Contents

Introduction 4
   Broad statement of purpose ................................................................. 4
   Overview .................................................................................................. 5
   Participants ............................................................................................ 6
   Enabling environment ............................................................................ 6
   How to approach the module ................................................................. 7

Unit 3.1: Analysing Learning Situation of Children and Youth 8
   Overview Unit 3.1 .................................................................................. 8
   Activity 3.1.1: Warming up: situational awareness .................................. 8
   Activity 3.1.2: Case study ‘The Lamb and the Wolf’ ............................... 10
   Activity 3.1.3: Understanding situational awareness in children .......... 13
   Activity 3.1.4: Marshmallow Test revisited .......................................... 15
   Activity 3.1.5: Application of model to Sarah and her colleagues .......... 17

Unit 3.2: Developing Effective Goals 20
   Overview Unit 3.2 .................................................................................. 20
   Activity 3.2.1: Achieving a self-determined goal .................................... 20
   Activity 3.2.2: Life-cycle approach and goal-setting ............................... 24
   Activity 3.2.3: Short-term, mid-term and long-term goals ..................... 26
   Activity 3.2.4: Using goal-statements for feedback ............................... 29
   Activity 3.2.5: Conflicting goals ............................................................. 31

Unit 3.3: Adapting Situations to Learner Requirements 35
   Overview Unit 3.3 .................................................................................. 35
   Activity 3.3.1: One story, many lessons to learn .................................... 35
   Activity 3.3.2: Create learning opportunities! ....................................... 37
   Activity 3.3.3: Match goals with opportunities! .................................... 38
   Activity 3.3.4: Adapt learning environments ....................................... 40
   Activity 3.3.5: Competencies for inclusion ......................................... 42

Unit 3.4: Develop Practice to Support all Learners 44
   Overview Unit 3.4 .................................................................................. 44
   Activity 3.4.1: Bringing it all together – World Café .............................. 44
   Activity 3.4.2: Substantiate one idea .................................................... 47
   Activity 3.4.3: Review and planning for the future ............................... 49
Module 3 focuses on enabling environments for personalized learning. The basic premise of personalized learning is that schools exist for children and young people, not the other way around, and therefore schools should adapt to enable students’ learning as much as possible. But schools also fulfil other functions: for example, to recreate the social order of a society, which implies a selection process (while everyone has a place in society, not everybody will become a minister, lawyer or doctor). The social values and social structure of a society impact on the functioning of schools and this needs to be taken into account. Teachers should be made aware of the multi-voiced discourse around what constitutes a good teacher: is it a teacher investing in the brightest students; a teacher who spends much time supporting the weakest students; or a teacher achieving the highest marks in national student exams? In addition, all schools have limited resources, and traditional class instruction may seem the only efficient method to address large classes to be taught in minimal space without personalized learning materials. The reality of participants’ working conditions should never be neglected while working on this module.

Personalized learning implies that every child is accepted and acknowledged as a person with talents and abilities, with a specific family background, a social identity and previous learning experiences. Every child is able to learn; learning is an essential part of human nature and every child wants to be part of a community. Last, but not least, every child has aspirations, dreams, hopes and a wish to become independent: an agent in his or her own right. The experience of competence, belonging and agency is essential for learning, because only children who are truly participating in an activity can learn from it (see Introductory Module: Linking Theory to Practice). Module 3 seeks to illustrate how teachers can respond to these needs in their classrooms. To learn more about teachers, teaching and learning, and child-centered pedagogy, please see Booklet 12 of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities.

Traditionally, teachers’ attention is more on the group than on the individual child, and they consider the group’s interests and the group’s previous learning experience when preparing to teach. Because children are sorted into homogenous age groups, teachers expect homogeneity also in terms of knowledge, interests, learning styles and interaction styles, etc. If all children are the same, and want to learn the same at the same time, group instruction is the most effective and efficient method. But this is hardly ever the case and generally some children are left behind. In many school systems this is considered normal. Inclusive education challenges this belief and highlights the right of every child to learn. Because teachers’ beliefs and premises about learning have a significant impact on children, they have to be addressed and made explicit. The module addresses these, through examples and case studies that highlight these beliefs – without shaming participants. Because much of what is covered in this module assumes that the trainer has a deeply held belief that children are change agents, and are able to make (and convey) their desires, it is important that the trainer be familiar with the work of Save the Children UK related to child participation. Please see http://www.inclusive-education.org/publications/see-me-hear-me-guide-using-un-convention-rights-persons-disabilities-promote-rights.

Traditionally, teachers’ attention is more on tasks than on situations, and more on contents of the curriculum than on students’ competences. If students can complete the tasks and if the content of the curriculum is taught by the end of the school year, everything seems fine. But have students really learnt anything meaningful they can use in their lives? Evidence used in Module 1, and results from international student assessment programmes, have shown that traditional teaching methods are not effective, especially in
diverse classrooms. Shifting the attention from isolated tasks to learning situations, and from content to competence, cannot be achieved in a few days. The situational approach to teaching and learning runs through all three modules (Activity Theory Model, see Introductory Module), and is applied again in Module 3. Module 3 also highlights the importance of goal-setting as an act of envisaging the students’ future competencies to guide instruction. Participants are given the opportunity to practice goal-setting as this is one of the most important parts of planning for personalized instruction. Before starting this module, it is important that the trainer be fully familiar with the content of Booklet/Webinar 11 – Access to School and the Learning Environment II, Universal Design for Learning – in the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities, as well as Booklet/Webinar 12 – Teachers, Inclusive, Child-Centred Teaching and Pedagogy – in the same series.

Overview

Module 3 is about creating enabling environments for personalized learning. Unit 1 focuses on the learning situation of children and youth, and how teachers’ and children’s situational awareness guides their actions. Due to a lack of situational awareness in teachers, many learning opportunities go unnoticed and barriers to learning remain invisible to them. Children take notice and react to context; this influences their motivation, interest and self-regulation and, therefore, the learning outcomes. Different examples are given and worked on to help participants understand contextual influences on human behaviour. To complete the first unit, the Activity Theory Model is used to reflect the different components that have an impact on how someone acts in a given situation.

Unit 2 focuses on the next step in the problem-solving cycle: once a person has gained a good understanding of a situation (analysing/understanding), he or she starts to imagine possible ways forward. Some people have more intuitive approaches to problem-solving (‘let’s start here and see what happens’), whereas others set themselves explicit goals and define expected outcomes and then go on to think about strategy. Goal-setting is first explored in everyday life to bring in participants’ experiences, and then reflected within the life-cycle approach. Participants are guided through a series of exercises to differentiate between short-term, mid-term and long-term goals and how they relate to performance, achievement and capabilities. Their attention is then drawn to the fact that they will often be confronted with conflicting goals in their professional life: what seems to be best for a child, to promote his or her capabilities, is not necessarily in the interest of schools or teachers.

Unit 3 is dedicated to personalizing learning situations, and tries to underline the fact that this does not mean developing an individual programme for every student (or for the ‘special’ students), thereby isolating children from each other. Participants’ attention is first drawn to the fact that in any given situation there are many different things to learn. Again it will be dependent on the teachers’ situational awareness whether he or she is aware of these opportunities. Using the case study introduced in Unit 1, participants are invited to think of as many learning opportunities as possible – based on the first sequence (telling the fable ‘The Lamb and the Wolf’). Subsequently, participants develop multiple goals that can be achieved given the different learning opportunities. Without any adaptations to the classroom, learning opportunities are opened up because they are now possibilities in the mind of the teacher. The adaptation of learning environments is the last point made here, before participants are invited to reflect on their own competences in relation to being an inclusive teacher.

Unit 4 seeks to bring together everything that has been addressed in the three modules. Participants have the opportunity to discuss with one another what they need, and what should be introduced or changed in their school to promote inclusive education. Afterwards, groups will pick up the best ideas and ‘concretize’ them, so they can be used in their settings and shared with other participants. A last activity will focus on
reviewing the modules, and thinking forward on how to start using what has been learnt in their own work settings. This activity will need to be developed by the trainer as it will need to meet local requirements.

