawn to the inequities that women scientists suffered in their work? What about scientists outside of the western world?
- What about the ECE curriculum and materials? Are all languages and scripts and ways of interacting, speaking, playing inclusive?

Use a flipchart to capture their thoughts.

Put up slide 35 for the history curriculum mind map. Ask them to think about where and how, could they broaden their own history curriculum without affecting the outcomes. Can they get the children to look at an issue from varied perspectives and honour the histories of all students (refer them to the scenario they did in Activity 2.4) and bring a balanced set of human stories into the factual data?

Doing so, not only broadens the curriculum but sharpens students' analytical skills, teaches them to consider multiple sources of information and assess the reliability of sources. These are all crucial life skills in their global world.

Now ask them to mind map their language curriculum and add content to broaden it to make it more inclusive. Use the instructions on mind mapping in activity 4.2 on power and refer to the history mind map as an example. Ask how the ECE language curriculum would be extended to represent all children.

## Debrief

Link the activity to the idea of the cultural competency model introduced in session 2 and its application to their classroom work. Re-visit handout 2.5 to see if it can offer any further suggestions and add to their own checklist. Remind participants to think in terms of a growth mindset in relation to curriculum challenges that they anticipate. The idea of broadening the curriculum might be a new one for participants and you may encounter some resistance from the participants, such as, 'We don't know where to find the material' or, 'The curriculum is overloaded already, we don't have the time for additional content' or, 'We focus on the learning for the exams. How will this help?' Or, 'They are young children who live here now. They need to learn our language and the medium of instruction, or they will be lost going forward.'

Ask them to brainstorm the issues and allow them to debate the issues. Broaden the discussion, if necessary, with the following important point: parents and others in the community are a valuable resource and can supply the information. Add that the curriculum is also skills-based and the same skills of analysis, deduction etc. can be taught through content drawn from other cultural contexts, and that education is broader than simply 'exam training'.

Note their responses on a flip chart for reference for the rest of session 5.

### CORE MESSAGES

- **Teachers are well-positioned to make their classrooms inclusive: they have the skills, the sensitivity, and the will to ensure that all children learn.**
- **Cultural competency in the classroom means ensuring that every student is both represented and focused on in the way the teacher conducts the lesson as well as in the lesson content.**
- **Careful planning for diversity in the classroom helps students feel safe and valued.**

## Activity 5.3: Cultural competency in action: student voices and concerns

### MATERIALS AND METHODS

- Slide 36 Inclusion in the classroom

NOTE: Handout 5.2 (Annex 1): Inclusion in the classroom to be handed out to the participants at the end of the activity.

### Information for the trainer

Students bring to classroom different characteristics such as ability, socio-economic background, race, ethnicity, and cultural background, beliefs and religion, and gender characteristics (refer to the dimensions of diversity wheel from session 1). Understanding and responding to the needs of diverse students and giving them space to contribute to their own and their peers' learning may feel challenging, and teachers can work together to share strategies to achieve this in their classrooms. Cultivating a growth mindset will help them to view the challenges as learning opportunities and draw on their collective resources. The 'cultural competency model' provides a framework for classroom practice in which diverse learners are valued by inclusive teachers. Inclusive teachers connect with their students by acknowledging their diverse experiences, cultural identities, and that there are different ways of knowing and learning.

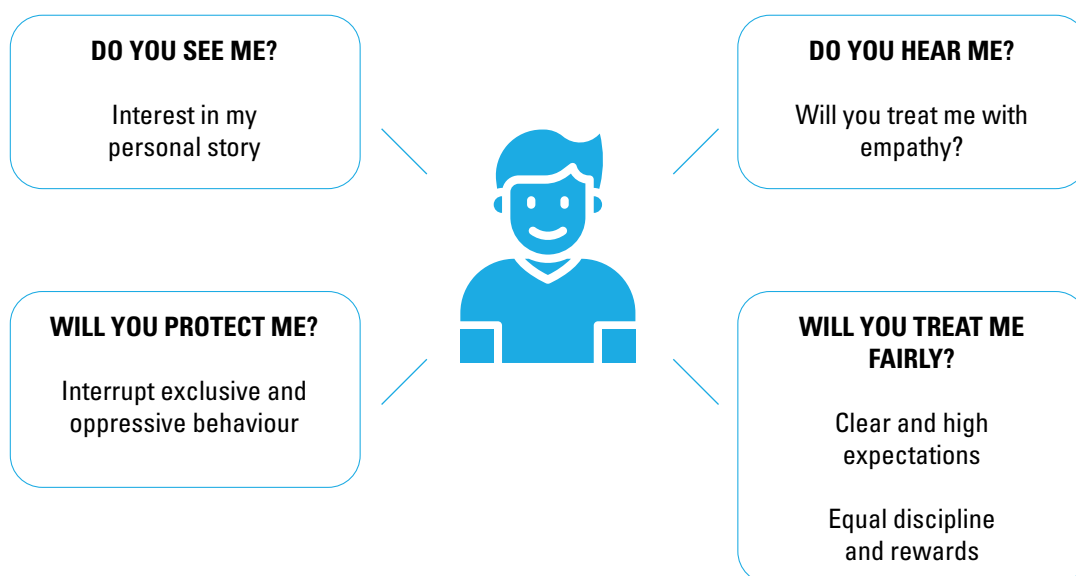
### Activity

Explain that culturally competent teaching is complex and multi-faceted, and this activity takes further the ideas of student voice in valuing diversity and supporting all learners. Participants will continue to explore and build on different facets of cultural competency in further trainings. Remind them of the dimensions of Diversity wheel and the different characteristics each child brings to the classroom.

Show slide 36 and ask the participants to discuss the students' questions. The slide contains only one prompt so the participants should be able to come up with the rest of the questions under that theme. For example, under, 'Do you see me?' another question could be, 'Do you know my background?'

Handout 5.2 (Annex 1) has most of what they need to consider but it should only be given out at the end of the activity, after the participants have

### SLIDE 36: INCLUSION IN THE CLASSROOM



attempted to explore the questions on the slide. Ask them to unpack the words 'see', 'hear', 'protect', 'fair' as they apply to inclusion in the classroom. Put their response on the flip chart where they can see them to refer to as they do the group work.

Ask them what the teacher needs to put in place in how teaching/learning happens in the classroom, for the teacher to answer, 'Yes' to the questions. The participants need to think of every aspect of school life and the student experiences (curriculum considerations, classroom organisation, expectations and acknowledgement, classroom environment, etc.)

Do a couple of examples like the one below to get them started. To the question: "Do you see me?" the responses could be: "Yes, because I have ensured there are books that reflect diversity in the classroom including ones of people with disabilities telling their stories." Or "Yes, because I have taught the class Roma poetry as well as other poetry which I see is a part of your culture." Or "Yes, because, as I do with all the students in my class, I check to see your expression when you enter the class to see if you are happy, upset, a bit lost. I take note of this and try to seek you out to let you know that here you are valued and important." Once the participants get the idea of what is required, they can try more responses to that effect.

Explore what the response to the same question ('Do you see me?') would be if the answer is 'No'. For example, 'No, because I did not think about it, but I will try now to pay attention to your need/ your contribution" or, "No, because I have too many of you in the class and I can't give you all the attention I would like to but I will try to seek out support for both of us", or, "No, because I can't imagine your life outside the classroom as well as in it but I can talk to my colleagues or someone in your community to see if I can learn from them", or, "No because to me you are a student and it ends there each day when you leave my classroom" etc. Do another example if the participants are not sure of what to do. Looking at the negative responses helps them to become aware of any unconscious bias they may have and what strategies to use, to overcome it.

Once they are clear about what the questions are driving at, divide the participants into four groups and ask each to answer one of the questions in their groups. Ask them to record where they would say, 'Yes, because...' or, 'No, because...'

If their answer is, 'no' to some questions, what strategies could they use to address that? They need to be honest in responding to these questions. They can also use the growth mindset ideas from activity 5.1.

After each group presents, debrief, and triangulate for them the ideas in handout 2.5 (Annex 1) and the case study in handout 5.1 (annex 1). Guide them to think about who the students in their classrooms really are. They are children or young people with lives, opinions, experiences that happen outside the classroom and can impact their confidence, their sense of identity, their performance within school. In the case of young children, they may be trying to cope with navigating two cultures at the same time and trying to find their feet in that complexity.

Ask them to think about how the students would answer if asked, 'Do you see yourself in my classroom?', 'Do you hear yourself in my classroom?' 'etc.

#### **Discuss how teachers can encourage students to:**

- Not leave their 'home lives' at the classroom door but to bring them in. How can the participants, as teachers, facilitate cultural exchanges in their classrooms?
- Expect more of themselves despite the odds: set goals with them with benchmarks. How would the participants, as teachers, use the growth mindset concept to do this?
- Use their distinctive voices to contribute from their own experiences and contexts (so that a lack of academic experience is not mistaken for a lack of intelligence).
- Contribute to their own and the learning of their peers.

Share handout 5.2 (Annex 1) and ask them to think about extending the ideas of student agency and student voice. Capture their views on a flip chart.

This is a lot of new learning for the participants in terms of cultural competency in action. It is important to remind them that this is a continuum of inclusion which they will become proficient at together as they practice.

Remind them of their exploration on their own growth in activity 4.4 and ask them to work in pairs to consider what further aspects of their teaching, they would like to work on with each other. They

can do this through mutual lesson observation, co-teaching, research, and action research. One example of an action research project could be that, to improve literacy standards in their school, they want to trial a new program that they have read about. Where and how can they collaborate? Ask them to think about professional development meetings within the school and other spaces/ times that they can create, to become communities of learning and collaborative practice. What network platforms can they call on to share ideas and challenges? Some of the learning from the workshop can be used to set up professional learning communities in their schools and to share

with other schools for example, the listening skills activity tip sheets or the cultural competency handouts.

List their ideas and ask them to add in their journal, the ones they want to focus on, after the training. Strategies that don't work as well as strategies that work are both opportunities for learning and can be shared in safe spaces created for professional learning communities.

Can they think of three ideas to take back to their schools for setting up learning communities?

### CORE MESSAGES

- **Connecting students' 'home lives' to the school and modelling diversity by facilitating cultural exchanges in the classroom, values diversity and supports all learners.**
- **Students come into the classroom with their backgrounds, home life, and emotions and acknowledging that can help them feel safe, heard and seen, which in turn enables them to thrive and achieve.**
- **Teachers working together and learning with and from each other generates real support and enables them to take charge of their own professional growth as competent inclusive teachers.**

## Activity 5.4: Collaborating and engaging with parents and families

### MATERIALS AND METHODS

- Flip charts
- Slide 37: Barriers for family engagement
- Slide 38: Key domains for engaging with families and communities
- Handout 5.3 (Annex 1): Strategies for engaging with families and communities
- Handout 5.4 (Annex 1): Video viewing guide
- Refer to Handout 3.6 (Annex 1) on the CARE approach
- Videos: Collaborating and engaging with parents and families

#### 1. Parents are Powerful Partners

<https://www.engagingalllearners.ca/ls/collaborating-with-parents/index.php?id=1>  
[https://youtu.be/7\\_6HtJ15ZNk](https://youtu.be/7_6HtJ15ZNk)

#### 2. Building Relationships

<https://www.engagingalllearners.ca/ls/collaborating-with-parents/index.php?id=2>  
<https://youtu.be/2fvczXumxel>

#### 3. Building Relationships and Trust

<https://www.engagingalllearners.ca/ls/collaborating-with-parents/index.php?id=5>  
[https://youtu.be/DmC\\_69KEGhw](https://youtu.be/DmC_69KEGhw)



#### 4. Active listening

<https://www.engagingalllearners.ca/ls/collaborating-with-parents/index.php?id=7>

<https://www.youtube.com/watch?v=hiu15JKV0o&t=25s>

#### 5. Solution-focussed collaboration

<https://www.engagingalllearners.ca/ls/collaborating-with-parents/index.php?id=9>

<https://www.youtube.com/watch?v=37cAJXA1-Jw>

Attribution for videos: 'Building relationships' in, 'Engaging all learners' by (ERLC) Edmonton Regional Learning Consortium, Canada

### Information for the trainer

This activity links school and home in a close, collaborative partnership, with the shared goal of giving the children the best chance that quality education can give them. It calls for a reimagining of where family engagement can take place and how to focus on supporting learning within and outside school. It helps teachers to shift their preconceptions about parents as passive, or even interfering, adults they must 'manage', to recognising and drawing on their experience to help in the education of all children.

### Activity

Explain that this activity starts with an 'inward' look by participants at their own attitudes and beliefs about the roles of parents, families, and communities in their students' learning. It looks at barriers parents face in their interactions with schools and examines the role of schools and school leaders as extending beyond the school gates.

Write the following statements on the flip chart and discuss them:

- Parents are hard to engage and therefore 'hard to reach'.
- Parents from similar cultures all have the same views.
- Parents don't care about education and believe it is the school's responsibility to teach.

Discuss the statements on the flip chart and ask whether the participants agree/disagree and why.

Then, ask the participants to complete the following sentences:

- If only the parents would ...
- If only parents would not ...

- Parents' role is ...

List their responses on the flip chart. Would they like to add more statements about parents they know/ have heard about?

Ask the participants why sometimes this is called the 'blame game'. What are the areas they think parents should get involved in, and why they don't?

Ask them to try and put themselves in the shoes of the parents who don't get engaged. How might they feel about talking to a teacher who is often seen as an authority figure?

Ask participants to work in pairs and draw on their own experiences to identify various barriers that they think parents, and even they themselves as parents face in trying to engage with the school. List their responses on a flip chart.

Debrief and ask them to re-group their barriers under the following headings:

- Misunderstandings (about what?).
- Arise from assumptions about parents' values and beliefs, and life circumstances.
- Making decisions about goal setting without parent consultation.
- Other reasons.

Display slide 37. Do they see similarities between their list and those on the slide? Are there any they did not think about?

Are there specific teacher-parent interactions when teachers are working with young children at ECE levels? Do those differ (in quality and type) from other engagements? If they do, how? Can the other teachers learn from how ECE teachers link with the parents of their students?

## SLIDE 37: BARRIERS FOR FAMILY ENGAGEMENT

### STRUCTURAL

- Eg: Inconvenient meeting times, child care, time constraints, transportation, single parents
- Solutions identified, but require resources that are unavailable

**Source:** Child trends : Guerrero, C and B. Leung. "Communicating Effectively With Culturally and Linguistically Diverse Families." National Association of School Psychologists.; Harry 2008

### ATTITUDINAL

- Eg: Parents not included in planning or review process
- Solutions require an understanding of families' values, beliefs, and culture
- Feel unwelcome, intimidated, overwhelmed
- Misunderstanding about meaning of disability

### CULTURAL

- Eg: Families do not understand the school structure or system; teachers do not speak the parents' language
- Require building sensitivity into the culture of the school system at all levels
- Lack of trust, fear, and suspicion of the system
- Not knowing how to contribute

## SLIDE 38: KEY DOMAINS FOR ENGAGING WITH COMMUNITIES

### COMMUNICATION

Effective communication between students, parents, communities and schools that is inclusive and involves information sharing and opportunities to learn from each other

### COMMUNITY COLLABORATION

Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.