**Participants**

The training is only successful if it manages to connect with the knowledge, experiences and beliefs that the participants bring to the training. The module should enable the participants to become agents for inclusive education in their own work. This requires opportunities to reflect on their own personal situations and create links between the contents of the module and their actions.

The trainer should know as much as possible about the situation of the participants before starting the module. It will make a difference where they are currently standing in their professional development: are they teacher students, teacher novices or experienced teachers? Are they teacher educators or teacher mentors? Diversity in participants’ background can be used constructively by enabling learning between participants. This creates an opportunity to enact the principles of inclusive education.

Some thought may be given to ways in which the participants can be supported in their personal learning. There are various tools that can be used to make learning visible, for example by developing a portfolio or keeping learning diaries.

**Enabling environment**

The situation created during the training should facilitate exchange, discussion and documentation of thoughts, expectations and ideas. It should itself promote the ideas and principles of inclusive education by valuing the different experiences the participants bring to the training, by enabling individual learning and by creating a collaborative atmosphere.

The modules are activity-based because they seek to support the trainer in creating opportunities to learn. Participants need to have some input so that they can rely on a shared body of knowledge to participate and collaborate. The learning environment created by the trainer should facilitate active learning, not convey information which is available elsewhere.

An important part of being an enabler of learning is for the trainer to ensure that learning is made visible. The module provides suggestions as to how this can be done for the individual activities, but the trainer should give some thought to documenting participants’ learning, keeping a record of important outcomes from discussions or individual work, and to facilitating the transfer into participants’ work settings.

The training will be more effective if links between the training situation and the actual work situation of the participants can be created. This could be achieved either by incorporating the module into an over-arching project or an activity that seeks to promote inclusive education in a school or community. If the training modules are combined with developmental work, practice can enhance the learning opportunities in the modules. The activities provided in this module can be expanded into practical work in the schools.

Participants will be more motivated if their participation in the module serves multiple purposes. For example, if the modules are accredited by the ministry of education and contribute towards fulfilling obligations of professional development or qualifications, this will be an additional motivating factor to complete them.
How to approach the module

Trainers have to be comfortable with the contents and concepts of this module. This is best achieved if they previously were actively involved as a learner. If the trainer feels uncomfortable with some of the activities, she or he might consider creating alternative activities that serve the same or similar purposes.

The concepts presented in this module are not things to learn, but things to use. The conceptual understanding will be deepened through the application of these concepts to practical problems. Concepts should be seen as tools for thinking and to guide action, not as something to learn as an isolated piece of knowledge. Therefore, the theoretical introduction to the concepts should be kept to a minimum, to ensure adequate opportunities for active thinking and problem-solving.

To help participants orient themselves, it is important to provide an overview of the modules and units and to give opportunities to review. Therefore, time should be spent to introduce the purpose and goals of the unit. Although this is not set out as an activity, it should be the first focus of the training. This will allow participants to orient themselves, which is necessary for any active learner. The purposes listed for each unit need to be shared with the participants. They can be used to gain an overview and to review the units and modules.

Products developed by the participants should be meaningful insofar as they can be used again throughout the training. As the usefulness of these products will depend on their quality, the trainer will have to decide on how to use them.
Unit 3.1: Analysing Learning Situation of Children and Youth

Overview Unit 3.1

Purpose of the unit
✓ Apply what you have learnt so far to analysing learning situations.
✓ Learn to analyse a situation from the teacher’s and students’ perspective.
✓ Practice to focus on situations rather than learner characteristics.

Trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be asked by participants when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

Overview activities
• Activity 3.1.1: Warming up: situational awareness.
• Activity 3.1.2: Case study ‘The Wolf and the Lamb’.
• Activity 3.1.3: Understanding situational awareness in children.
• Activity 3.1.4: Marshmallow Test revisited.
• Activity 3.1.5: Application of model to Sarah and colleagues.

Activity 3.1.1: Warming up: situational awareness

Overview

Purpose:
✓ Get tuned in on the importance of situational awareness.
✓ Reflect on the influence of situational awareness on decision-making.
✓ Warm up to do work on the case study ‘The Lamb and the Wolf’.

Focus of the activity:
✓ Two situations that create double binds.
✓ Own situational awareness.
✓ Impact of situational awareness on decision-making.

Materials and methods:
✓ Instructions on slide, paper and pencil (optional).
✓ Introspection and discussion.

Additional information/alternatives:
Information for trainer

Situational awareness is knowing what is happening in your current environment in the context of place and time. But it doesn’t end there. In part, situational awareness is formed by understanding what has happened previously (the things that led up to the current environment you experience) and by being able to predict the future events before they unfold (those things that have not yet happened but are anticipated to happen – the outcomes of your actions or inactions), see http://www.samatters.com/using-simulation-environment-to-improve-situational-awareness/. Situational awareness is important for inclusive education because the perception and interpretation of a situation has enormous impact on the teacher’s actions. And because teachers are the more powerful interaction partner in classroom settings, their awareness will have a big impact on students’ motivation, sense of self, and ability to learn. Situational awareness is the ‘meta-cognitive engagement’ necessary to guide one’s action from one moment to the next (‘moves’, see Introductory Module). This will be explored with participants in more detail later in this module.

A double bind is a dilemma in communication, where individuals or groups receive two conflicting messages in a situation where this conflict (seemingly) cannot be addressed. Consider this example: a young man is rejected (non-verbally) when he expresses love for this mother. When he reacts to this rejection, the mother acts as though he is in the wrong, and degrades him and his feelings. Most likely, this is an interaction pattern that could contribute to a schizophrenic breakdown (the young man is recovering from a schizophrenic episode). In direct opposition, a Zen teacher wants to teach his or her student to think outside the box, and break free from manipulations. The Zen student learns that there are thousands of ways to react to a situation, other than getting stuck in an impossible one. This change in thinking is what teachers have to learn when confronted with situations where they feel they are caught – between the interests of the students and their own.

Sequence of the activity

**Exercise ‘Situational Awareness’ (First plenary, then small groups)**

The trainer gives an introduction to the exercise by asking whether participants have ever heard of ‘situational awareness’. The trainer presents the two situations and invites participants to discuss the questions.

Participants are given some time to reflect on the questions and come up with some answers. Ten minutes will be enough for analysing the situation and imagining ways in which the young man and the student react.

Discuss responses and hypotheses in plenary.
Activity 3.1.2: Case study ‘The Lamb and the Wolf’

Overview

Purpose:
✓ Reflect situational awareness of teachers and students.
✓ Analyse participation of children in situations.
✓ Reflect on impact of teachers on learning situation of children.

Focus of the activity:
✓ Case study highlighting how teacher can become barrier to learning.
✓ Situations from the perspective of the teacher and the students.
✓ Impact of situational ignorance of teacher on student motivation.

Materials and methods:
✓ Paper and pencil to work on case study (optional: flip chart or slides to present in plenary).
✓ Small-group work, group discussion.

Additional information/alternatives:
• Four-sides model of communication: [link](http://en.wikipedia.org/wiki/Four-sides_model)
Information for trainer

The case study is an example of a teacher who has low situational awareness, missing many opportunities for learning and creating an atmosphere where true learning is discouraged. The teacher creates situations that lead to participation restrictions due to issues with competence (Sarah not able to hear properly), belonging (Ivana being left out from understanding; Tobias losing interest) and autonomy (Dejan not being respected by the teacher).

Teachers tend to focus primarily on the task at hand and the contents they wish to ‘convey’ to the students. While the teacher reads the story, the students are very attentive and motivated; clearly this story means something to them. But the teacher is so focused on the story and the tasks she wants the student to do afterwards that she does not pay adequate attention to the students’ responses. The responses reflect deep understanding, and this should have been explored to highlight the nature of fables and why they are still meaningful to us today. The emerging understanding of the students is destroyed when the teacher goes on to hand out the next tasks, rather than use the situation to explore further.

In fact, the teacher creates a double bind: she gives the children a tool to analyse their own situation (teacher is the wolf, children the lambs), but she forbids the children from using this tool to broaden their understanding. Although the children can say what they want it does not make a difference at all, and the teacher does exactly what she wanted to do from the beginning. Children who have such experiences often enough will lose all interest in learning, and start despising the teacher, school and learning in general.

The case study focuses again on issues around participation and communication, including issues of power and origins of exclusion. The trainer should make these connections visible to help participants link what they have already learnt with what they will engage with in this module.

Sequence of the activity

**Introduction to Case Study (Plenary)**

The trainer announces that this is a case study about the situational awareness of a teacher and four of her students. It focuses on two sequences of one lesson. After the second sequence students are made to work individually on questions prepared by the teacher.

The trainer asks whether participants know this fable from Aesop, a Greek story-teller who lived 620–564 BC. If the story is well known, the trainer can go through the next slide very quickly, otherwise the story should be told.

**Case study ‘The Lamb and the Wolf’**

The fable ‘The Lamb and the Wolf’

The trainer announces that this is a case study about the situational awareness of a teacher and four of her students. It focuses on two sequences of one lesson. After the second sequence students are made to work individually on questions prepared by the teacher.

The trainer asks whether participants know this fable from Aesop, a Greek story-teller who lived 620–564 BC. If the story is well known, the trainer can go through the next slide very quickly, otherwise the story should be told.

The fable ‘The Lamb and the Wolf’

Once upon a time a Wolf was lapping at a spring on a hillside, when, looking up, what should he see but a lamb just beginning to drink a little lower down. “There’s my supper,” thought he, “if only I can find some excuse to seize it.”

He called out to the lamb: “How dare you muddle the water from which I am drinking?”

“Nay, master, nay,” said the lamb, “if the water be muddy up there, I cannot be the cause of it, for it runs down from you to me.”

“Well, then,” said the Wolf, “why did you call me bad names this time last year?”

“That cannot be,” said the lamb, “I am only six months old.”

“I don’t care,” snarled the wolf, “if it was not you it was your father”; and with that he rushed upon the poor little lamb and ate her all up.
Subsequently, the trainer introduces the four children present in the classroom among all the other children. Participants will pay special attention to the reaction of these four children.

After that, the trainer guides the participants though the two slides, providing a short account of the two sequences.

Participants will need to go back to these slides to discuss the questions (see next sequence).

### Introducing four children

**Sarah** is hard of hearing. She has difficulties with listening, especially in group situations, and she is shy to speak due to problems with pronouncing words.

**Tobias** was diagnosed as having ADHS. He is impulsive, which makes it difficult for him to follow what the teacher is saying over extended periods of time. He has problems with keeping instructions in his mind.

**Ivana** does not speak the language of instruction. The tasks explained by the teacher are not always understood. Any written information is not very accessible to her.

**Dejan** is very proud and independent. He resents the teacher’s approach to treat him ‘like a girl’ and feels he is not respected in his need for autonomy.

### Sequence 1: teacher reads the story

The teacher announces that she will read a fable to the class of fourth graders. Dejan remarks unasked that the class is too old for fairy tales. The teacher ignores him and starts to read.

While the teacher is reading, the students listen attentively, are clearly fascinated by the story, and somehow touched by its message. Ivana looks a bit puzzled, but Tobias is unusually attentive.

### Sequence 2: questions and answers

After reading the story, the teacher asks whether they have any questions or remarks to add. Sarah says: “The wolf could not bear that the lamb was so innocent”. Another child comments: “He only was looking for an excuse to eat the lamb”, and yet another child adds: “He did not listen to what the lamb said, he just wanted to eat it.”

The teacher responds by saying “Yes” or “Good” and moves from one child to the next. Soon, the class is silenced, Dejan starts punching the girl next to him, and the teacher rebukes him. During this section of the lesson, Tobias is playing with his pen, trying to balance it on one finger; this goes unnoticed by the teacher. Both Sarah and Ivana look confused, but are quiet and focused on the teacher.

The teacher ends this section of the lesson after four children give their response. The fascination of the students that could be felt before has gone completely. The teacher explains the work to be done.
Activity 3.1.3: Understanding situational awareness in children

Overview

Purpose:
✓ Develop an understanding that situations influence behaviour.
✓ Learn to see situations through the eyes of children.
✓ Apply Activity Theory Model to analyse situations.

Focus of the activity:
✓ Influence of context on situational awareness of children.
✓ Activity Theory Model to visualize differences in situational awareness.

Materials and methods:
✓ Paper and pencils, flipchart, pens.
✓ Brainstorming individually or in small groups (see information for trainer).

Additional information/alternatives:
• Other approaches to making work relationships visible or to map collaborations can be selected.
Information for trainer

Teachers can only support children in their learning if they develop an understanding of the situation from the child’s perspective. The focus of this activity is to highlight the importance of the context in which the activity is carried out. The example used in this activity is taken from a research study that was reported by Cooper and Harries, in 2002 (Cooper, B., Harries, T., 2002, Educational Studies in Mathematics. 49, 1-23). The study ‘Children’s Responses to Contrasting ‘Realistic’ Mathematics Problems: Just how realistic are children ready to be?’ illustrates that context has an influence on how children approach a task. The following is an excerpt from the study: “Their results are presented in terms of two modes of responding to the question concerning the 120-gram letter. A student can ‘read off’ the result by consulting the table in the realistic manner expected in a post office. Alternatively the student can use a strategy which involves calculating the postage rate, for example by adding the tabulated rate for 20 grams to the rate for 100 grams to produce a rate for 120 grams. Saljö and Wyndhamn found that while 57.4 per cent of the students who undertook the isolated 120-gram task in a mathematics class engaged in a calculation to produce the answer, only 29.3 per cent of students dealing with ‘the same problem’ in a social studies class did so. This suggests a clear effect of context on response.”

Teachers tend to focus on tasks and do not reflect enough on the contexts in which these tasks are carried out. In order to adapt learning situations to learners’ needs, teachers have to be aware of contextual factors, and how the way in which they present a question, situation or problem influences their approach. This example highlights this point in general, and links it to participants’ experiences – without addressing differences between individual children.

Sequence of the activity

‘Situational Awareness of Children’ (Plenary)

The trainer gives a short introduction to this ‘task’ and invites the participants to anticipate the students’ responses. The trainer points out the two different settings (maths vs social science lesson).

The trainer should ask participants about their premises first and then give the research evidence. It is optional whether to document the main discussion points or not.

The trainer reminds participants of the Activity Theory Model already used in Modules 1 and 2. The model can be used here to highlight the difference in situational awareness.

The trainer may provide the two slides and invite the participants to add their thoughts, or the trainer can first present a template of the model and invite participants to explore.
The trainer should make sure that participants understand the impact of the context here. For this purpose, examples can be given that relate to participants’ everyday lives:

- If we are in a store with nice music and a good smell, we are more likely to buy something.
- We can better recall information in the situation in which we learnt it in the first place. Being in a particular place activates memories about this place. Therefore: if you prepare for a test, best do it in an environment which is similar to the testing environment!
- When Desdemona, Othello's wife, screams that she is dying, nobody calls the doctor because the context (opera) suggests that she is only acting.

Activity 3.1.4: Marshmallow Test revisited

Overview

**Purpose:**
- Understand how teacher behaviour influences student behaviour.
- Reflect on the impact of unreliable environments on impulsivity of children.
- Show that research can be relevant for teachers.