### PARTNERSHIPS

With parents, students to promote student learning, wellbeing and high expectations for student success

### SCHOOL CULTURE

Respectful relationships between students, parents and the school community are valued

### DECISION-MAKING

Parents, students and community members have meaningful roles in school decision-making

**Source:** Department of Education, Government of Western Australia. Engaging and working with your community framework

Next, explain that as participants begin to welcome diversity and equity into their classrooms and schools through cultural competency, they start to think about the domains of family and community engagement. To do this, they need to get to know their communities and their needs, challenge their own assumptions and explore the barriers faced by parents when engaging with schools. The previous activities have helped them do that and the next slide (Slide 38) draws from this knowledge.

Introduce slide 38 that highlights the five key domains of family and community engagement and give out handout 5.3 (Annex 1) for some strategies that expand further on these domains. Briefly explain the domains as being a welcoming school culture that respects

diversity, power sharing in decision making, effective communication about school programs, sharing and exchanging knowledge, valuing different knowledge systems, and partnering with different community organisations to address community needs.

Ask them to keep these reflections and use them in the group discussion around the videos which will be viewed next.

Next, divide the participants into five groups. Allocate one video to each group to view. Give out handout 5.4 (Annex 1) for each group to guide their discussion after the video.

Allow ten minutes for the groups to discuss the questions in the viewing guide.

Then, ask them to present. They should summarise what the video is about and then give their responses to the questions in the viewing guide in Handout 5.4 (Annex 1). Note those on the flip chart for each question. Give each group five minutes to present.

## Debrief

- What did the participants think about the videos?
- What kinds of relationships are being built? How?
- Where do the interactions take place?
- Can they see those kinds of interactions between their parents on behalf of the children they teach?
- What do they notice about the power relationships between the teacher and the parent; the school as an institution with rules and varying degrees of rigidity or flexibility, and parent power?
- How about the teacher's approach to the parent(s)?

Revisit their comments on 'If only parents would...' Do they want to change anything in those statements? Can they create one for, 'If only teachers would...' from the parents' point of view? This should help them see how they initiate the steps to a collaborative partnership between parents and teachers. Point out that parents often want to participate in their child's learning but may face visible and invisible barriers to engaging with the school.

Thinking about their schools, what would they have to do to establish such relationships? The discussion can include ideas about power sharing with families so that they can have a say in the educational decisions that affect their children's lives. Do the participants agree that it is a parental right? If not, why not?

They can discuss these actions and put them in their journals as well for later reference. If they had to create some guidance for teachers on how to engage with parents of young children (ECE level), what would it contain? Discuss in plenary and put down the key points for use in other trainings.

## CORE MESSAGES

- **Teachers and parents are natural partners in a child's learning, but that is not always obvious to either. Parents want to participate in their child's learning but often may face visible and invisible barriers to engagement with the school.**
- **Inclusive teachers need to be aware of culturally relevant factors such as gender, culture, socioeconomic status affect how families engage and participate in the children's education.**
- **A partnership needs to be built and nurtured through sharing power with families in decisions regarding the children's learning.**
- **Parents of children with disabilities face different realities regarding expectations and teachers can help build trust with honesty and competence.**
- **Parents can contribute much in terms of strategies and insight into their child's style of learning to help the teacher in their role as educator.**
- **Parents/elders may not have 'academic knowledge', but they can bring to the classroom help where individual attention is needed, diffusing tensions, enhancing student engagement and interactions.**
- **Children thrive when their parents and the school collaborate and work in harmony.**

# SESSION 6: TOWARDS CULTURALLY COMPETENT SCHOOLS AND INCLUSIVE COMMUNITIES

## Overview

This session extends and reinforces the idea that the relationship between schools and communities is an interdependent one. Communities create schools and schools create communities. Teachers and schools are part of a community (in fact, of several communities), that they serve and can relate to and rely on for valuable resources (time, funding, expertise, skills, networks, and collective social action). Communities can be a source of power and support to the school, that in turn, can support communities through serving the students to the best of both their abilities. The session examines the role of schools and school leaders as extending beyond the school gates. It requires reimagining of where family and community engagement takes place and in what ways, with a focus on supporting learning within and outside school. Human Centered Design is introduced as an approach for building trusting relationships with communities to address sometimes complex issues that affect them.

This final session is a shorter session to allow time for the trainer to revisit some concepts, ideas, or processes that participants feel they need more clarity on. Time may also be used for the training evaluation and for planning next steps for participants to discuss.

## SESSION LEARNINGS

- Recognise the role of communities in a school's success in promoting inclusion.
- Hear and respond to the many voices in the communities to build consensus for action.
- Practice the Human Centered Design process of strengthening relationships and building partnerships with communities to resolve issues.



## Activity 6.1: Community engagement: sharing power for equitable outcomes

### MATERIALS AND METHODS

- Flip charts, pens
- Slide 38: Key domains for engaging with families and communities
- Slide 39: Human Centred Design for community engagement
- Slide 40: Continuous engagement with communities
- Handout 6.1 (Annex 1)

## Information for the trainer

Schools often have a narrow idea of how communities can engage with them. This activity consolidates and extends the learning from session 5 where engagement with families was explored, to now engaging with the wider community. The issues in the scenarios call for mediating strongly held views on both sides. Applying the Human Centered Design approach to the scenarios will help participants to find common ground and then to trust-building (solution-focused and not problem-focused). Participants will work out their ideas on how to solve the issues and to plan joint action with communities rather than adopting the 'blame game' position.

### Activity

Start by explaining that this activity builds on activity 5.4 (session 5) which explored opportunities for partnering with parents and families to enhance their children's learning. Participants can now explore the process for engagement with the wider community which includes a range of stakeholders such as local businesses, community agencies, other professionals, peers with expertise and experience (locally and nationally) etc. Highlight the idea that communities can be valuable partners for schools to advocate, lobby, bring innovative ideas and other networks, use voter power to change policies, and civic programs.

Ask the participants to work in pairs and think about:

- What areas of school life can they engage parents and communities?
- Do they see this as an interdependent relationship?
- Can the community be a source of power and support for them in their work? How?
- Can they support the community in turn? How?

Discuss and note ideas on a flip chart.

Refer to slide 38 again and handout 5.3 (Annex 1) and discuss the value of sharing power in decision making and exchanging knowledge, valuing different knowledge systems, and partnering with different community organisations to address community needs.

Do they agree with these ideas, or do they think some things are best left to schools to decide?

Explain that when schools share power with communities and families, they are willing to learn about and remove barriers that prevent full participation by members of their community in issues that impact them.

Show slide 39 to explain the process of Human Centered Design for building trust and collaborative relationships with communities. Explain that this approach is grounded in knowledge about the community needs, is collaborative and iterative with continuous feedback to find solutions to community issues. It ensures that a broad range of voices are

### SLIDE 38: KEY DOMAINS FOR ENGAGING WITH COMMUNITIES

#### COMMUNICATION

Effective communication between students, parents, communities and schools that is inclusive and involves information sharing and opportunities to learn from each other

#### COMMUNITY COLLABORATION

Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.

#### PARTNERSHIPS

With parents, students to promote student learning, wellbeing and high expectations for student success

#### SCHOOL CULTURE

Respectful relationships between students, parents and the school community are valued

#### DECISION-MAKING

Parents, students and community members have meaningful roles in school decision-making

Source: Department of Education, Government of Western Australia. Engaging and working with your community framework

## SLIDE 39: SCHOOLS ENGAGING WITH COMMUNITIES: HUMAN CENTERED DESIGN

### EMPATHISE

Learn about your community and what matters to them

Listen to community voices through dialogue

### DEFINE

Define the issues

Barriers / challenges

Insights on  
Who is affected?  
How?  
When?  
Where?

### IDEATE

Brainstorm with

ALL stakeholders  
(parents, guardians,  
school boards,  
district officials,  
community leaders  
etc for ideas and  
creative solutions

### PROTOTYPE

Design action plan,  
programs to share  
and get feedback  
from users.

Co-create programs  
with community to  
test

### TEST

Implement strategies,  
partnerships, who has  
capacity, resources,  
power, motivation.

Get feedback from  
community/users

Source: Adapted from IDEO Human Centered Design

heard, especially those that are systematically marginalised from school policies and priorities. It ensures the people you design for are involved at every stage and work collaboratively with you for equitable outcomes for all.

There are five main stages to the approach of a Human Centered Design. Use the example described below to familiarise the participants with the approach. Remind them that their goal is to create an equitable, productive relationship between school and community so that both can work towards inclusion.

**The issue:** The head teacher explains to the staff that the special education schools in the surrounding areas have closed. At the same time, the recent conflict in neighbouring countries has meant that refugees/migrants have settled in the area. There will be lots of new students including students with disabilities in their school. He wants to discuss what inclusion means for the school. He starts a discussion about what the school culture is and how the school values will reflect the values of its diverse community. He wants to build a school playground where all the children will feel safe, welcomed, and have a sense of wellbeing and belonging. He wants to discuss ways in which the school can engage with and get to know the local communities so they can design a playground that reflects the school culture and serves everyone equitably.

### Step 1:

**Empathy stage:** Listening to the community's needs and challenges and empathising with them (this is a chance to be the 'other'). Think about what is important to the community and how can they find out? Who are they going to talk to?

What opportunities are there to form allies within the communities/local businesses belonging to minority groups or other local Community Service organisations (Rotary club etc.)? What is the head teacher's role in this exercise and how can he/she support his/her staff?

Reaching out to the community can be done through interviews, surveys, focus groups, meetings and/or observation with members of the community. Listen closely and observe what they say, think, do, and feel as it relates to the issue at hand.

Some groups like the refugees or recent migrants might describe their way of life and say, 'We would like an area where we can eat together and get to know other community members through the sharing of food (a culturally important activity)'. Some groups like children with disabilities might say that it would be good to have equipment that is easily accessible so they can play near other children. Different groups may have different needs and ways of using public spaces.

### Step 2:

**Define the issues:** Taking what is learned during the empathy stage, look at the information and data to find themes, concerns, and ideas.

### Step 3:

**The ideating stage:** All stakeholders to brainstorm ideas for the playground based on what is identified in Step 2. Together they find a variety of creative ways to build the playground. This is the collaboration phase of creating an action plan together with all the stakeholders. This may involve building partnerships with local community organisations, businesses, district office,



consulting schools that may have experience with marginalised groups etc. This way the programs and initiatives are co-created with the community. This is also an optimistic phase (think of growth mindset) because it is okay to try ideas and risk failure. But the belief that it is possible is important. Remember to involve all who are going to be affected, for example, garbage collectors, cleaners, maintenance staff, equipment providers etc.

#### **Step 4:**

**Design stage:** The planned change is designed and tested for viability and sustainability. In this case, a model of the planned playground is created for the various stakeholder groups to examine/critique/add to/correct design errors etc.

#### **Step 5:**

**Implementation test** (in this case the playground is built) and getting feedback from the user group is important to improve the program or service, if necessary. If some of the ideas do not work, it is an opportunity to learn and improve. In this case, feedback is invited from the community, children, and other stakeholders who use the playground.

The Human Centered Design approach has many applications. Examples are learning improvement solutions for classrooms and schools; creating school meal programs; engaging with learners, specific community groups or professional communities to help children in specific ways, for example, in designing and planning solutions to help learners who require support with reading and

writing etc.

Next, assign one scenario from handout 6.2 to participants to work with in groups of 4. They can use slide 39, and the learning from previous sessions and modules. Think about who is affected, what, how, where, when, to help determine who the stakeholders are for consultation, ideating, designing and feedback for the issue they are trying to resolve. Ask them to consider what the head teacher's role is here and what support would they ask for?

Ask them to keep it simple and it is okay to take small steps. Sometimes the idea does not work but it is okay to go back and improve it till you get it right. Give them 20 minutes.

#### **Debrief**

Each group's presentation in a plenary. Ask them to share some issues that impacting their schools and communities that they could use this approach with.

Can they think of other ways that the school can act as a cohesive force for the community? What about during a crisis such as the Covid-19 pandemic when communities looked to schools to help with their children's learning. Remind the participants that this is a good reflective exercise for the participants to note in their journals when thinking about their school's role beyond the school gates.

#### **CORE MESSAGES**

- **Schools and communities have an interdependent relationship. Communities can contribute valuable resources and schools can provide successful quality education in return.**
- **Schools can share power with communities in making joint decisions on many issues that have traditionally been thought of as 'school business'.**
- **Community issues are often mirrored in school issues and the process of inclusion requires a multifaceted approach that is community centered and strengthens relationships, builds partnerships, and uses the power of communities to solve problems.**

# REFLECTIONS ON THE WHOLE TRAINING

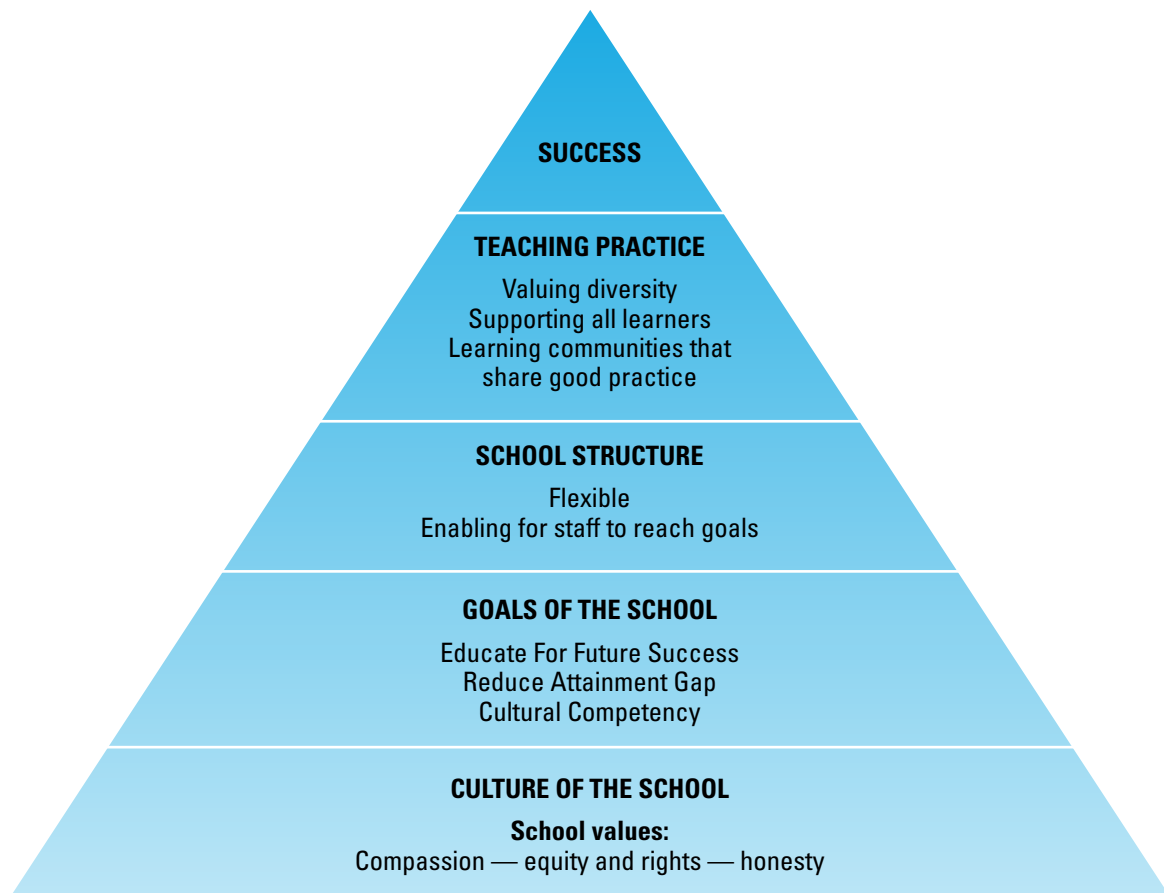
Put up slides 40 and give them time to reflect on their own school and where it is in the inclusion process and to start thinking of how this training will help to plan the process for more inclusive schools. Explain the four building blocks that connect with each other towards the vision of inclusion. Recap how the culture of the school is foundational and is articulated through its values of compassion, equity etc. The goals of the school are set in consultation with all staff and reflect the values of the school, for example, equity, by reducing the attainment gap and being culturally competent. The school structure is required to be flexible to achieve school goals by empowering and enabling staff to work towards inclusion. The goals of the school are embedded in practice and requires teachers to value and support

diversity through being learners themselves and through collaboration. Participants can add to the slide their own school culture, goals etc.