**Focus of the activity:**
- Marshmallow Test.
- Impact of unreliable tester on children's waiting behaviour.

**Materials and methods:**
- No material needed.
- Reflection and discussion.

**Additional information/alternatives:**
Information for trainer

This activity is basically a presentation of the following research study: Kidd, C., Palmeri, H., Aslin, R.N. (2013) *Rational snacking: Young children's decision-making on the marshmallow task is moderated by beliefs about environmental reliability*. Cognition, 126(1), 109–114. There is also a video by the University of Rochester, available online, explaining the original Marshmallow Test, as well as the design and results of the study. The study highlights that what has been thought of as a personality trait (impulsivity) can be influenced by environmental factors. Teachers tend to believe that they cannot influence impulsivity (e.g. Tobias) and perceive it as a fixed trait rather than a state, and will expend little effort reflecting on how they could create facilitating environments.

Sequence of the activity

**Marshmallow Test Revisited (Plenary)**

The trainer asks participants whether they have ever heard of the Marshmallow Test? It was first carried out by Walter Mischel and colleagues in the 1960s and ‘70s.

Impulsivity is normal in young children (e.g. temper tantrums of a three-year-old who does not get what he or she wants), but by the age of four children should be able to delay gratification. Clearly, this is something that children need to learn. But impulsivity is also a tendency in certain personalities (i.e. ‘nature’ as well as ‘nurture’ is a factor). Being able to delay gratification is a strong predictor of success in school and professional life.

The trainer explains the test; it is also available on YouTube if the trainer wants to take the time to watch it. If the audience is unfamiliar with the concept, the video is very helpful.

The Test was revisited by researchers who wanted to know whether the social context made a difference to how long children waited. The trainer can explain the design of the experiment using these slides. More details can be found in the video and in the study (see above for reference).

**Is the ability to delay gratification all about ‘self control’?**

Children are notoriously bad at delaying gratification to achieve later, greater rewards and some are worse at waiting than others.

Individual differences in the ability-to-wait have been attributed to self control, in part because of evidence that long-delayers are more successful in later life.

**But context makes a difference: Marshmallow Test revisited**

Does the social context have an influence on self control in children?

Drawing situation prior to the actual Marshmallow Test:

The child is told that tester (here Holly Palmeri) has much nicer crayons and will go and get them now.

http://www.youtube.com/watch?v=JsOMdECFniU

**Two experimental groups: reliable vs unreliable environment**

Tester comes back with the promised crayons.

Tester comes back saying she was wrong, there are no other crayons.
Activity 3.1.5: Application of model to Sarah and her colleagues

Overview

Purpose:
- Deepen understanding of situations by practicing the analysis of situations.
- Use situational analysis to explore learning contexts.
- Explore how teacher actions can create disabling learning environments.
- Reflect on ways teachers can positively influence situations.

Focus of the activity:
- Participation restrictions of Sarah, Tobias, Ivana and Dejan.
- Activity model analysis of participation restrictions.
- Teachers’ influence on learning environments.

Materials and methods:
- Flipcharts, pens (optional for reporting back), templates of activity model.
- Reflection and introspection, discussion.
Additional information/alternatives:

- For information on Activity Theory Model, see Introductory Module, Module 1 and Module 2.
- If at all possible, encourage all participants to watch Webinar 11 – *Access to School and the Learning Environment II, Universal Design for Learning* – in the UNICEF Series *A Rights-Based Approach to Inclusive Education for Children with Disabilities* prior to the start of this activity.

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**Information for trainer**

This activity takes the analysis of a situation one step forward. In Activity 3.1.2 (‘The Lamb and the Wolf’), participants were asked to explore the teacher’s and the students’ ‘situational awareness’ – highlighting the fact that people may experience the same situation quite differently, and how contradicting messages by the teacher can create double-bind situations. The barriers created by the teacher were explored in general, but not specifically for individual children. The focus was on becoming aware (perception, see Module 1) of the overall situation created by the teacher, and how situations can motivate or demotivate children and influence their participation during the lesson.

In this activity, participants are asked to use the Activity Theory Model themselves, to analyse the situation of children at critical points during the lesson. A moment should be chosen when participation is most at-risk for the four children, for example:

- **Sarah**: Teacher telling the story (teacher creates a situation in which Sarah cannot use her hearing to understand the story. Solution: a change in ‘tool’ – hearing aid, pictures to support understanding; or a change in the context – place her in the first row).

- **Tobias**: Teacher answering with yes/no (Tobias loses interest and motivation, and engages in behaviour that is not goal-oriented anymore/has no purpose. Solution: teacher changes ‘context’ or attracts his attention).

- **Ivana**: Teacher telling the story (Ivana cannot follow the story, she cannot use the language of instruction as a ‘tool’ to access the meaning of the story. Solution: give Ivana the text before the lesson in the language she speaks at home).

- **Dejan**: He punches a girl, the teacher rebukes him (Dejan loses interest and motivation, focuses his attention on girl, possibly to seek attention from the teacher. Solution: teacher could have addressed him, for example picking up on his remark about ‘fairy-tale’ to make situation more meaningful to him).

The responses from the participants will give the trainer some understanding of how much participants are able to analyse situations taking the perspective of a child. When discussion focuses on environment, it should be pointed out that environmental changes can affect any component of the activity of a child. The teacher may ‘change’ the child (*Who?*) through motivation by making sure that the situation resonates with
his or her identity and experiences. The teacher can influence the strategies that a child applies (How?) by providing tools that support the execution of the activity (written story for Sarah, translation for Ivana). The teacher can influence the social context (Where?) by creating a positive and supportive classroom climate and by nurturing positive relationships. The teacher can help children focus their attention on the intended object (What?) by raising anticipation and giving an inspiring presentation of the story. The teacher can enhance learning outcomes (Purpose?) by stating goals and motivating children to achieve a meaningful outcome.

Sequence of the activity

‘Apply Model to Sarah and Colleagues’ (Individual or small-group work)

The trainer explains instructions. By now, the participants have had many opportunities to use the Activity Theory Model. Still, the trainer may decide to work through an example with the participants.

- Work individually or in small groups. The trainer should decide whether results should be reported back in plenary or not.
- Reporting back to plenary (optional).

Notes

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Unit 3.2: Developing Effective Goals

Overview Unit 3.2

Purpose of the unit

- Apply the life-cycle approach to goal-setting.
- Build capacity to develop effective short-term, mid-term and long-term goals.
- Use statements of goals, or purposes, to provide meaningful feedback.

The trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be used again when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

Overview activities

- **Activity 3.2.1:** Achieving a self-determined goal.
- **Activity 3.2.2:** Life-cycle approach and goal-setting.
- **Activity 3.2.3:** Short-term, mid-term and long-term goals.
- **Activity 3.2.4:** Using goal-statements for feedback.
- **Activity 3.2.5:** Conflicting goals.

Activity 3.2.1: Achieving a self-determined goal

Overview

Purpose:

- Explore the nature of goal-setting, starting with participants’ experiences.
- Reflect on what makes a goal effective and how pursuing a goal can be supported.
- Gain a first understanding of what is important in goal formulation.

Focus of the activity:

- Participants’ experiences with achieving a self-determined goal.
- Conditions that facilitate (or hinder) the pursuit and realization of goals.

Materials and methods:

- Templates with Activity Theory Model.
- Reflection, discussion.

Additional information/alternatives:
Information for trainer

Unit 2 seeks to guide participants towards a deeper understanding of goals and how goal-formulation influences their effectiveness. Goals need to become visions, inner representations of an achievement or outcome, and able to guide a person in critical situations towards the goal rather than away from it. The first activity focuses on participants’ own experiences with achieving a self-determined goal. They are first asked to explore issues around goal setting, either using an example that had a clear and pre-defined outcome (writing a book), or a more process-oriented goal where being able to do something is the goal (sailing around the world).

Once participants have been reminded of their self-determined goal that required long-term planning, the trainer can use their examples to highlight the nature of goals as cognitive representations that are charged with emotions, and guide motivation (= develop motives) and volition (= enact motives). Goals are ideas about the future, and only if people develop such ideas can they be guided by them, rather than where the events of the day or the will of other people takes them. The statement on the respective slide will need to be illustrated by giving many examples. To guide this process, the two goals introduced on the first slide will be used as examples.

To pursue long-term goals, one has to make sure that the goal is remembered and motivation and volition maintained. It is, therefore, important to reflect on conditions that will help with the realization of goals. Conditions that facilitate pursuing a goal are introduced in this activity. To develop effective goals, these conditions should be included in the process of defining goals; this should be understood as an integral part of goal-setting. Some examples are given below, but more need to be made with the group. The trainer can also use the descriptions of Sarah, Tobias, Ivana and Dejan as examples for goal-development.

Sequence of the activity

**Achieving Self-Determined Goals (Plenary)**

Plenary: The trainer gives an introduction to the activity by saying that participants are invited to think of a long-term goal that they set themselves and were successful in pursuing (e.g. writing a book, sailing around the world). It will help participants if the trainer gives an example.

Participants are given some time to discuss questions in small groups.

Bring all the thoughts together. Taking notes may help to transfer what has been said here to the situation of children.

**Achieving a self-determined goal**

Have you ever successfully pursued a self-determined goal that involved much time, effort and stamina?

The completion of a long-term project like writing a book?

The preparation for and fulfilment of a long-held dream like sailing around the world.

What helped to stick to it when you lost motivation or when you encountered difficulties?

Think back to all stages of achieving this self-determined goal and write down what helped you reach it?
**Goals as Ideas about the Future (Plenary)**

The trainer explains these statements using what has been said so far and eliciting examples from the participants:

- **Abstract:** Sailing around the world and being happy. **Concrete:** write a book and publish it.
- **Writing a book** will include the following procedural information: do research in the library; outline used to organize book; new computer to be bought; communications with partner about excerpts; conversations with the editor.
- Writing book will lead to better position in a university, will make money, will make one famous, etc.
- **Conditions:** Write during holidays in the Maldives vs at desk in office, which will activate different inner images, feelings, associations, etc.

The trainer explores the conditions for realization of goals with the participants. Again, examples should be given to explain:

- **Information on realization** (see above).
- **Activation** (book example): settings where there are books and where books are valued, etc., and people who have written books and were successful.
- To want what helps to reach goal: sit in the office, spend time in library, type, etc.
- **Ambiguous stimuli:** perceived approval from peers although they may be ambivalent.
- **Suppress knowledge:** loneliness of partner, high costs, limited prospect of making a profit.

Many examples should be given and important points written down (optional).

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**Goals are ideas about the future**

- Goals are cognitive representations of a desirable final state. This notion can be concrete or abstract.
- Goals also include procedural information. Which behaviour, plan, object etc. helps to reach this final state? These can also be concrete or abstract.
- All final states can be understood as means to achieve a final state of a higher order. Goals are also means to achieve other goals.
- Goals are activated under specific conditions to guide action. The denser and more multifaceted these representations, feelings and associations are, the likelier it is that the goals will be activated.

**Conditions for realisation of goals**

Meaningful goals also contain information about their realisation. Activation of goals through settings and through persons that remind a person about the goal.

If people actively pursue a goal, they also want what helps them to reach their goal and don’t want what distracts them from it. A goal has to be ‘owned’, and a person has to take possession of it. This requires creating a strong cognitive representation of it.

- Influences attention and interpretation of ambiguous stimuli.
- Suppresses knowledge and experiences that are not relevant or associated with achievement of goal.
Strong Representation of Goals (Plenary)

The last slide for this activity links what has been said to the Activity Theory Model. Again, examples already given should be used to explain the use of the model for developing goal-statements that can actually guide actions.

Participants are asked to use the model and fill in the template for different goals. The goals listed can be understood as purpose (final goal):

or as means to reach other goals:

Here, examples are given to indicate the fact that children can pursue different purposes. Children should be guided by positive, meaningful outcomes related to reading that are valuable for them in the moment (e.g. being able to find out everything about one’s favourite movie star).
Activity 3.2.2: Life-cycle approach and goal-setting

Overview

Purpose:
- Open up participants’ thinking to the life-cycle of their students.
- Reflect on long-term goals for children and what inclusive education seeks to achieve.
- Get to know ways in which children can be supported in their efforts to achieve.

Focus of the activity:
- The lives of children and how education contributes to life-long learning.
- What schools seek to achieve.
- What teachers should do to ensure achievement.

Materials and methods:
- No material needed (optional flipcharts and pens if discussion in small groups to be reported back).
- Reflection and discussion, application.

Additional information/alternatives:

Information for trainer

The last slide of the previous activity gives an introduction to the life-cycle approach. This can be picked up again here. Children can only become active learners if they know why they are doing something, and where it will take them. Although adult life is too abstract for many children to envisage, it is important to open up a larger perspective for them, and help them understand why it is important to acquire skills, become competent and achieve. Especially for young children, it is a teacher’s duty to reflect on how a child’s current involvement in carrying out activities or completing tasks will contribute to her or his future participation. This helps to link short-term goals to mid-term goals (participation in life situations). The Domains of Activity and Participation introduced in Module 2 can be used for this purpose (e.g. learning and applying knowledge, communication, interpersonal interactions and relationships, etc.).

Goals focus on achievement, on outcomes, on what will be gained by doing an activity. At this point, the trainers can remind participants of what has been discussed in Module 1 (access, participation, achievement). They may also bring up the human-rights-based approach and the child’s right to an open future. It makes a difference to goal-setting how teachers interpret participation restrictions (Module 2), because without reflecting and analysing participation restrictions professionally, they will likely be guided.
by their beliefs and attitudes. This may set children on a certain trajectory that does not help them to
develop their potential and talents to the fullest.

Besides using the examples that were discussed in the previous activity, 3.2.1, the trainer can refer to
Sarah, Tobias, Ivana and Dejan to illustrate the different trajectories that teachers may envisage for these
four children, and develop alternative premises. More positive premises will influence goal-setting and,
consequently, what the children are likely to achieve. These discussions should be used to highlight the
importance of teacher expectations. Goal-setting means making these expectations visible.

Sequence of the activity

**Life-Cycle Approach to Goal-Setting (Plenary)**

The trainer gives an introduction by
linking this activity to the previous one
and explaining the life-cycle approach
(see Introductory Module). The participants should
be involved in a discussion about the points made
here. A lot of examples will be needed to clarify
the points.

Participants are then invited to
do students bring to
teach in school and how they can be influenced. The point
be raised that expectations of teachers are
also important.

**Education as a Long-Term Project (Plenary)**

The trainer explains how participation
in tasks today helps children
participate in different life situations
and how this contributes towards their full and
effective participation in society.

Participants should be invited to
develop examples, using the case
studies introduced in Module 2
(Elora) and Unit 1 of Module 3.

The trainer should decide whether this
is done in plenary or in small groups.
If work is done in small groups, some
examples should be reported back to
plenary.
Activity 3.2.3: Short-term, mid-term and long-term goals

Overview

Purpose:
✓ Learn to distinguish between short-term, mid-term and long-term goals.
✓ Appreciate that short-term goals need to be linked to mid-term goals to make them meaningful.
✓ Gain a better understanding of how short-term goals are means to reach mid-term goals.

Focus of the activity:
✓ Goals in education in the context of a life-cycle approach.
✓ Short-term goals, mid-term goals, long-term goals.
✓ Goals as means to other goals.

Materials and methods:
✓ No materials needed.
✓ Reflection, analysis of goals, discussion.

Additional information/alternatives:
Information for trainer

Goal-setting is critical for personalizing education, and for developing, implementing and evaluating developmental or educational plans. Unfortunately, research shows that goal-setting is generally the weakest point in Individual Educational Plans. Goals tend to be too broad or too narrow, they tend to be too general or too specific, and they contain little information on the settings or situations in which they can be pursued. Together with a lack of situational awareness – enabling teachers to recognize learning opportunities – the lack of envisaging goals leaves teachers without guidance for personalizing education.