Encourage them to look at all the plans, changes, matrices, community, and school scans they worked at and identify what their next steps will be, including collective next steps.

Several frameworks are available for educators to chart the progress of their schools in their process of inclusion. One useful resource has been provided in the bibliography section under session 6: Inclusive Education Framework: A guide for schools on education for children with special needs (NCSE, 2011).

## SLIDE 40: GOOD PRACTICE: TOWARDS INCLUSION



Source: Adapted from: [www.britishcouncil.org](http://www.britishcouncil.org)

Next, show slide 41 and provide participants your feedback about the whole training and your response to the questions on the slide as a trainer. What you found interesting, surprising etc. Remember to point out the positive change you have seen in them since the training began (for instance, that they recognise when active listening is not happening, that they use the language of inclusion well, that they have internalised how to work with diversity, whereas when they began, they were not so confident about it, etc.)

Ask if they have any lingering concerns about inclusion. Remind them that they have other support: each other, other professionals, parents, community members and leaders to help them to become more inclusive practitioners. Emphasise too, that as in any other learning, they will improve their skills with practice and become competent inclusive teachers. What would they like to see as 'next steps' after this training?

Ask them how they felt at the beginning of the training and how they feel now. They can review their journals and share their views if they choose.

#### **SLIDE 41: OVERALL REFLECTION**

##### **THINGS I HAVE LEARNED**

- What was new?
- Interesting?
- Surprising?

##### **WAYS I CAN APPLY WHAT I HAVE LEARNED**

- What are the ways I can change my practice in the next few weeks? Year?

##### **QUESTIONS I STILL HAVE**

- What do I want to know more about?

# ADAPTING THE MODULE

The core concepts, skills and approaches used in this module on addressing negative perceptions towards inclusion and building teacher efficacy apply broadly through the CEECIS region. Each country will, however, have its own specific and nuanced context and will therefore adapt the module to reflect that. The module content has been grounded in global research and evidence base and has relevance for all countries. The fundamental principles of equity, justice, the right to a high-quality education, and freedom from discrimination form the foundations of the training. As is evident from the content, the module draws from theories but is grounded in practice to ensure that its users are well-equipped to work with diversity inside and outside the classroom, counter discriminatory attitudes and promote equity in systems and practices in schools and society at large. The process of adaptation is a two-fold process.

Firstly, we need to consider if changes are needed to the content, flow, duration of the training, and the type of changes required. These may be minor ones or contextual changes which are more substantial.

Secondly, we need to consider how content changes will be made. This requires the skills of how to explain and break down central ideas and concepts and then integrate them into activities that allow participants to develop and practice the necessary skills through role plays, analysing scenarios and problem-solving case studies. That requires a knowledge of the target audience for the training as well as the skill of writing a training manual that is supportive without being prescriptive or patronising. The adaptation guidelines that follow are framed in these universal principles, skills, and approaches

Adaptation is an iterative process. It will be important to test the adapted content and to revise the module accordingly. When considering adaptations, it is important to be clear about who your audience is for the training and their role in the lives of the students, their strengths, their challenges, and their readiness for such training. These considerations will help determine the content of the training. If necessary, conduct a

formal or an informal needs assessment to ensure you are meeting the needs of the teachers and educators you seek to train. These considerations will help you to determine what aspects of the module you want to adapt and why.

The adaptations to this module can be made at three levels:

## Level one adaptations

This is where the overall structure and content of the current module reflects the country reality and country training needs, but some basic changes need to be made to contextualize the content. The list below is a guide to what those changes might be.

- Names, of people, of institutions, of places. This sounds simple enough but if the country has regional differences, it is important to ensure that those are reflected in the names and in the case studies and any locations mentioned so that the module reflects all peoples within the country (North and South; urban and rural locations; communities and children from all the regions in the country etc.). In changing names, it is important to be aware of unconscious biases so that one ethnicity or region is not depicted as always having the 'problem' case or situation. Attention also needs to be paid to gender and disability biases when writing up case studies or situations for participants to work with.
- Legislation, regulations, and the rules that govern education and social services as well as any special provision for marginalized people including those with disabilities will need to feature in the module. Because this is a generic module, reference to such national policies and rules has been minimised. Countries may want to create an activity or a session that contextualizes the work of the education duty bearers as framed by the country's laws and mechanisms. This will be particularly important if a change is proposed or has just been effected that may impact the work of the schools and universities. These could include changes in assessment processes, ratification

of international conventions, legislation which promotes or restricts the rights of marginalized groups or women or children with disabilities, any new provisions that have been instituted etc. Most of these laws can be captured on one slide with a general discussion about their implications for inclusive education. The adapters may also want to take account of issues arising from either contradictory or narrow, or non-existent legislation (where there should be some legal provision or protection). Level one adaptations are the obvious ones that can be made without changing the module in a substantial way.

## Level two adaptations (usually context-related)

Demographic context is related to cultural or systemic realities. Some countries have Internally Displaced People, and/or refugees, and/or street connected children. Others appear to be more of a monoculture. Armenia does not have a big population of ethnic minorities or Roma children, but it does have some Yazidi communities and some Syrian refugees and the cultural contexts of both are different from the majority culture. North Macedonia, on the other hand, does have a big Roma population many of whom are urban dwellers in Skopje. The composition of the refugee groups in some parts of Europe will be different. These variations in context dictate the kind of scenarios, case studies, debate exercises and mini situations that countries will adapt in the module. These can be changed to reflect the issues: cultural or religious differences, urban/rural divides etc. But the main framework and flow of the module remains unchanged with some nuanced adaptations.

Education systemic context includes legislative frameworks. For example, the legislation governing the education system: national plans, the provision, (or not) of mandatory ECE, the mechanisms for transition from ECE to primary and primary to secondary, the type and timing of national examinations, the flexibility, or otherwise of the taught curriculum, the scope for action that schools, and heads of school have etc. This may alter some of the practice activities. Other systemic considerations include indirect legislation on, for example, social services support or the lack of it for people with disabilities, educational policies towards pregnant girls, linguistic minorities etc. These too, need to be adapted with respect to terminology but also need to be reflected accurately

in the case studies, scenarios etc, especially if issues arise from either contradictory or narrow, or non-existent legislation (where there should be).

Context related to education systems and structures will differ from country to country. Are most of the children with disabilities in special schools and is this a major issue? Is there government support for mainstreaming children with disabilities and has that created its own unforeseen problems? Have the children been mainstreamed and are present but not participating and achieving? If this is a huge issue, then the module needs to address this and be adapted accordingly. If ethnicity (Roma people in particular) is a substantial divisive issue, then, more focus needs to be on that aspect in the module. In that sense, the balance of what is covered in each session may need changing so that there is more emphasis on helping teachers 'find' additional support for children with disabilities or for working with those whose first language is not the medium of instruction. If ECE is not mandatory and communities do not feel the need to access it, then, that may need more attention. The adaptations in these circumstances will probably still follow the structure of the module but may change the focus of some activities within sessions.

Context also means paying attention to attitudes, myths that create barriers as well, and the module may need to have some adaptations to reflect the issues pertinent for each country. These can include such stereotypes as, 'They teach their children to beg at age five. What can we do?' or, 'They are not interested in ECE or education so we can't force them to come to school', or 'It is part of their culture to marry their girls off at an early age, so we have to respect that' etc.

Level two adaptations will require a close examination of the handouts, the case studies, the scenarios to adapt, contextualise and authenticate them so that they are both recognisable, relevant and offer solutions or strategies to real problems. However, they do not require substantial changes to the module itself or the flow and structure of the sessions in it.

## Level three adaptations

These are more substantial and are focused on either adding or altering a whole session. In a country, where refugee children a big marginalised group, the adaptation team will either need more work on session three on communication, for example, or perhaps a full session on that issue

which could include how to communicate with refugee communities, how to deal with trauma (the assumption being the refugees are fleeing a crisis), disrupted education and how to assess levels of ability and achievement of children who have been educated in a different system and who may not, at this time, be able to demonstrate their full capabilities, how to alter classroom practice to draw them in, how to find out about their cultures etc. Some of this is covered in the module in session 5 on classroom practice but some issues are not. The adapters must decide whether a full session is needed or whether they prefer to adapt some of the activities already set out in sessions 3 and 5 for example or the case studies in session 6 or they may opt for both options.

If the adapting team decides to create a whole new session, some of the technical considerations are outlined below. What is offered below is a set of questions that may help inform the adaptation. The next section speaks to the technical implications of adaptation.

## The technical implications

The questions below may be useful as guidelines. Where possible, we have illustrated the points being made. The questions are not in any set order. The adapters need to be aware of all or most of them as they work to create a new session.

Information can be 'given' or illustrated. If a concept is new to the audience, then it may be better to give them the information and later give them time to practice it. The idea of a growth mindset in this module is approached in that way. The trainer is given the information and then the s/he in turn gives it to the participants and then asks them to practice it through the exercise. If the idea is a familiar one, then it can be elicited from them. The two approaches to journal writing help to illustrate this point.

This is how the practice of journal writing is introduced. The reason for its use is given to the trainer first:

*This Session will expand on the practice of critical reflection for educators through questioning and challenging our thinking about the self and others. Critical reflection is a core concept in this training and journal writing will facilitate the practice.*

The text goes on to speak about the value of journal writing:

*This training can bring up uncomfortable truths to the participants as we examine our attitudes and feelings. Keeping a journal both allows for honesty, privacy and tracking personal progress. Journaling is a useful tool to critically examine our surroundings from multiple perspectives and to make informed judgements about what we see and hear. The journals can also be used to write down new information that can suddenly result in an 'ah ha' moment for them. They can share some things from their journal if they choose to during the training.'*

So, the trainer now knows what s/he is doing and why.

If the idea of journal writing is a common technique used in training, its use can be elicited from the participants. For example:

*Ask the participants to work in pairs for five minutes and come up with a list of the value of journal writing as an activity in this training. Debrief their responses and list them. The list should look something like this:*

- *To critically examine ourselves and our surroundings (workplaces, this training, community interactions) and reflect on them;*
- *To discover uncomfortable truths about ourselves with honesty and privacy;*
- *To remember or record new or important learnings for ourselves;*
- *To record new strategies or insights – the 'ah ha' moments we have;*
- *To go back at the end of the training and see how we have progressed or changed.*

Giving the trainer the list ensures that all the points are covered, but the information is drawn from the participants' experience in the first instance.

Activities, like the one above, are used for various reasons. They can embed a concept, or provide practice of a skill, or help participants to see nuances in a particular concept. For example:

- *The idea of social justice can be introduced as an aspect of equity and may be debated, or it can be introduced in a general discussion on equity and perhaps represented as a visual.*
- *It can then be consolidated by 'working on it'*



*through an exercise in which various scenarios are presented to the participants and they can decide whether social justice is present or not. In the set of mixed scenarios, some can be nuanced to look like they are promoting social justice but may not actually be doing so.*

- *It can finally be experienced through a role play, for instance, the game in the Life Paths activity 2.2. Here, the participants are in roles that deny or promote social justice and they can then better relate to those who experience social injustice through their own feelings about the exercise*

The purpose of the activity will help determine its form and content.

### Who the module is 'for': the participants

Ideally this training should include teachers, head teachers and other education officials. The 'vertical' interactions that this enables is highly productive and enriching for the whole system, allowing one level to get an insight into how the other levels work. It is not always possible to do this, so countries may want to consider the following when looking at adaptations:

- Training teachers and head teachers together. This may involve adding a 'head teacher role' in the case studies and scenarios. Some of them already do but it will be important to add a session which focuses on school leadership and on setting up school-community mechanisms such as School Inclusion Teams (or expand the mandate of any parent teacher teams that may already exist). These are initiatives that school head teachers can explore in their roles.
- Is it possible, for example, to organise the training to work in school clusters to build collaboration between school head teachers and teachers at surrounding schools as part of the training? The activities and handouts do encompass school leadership and communities of practice (particularly Sessions 4, 5 and 6) but the adaptations might include a greater focus on the head teachers and their leadership roles. Different leadership styles and their impact can be explored through relevant activities. For example, creating school and inter-school activities or organising joint professional development on inclusive education with other schools.

- Including head teachers in the training may simply mean adjusting some of the handouts rather than any major changes (e.g., some of the communication scenarios might involve, 'being sent to the head teacher' or parents coming to see the head teacher rather than the teacher). Other aspects in sessions 1, 2 and 3 are generic.
- If district officials are a part of the training it may then become important to focus more on sessions 1, 2 and 3, and on specific aspects of sessions 4, 5 and 6, which are systemic (for example curriculum issues). Or how to make assessments and national exams more inclusive, how children transition from one system level to another and how well equipped the system is to cope. In that case, a more systemic approach to allow officials to exercise inclusion in their spheres of activity would be called for.
- For both the above, it might be possible to include parent groups. In Tajikistan the parent groups found the handouts, the training for teachers very useful for their constituents (other parents, informal schooling, home schooling etc.) and their contribution to the training enriched the discussions in a way that would not have been possible without them.

### The sessions, activities, and handouts

The sessions are structured so that they build on each other. But it is possible to give more 'weight' to one aspect or another according to national needs, participants' needs and capacities. In general, the sessions introduce a concept and then provide activities for practice to consolidate the knowledge, and to allow for 'trials' by participants in the safety of the training space. This helps to build their confidence in what to do and to become familiar with what a concept or idea or issue will 'look like' at the delivery level. Adapters may find they want to shift that balance a little to take more time over one than the other. Likewise, the handouts have struck a balance between scenarios involving children with disabilities as well as minority groups and early childhood education considerations, gender issues. It should not be difficult to adapt them to reflect urban/rural divides or internally displaced people/settled communities divides, or refugee-immigrant / national population divides.

The needs assessment may throw up other issues that this module has not covered. Each context is, of course, different and it is possible that some

issues will need, not just adapting but some re-writing of sessions. If you add a session or substantially alter it, step back and review it in light of the whole module to make sure it fits in with the overall themes and ideas of the module, is aligned with the module's approaches and foregrounds practice. Ensure that: a) it introduces the content; b) offers opportunity for practice and application of content; c) encourages reflection and further discussion.

One important resource that countries might want to develop, and use is videos on classroom practices. They do not have to be 'best practices' only, although that would be useful and would resonate well with educators, but just ordinary classroom practice. Such videos could then be used in the training as participants focus on different concepts such as classroom management, curriculum approaches, growth mindset etc. Having considered the concept, they could then see how it would apply to actual lessons currently being taught in the country through the country specific videos and see how practice could be improved or changed.

## Testing your changes

Remember to test your ideas with the stakeholders as you adapt the module. You may want to involve them at the start to consider what needs to change, and then again after you have drafted the changes, to give them a chance to provide feedback. If time and funding is available, pre-test the revised version to determine if any further changes are needed before finalising it.

## Training time

As already mentioned in the introduction, the module is designed for delivery in five days, ideally six (a session a day to allow for more time to practice, unpack concepts etc.). It will also be important to ensure teachers and head teachers feel supported as they introduce and initiate the ideas from the training. On-site support and professional development days can be complemented by internet platforms for exchange of experience and for participants to travel to other regions to support each other with the training. In Pakistan, where all the provinces came together for some training on curriculum, those who were experienced in certain areas for instance, classroom management, were invited to other areas to help their colleagues with the training. This helped build communities of practice, in this case trainers, as well as national

capacity. The consolidated group was also able to lobby government on systemic changes. While that had not been the objective of the training, it was a welcome development.

The possibility of engaging in virtual training should also be considered. For example, doing one session a week for six weeks.

Finally, adaptation is not as uncharted a territory as it might seem. The teams engaged will have had considerable experience as both trainers and practitioners and there will be some amongst them who are good writers of training materials. The current module itself is also accessible and user-friendly and adaptations modelled on its structure and sequence as well as its emphasis on practice will serve the countries' inclusion agendas well.

# ANNEX 1. HANDOUTS

## Session 1: Handout 1.1

### Worksheet “Who am I?”

**ID:**

There are twenty numbered blanks on the page below. Please write twenty answers to the simple question “Who am I?” in the blanks. Just give twenty different answers to this question. Answer as if you were giving the answers to yourself, not to somebody else. Write the answers in the order that they occur to you. Don’t worry about logic or “importance”. Go along fairly fast, you have 12 minutes for this exercise.

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Don’t worry if you have not listed 20 answers within the 12 minutes time span!

# Session 1: Handout 1.2 (Information)

## Prejudice, stereotypes, discrimination, and oppression

**Prejudice:** Negative or positive feelings directed towards people because they are members of a specific social group. Prejudice is an attitude (with no basis) toward a whole group of people and its individual members. They include evaluations of members of the group as well as emotions felt when thinking about or interacting with members of that group. Typically, negative attitudes are along gender, ethnic, religious, socio-economic, and cultural lines. (For example, 'you can't trust the Roma/Jews/black people'). Prejudice can take the form of dislike, anger, fear, disgust, discomfort, and even hatred. When a prejudiced person also has and uses the power to deny opportunities, resources, or access to a person because of their group membership, they are practicing discrimination.

**Stereotypes:** Beliefs about an entire group of people without regard for their individual differences. They describe characteristics, attributes, and behaviours of members of various groups. Stereotypes are positive or negative generalisations (with no factual basis or without getting to know the members of the group) that simplify the way we describe and understand diversity in our society. For instance, 'all Roma /Jewish people/Black people are lazy'). Throughout society stereotyping and prejudice has occurred towards people of colour, women, the elderly, people with disabilities, overweight people, LGBTQ community, individuals with AIDS, etc. Negative stereotypes are usually associated with disadvantaged minorities. Sometimes, negative stereotypes may also sound complimentary (e.g., they just take everything from the country and have nothing to give except maybe their music). Even positive stereotypes can have a negative impact however, simply because they are broad generalizations. For example, 'Chinese people are good at mathematics', is a stereotype that places high expectations and pressure to perform, leading to a sense of failure when the expectations are not met.

**Discrimination** can take many forms, including racism, sexism, heterosexism, ableism, ageism, etc. It is about treating people differently from others primarily because they belong to a particular social group. Many acts of discrimination build up over time, perpetuated against one relatively less powerful social group by a more powerful social group and lead to a group of people being in a

state of oppression. Discrimination can occur in interpersonal relations but also can be situated at institutional and cultural levels. **Direct discrimination** occurs when a person is prevented from accessing rights or is treated in a different way than others, based on their membership of or belonging to a group or category of people. **Indirect discrimination** occurs when a criterion, measure or procedure is defined in an apparently neutral way, but in fact results in inequalities between individuals and groups. For example, it may seem reasonable to arrange for Roma children to be in separate classes initially to help them with language barriers where the language of instruction is not their mother tongue. However, if an inferior curriculum is used in their learning, then that is indirect discrimination. A provision or practice, which foresees that all children with language difficulties should attend a separate class, seems to be a neutral provision or practice. However, if only Roma children are affected by it, and they are treated less favourably compared to other children who do not have to attend the separate classes, that is indirect discrimination

**Structural discrimination** results from the fact that overall resources in society are unevenly distributed and the structures of the society contribute to maintaining such inequalities. Stereotypes and prejudice influence behaviour which in turn influences stereotypes and prejudices.

**Oppression** is the systematic subjugation of a group of people by another group of people with access to social power, the result of which benefits one group over the other and is maintained by social beliefs and practices. Because oppression is institutionalised in our society, target group members often believe the messages and **internalise the oppression**. When target group members believe the stereotypes they are taught about themselves, they tend to act them out and thus perpetuate the stereotypes. For example, girls who believe they *cannot* be great at mathematics or science (boys are just better) or students living in poverty believe that they are not qualified for advanced classes (the rich students are smarter). **Internalised oppression** is not group-specific and can affect students from multiple demographics (class, gender, race, ethnicity, age etc).

**Historical and contemporary examples of the links between prejudice, stereotyping and discrimination:**

- Apartheid in South Africa was born of a prejudice against non-white people as being inferior to white people (based purely on the colour of their skin) and therefore non-whites were denied the vote, had to live in separate communities and couldn't use the same public facilities (bathrooms, restaurants etc.) as white people.
- Bullying children who dress differently, not wearing the latest fashionable shoes, clothes, or just because they look different (are not 'cool').
- Islamophobia, antisemitism, and homophobia are all modern-day expressions of prejudice, stereotyping and discrimination.

**Note:** Prejudice, stereotyping and discrimination can be transmitted through subtle messaging and practices. For example, movies that mostly portray men as the heroes and women as their helpers or as being weaker. Children's books that portray other cultures negatively (Asian as 'slant eyes' as in Dr Seuss's 'If I ran the Zoo'). However, drawing attention to these examples can be used as teaching moments.

### Impact of prejudice, stereotyping and discrimination/racism

Stereotypes and prejudice influence our responses to others. We may decide that old people are incompetent or overweight people don't choose their diet responsibly, or that a particular group of migrants always steal. Our behaviour towards these groups is guided by these beliefs that have no foundation. These beliefs lead to prejudice which manifests itself as anger, fear, dislike and even hatred. In our present interconnected world, hate groups are formed resulting in violence against groups. Our own behaviours are affected as well when we affirm the negative stereotypes about ourselves. For example, research found performance decrements caused by knowledge of cultural stereotypes. One study (Spencer, Steele, Quinn, 1999), found that when women were reminded of the (untrue) stereotype that, "women are poor at mathematics," they performed more poorly on mathematics tests than when they were not reminded of the stereotype. Studies have found that stereotypes and prejudice affects people in several ways, including choice of career, experience at work and the amount they are paid.

Discrimination is also a societal problem as it takes many forms with negative effects on so

many people. Policies and practices of overt racism have broader effects on society, such as, income inequality and unequal job opportunities. The larger effect is that these practices / policies perpetuate the cycle of disadvantage, poverty, and social inequality, leading to less cohesive societies, social tensions, and aggressive situations. As a result, communities cannot move forward towards becoming dynamic and creative societies. The impact of COVID on marginalised and socioeconomically disadvantaged groups is a stark reminder of discriminatory policies and social disparities along racial and socio-economic lines. The result was the death toll amongst these groups was much higher than other privileged groups due to inequitable access to health care.

As inclusive educators, it is crucial to consider all the above with young children in mind. They often mimic the views and ideas of adults and can engage in discrimination (you can't play with us because you can't talk like us) and the internalised oppression of, "I can't play with these toys because I don't belong here." It is not difficult to appreciate the impact of such experiences on both sets of children.

# Session 1: Handout 1.3 (Activity 1.3)

## Managing biases

**Scenario 1:** During a discussion on educators' unconscious bias and the resultant underperformance and over-disciplining of students from a minority group, a school staff member erupts: "I am not racist! I treat everyone the same – I don't care if my students are black, white, purple, or green; they all have a fair shot in my classroom!"

Does treating all the students 'the same' mean, 'being 'fair'?

Why are students from a minority group being over disciplined? Why are they underperforming?

Look at the case scenarios below and discuss the statements made, discuss the biases, and suggest ways of responding to the situation.

**Scenario 2:** A teacher unveils an upcoming third-grade lesson on family that will discuss different kinds of families, including adoptive parents, different race parents, foster parents, grandparents as primary parent figures, same-sex parents, and more, one parent raises serious concerns. "Children are so innocent, and they don't notice these differences. Why do we have to expose them to ideas they're not ready for and make things worse?"

**Scenario 3:** Consider this statement made by a teacher: "In my opinion the right thing to do, especially for people who are not 'the brightest', is to teach them some skills. They need life life skills. They need skills to be able to help them in areas that they are maybe not so great at."

Who is she referring to as 'not the brightest?' Do the participants think that about certain groups in their school because of challenges they are facing with them in the class/school? Do they set different expectations for a child who doesn't speak the language very well compared to child who does? Or a child with a disability?

**Scenario 4:** The school is expanding to include an ECE level, and a majority of children are from a particular ethnic group who do not speak the majority language of the country. The ECE teachers say, "We must speak to them only in the official language of instruction. They have to learn quickly and they must not use their mother tongue because then, we don't understand them".

## Some tools for reflection and managing bias

**Turn a flashlight on yourself and explore discomfort and awkwardness:**

- What is triggering these feelings?
- Why am I feeling this way?
- Would I behave this way if it were someone else?
- What do I actually KNOW? (knowledge, awareness)
- What are my values? What are my perspectives on respect, equity, justice and are these feelings consistent with them?
- How do I behave according to my values?



## Session 1: Handout 1.4 (Activity 1.4)

'A Class Divided' viewing guide directions: While you are watching the film, record notes that help you answer the following questions.

### Focussing on the teacher:

1. What explanations does the teacher Mrs. Elliott, give to support her claims about group superiority and inferiority?
2. What strategies does Mrs. Elliott use to convince the superior group that they are superior and the inferior group that they are inferior?
3. What privileges does Mrs. Elliott give to the superior group and what privileges does she withhold from the inferior group?

### Focussing on the students:

1. How do the students in the superior group act after Mrs. Elliott explains that they are better because of their eye colour?
2. How do the students in the inferior group act after Mrs. Elliott explains that they are less capable and less important because of their eye colour?
3. Why do individuals and groups either go along or not go along with these decisions?

4. How do the positive and negative labels applied to groups impact their academic performance?

**Source:** Adapted from: *Facing History and Ourselves*: visit [www.facinghistory.org](http://www.facinghistory.org)

### For ECE:

1. Specifically, what do you think the impact of racism or stereotyping would be on very young children from the majority and the minority groups?
2. Children do not see differences when they are very young but the many influences they experience as they are growing up shape how they look at world around them. What does all this mean for how we teach them and help shape their identity?
3. Think especially about the socialization. Where do young children learn that certain cultures /races/ faith groups/ are better or not as acceptable as their own? Who teaches them this and what implications does it have for us as educators in charge of young children?

## Session 2: Handout 2.1

### The radio debate

The opinions below will be expressed by the 'audience' listening to the radio programme. Assign them to different 'audience members' and ask them to phone in with their views as indicated against their specific roles. The rest of the audience can then phone

in, agreeing or disagreeing with either the opinion or the response to it and take the discussion further, or even bring it back to a previous point if they want.

Audience members can phone in their opinions by raising their hand so that the moderator will 'call' them to make their point(s).

	Opinion statements	Your role
1.	Children with disabilities need to be in special schools with experts who can support them.	You are a retired teacher.
2.	Our children will fall behind if the teacher pays attention to these marginalised children.	You are a wealthy parent. Your neighbour has a child with a disability.
3.	Children who do not speak the language of instruction well will bring the standards of the whole class down.	You are a parent who is active in schools and donates funds for activities.
4.	Children from a different ethnic group than the majority need to be taught separately by their own teachers, even if they are in the same school.	You are an ex-head teacher.
5.	If a student cannot complete a task alone, he/she is not intelligent.	You are a teacher.
6.	Peer to peer learning is good for the child who is a slow learner but not good for the child who is working with them.	You are a parent.
7.	Teachers cannot have children who are disruptive in their classes: they have not been trained to deal with them and these children should not be in the classroom.	You are an ex-policeman in the community.
8.	Students who frequently fail exams should not be in regular classes.	You are a psychologist.
9.	Single parents do not have time to participate in school activities	You are a head teacher from a school in an urban area
10.	Children who have parents who are uneducated will not do well in school.	You are a self-made businessperson in the community.
11.	All children can learn. We must work out how we teach so everyone learns.	You are an experienced teacher.
12.	The parents of the children from a minority community feel their children are better cared for at home rather than attending ECE facilities. We should respect their wishes.	You are a parent from a minority community, and you are often discriminated against, hence your opinion about ECE.

Other members of the audience can simply come in with their views as the programme unfolds. The next few roles can be given to the audience. They can decide from their role, what opinion they may have on the issue that they want to express as the programme unfolds.

## Extra roles for the audience

1. You are an enlightened teacher who feels that inclusion is both an issue of rights, and diversity benefits the whole class.
2. You are a parent of a child with a hearing disability who is thriving in a school where s/he has good support.
3. You are from a minority community and feel that you came to this country to give your children a better future than you had. You are determined your child will do well in school although at present s/he does not speak the majority language. You know he/she is bright and will cope, given the right help.
4. You are a parent of a three-year-old child with visual impairment. The community tells you she should not be brought to the community. celebration of Independence Day, 'because she could hurt herself.' But you know this is an excuse and the real reason is that they don't want her there.
5. You are an influential community member with a successful business, and you believe in inclusion.

## Session 2: Handout 2.2 (Information)

### Student diversity helps EVERYONE

At one level, we already know the benefits of having a diverse student population in our schools and classrooms. These ideas are set out here to help the schools to think about and counter any community objections to that diversity.

#### For head teachers/principals

- Develops their leadership capability.
- Increases her/his standing in the communities.
- Develops their capacity or potential to become mentors for other schools.
- Gains them the respect and trust of their staff.

#### For teachers

- Develop greater resilience to meet different needs.
- Broaden their understanding of diverse communities.
- Refine their pedagogical skills so that all children can participate and achieve better.
- Gains them the respect and trust of parents and the communities.

#### For society

- People with disabilities and from diverse cultures add to the diversity of human experience and as social changes are made to accommodate people of all abilities, the overall impact is of improving society for all people;
- Improved sustainable relationships.
- Welcoming diverse perspectives for problem-solving fosters innovation across multiple sectors and increases cohesion, productivity, and sustainability of products, systems, and services.