Generally, teachers formulate goals without reflecting the connection between short-term, mid-term and long-term goals. Short-term goals should be understood as means to reach mid-term goals, and mid-term goals contribute towards reaching long-term goals. Long-term goals of education are defined by the curriculum, but in many countries the curriculum is providing content to be covered rather than competencies to be achieved.

Sequence of the activity

**Goals in Education (Plenary)**

The trainer uses this slide to explain how goal-setting should be linked to the life-cycle. Short-term goals focus on performance, mid-term goals on achievements, and long-term goals on capabilities (see human-rights-based approach, Introductory Module).

Examples should be given to make these three goal-perspectives clear:

- Cartoon used in Activity 1.4.1: Rather than focus on task completion, focus on achieving to prepare all animals for the rescue operation during floods.
- Lamb and Wolf (Activity 3.1.2): Rather than prepare children to do individual work, help them appreciate the nature of a fable.

**Defining Different Types of Goals (Plenary)**

The trainer gives definitions that go with the previous slides along with some examples.

Examples from Activity 3.2.1 can be used (participants’ self-determined long-term goals).
Exercise on Different Types of Goals *(Plenary)*

The trainer gives short introduction to explain the exercise: “These are different goals that were written down during a planning meeting with parents. Please apply everything that we have said so far about goals and answer the following questions:"

- Are these short-term, mid-term or long-term goals?
- Are these goals well formulated and, if not, how can they be improved?

Participants should do this exercise in small groups or individually.

Group discussion should provide responses to questions, and examples of improved goals should be given. It should be pointed out that some of the content listed here does not represent goals (e.g. continuation of speech therapy).

Goals as Means to other Goals *(Plenary)*

At the end of this activity, trainers should make the relationship explicit between short-term, mid-term and long-term goals. This graph highlights the point that short-term goals are ‘tools’, ‘strategies’ or ‘means’ to reach long-term goals.

Example of learning to read can be used gain:

- Learning letters to read words.
- Learning to read a text to access knowledge.
- Acquiring knowledge through reading to learn about history, etc.

It should be pointed out to participants that linking goals like this is very important to give direction to one’s own activities in the classroom and create enabling learning environments (see next unit).
Activity 3.2.4: Using goal-statements for feedback

Overview

**Purpose:**
- ✓ Understand linkage between goal-statements and meaningful feedback.
- ✓ Differentiate between useful and harmful feedback.
- ✓ Reflect on own feedback practices.

**Focus of the activity:**
- ✓ Characteristics of effective feedback.
- ✓ Ideas of John Hattie on ‘powerful feedback’.
- ✓ Own practices related to providing feedback.

**Materials and methods:**
- ✓ Copies of template of Activity Theory Model (optional), paper and pencil.
- ✓ Discussion, reflection, developing feedback questions.

**Additional information/alternatives:**

Information for trainer

Feedback can encourage or discourage children from achieving goals. But feedback is something that teachers give every day, in every lesson. The type of feedback teachers give is closely linked to their situational awareness, their understanding of the situation of the child, and their understanding of the goal that should be achieved by carrying out an activity. Typically, teachers give feedback at the ‘self’ level, thus qualifying children as ‘good’ or ‘bad’, but hardly ever addressing the other levels (‘task’ level, ‘process’ level, ‘self-regulation’ level). In relation to goal-setting, all these dimensions have been explored in previous activities of this unit.

Sarah’s, Tobias’s, Ivana’s and Dejan’s teacher provides feedback by saying ‘yes’ or ‘good’, and thereby misses great opportunities to provide feedback addressing the questions introduced by Hattie to enhance learning – “where am I going?”; to deepen understanding of the desired goal – “how am I doing?”; to receive evidence about where they are in relation to the goal; and to receive guidance on how to move forward towards the desired goal – “where to next?”. Feedback on these questions can be addressed at different
levels. The levels quoted by Hattie can be translated into the Activity Theory Model to help participants link their goal formulations with the ways in which they can give feedback:

The trainer should work through the PowerPoint Presentation by John Hattie, where he explains all the levels in detail. Otherwise, the trainer may decide to show only the first and third slides and simply use the Activity Theory Model without linking it to Hattie’s terminology.

Sequence of the activity

**John Hattie on Feedback (Plenary)**

The trainer gives an explanation on effective feedback that helps students to guide their learning. The trainer may wish to use the case study ‘Lamb and Wolf’ to highlight the teacher’s feedback practices and to give examples of what better feedback would sound like. If the participants are English speakers, the YouTube video may be watched where explanations are given.

The trainer lets participants develop additional questions linked to goals that they have developed or that have been discussed.

**Model on ‘Power of Feedback’ (Plenary)**

It will be up to the trainer to decide whether this slide should be shown or whether it will only add complexity without contributing to a better understanding (please refer to ‘Information for trainer’, above).

**John Hattie on feedback**

For feedback to be effective, students need:

*An understanding of the desired goal.
*Evidence about where they are in relation to goal.
*Guidance on how to close the gap.

Where am I going?
How am I going?
Where to next?

The power of feedback explained on YouTube:
https://www.youtube.com/watch?v=5770pLULFY

**Using goal-statements for feedback (John Hattie: ‘The power of feedback’)**

Purpose of feedback:
To reduce discrepancies between current understanding/performances and a desired goal.

Discrepancy is reduced by:
Students’ increased efforts and engagement in more effective strategies.
Teachers providing challenging and specific goals and assisting students to reach them.

Effective feedback answers three questions:
Where am I going? How am I going? Where to next?

Each feedback question works at four levels:

- **Task level**
  - How and how well tasks are performed/understood
- **Process level**
  - The main process needed to understand/perform task
- **Self-regulation level**
  - Self-monitoring; directing and regulating actions
- **Self level**
  - Personal evaluation and effect on the learner
Activity 3.2.5: Conflicting goals

Overview

Purpose:
- Reflecting on the complexities of achieving goals.
- Highlighting the fact that implementing a human-rights and a life-cycle approach can create conflicts with other goals that teachers and schools have.
- Discuss ways to overcome conflicting goals rather than thwart the rights of the child.

Focus of the activity:
- Voice of children and their right to be heard.
- Ways to deal with conflicting goals.

Materials and methods:
Flipcharts, pens; completed worksheets ‘Explore’ from previous activity, template ‘Problem-solving’. Analysis of responses in worksheets, discussion, brainstorming, reflection.

Additional information/alternatives:
Information for trainer

This activity draws attention to the fact that supporting children in achieving their goals may be in conflict with the intentions and expectations of teachers and schools. The case of Martha Payne, a student from Scotland, is used here to highlight tensions between differing goals and intentions, but the trainer may choose a different example closer to the local scene of participants. Another example would be the story of Malala Yousafzai, Nobel Peace Prize Winner 2014, whose goals and visions stood in strong contrast to the social values and intentions of the Taliban.

The exercise aims at facilitating a discussion on conflicting goals, and how such a situation can be dealt with in the most positive way. Possible discussion points may be:

- Human rights dimension: the rights of children to be heard, to have a voice, and how this can be accommodated in schools that are confronted with ‘multi-voicedness’ in their communities. How can all children be given a voice while maintaining an orderly classroom and remaining ‘one learning community’?
- Responsibility of teacher: teachers are responsible for the learning of their students; they cannot just let them do what they want. How can this be reconciled?
- Teacher control: teachers are used to keeping students under control by having them all do the same thing at the same time. Clearly this is not in the spirit of inclusive education. But what are the alternatives to losing control once children are allowed to have more say in what they are learning?
- Looking good from the outside and in retrospect – looking not so good when you are part of it: stories such as this are great to read as an outsider who already knows the positive outcomes; when you are part of the situation, things may look less attractive and outcomes are uncertain. What can teachers do to envisage positive outcomes and help to bring them about?