#### For students

Children are growing up in an increasingly “globalized” society and they need to be able to interact well with many diverse cultures if they are to succeed in life. Working with and befriending

children from different cultures allows children to:

- Learn from more than their own ‘source’ communities, whether it is songs or stories or cultural behaviours that they are learning.
- Develop the skill of being empathetic.
- Develop the skill of understanding perspectives that are not their own and viewing multiple perspectives about events, issues, and ideas.
- Learn to communicate better and effectively when they have to explain something to someone for whom the language of instruction is not a first language.
- Learn to be flexible;
- Learn to find solutions to differences that are non-violent, and promote compromise and negotiation over conflict and opposition.
- Learn skills and values beyond those of their own communities.
- Learn resilience from those whose lives are not as straightforward as theirs.
- Learn how to live with multiple realities (children from minority groups often negotiate two realities in a day: the one at school and the one at home).
- May learn another language or at least learn how to learn another language.
- Learn new forms of human artistic expressions.
- Broaden their network of friends.
- Learn to respect differences.
- Appreciate the skills and talents of other students.
- Learn to stand up for what is right rather than what is a norm.

### The ideas below relate to the benefits of having children with disabilities in the classroom

**Being with children who are blind or partially sighted, other children learn:**

- How we learn from those who are different from us.
- How to describe things very precisely and fully so that the child who is blind has a good mental picture of what the children are describing. This makes the other children better at.
- Observing well so they can communicate everything that needs to be communicated.
- Extending their vocabulary and in particular learning and using more adjectives and verbs to describe what is going on or what instruction needs to be followed.
- Learning to invent and play new games involving touch or smell.
- Communication skills: better, clearer communication.
- Empathy skills: they think about where they put their things or how to include the child with partial sight or who is blind in games and find ways to get around the issue of sight, in the game and so problem-solve how to adapt it.
- Respect: they realise how well the child is doing despite the eyesight limitations.
- Friendship.

**Making sure the environment is safe for the child who cannot see, and this makes them better at:**

- Keeping their younger siblings safe at home too because they think about the hazards of leaving things lying around or being careful of fire or sharp objects like needles, knives, etc.
- Becoming tidier and more organised in their own lives.
- Creating a positive environment (e.g., planting flowers, herbs (such as basil or lemon mint) that smell good or are smooth to touch or of an interesting shape for the partially sighted children to enjoy. At the same time, it will enhance their own sense of textures and smell because they learn that from the child with vision problems.
- Becoming more aware of their own sense of smell because they have to think about it more consciously.
- Reading and elocution as they read aloud to their partially sighted friend.

**Being with children who are deaf or hard of hearing, other children learn:**

- How to speak clearly and at a good pace as they 'talk' to the children who are lip-reading.
- How to use a diverse vocabulary that is easy to lip-read.
- To be better at writing and at drawing.
- How to use sign language.
- How to observe body language and expressions to detect feelings of joy, discomfort, confusion, etc. and becoming more expressive themselves.
- To be more aware of touch, smell, and other senses apart from hearing.
- To focus on something without getting distracted as they concentrate on what their friend is saying.

**Being with children who can't walk at all or can't walk well or are in a wheelchair, other children become better at:**

- Learning not to rush around and crowd the person trying to walk.
- Patience as they walk at the other person's pace.
- Being aware of looking out for obstructions on walking paths.
- Playing games that do not involve walking or running but are still communal, such as board games, games or cards games involving the imagination or verbal dexterity games, etc.

**From all children with disabilities, other children learn:**

- How to offer help without doing everything for any child with a disability. This is true for all disabilities. The other children learn how to be supportive but not to make the child with a disability too dependent. They learn not to take over when doing a task together. This creates mutual respect on both sides. Children are often better at this than adults who try to overprotect the child with a disability.
- Recognising that the child with a disability has other abilities: smart at some subjects, a good personality, or a sympathetic personality, fun to be with, etc., which enables both sets of children to see each other as children first.

- To develop their creativity and problem-solving skills as they adapt games to include the child with a disability (more board games to play with children who can't walk; a football with a bell in it to play with someone who can't see; more visual games with someone who can't hear etc.).

**In the classroom, children with disabilities can be helped by other children in a number of ways:**

- They can lend them their notebooks so they can do some of the work at home.
- They can write notes for them using carbon copy paper under their own exercise books.
- Dictate what the teacher writes on the blackboard.
- Explain something later during break time or after class.
- Read the instructions on the board or in a book.
- Write out the instructions for a child who cannot hear them.

In an inclusive classroom, children help each other to learn co-operatively. Care must be taken by the teacher to make sure that children do not end up doing her/his job. For example, if there are to be instructions, these can be done by the teacher beforehand and given to the child who is hard of hearing, so that other children don't need to write them out for her/him all the time. Where possible, text can be enlarged so that other children do not need to read to their friends all the time.

**Children can help other children to:**

- Do some of the things in the lesson that children with disabilities cannot do.
- Include them in their play.
- Be friends with them.
- Visit them at their homes.
- Ensure that no one bullies them or calls them names or makes fun of them as they would with all their friends.



## Session 2: Handout 2.3

### Examining Equity

Look at the situations below and decide if they are equitable or not. If not, what would you change/add?

**Situation 1:** The school is going to have a hearing-impaired child for the first time. The head teacher has made sure her grade teacher has learnt sign language and teachers have talked to their classes about remembering to face the girl when speaking to her, not shouting at her, and speaking clearly and not too quickly. The school feels it is now ready for the child.

**Situation 2:** The primary school has two ethnic groups within it: one a majority group, the other a minority group. The minority group children do not speak the majority language which is the language of instruction. They are taught in their language (the materials have been translated) and learn the majority language as a 'subject'. They are taught by teachers from their own group who are bilingual. The school says, "We make sure they are comfortable with their own language of instruction and with their own teachers. They are being taught

the majority language as a subject so they will not be disadvantaged later in life. They can mingle during lunch times and playtimes and, of course, in extra-curricular activities.'

**Situation 3:** The teacher is aware that one of the children in her classroom has additional responsibilities since his father fell ill and he has to take his younger sister to school. He comes to school consistently late because of this and regularly gets detention. The teacher uses this time to help him catch up on what he misses at the beginning of the day and lets him go earlier than other students in detention. When another child objects, she decides to talk to the children about equity the following week, using a story.

**Situation 4:** There is a surplus of secondary school teachers in the country but there are areas where the community is not well served with ECE programmes. The secondary school teachers are assigned to these areas. The government states that this enables them to serve all communities equally.

## Session 2: Handout 2.4

### Cultural Competency

These scenarios require critical reflection on valuing, respecting, and supporting all learners.

#### Scenario 1

The head teacher calls the parents of a child who has been disrupting the class by constantly talking and telling jokes. The child is from an ethnic minority group in the community. The parents bring with them a community elder to explain to the head teacher that in their culture, laughing and telling jokes is considered an asset.

#### Questions to consider about the situation:

- Should the head teacher have been involved or could the teacher have resolved this at her/his level? Use the cultural competency framework to guide your answers.
- How can the school prepare to conduct the meeting? What should the conversation include between the parents, head teacher, and the class teacher?
- How could the situation be resolved if all are to be respected?
- Can the child's personality trait be used creatively by the teacher whilst maintaining classroom rules?

#### Scenario 2

The teacher is conducting a history lesson on the colonisation of Africa by Europeans. She is saying that Europe colonised Africa and brought many benefits to the colonised countries.

#### Questions to consider:

- Do you think this is the only perspective of colonisation that needs to be covered? Does that honour all students' histories?
- How might the teacher expand the curriculum to offer other perspectives?

#### Scenario 3

A child with a learning disability is struggling in the new school and doesn't like going to school

anymore. The teacher and the parents meet to discuss why the transition from elementary school to middle school has been difficult for the child.

#### Questions to consider:

- Should the child be referred to the school psychologist?
- What can the teacher find out about the child from the parents?
- Who else can she reach out to?

#### Scenario 4

The parents of a child from a low-income household are told in a parent-teacher meeting that their child is struggling in mathematics.

The parents tell the teacher that they are surprised because he works in the family shop after school and never makes mistakes with the money and the change he gives to the customers.

#### Questions to consider

- Did she know that the child worked in the family shop sometimes? How would that knowledge have changed her approach to the issue?
- What can the teacher find out and change to help the child achieve better in math?
- Should the teacher have assumed that the child was 'struggling' in mathematics? (Note the language used by the teacher, based on her assumptions/ bias).

# Session 2: Handout 2.5 (Information)

## Cultural Competency

**TABLE 1:** Components of Cultural Competence

BELIEF/ATTITUDE	KNOWLEDGE	SKILL
<ol style="list-style-type: none"> <li>1. Aware and sensitive to own heritage and valuing/respecting differences.</li> <li>2. Aware of own background/ experiences and biases and how they influence psychological processes.</li> <li>3. Recognizes limits of competencies and expertise.</li> <li>4. Comfortable with differences that exist between themselves and others.</li> <li>5. In touch with negative emotional reactions toward racial/ethnic groups and can be nonjudgmental.</li> <li>6. Aware of stereotypes and preconceived notions.</li> <li>7. Respects religious and/or spiritual beliefs of others.</li> <li>8. Respects indigenous helping practices and community networks.</li> <li>9. Values bilingualism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Has knowledge of own racial/ cultural heritage and how it affects perceptions.</li> <li>2. Possesses knowledge about racial identity development.</li> <li>3. Able to acknowledge own racist attitudes, beliefs, and feelings.</li> <li>4. Knowledgeable about own social impact and communication styles.</li> <li>5. Knowledgeable about groups one works or interacts with.</li> <li>6. Understands how race/ethnicity affects personality formation, vocational choices, psychological disorders, and so forth.</li> <li>7. Knows about sociopolitical influences, immigration, poverty, powerlessness, and so forth.</li> <li>8. Understands culture-bound, class-bound, and linguistic features of psychological help.</li> <li>9. Knows the effects of institutional barriers.</li> <li>10. Knows bias of assessment.</li> <li>11. Knowledgeable about minority family structures, community, and so forth.</li> <li>12. Knows how discriminatory practices operate at a community level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seeks out educational, consultative, and multicultural training experiences.</li> <li>2. Seeks to understand self as racial/ cultural being.</li> <li>3. Familiarizes self with relevant research on racial/ethnic groups.</li> <li>4. Involved with minority groups outside of work role: community events, celebrations, neighbors, and so forth.</li> <li>5. Able to engage in a variety of verbal/nonverbal helping styles.</li> <li>6. Can exercise institutional intervention skills on behalf of clients.</li> <li>7. Can seek consultation with traditional healers.</li> <li>8. Can take responsibility to provide linguistic competence for clients.</li> <li>9. Has expertise in cultural aspects of assessment.</li> <li>10. Works to eliminate bias, prejudice, and discrimination.</li> <li>11. Educates clients in the nature of one's practice.</li> </ol>

**NOTE:** Adapted from D. W. Sue, Arredondo, & McDavis (1992).

### Cultural Competence Checklist

The journey toward cultural competence requires the willingness to experience, learn from those experiences and act. —Jerome H Hanley. The following reflections will help to think of a particular group about whom you know very little. It could be

an ethnic minority group, or refugees from another culture or a rural area rather than an urban one.

**Personal reflection:** It is important to organize areas in which we have a limited understanding and to recognise how our personal biases can affect instruction.

### Check off the following topics that you would like to learn more about.

1. I would like to understand how culture affects people's perspectives on:

- education
  family roles
  religion
  gender roles
  customs or superstitions
  alternative medicine
  employment
  perception of time
  wellness
  disabilities
  value of Western medical treatment.

## 2. I would like to know how culture affects child-rearing practices related to:

discipline  dressing  toileting  feeding  self-help skills  expectations for the future

## 3. I would like to learn how my students' cultural norms influence communication in terms of:

eye contact  interpersonal space  use of gestures  comfort with silence  turn taking  
 topics of conversation  greetings  interrupting  use of humour  asking and responding to questions

## 4. I would like to learn more about how culture affects:

parent-teacher relationships  reporting and assessing  student-teacher relationships  
 student participation in class  homework expectations  appropriate content knowledge  
 learning styles  student discipline

## Using teaching strategies that reflect students' cultures. Some tips on culturally competent practice

1. Use heterogeneous groupings for learning activities and change groupings frequently. Communicate the expectation that students will work with everyone in the class throughout the year. Use teaching strategies that require face-to-face dialogue. Keep in mind, however, that it can be intimidating for students who lack majority language skills to be grouped with those who are fluent. Grouping students in carefully selected pairs may work best.

2. Recognize that students may express themselves nonverbally. Avoid interpreting silence as apathy or lack of ability or interest. Many people like to have time to think before they talk, while others think by talking. Use nonverbal responses yourself to show that you understand and relate to this form of communication.

3. Consider some gender-neutral accommodations. Some students do not identify with their perceived gender or may be self-conscious or shy about a physical handicap; such students might be uncomfortable using washrooms or pools.

4. Without singling students out, provide opportunities for them to share their cultural values, experiences, and practices.

5. Ensure that displays and resources reflect the cultures of your students. Purchase appropriate library resources, toys and puppets that look like all children including the minority groups, dressing up clothes and kitchen utensils for the playhouse area. Stories should also be reflective of all cultures and use Internet resources that show a diversity of people, cultures, and perspectives.

6. Be aware of obvious and hidden manifestations of culture: Make yourself aware of the invisible aspects of the students' culture as well as the outward signs. In addition to appreciating a culture's food, festivals, and fashions, learn the culture's communication styles, role expectations, and family and community structures. For instance, in some cultures, cousins are thought of as siblings, aunts and uncles are like second parents. Some cultures respect age as bringing wisdom, others do not, and they focus simply on the nuclear family as 'close' family.

7. Build on students' knowledge in their language of origin. Research and learn a few key words yourself. This tells the student that you cared enough to make the effort. But it is also crucial at the ECE level that the basic language of the children is well understood. For example, words used for, 'pain', 'hunger', 'sad', 'happy', 'water', 'toilet', 'wet', 'dirty', 'funny', 'like', 'don't like', etc., and the names by which grandparents and uncles and aunts and cousins are referred to.

8. Seize teachable moments- opportunities that spontaneously present themselves as perfect times to engage students and build on the experiences of students in the classroom.

For example, a child comes late into the classroom and says his father has been ill and has had tick fever. They live on a farm. The teacher, in showing empathy, seizes the moment and with the help of the student, teaches the class about the life cycle of a tick and how it can affect people and make them sick. The students not only see the teacher modelling empathy, but they also learn important facts about ticks and how they can infect people living in some areas.

**Source with permission:** 'Here Comes Everyone'. Teaching in the Intercultural Classroom, 2010. Alberta Teachers' Association. <https://www.teachers.ab.ca/>

## Session 3: Handout 3.1

### The basic elements of interpersonal communication is:

**Inescapable:** You cannot *not* communicate. Your body sends a message even when you think you are not communicating. Through not only words, but through tone of voice and through gesture, posture, facial expression, eye contact, movement, etc. We constantly communicate to those around us. Through these channels, we constantly receive communication from others. Different cultures may attach different meanings to signs and symbols.

Non-verbal communication accounts for over 90% of the emotional impact of a message.

**Irreversible:** you can't really take back something once it has been said. "Once a word goes out of your mouth, you can never swallow it again." (Russian proverb)

**Complicated:** words are symbols, given different meaning by different people in different circumstances. Communication can be complicated because of the number of variables involved, even in simple requests. Theorists note that whenever we communicate, there are at least six "people" involved: 1) who you think you are; 2) who you think the other person is; 3) who you think the other person thinks you are; 4) who the other person thinks /she is; 5) who the other person thinks you are; and 6) who the other person thinks you think s/he is.

**Contextual:** psychological, relational, situational, environmental, and cultural. When and where you speak will have a bearing on the meaning of your message and how it is received.

In other words, communication does not happen in isolation. There is:

*Psychological context:* who you are and what you bring to the interaction. Your needs, desires, values, personality, etc., all form the psychological context (this applies to both participants in the interaction). How you are feeling and how the other person is feeling at the time has an impact on the communication.

*Relational context:* this concerns the depth level of the relationship between the communicators. The communication between two people who do not know each other (for e.g., a stranger in a shopping centre) will not be of the same nature

as communication with your spouse or long-time friend. Consequently, communication behaviour is adapted based on the nature of the relationship.

*Situational context* deals with the psycho-social i.e., "where" you are communicating. An interaction that takes place in a classroom will be very different from one that takes place in a bar.

*Environmental context* deals with the physical, "where" you are communicating. Furniture, location, noise level, temperature, season, time of day, all are examples of factors in the environmental context.

*Cultural context* includes all the learned behaviours and rules that affect the interaction. Culture shapes a person's values, identity and the way people think and look at the world around them. Culture also gives rise to prejudices, ethnocentrism, manners, and opinions. It shapes the way people think and behave. Different cultures have different communication styles, different attitude towards conflicts, different approaches in completing tasks, different decision-making styles, different attitudes towards disclosure, different approaches to knowing and making sense of the world around them.

**Culture Unconscious:** lack of knowledge about some cultural characteristics, history, values, beliefs, and behaviours of another ethnic or cultural group. Assuming that a culture is similar to your own can cause you to ignore important differences (cultural intelligence described in Session 2 in the Cultural Competency model), can become a barrier. Different cultures may interpret words, behaviours, and gestures differently. One example is of a Danish woman who left her baby in a pram outside a café in New York, while she went inside for a coffee. Other diners in the café called the police reporting the woman for leaving her child outside. As explained later by the Danish consulate, it is customary for people in Denmark to leave prams outside cafes as it is considered safe. In New York, however, this practice is viewed as neglectful and unsafe. Another example is if you come from a culture (foreign or within your own country) where it is considered rude to make long, direct eye contact, you will, out of politeness, avoid eye contact. However, if the other person comes from a culture where long, direct eye contact signals trustworthiness, then we have in the cultural context, a basis for misunderstanding.

**Ethnocentrism:** this is when a person perceives that their cultural beliefs and customs are superior to others. In fact, we learned that everyone comes with their own experiences and identities and their own lens with which they view 'others'. In communication it makes people from other cultures feel that we do not value them. It is not always intentional but being aware of this makes us adjust 'our lens' in our interaction with other people. For example, the ideas about how to bring up children may vary amongst cultures. Therefore perceiving that one way is superior to another introduces communication barriers when teachers communicate with parents or students from a culture different from theirs. It affects collaboration between parents and schools as well. When parents are suspicious about school values and unequal opportunities for minority groups and schools perceive parents as not committed enough because their cultural values have other priorities above the education of their children, there is little common ground that both can find to work together.

## Active Listening

An important element of interpersonal communication is being able to listen, giving space and time to the person who is talking and allowing silence in the conversation for reflection on what is being said and the ideas that are being exchanged. This skill is learned through practice and there are four basic skills in active listening:

**Nonverbal communication.** We communicate with our bodies, postures, gestures, 'being present' (making good eye contact). For example: being able to discern a worried expression on a parent's face. They may be concerned about their child's performance or bullying or that they are not able to help their child with homework, etc. You know that they are worried, and you need to let them know that you are there to help them. Being able to say, "You look worried, how can I help you?" Those few words combined with your own non-verbal gestures such as making eye contact, a positive facial expression, a welcoming posture are enough to get the person to feel safe about saying what is on their mind

**Showing empathy** is about understanding what others are feeling by being able to put yourself in their shoes or because you have experienced a similar situation yourself. It is different from sympathy which is about acknowledging someone's emotional hardships and providing comfort and assurance. Both empathy and sympathy are

appropriate, but empathy is about a person being seen and heard and their concern being felt. It establishes trust and a deeper connection. Allowing silence, paying full attention to the speaker, encouraging the speaker (for example, saying to a student who feels discouraged, ("that must be hard for you"), let them know they are not alone ("it is normal to feel that way"), letting them know that you share their concerns ("I understand you want the best for your child").

**Asking open-ended questions:** Ask open-ended questions if, and when you don't understand what the other person is saying (it can be a parent or student or colleague), and/or if you need further information. An example of open-ended questions: to an aggressive parent, "Can you help me to understand....?" Then, try to find common ground and show empathy by saying, "We both want the same things for your child" (remember, anger often comes from fear or anxiety or pain or previous negative experiences).

**Reflective listening:** This is about hearing and understanding, and then letting the other person know that s/he is being heard and understood. Reflecting back entails two key steps:

1. Seeking to understand a speaker's idea by observing words and non-verbal communication
2. Offering the idea back to the speaker, to confirm what you believe to be the thoughts and feelings behind what they have said or that their idea has been understood correctly. So, summarise what you heard the other person saying.

Reflective listening helps people feel understood and encourages them to express themselves further. It can be seen as a combination of the first three techniques: non-verbal observation, showing empathy, and asking special questions.

## Some Interpersonal Communication phrases and techniques

**Nonverbal cues:**

- Posture/position: Sit so your head is level with the parent/student/colleague and face them.
- Eye contact: Look and pay attention to what is being communicated.
- Facial expression: Positive/neutral expression. Observe whether the other person has a worried/sad/angry/ disagreeing expression.



- Physical barriers: Remove table and try to be in the same space as the other person.

Be aware of your own nonverbal signs and of the other person showing concern. Slow down and stop to see what is happening and acknowledge the concern.

## Empathy

Allow silence. Allow the person to speak and hear and feel what they are trying to tell you. Don't focus on quickly finding a solution. Below are some examples of phrases you can use to show empathy:

"I know it can be hard to see your child struggling with their homework. I have felt the same way when I have difficulty in doing a task."

"I feel bad too when my child is upset" to a parent who says their child comes home from school upset.

"That must be hard for you, to take care of the children and housework and your own job. I can rearrange our meeting for a more suitable time for you", to a parent who is struggling with a child with a disability, and may also be a single parent.

"That must have been difficult for you."

"I understand that you want the best for Joseph, and I do too. We all want the best for our children."

"That is worrying/difficult/hard. How can we/I help?"

## Open-ended / probing questions

"I would like to make sure that I have communicated clearly. What did you understand from my explanation?"

To an aggressive/angry parent/student/colleague, "I can see you are upset. Can you help me to understand your concern?" This defuses the situation and calms the other person down because their feelings are being acknowledged.

To a new child's parent, "Joseph is new to the school. Tell me more about him. What do you think are Joseph's greatest strengths?"

To a student who is sad, "You look sad. Do you want to talk about it?" or, "I am here when you feel you want to talk"

"Tell me more about what your concern is."

## Reflective listening – listening for meaning, listening for feelings

Reflecting a concern or a statement to the speaker does not necessarily mean repeating the speaker's exact words. It is more about offering the idea back to the speaker, to confirm the idea has been understood correctly. This can be done by paraphrasing or summarising using your own words how you understand what the speaker said. For example:

To a student, "Let me see if I have heard you correctly..." In this way you allow the student to correct misunderstanding. You can then repeat and ask, "is that correct?"

To a parent who comes in concerned about whether his/her child is being bullied: "You seem concerned about what is happening at school with Joseph. Tell me more about how Joseph has been feeling about coming to school." Opening up a conversation this way makes the parent feel he/she is being heard.

If the parent becomes defensive or confrontational, it is important to remain non-judgmental and calm and not retaliate by being defensive yourself. Listen, empathise, and use phrases like, "I understand your concern, .... (understanding does not mean you agree but it does acknowledge the concern and the openness to finding a solution).

## Session 3: Handout 3.2

**Can you spot ethnocentrism, culture unconscious, stereotyping in some of the statements below? Can you write some of them differently? Justify your choice.**

- 'They do things differently.'
- 'She never does her homework on time.'
- 'She said our son does not try 'hard enough.'
- 'Education is not important to them. They don't send their children to school.'
- 'They wear those strange costumes.'
- 'They are all overweight. They eat so much junk food.'
- 'Don't talk to me in that tone.'
- 'I didn't say that!'
- 'He is often absent from school. I think his parents are not interested in education.'
- 'She did not do well in the assignment because it was too difficult for her.'
- 'She is a low-performing student.'

## Session 3: Handout 3.3

**Convert the following closed-ended questions into open-ended questions:**

- Are you okay?
- Are you sad?
- Don't you think this dress is beautiful?
- Is there anything else?
- Will you be able to use the information from the lesson to solve a problem?

Sometimes you may get an answer that you may need to follow up with an open-ended question e.g. 'Who do you think will win the election?' This is a closed-ended question so when you get an answer, follow this up with an open-ended one to create a

more engaging conversation, for example, why do you think that?

**To a young child:**

- Can you stop crying? (When the child is sulking, pushing, shouting) Note: there are times when you need to say this just to bring a pause to a behaviour, but how would you either re-phrase this or follow it with an open-ended question? What would that question be?
- Do you want to wear the blue shirt, socks, trousers or the red one(s)?
- Do you want to draw a house or a tree?
- Did you like that story?

## Session 3: Handout 3.4

### Active listening observer feedback grid

NAME	FIRST TIME LISTENING	SECOND TIME LISTENING
Appropriate tone of voice		
Accurate paraphrasing		
Empathy		
Non-verbal cues		
Encouraging words		
Other		

**SOURCE:** Guiding the conversation in 'Engaging all learners' by (ERLC) Edmonton Regional Learning Consortium, Canada. Available under Creative Commons License at: [www.inclusiveeducationpdresources.ca](http://www.inclusiveeducationpdresources.ca)

# Session 3: Handout 3.5

## Positive student-teacher communication

### Teacher initiated conversations

**1. Teacher:** "I see you hardly put your hand up when I ask questions."

**Student:** Keeps quiet

**Teacher:** "You don't say much in class ..."

**2. Teacher to student who is shy and does not want to present in front of the class:**

"I'd like you to do the presentation today for your team."

**Student:** "But X is better than me at it."

**Teacher's response:** \_\_\_\_\_

### Student statements

**3. Student to Teacher:** "X is a troublemaker. He is always getting into trouble." (Labelling)

Teacher's response: \_\_\_\_\_

**4. Student:** "X smells. I don't want to play with her.

My mom says I don't have to if I don't want to."

**Teacher's response:** \_\_\_\_\_

**5. Student:** "I find this math too hard to do."

**Teacher:** "I think you may need more practice. Shall we try?"

**Student:** 'But I can't do it.'

Teacher's response (in bold): What should the teacher do if she/he recognises an area of weakness? How can she/he talk to the student about his/her perception of weakness in that area?

### How can the teacher use open-ended questions to probe the following statements

**6. Student:** "Nobody likes me."

**7. Student:** "I hate school."

**8. Student:** "My dad left. He may never come back."

## Session 3: Handout 3.6

### Scenarios for Intercultural communication

#### Example to explain the CARE approach

The parents of a child who is a slow learner have moved to a new district. The child previously went to a special school but the parents have now been told their child needs to be in a regular classroom. They are not at all sure. There are no 'experts' in the school. What will he learn? Won't it all be too hard? In the special school they had less to learn. The experts know how he learns best and there, they did not need you to tell them. This school is not a 'special school'. Will the teachers at this new school know? They don't want the spotlight on their child in this school where he will be noticed due to his disability and possibly be labelled as a slow learner. And what if he is bullied? They have asked to see the head teacher and the class teacher.

#### Using the CARE Approach

CARE works by letting the parent feel you are agreeing with them on some issues. You are confident and know that your opinion as a teacher is based on experience and evidence-based research, and you can now strongly recommend an action. The steps in a CARE response provide momentum towards a decision.

**Corroborate:** You and I both want your son to be protected and safe in the school. At the same time, we do not want him to be singled out and labelled and teased. I understand your concerns. It is hard to change schools and you are uncertain about whether he will get the same support he got in the special school. Tell me more about your son. What worked well at the other school? What do you do at home that helps him? (this is where you are creating a connection with the parent and what works best for the child. This is where you are getting their attention, getting them to feel comfortable).

**About me:** We have been preparing for children with all abilities to be able to learn so they can reach their full potential. We as teachers, have received training on different learning styles and understand all children are different, and I have taught children with disabilities before. We also get support from specialist teachers to help us understand how to work with children with disabilities like your son. I feel confident that with all the support including from you, we will achieve

excellent results (this allows you to be seen as a credible person, whose recommendation (coming later) to: whose recommendation, when given later in the discussion, might be enough to trigger action).

**Research:** Maybe come up with some phrases: Studies show that children with disabilities benefit from being in mainstream schools in many ways. List the benefits (this brings in additional reinforcement. It's not just me, or the government, it is science and evidence-based practice in education).

**Encourage/Advise:** It will take some getting used to, but I know that you will find that your son will benefit from meeting other children and being part of the school community. He will make friends with children who will help him to feel included, so he feels comfortable even when he is outside the school. We will try different things together (this is where you bring it together and you make your push, trying to trigger the decision to act. Your advice needs to come from the heart, with a personal conviction and a call to action).

### Scenarios for participants

Try not to discuss the perspectives and dynamics of the situation too long. Think about what might be done or said in the moment or in the next few minutes to move forward.

When planning the role plays in the scenarios below, consider:

- Place yourselves in the shoes of the major players in the scenario. Imagine the thoughts and feelings people might be experiencing in the moment itself.
- Tools to try: reduce defensiveness (tone, body language, respect, empathy). Keep the conversation going (hear them out, ask open ended questions, set aside your feelings and dialogue rather than debate).
- Using the CARE approach, how could a conversation be conducted, and how the people involved could reach a common understanding to move forward.
- The nonverbal communication: is it empathetic, authoritative, sad, defensive, etc.?



After each role play, the presenting group should answer the following questions and let the larger group discuss and provide their comments.

### Scenario 1

You are a fifth grade teacher at a school and this year there is a new Roma child called, Enisa, in your class. You have seated her next to a child called, Afrodita, who is not Roma. After a few days, Afrodita's parents come to see you. Afrodita has been coming home upset because you told her to sit next to a Roma child and away from her best friend. They say that Enisa does not even speak the language properly and Afrodita is being asked to help her all the time. The parents tell you, "What will my child learn if she is teaching the other child all the time? The standards in the school will go down"

### Scenario 2

The parents of six Roma children have come to the school. They sent their children to school because the government told them they had to. But now they find that their children are not learning anything and are unhappy and bored in the school. They have come to tell you (the head teacher) that they are going to stop sending their children to the school. "The teachers are unhappy with them all the time for not doing homework. They don't understand the lessons and the books don't show anything that is about the Roma people. They are better off at home. At least they can learn from our traditional ways of doing things and knowing things, and they work for a couple of hours to help with the expenses. What is the point of school if they are not learning?" The parents are now considering taking their children out of school. But you don't want the children dropping out.

### ECE: Scenario 3

The parents of a refugee child with a visual impairment have come to talk to you, the ECE teacher. Their child was getting on well in the school. In the last two weeks the school has been practicing for sports day and the young children have an egg and spoon race. The child has gone home upset because none of the other children want her in their team because she can't see well and runs too far away from the finish line. She's told her parents, 'They say I will make them lose the race and they don't want me in their team,'.