Participants should be invited to talk about their own experiences where they were confronted with conflicting goals. The discussion should encourage teachers to identify such situations and to seek solutions to the dilemmas they experience. This also has to do with situational awareness: by acknowledging conflicting goals, participants can seek to gain a new understanding that opens new lines of action for them. The trainer may choose to highlight these points by going back to the relevant content of this module in Unit 1.

This activity also prepares participants for Unit 3, where they focus on learning situations that are adapted in the light of teachers’ intentions and goals. Goal-setting makes intentions visible. Intentions are driven by beliefs, values and attitudes, but also are influenced by the situational awareness of the teachers. Goals help to set the scene, and give direction to tasks and activities to ensure that intended achievements are accomplished. Different goals can be worked on in the same learning situation and this is what teachers need to understand in order to be able to personalize education.
Sequence of the activity

Discussion on Conflicting Goals (Plenary)

The trainer uses these slides to tell the story of Martha Payne. The story starts when Martha decides that the writing project she has to do for school will be about her school meals. Her father helped her set up the blog and, starting in April 2012, she took a picture of her lunch every day and evaluated it against criteria defined by her. The title of the blog hints at the fact that the school meals were neither healthy nor tasty. Due to its growing popularity, the school council banned the blog, which caused an outcry.

Martha used the popularity of the blog to raise money for Mary’s Meals, a charity that provides school meals in poor countries so children attend school and get at least one meal a day. At the time this module was written, more than £130,000 had been raised. The blog is still online under the address indicated on the second slide (see also the Wikipedia entry). Please refer to these websites for more detailed information.

The trainer should keep some key points in mind but invite participants to contribute their thoughts and experiences. The points indicated under ‘Information for trainer’ can be used to guide the discussion.

The following issues should be discussed:

• Conflicting goals: Martha’s goals, goals of the school council?
• How much ‘voice’ and self-determination should be given to children?
• Emerging goals: the future is uncertain, but it should be opened up to children, not closed off. Goal-setting is not about pre-determination. This is impossible for mid-term and long-term goals.
• Which learning environments enable children to develop agency and pursue their own goals?
• Importance of being supported and assisted when aspiring to long-term goals. This is not 'cheating' (because Martha did not do everything by herself), this is cooperation – something very important to learn.

• Own experience of participants related to the issues raised here.

Martha’s fundraising for Mary’s Meals

Our vision is that every child receives a daily meal in a place of education

Notes
Unit 3.3: Adapting Situations to Learner Requirements

Overview Unit 3.3

Purpose of the unit
✓ Learn to link goals to learning situations.
✓ Get to know ways in which participation can be improved in the classroom.
✓ Apply what you have learnt so far to develop personalized learning plans.

Trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be used again when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

Overview activities
• Activity 3.3.1: One story, many lessons to learn.
• Activity 3.3.2: Create learning opportunities!
• Activity 3.3.3: Match goals with opportunities!
• Activity 3.3.4: Adapt learning environments!
• Activity 3.3.5: Competencies for inclusion.
• Activity 3.3.6: Personal reflection.

Activity 3.3.1: One story, many lessons to learn

Overview

Purpose:
✓ Remind participants of the case study on Aesop's fable.
✓ Link what will be done to the concepts of access, participation and achievement.
✓ Get prepared to do work on learning opportunities, matching goals and adapting learning environments.

Focus of the activity:
✓ Fable ‘The Lamb and the Wolf’ as a starting point for the following exercises.
✓ Inclusive education and what it is about.
Information for trainer

This first short activity is intended to re-focus the attention of the participants on what inclusive education is about. It highlights again the concepts 'access', 'participation' and 'achievement', which were discussed in Module 1, with a special emphasis on participation, and participation restrictions (Module 2). The trainer should explore these three aspects of personalizing education and announce that participants will engage themselves in activities to do just that.

The basic message here is that these three steps are needed to personalize education – using a simple situation that can be re-created in any classroom, and does not need any fancy equipment; basically, all that is needed is someone to read the story, ‘The Lamb and the Wolf’, and then it is up to the teacher to generate meaningful learning situations for all leaners.

Sequence of the activity

One Story, Many Lessons to Learn (Plenary)

The trainer reminds participants of the lesson that was used as a case study in the first unit of this module. The teacher was not able to grasp the opportunity to facilitate learning, although there would have been so many possibilities to do so.

The trainer reminds participants of the vision of inclusive education and that access, participation and achievement need to be ensured for all children. The trainer then gives an ‘advanced organizer’ and declares that these are the steps to be taken to be an inclusive teacher.

One story, many lessons to learn

Inclusive education is about creating meaningful learning situations for all children – access, participation, achievement. How can a teacher achieve this?

• By being aware of learning opportunities.
• By matching learning opportunities with goals.
• By adapting learning environments to students' situations.

Unit 3 focuses on these three aspects of personalising education:

• Creating learning opportunities for all students.
• Matching goals with opportunities for all students.
• Adapt learning environments for all students.
Activity 3.3.2: Create learning opportunities!

Overview

Purpose:
✓ Understand that the teacher is the most important agent to create learning opportunities.
✓ Go through the brainstorming process of identifying possible learning opportunities.
✓ Develop an organized overview of learning opportunities that can be used for goal-setting.

Focus of the activity:
✓ Learning opportunities of telling a fable by Aesop.
✓ Visualization of own thinking of learning opportunities.

Materials and methods:
✓ Paper and pencils, flipchart and pens (for presentation).
✓ Brainstorming and reflection.

Additional information/alternatives:
• For information on brainstorming, mind maps and concept maps please look for resources on the Internet (adult learning methods).

Information for trainer

This activity seeks to illustrate to participants that one story can be the starting point for many different learning opportunities. This links back to teachers’ situational awareness and using imagination, knowledge and creativity to create learning opportunities. It is important that participants don’t get the sense that first they will need more resources before they can become more inclusive. It is actually the other way around: first they have to become able to imagine learning opportunities before they can make good use of any additional/different resources.

The trainer may want to start the brainstorming exercise together with the participants to give them some idea of what could be learned from listening to this story. Some ideas are listed below to inspire the trainer:

• Aesop and his life.
• Experience of agency and control vs powerlessness and helplessness.
• Metaphors, imagery in language, literal and figurative meaning.
• Experience being part of an audience and listening attentively (for pleasure, information, enjoyment of the company of others, etc. – all aspects of why people go to lectures or theatre).
• Knowledge related to the literary form of a ‘fable’.
• Be part of a cultural community with a specific heritage.

The results should be organized in a mind map or concept map. If these tools are unknown to participants, a short introduction should be provided.
Activity 3.3.3: Match goals with opportunities!

Overview

**Purpose:**
- Learn to match goals to learning opportunities.
- Experience the fact that there are many goals – some may not be easily achieved.
- Receive feedback from other participants and trainer on goals.

**Focus of the activity:**
- Learning opportunities represented on paper or flipchart.
- Goals that can be linked to these learning opportunities.
- Feedback on goals and improvements.

**Materials and methods:**
- Paper and pencils, flipchart and pens (for presentation).
- Small-group work, reflection and discussion.

**Additional information/alternatives:**
Information for trainer

This exercise should illustrate to participants that each learning opportunity comes with a set of goals. With a little imagination, so many goals can be pursued from simply reading a story! Each goal should be stated to reflect the information on good goal-setting introduced in the last unit. Participants can also be invited to keep in mind the three aspects of participation (agency/autonomy, belonging/involvement, competence) introduced in Module 2. In addition, and especially if they have extra time, participants can develop short-term, mid-term and long-term goals by linking together the different goals that they have stated.

At the end of this exercise, each group should have a mind map with learning opportunities as the different branches, with multiple goals added to each branch (‘leaves’ on the branch). Connections between goals can be highlighted with arrows or by choosing different colours. The flipcharts may then be hung up in the room, so that all groups can get an idea of the diversity of learning opportunities and goals that can follow the reading of a story.

Sequence of the activity

**Match Goals with Opportunities (Plenary introduction)**

The trainer explains the exercise: small groups let other small groups solve their problems. The trainer splits group into small groups and gives instructions (see slide).