**(CARE approach adapted from the CASE approach: UNICEF training package on Interpersonal Communication for Immunisation)**

- What identities, cultural norms and values are at play?
- What is the cultural perspective of each individual involved?
- Are there any power dynamics at play? What was the tone of the interaction? Was it one that emphasized the power difference between the parent and teacher or was it one that implied a problem-solving partnership? How did each person in the interaction feel?
- What could each person do or say in the situation to move the situation toward a more positive interaction? How can the parent role be supported and enhanced through the interactions teachers have with parents?
- How does this scenario remind participants of something that is relevant at their school?

# Session 4: Handout 4.1 (Information)

## Schools and Institutional power

### Administration/school leadership/support staff

The way teachers teach, and students learn in the school, their behaviour, expectations, success, the ethos of the school, and the role modelling of the school leadership is guided by the head teacher. The ideas below will help head teachers and teachers make the school more inclusive. This first section deals with the school as a whole: the next section focuses more on what can be done inside the classroom.

The list is not exhaustive, nor are the sub-headings clear-cut since some ideas span across more than one area of work. The sub-headings are there as guidance only. Please read through the whole handout to capture all the ideas in it that you may find useful in your schools and work.

Celebrating diversity means ensuring the children, their parents and the community feel that the school values all children. You can send subtle messages about this by:

### The physical environment

- Putting up welcome signs in other languages apart from the majority language.
- Having pictures on the walls displaying children's work that represents all communities.
- If there is an ECE level class, ensuring that the toys, clothes, cooking utensils, story books (even home-made ones) reflect all children's cultures.
- Having large signage on the doors and visuals (for community members who may not read in the school's language and for children with visual impairment).
- Ensuring the school has ramps.
- Ensuring that all doors, corridors, including toilet doors are wide to allow for wheelchair access.
- Two customized toilets with hand (grab) rails, easily movable tap handles, reachable towel racks etc. should be standard.
- Where possible, ensuring that common areas of study such as the library and the science

laboratories are on the ground floor to allow accessibility for all students.

- Ensuring that play areas have a small space where children can sit on a bench and be quiet together with a friend while still feeling part of a group.

### The community

- Ensuring that at the beginning of the year, all parents are invited for a meeting. It is important to discuss with them how the school expects them to contribute to their children's education (not just financially), and setting aside a time when they can 'drop in' during the week if they want to. Setting those expectations together and in line with parents' circumstances, time / work commitments etc. rather than simply the curricular requirements.
- Ensuring that celebrations also involve celebrating the children's foods and the important days for all cultures (or even making sure that the day is marked at assembly time).
- Getting students who were once new to the school to orient incoming new students: the new students are more likely to share their fears and anxieties with their peers. Perhaps make this a student council responsibility and institute a 'buddy system' throughout the school so that the newcomers do not feel singled out.
- Encouraging and facilitating small parent groups to come together to support each other through the school year through media platforms such as, whatsapp to enable easy communication. Parents can ask questions or seek support within the group for resources or help when a child is sick and needs to keep up with schoolwork etc..
- Ensuring that notices, notes home etc. are done in more than the dominant language so minority group parents can access them.
- Orienting parents, not just to the school premises but to its policies, mechanism, procedures and particularly expectations etc. when you have open days with the communities.
- Listening, noting, and responding to parent expectations of the school as well.

## The teachers

- Creating spaces in which teachers can meet regularly to exchange issues/ideas (perhaps a corner of the library if the school has one, or the staff room). This includes ensuring that specialist and non-specialist staff sit together to discuss children that they both teach.
- Encouraging self-reflection amongst teachers and an ethos of mutual help rather than competitiveness.
- Being open to new ideas and encouraging some risk-taking by staff and supporting them: for instance, trying project work that involves the children going into the community for the first time or asking children to organize and execute a school play on their own or trying to get students to give feedback on each lesson to the teacher for a day etc. That way teachers can be innovative and creative and will model that for all children in the school.
- Allowing space for making mistakes and errors without judgement: focusing instead on lessons learnt and how this can help further what might be a good idea that needs some fine-tuning.
- Encouraging them to work collaboratively on action research, co-teaching and learning from each other without judgment.
- Ensuring that there are links between the schools as children transition from: a) home to school b) kindergarten to school c) primary to secondary school, etc. Ensuring that the teachers from both sending and receiving schools communicate with each other about the children before they move to the new school. Linking with other schools for this process.
- Establishing a network with other schools that have expertise on cultural diversity and children with disabilities. Perhaps a short talk every month from one of those schools would be a start or arranging visits by teachers to observe classes and gain and share insights into pedagogy.
- Establishing Professional Learning Communities by organising professional development for teachers through courses and workshops, individual research and on-line studies, one-off lectures on professional development days, 'on-site' support through team teaching, action research, sharing successful practices and

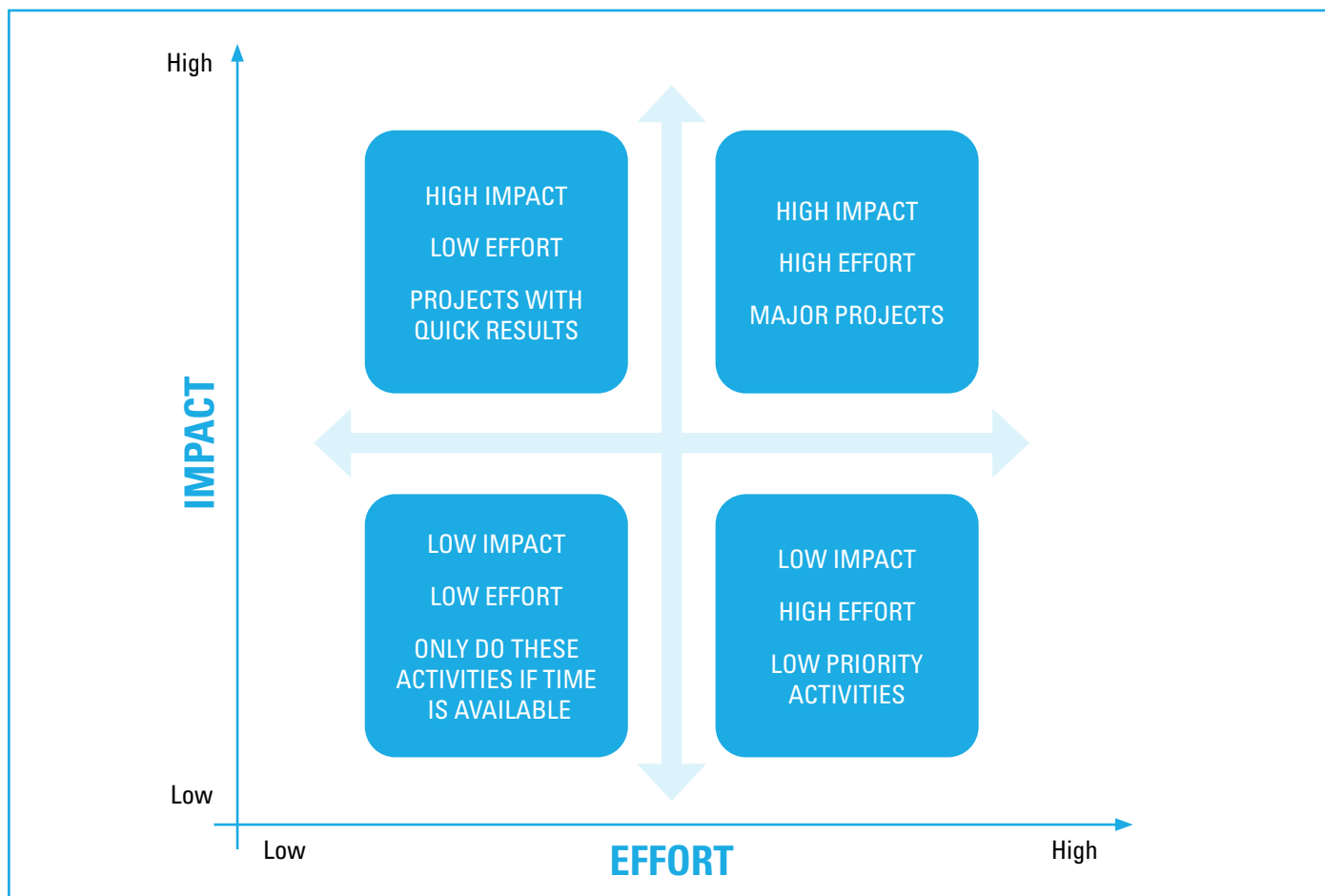
mentoring of younger teachers by older teachers etc.

- Creating 'workshop' days where teachers and communities spend the day together creating resources for diversity: stories, pictures, posters, videos, and other visuals that can be used in lessons but are created and pooled in the school resource room for teachers to borrow. Encouraging community members to create and bring in resources, not just on that day, but any day: these could be old photographs, toys they have made, big print letters for partially sighted children, etc. This is possible to do and particularly important for young children to see themselves represented. The story books could be created by the community with an illustrator or an art student who is willing to volunteer her/his time and talent.
- Encouraging teachers to set goals for themselves and for their children and to work collaboratively to do that where possible.

## Governance

- Checking for diversity in the school's leadership teams: heads of departments or senior teachers, interns, assistant teachers, etc.
- Establishing a mechanism for community and student representation in the running of the school. School governing boards or school inclusion teams should be involved in decision-making about school issues such as fundraising and spending, setting up anti-bullying and other policies, establishing a representative student council with a mandate of overseeing certain aspects of school life, etc.
- Checking to see if the school's mission statement embraces diversity. What about school policies? Do they need reviewing? And do communities need reminding of what the policies are? If they need reviewing, can community representatives and student councils be involved in the reviews?
- Not assuming that all is well with the school: check for and accept and seek ways to remedy inequities in the school procedures as well as the policies.
- Ensuring that school resources are distributed equitably and that more decisions are made collaboratively with teachers, community, and governors or school boards.

## Session 4: Handout 4.2



### How to Use the Priority Matrix

To use the Action Priority Matrix, follow these steps:

#### Step 1

Refer to your list of changes from the school scan that you want to see made.

#### Step 2

Score these on impact (0 for no impact to 5 for maximum impact), and on effort involved (0 for

very low effort to 5 for a major effort).

#### Step 3

Plot the activities on the Action Priority Matrix, based on your scores.

#### Step 4

Prioritize appropriately and then fill in the table below for planning the changes.

### Action planning chart

CHANGE	STRATEGIES FOR EACH CHANGE (ACTION BY SCHOOLS)	INVOLVING WHOM? ACTORS *(A) ALLIES (A) OBJECTORS (O)	WHO LEADS THE ACTION

- Allies are those individuals/organisations who will support the change
- Objectors are those individuals/organisations who will need persuading or convincing to gain their support

## Session 4: Handout 4.3

### Situation 1

The incidences of bullying are increasing in the school. The teachers have an idea of who the bullies are but talking to the students in classes about bullying and the consequences has no effect. Neither does sending the suspects to the head teacher for punishment. What can they do?

### Situation 2

At a training session, teachers have learnt a new strategy in which students take more responsibility for their own learning by sometimes working with other students to give them feedback on their work (peer feedback). This is a new idea and students must first learn how to do this in respectful and helpful language which they first practice with the teacher. There is some concern amongst some teachers that this may cause conflict between students if they critique each other and/or it may make them think they are as good as the teacher. Others think that it is an idea that is worth trying since it works so well in other parts of the region. Why not? The head teacher remains neutral. "I have

no objection to you trying it if you can convince the others," she says. Can they come up with a plan on how to proceed?

### Situation 3

There is an issue with the ethnic minority community children in the school. They only talk to each other and will not socialize or work well with anyone outside of their group. The majority students also resent working with the minority students. What can be done? The district official says, "Let them work in their own groups." But the head teacher and teachers feel this is not being inclusive. What can they do/try? What is the head teacher's role in this process?

### Situation 4 (ECE situation)

Parents of mainstream children in the ECE class are protesting to the school about their children learning more about minority songs and stories than their own cultural heritage. The school feels differently. How will the school staff negotiate this with the community.

# Session 5: Handout 5.1

## New children in the classroom

### Part 1

The school will have three new students in the primary grade: two Roma children and one child with a hearing impairment.

The head teacher has been preparing her school for this: they have had sessions about how to work with children with disabilities, how to respect the different cultural practices of the Roma children and the signs in the school have all been replicated in the Roma language.

She has told her teachers to do two things:

1. To try and work together and draw on each other's ideas for the classroom work and classroom organization.
2. To consult with her about any concerns and these will be discussed in the staff room.

Natasha was worried. She has one of the Roma children, Marta in her class and also Erik, who has a hearing impairment. She is not sure how she will cope. Should Erik not be in a special school? But the head teacher says he coped in a previous school. She wondered how. And she was worried about Marta. What if the other children did not want to associate with her or bullied her? How could she deal with that? And what about the other children's parents? What if they objected to their child sitting next to these new children?

Natasha sighed. The school only had one other Roma child, Enisa, who was in the secondary level. But these new Roma children had not been in a regular school before. What should she do? Where should she begin? 'With the curriculum,' she thought, 'we do not have any Roma stories. Perhaps I can ask the two Roma girls when they come, to bring us some stories from home. That would be good.'

The head teacher gave her another good idea. "Ask Enisa to take the two Roma children around the school when they come and show them around. They will feel comfortable enough with her and ask her to let you know what their worries and concerns are." 'Thank God for a supportive head teacher,' thought Natasha. 'I am not comfortable, but I also know that we do need to have a diversity

of children in our classes. Our children will grow up and go into the world and they need to know how to work with, learn from and enjoy people from all cultures in our globalised world. In some places, *they* might be in the minority.'

She looked at her notebook and decided to start planning.

A few weeks later, Natasha is exhausted. She had been careful to talk about the new children with her class before they arrived. She prepared a good lesson about how some children communicate differently but are still very smart. She told them the story of Helen Keller and also about how not everyone spoke the same language, but everyone learnt, everyone succeeded. She thought she did well. But after a few days she noticed that the other children made a face if she asked them to sit next to one of the new children. And Marta's parent had called to say that she was being bullied. 'We have an anti-bullying policy in the school,' thought Natasha. 'The children know that, so what is going on?' She decided to talk to the head teacher and ask her help.

She found that Marta never did her homework. It was not difficult but somehow Marta never did it. What was she to do? Marta did not speak much and did not answer questions but looked back at her in silence. Natasha would then have to ask another child to answer the question and sometimes she could hear the other children suppressing their laughter.

She had tried to ask Marta to bring in traditional stories about home and family, but she got nothing.

When she talked to the head teacher about bullying, the head teacher was supportive. "Leave it with me. I will come back to you." Natasha sighed. 'And what happens in the meantime?' she thought. She went to her local library. 'Would there be any books on this', she wondered. "Try the internet," said the librarian. "There is a whole community of teachers who talk about all kinds of things. Ask them." So, Natasha did. And she found a lot of help. And then the head teacher came back and said she had an idea. She talked to the teachers in the staff room. "I want us to review our anti-bullying policy and this time I want the children involved in crafting it. If it is their policy, they will make sure everyone accepts it. Let's invite the whole school including the student



council to think about this. I will announce it in assembly and set up a suggestion box for anyone to put their ideas in it. Can you talk about it in your classes? That way, the message about bullying will get through to everyone without drawing attention to Natasha's class."

Natasha was so relieved. There were still a lot of things to sort out: the teaching, the homework, but she felt she was now on the right track.

**Part 2: for participants to use to reflect on their own classroom practices to determine how inclusive they are. They need to consider:**

- Classroom organisation: ground rules about student interactions and respect, showcasing student work, planning group work, co-operative project work, setting up a buddy system, peer learning and peer feedback.
- Knowing the children: cultural background, needs strengths, already-acquired- knowledge, learning preferences, etc.
- Teacher classroom behaviour to role model for the children in her class: (e.g valuing, respect, giving responsibility, voice, and choice to all children, scanning for unconscious biases in how children are involved, valued, acknowledged).
- Setting up behaviour expectations for/from the whole class.
- Making the enacted curriculum more diverse: using mind maps to 'open up' the curriculum to the richness of diverse cultures.
- Setting up learning expectations for the children (explored more fully in activity 5.3).

## Session 5: Handout 5.2 (Information)

### Inclusion in the classroom: student voices and concerns

**Reflection:** What is new, interesting, thought provoking about what you have heard so far? What do you already do, and what could you do more of or differently?

#### Do you see me?

- Representation on the walls.
- Representation in the curriculum.
- Interest in personal story (sharing of personal story).
- Interactions in and out of the classroom.
- Demonstration of care.

#### Do you hear me?

- Incorporation of prior knowledge and experience.
- Seeking and responding to student feedback.
- Student choice in the curriculum.
- Developing the practice of empathy reflex

Empathy Reflex is about developing the practice of tuning in to other people's emotions so that empathy becomes a reflex and is your first response to any emotional situation. It is about considering what the other person's perspective is and to understand the emotions they are feeling. This involves observing the emotion the other person

is communicating, not just their words. Describe the emotion you see (I see you are upset/angry/sad etc. ;) and then try to find out where the emotions are coming from (is it because you think you are being treated unfairly/ ignored/ not listened to?). In the classroom, it defuses the situation, calms the student down and helps young children learn about their emotions. Importantly, it also models empathy and compassion to other students in the classroom.

#### Will You treat me fairly?

- Clear and high expectations.
- Equal discipline and rewards.
- Support in struggle and push in success.
- Consistent and predictable assessment.
- Different kinds of success.

#### Will you protect me?

- Understanding of Identity and experience.
- Interruption of exclusive or oppressive behaviour.
- Teaching and discussing cultural and power difference.
- Encouragement of and practice with collaboration.

**Source:** Content adapted from: Rosetta Eun Ryong Lee: Inclusive Classroom Practices <https://www.slideshare.net/leerosetta/bss-inclusive-classroom-practices>

## Session 5: Handout 5.3 (Information)

### Strategies for engaging with families

What are some of the actions schools can take to increase parent involvement? Strategies can be introduced incrementally by the school as it adopts good practices towards inclusion.

#### Staff Training

Training on being positive during teacher-parent conferences, home visits, phone calls and other parent interaction fosters participation. When educators are considerate and sensitive to a parent's ethnic, cultural, and socioeconomic backgrounds, communication and cooperation can occur. Parents need to hear that their involvement will increase their child's academic performance and that there are no educational requirements for participation.

Listening to parents' concerns about their child and/or their thoughts and ideas on ways the school could improve, demonstrates concern and interest. If parents feel welcome, useful, and respected, they will respond.

#### Communicate

Communicate with families about school programmes and student progress. Create two-way communication channels between school and home. Provide a parent handbook of clear, practical information including rules, procedures, and specific ways parents can be involved in the school. If many parents speak a language other than the majority language, have the handbook printed in both languages. Notes and newsletters are an important way to keep parents informed; however, phone calls, one-to-one meetings and home visits will enhance support.

#### Time and Location

The area served by the school needs to be taken into consideration when planning parent involvement. Being flexible with the time of day and location of meetings and activities will allow all parents to take part at least occasionally. Consider meeting in community centres, apartment buildings or other facilities located near where families live. Try to schedule special events that will not conflict with other school or community activities.

### Parent Conferences

When parent conferences are scheduled, offer an interpreter if needed, or if appropriate, ask them if they can ask a trusted community member or friend to act as an interpreter. Make sure you begin with a positive, encouraging comment about the child (see Guidelines for Educator-Parent Conferences Concerning Angry Children-Leah Davies M Ed). At the conclusion of the conference, ask each parent to complete a survey form that includes questions about his or her occupation, hobbies, talents, interests, and work schedule that will assist in future scheduling. Provide space where parents can write concerns and/or their specific needs. If completion of the form appears to be difficult for the parents, an interview may be necessary. Collect the forms, and if possible, address their concerns before they leave.

#### Child Care and Transportation

Whenever possible, provide childcare and transportation so that the majority of parents can be included in various conferences, meetings, and activities.

#### Volunteers

Invite parents to provide classroom enrichment activities such as discussing their occupation, hobby, or talent. They may also provide art, music, or a cultural awareness programme. Ask them to assist as a helper or tutor, accompany field trips, or perform a variety of routine administrative duties such as answering the phone, helping in the library, or keeping other parents informed. For example, one study found that the contributions of the Roma volunteers are based not on academic intelligence but on the cultural intelligence they have derived from their own experience and the cultural context they share with the children (Oliver & Gatt, 2010). As part of this cultural intelligence, the volunteer joins interactive groups of children in the classroom and knows how to deal with the different children in the group and how to foster their participation in knowledge construction.

#### Parent Room or Resource Centre

Establish a comfortable place in each school where parents feel welcome to come with their young children to learn or work on school projects with

other parents. These are often staffed by a parent advocate or family resource coordinator who links families with schools and community services such as medical treatment, childcare, job training, mental health facilities, shelters, food stamps, parenting classes, literacy programs, libraries, majority language classes, emergency assistance, clothing, or school supplies.

### Collaborating with the Community

Share school facilities with other agencies such as Parks and Recreation to offer children's after-school programmes, as well as adult computer, language, and other training classes. Family recreation opportunities could be offered in the evening or on weekends. Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organisations, and colleges or universities. Enable all to contribute service to the community.

### Parent Training

Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age. Sponsor workshops to improve parenting skills. Provide childcare, food, or other incentives. Stress the importance of modelling positive behaviours and ways to help

children learn at home. In addition, recruit parent leaders who are representative of the student population to attend conferences and training.

### Decision making

Promote parent involvement in advisory councils or committees that plan together and make decisions regarding school policies, governance, and advocacy activities through school councils or improvement teams, committees, and parent organisations.

### Learning at Home

Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.

Encourage teachers to design homework that enables students to share and discuss interesting tasks.

Adapted from: Epstein, J.L., and Salinas, K.C. "Partnering with Families and Communities." *Educational Leadership* 61, 8 (May 2004): p. 13. [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200405\\_epstein.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200405_epstein.pdf) and,

Increasing parent involvement in school. Davies L. <http://www.kellybear.com/TeacherArticles/TeacherTip22.html>

## Session 5: Handout 5.4

Consider these questions when viewing the video you have been allocated:

- Who initiates the contact? Why?
- Who offers ideas and strategies in the video?
- What is the communication like (language used including body language and listening)?
- What barriers do both parties have to overcome (if any) during the conversation?
- How do both parties work towards maximising the child's potential and resolving any issues/concerns?

# Session 6: Handout 6.1

## Finding solutions together: Sharing power for equitable outcomes

Look at the scenarios below. Using the human centred design approach, consider how you would approach these issues. Remember the five steps:

1. Listen closely with empathy and observe what the community think, do, and feel about the issue. Think about how you would do this. Who would be interviewed or invited to the focus group discussions? What questions would you be asking?
2. Gather the information and find themes in what the 'data' (the listening and observing) from the different members of the community affected by the issue, tells you.
3. Invite everyone together and collaborate: all stakeholders including community, education duty bearers any others including student council members. Brainstorm potential solutions, invite creative ideas, look at all possibilities and then plan together towards a solution.
4. Design and implement a pilot of the program. Invite feedback from the 'end users' of the service. What is missing? What has been overlooked? Is the programme going to be sustainable?
5. Make changes if necessary and implement. Changes are sometimes made a few times over time and improved with new information, so it is okay if it is not right the first time.

### Scenario 1

The school is concerned about how many children from a minority group are coming in at grade 1 without any kindergarten exposure. It wants to work with the minority community to find ways to bridge this gap between the children getting exposure to kindergarten experiences. The issue is that the minority community is not convinced. They feel that their children are better cared for at home with grandparents who can take care of them and teach them their own language and culture before they go to a school where things will be different from the world they know and are familiar with.

### Scenario 2

There has been a steady decline in the achievement of Roma children/ children from rural areas/

children with disabilities in the school. There is also a rise in the drop-out rate generally but especially amongst the Roma, particularly the girls. If they drop out of school, young people then can't even go to Vocational Training (VT) programmes because they do not have minimum requisite entry skills and knowledge. It is not clear whether Roma girls would avail themselves of the VT programmes on offer. The school does not have any data on what happens to the students who drop out.

The community has been complaining that young people are increasingly loitering in the streets because they have no qualifications and cannot get jobs. Young idle minds create mischief and the instances of theft low-level violence has also increased. Both the school and the community think each could do more to keep the children at school.

### Scenario 3

The head teacher has a dilemma. The school is in a disadvantaged area and the school results are not very good. This could lead to the school being shut down and the children dispersed to other schools. 'But we are a school community,' she thinks. She understands that without the school, more children will be on the streets, the community will have less chance of breaking the cycle of violence and crime and poverty that exists. The teachers are good, but she knows they are feeling anxious, overwhelmed, and exhausted. The school board is of the opinion that the school should close down. She decides to hold a meeting with the school board, the teachers, and the community to see what can be done.



# ANNEX 2. BIBLIOGRAPHY

## Session 1

1. The twenty Statement Test  
[http://stelar.edc.org/sites/stelar.edc.org/files/Kuhn\\_TwentyStatementsTest.pdf](http://stelar.edc.org/sites/stelar.edc.org/files/Kuhn_TwentyStatementsTest.pdf)
2. Three dimensions of Cultural identity: <http://jalt-publications.org/archive/proceedings/2002/256.pdf>
3. Identity theory and social identity theory: Stets J, Burke P Washington State University
4. The what, how, why, and where of self-construct, Cross et al, 2011
5. Identity Circle <http://bonnernetnetwork.pbworks.com/f/BonCurIdentityCircles.pdf>
6. Identity wheel: <https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2018/12/Social-Identity-Wheel-3-2.pdf>
7. Our identification with our group: <https://hal.archives-ouvertes.fr/hal-00571648/document> (social dominant theory, more competition),
8. Experiment with giving funds to white vs. minority students <https://hal.archives-ouvertes.fr/hal-00571648/document>
9. Arizona State Law Journal, McNeal L: Managing our blind spot: The role of Bias in the school-to-prison pipeline: [arizonastatelawjournal.org](http://arizonastatelawjournal.org)
10. Stereotype Threat, Inquiring About Test Takers' Race and Gender, and Performance on Low-Stakes Tests in a Large-Scale Assessment, Lawrence et al, <https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12046>

## Session 2

11. [https://www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education\\_Research-Brief\\_FINAL.pdf](https://www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education_Research-Brief_FINAL.pdf)
12. Addressing Exclusion in Education <https://unesdoc.unesco.org/ark:/48223/pf0000217073>
13. Old school diversity to cultural competency: Rosetta Lee: <https://www.slideshare.net/leerosetta/ravenscroft-old-school-diversity-to-cultural-competency>
14. Closing the gap: Creating equity in the classroom: [https://www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education\\_Research-Brief\\_FINAL.pdf](https://www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education_Research-Brief_FINAL.pdf)
15. Components of Cultural Competence, Sue DW, Arredondo, & McDavies (1992)
16. Stereotype threat widens achievement gap, Steel C, Aronson J, Spencer S: <https://www.apa.org/research/action/stereotype>
17. The Australian Children's Education and Care Quality Authority: We hear you. What does it mean to be culturally competent: [https://wehearyou.acecqa.gov.au/2014/07/10/what-does-it-mean-to-be-culturally-competent/#\\_ftn1](https://wehearyou.acecqa.gov.au/2014/07/10/what-does-it-mean-to-be-culturally-competent/#_ftn1)
18. Best Practices in cultural competency: <https://www.gssaweb.org/wp-content/uploads/2016/04/Best-Practices-in-Cultural-Competence-and-Implicit-Bias-Training.pdf>
19. Considering the Culture of Disability in Cultural Competence Education. Eddey et al. Academic Medicine: July 2005- Volume 80- Issue 7- p 706-712
20. Cultural Competency now: 56 exercises to help educators understand and challenge bias, racism, and privilege <https://www.ascd.org/books/cultural-competence-now?chapter=homework-handouts>

## Session 3

21. Communication for Social Change: <https://www.cfsc.org/content/uploads/2018/04/socialchange.pdf>
22. Using Communication Theory: An Introduction to Planned Communication, Sven Windahl, Benno Signitzer, Jean T Olson, 2009, SAGE publications
23. UNICEF Interpersonal Communication for Immunisation Facilitator Guide (Unicef Europe and Central Asia Region (transforming Immunisation dialogue)
24. The Developmental Model of Cultural Sensitivity (DMIS, M Bennett, 1986)
25. Non- verbal communication across cultures, Erica Hagen Intercultural Communication Resource

#### Session 4

26. Educational leadership: High-Powered Teams What Drives Collective Efficacy? Jenni Donohoo and Steven Katz, 76 (24-29)
27. Collective teacher efficacy, J Hattie, 2016: <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

#### Session 5

28. Mind mapping: [http://en.wikipedia.org/wiki/Mind\\_map](http://en.wikipedia.org/wiki/Mind_map)
29. Cultural Competence Checklist: <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/MON-3%20Here%20comes%20everyone.pdf>
30. Breaking the mold: Breaking the Mold: Thinking Beyond Deficits: <https://cedar.wvu.edu/cgi/viewcontent.cgi?article=1209&context=jec> Elyse Hambacher
31. Mindsets and Math/ Science achievement. Dweck, C, 2008.  
[http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset\\_and\\_math\\_science\\_achievement\\_-\\_nov\\_2013.pdf](http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset_and_math_science_achievement_-_nov_2013.pdf)
32. Developing a growth mindset amongst teachers [Advancing Learning Webinar]  
<https://www.youtube.com/watch?v=k0PWdtt6vYg>
33. Leading an examination of beliefs and assumptions about parents, School leadership and management: Pushor D, Amendt T, 38:2,202-221: <https://doi.org/10.1080/13632434.2018.1439466>
34. Best practices in engaging diverse families. May 2015: <http://www.pthvp.org/wp-content/uploads/2016/10/Engaging-Diverse-Families.pdf>
35. Turning difficulties into possibilities: engaging Roma families and students in school through dialogic learning. Ramón Flecha & Marta Soler. Cambridge journal of education, Volume 43, 2013- Issue 4

#### Session 6

36. Inclusive Education Framework: A guide for schools on education for children with special needs. NSCE, 2011)[https://ncse.ie/wp-content/uploads/2014/10/InclusiveEducationFramework\\_InteractiveVersion.pdf](https://ncse.ie/wp-content/uploads/2014/10/InclusiveEducationFramework_InteractiveVersion.pdf)

Permission is required to reproduce any part of this publication. Permission will be freely granted to educational or non-profit organizations.

Please contact:  
UNICEF Regional Office for Europe and Central Asia  
Route des Morillons 4, 9th Floor, CH 1211 Geneva  
[ecaro@unicef.org](mailto:ecaro@unicef.org)

© United Nations Children's Fund (UNICEF), 2023

**unicef**   

---

for every child