Small groups (same as for last exercise) to expand their mind maps by addition of goals to each learning opportunity.

Feedback in plenary: are these effective goals? Give participants a chance to improve goals based on feedback from plenary.

**Match goals with opportunities!**

Your mind map or concept map now hopefully contains at least six totally different opportunities to learn. You may have been inspired by the presentations of others, please add!

Take at least three of these potential learning opportunities that you could pursue in your classroom and develop different goals that you could achieve by creating these learning opportunities.

Expand your mind map or concept map by adding potential goals to each learning opportunity. Go back to Unit 2 and apply what you learnt to develop effective goals!
Activity 3.3.4: Adapt learning environments

Overview

Purpose:
✓ Practice to match learning opportunity and goals to learner requirement, by changing the environment.
✓ Reflect on interplay between learning opportunity, goals and students’ situation.
✓ Adapt learning situation to ensure participation.

Focus of the activity:
✓ Mind map with learning opportunities and goals as basis to create learning environments.
✓ Students’ situation and adaptations that facilitate their participation.
✓ Teacher’s support to facilitate participation (structure, autonomy support, involvement).

Materials and methods:
✓ Paper and pencils, flipchart with results of previous exercises.
✓ Small-group work, reflection and discussion.

Additional information/alternatives:

Information for trainer

This exercise takes the participants one step forward. Now that they have a good overview of learning opportunities and which goals can be achieved, participants consider the learning settings that are needed to create such learning opportunities and achieve the envisaged goals. A list of dimensions that can be adapted to the specific requirements are listed. Of course, there is much to say about every dimension listed, and the trainer may choose to give examples along with advantages and disadvantages. This has a lot to do with creating Universal Learning Environments and the trainer may wish to give some information on Universal Design for Learning. Given enough time, the trainer could start the activity by showing Webinar 11 in the UNICEF series A Rights-Based Approach to Inclusive Education for Children with Disabilities.
Sequence of the activity

Adapt Learning Environments *(Plenary introduction)*

The trainer explains the dimensions of differentiation by giving examples where necessary. It is important to highlight that some learning opportunities require certain learning environments, or at least are facilitated by them (similarly with goals – and of course with students). But adaptation to students’ needs should be raised last to avoid premature ‘exclusion’ by developing different settings, goals etc. from the beginning!

Participants should contribute by giving examples, linking them to the mind maps they have developed.

Adapt to Learner Requirement *(Plenary)*

Participants are introduced to this task and asked questions. The following few slides can be presented but don’t have to be presented. They expand on the content of Module 2 and highlight ways in which teachers can provide structure (Tobias, Ivana and Sarah), agency support (Dejan) and involvement (all four). Examples can be given or participants can explore on their own.

Small groups to consider the dimensions of differentiation and which to use for the four students in the light of the learning opportunities and goals they have selected for them.

Feedback in plenary, and also to ask whether they feel like they could start to plan to create more inclusive and diverse learning situations.

Adapt learning environments!

Most likely, not all goals that you developed can be pursued in exactly the same settings. Consider the following dimensions to create enabling environments to fit your goals:

- **Content.**
- **Instructional delivery or strategies.**
- **Grouping of students.**
- **Classroom and behaviour management.**
- **Time.**
- **Materials and resources.**
- **Products.**
- **Other?**

Adapt to learner requirement

Based on your understanding of the specific situation of a child with respect to participation and participation restrictions, you can create meaningful combinations of learning opportunity, goals and learning environment.

Use your notes, maps and lists created so far in this unit and create participatory learning situations that are personalized for Sarah, Tobias, Ivana and Dejan.

Consider your role in providing structure, autonomy support and enabling involvement. Use the following slides as checklists!

Additional slides (checklists) are not included here. Please refer to PowerPoint Presentation.
Activity 3.3.5: Competencies for inclusion

Overview

Purpose:

- Reflect on what has been said in light of own teaching competencies.
- Introduction to how teacher competence links to being able to achieve long-term goals.
- Reflect on own participation with regard to personal professional development.

Focus of the activity:

- ‘Moves’, ‘patterns’ and ‘abstractions’ and how they link to short-term, mid-term and long-term goals.
- Competencies for inclusive education – schools (as learning organizations) and teachers.
- Own competencies related to profile of an inclusive teacher.

Materials and methods:

- Paper and pencils, profile of inclusive teachers (optional).
- Individual work and reflection.

Additional information/alternatives:

Information for trainer

This activity concludes Unit 3 and invites participants to reflect on their own situation. It is not only children who have to perform, achieve and become capable of living full lives, this also applied to teachers. The concept of ‘moves’, ‘patterns’ and ‘abstractions’ is introduced here for this purpose and links the perspectives on short-term, mid-term and long-term goals.

At this time, participants are invited to review the content of the modules and reflect on their own competencies to create inclusive schools and inclusive classrooms. The exercise intends for each participant to share this with someone else, either the trainer or a trusted colleague. A more formal review could be carried out if the participants were to receive some kind of certification. This will be up to the provider of the training to decide.
Sequence of the activity

**Competences for Inclusion (Plenary introduction)**

The trainer explains this graph and if possible should refer to the book directly (see Introductory Module). The concept of ‘moves’, ‘patterns’ and ‘abstractions’ highlights the fact that just managing a classroom is not good enough, that there is also an instructional, motivational and curricular perspective, and that patterns can be established only across time and spaces. Abstractions – all linked to the goals of education and how to get there – are needed to personalize instruction without losing sight of educational goals.

Discussion of this matrix in plenary.

**Performances, Achievements and Capabilities (Plenary introduction)**

With this graph, connections are made visible between the previous slide and the goal-setting exercise in Unit 2. The trainer should give examples of how moves can contribute to patterns, etc.

**Personal Reflection (Plenary introduction)**

A short introduction can be given to make sure all participants understand the task.

Participants reflect on these points by going through the modules. A copy of the short version/checklist ‘Profile of Inclusive Teacher’ can be provided to facilitate the task. Participants may write down questions as well.

Review of reflections should be done with one other person (the trainer or other participant).

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**Table: Competencies for inclusion**

<table>
<thead>
<tr>
<th>Management</th>
<th>Moves</th>
<th>Patterns</th>
<th>Abstractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Momentum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models of teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Expectations</td>
<td>Classroom climate</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Design Objectives</td>
<td>Planning</td>
<td>Learning Experiences</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

**Diagram: Performance, achievements and capabilities of schools and teachers**

Space

Here and now

Time

Abstractions: Capabilities

Patterns: Achievements

Moves: Performances

**Personal reflection**

The three modules on inclusive education highlight four areas of competencies:

- Valuing student diversity.
- Working with others.
- Supporting all learners.
- Personal Professional Development.

Please take time to reflect on your competencies and where you feel you need to acquire skills in order to be an inclusive teacher working in an inclusive school. You will share your thoughts either with the trainer or one of your colleagues.
Unit 3.4: Develop Practice to Support all Learners

Overview Unit 3.4

Purpose of the unit
√ Develop collaboration strategy to implement in your school.
√ Develop draft tools and methods that you can implement in your school.
√ Develop strategies to move towards achieving inclusive education.

Trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be used again when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

Overview activities
• Activity 3.4.1: Bringing it all together – World Café.
• Activity 3.4.2: Substantiate one idea!
• Activity 3.4.3: Review and planning for the future.

Activity 3.4.1: Bringing it all together – World Café

Overview

Purpose:
√ Engage all participants in collaborative problem-solving.
√ Generate ideas to promote inclusion in classroom, schools and community.
√ Application of what has been learnt so far.
√ Experience a method that could also be used in schools.

Focus of the activity:
√ Times, events and processes to promote inclusion.
√ Spaces and enabling environments.
√ People and their relationships.

Materials and methods:
√ Information sheet for hosts (facilitators), large paper to cover tables and pens, flipchart for facilitator.
√ Brainstorming, discussion, reflection.
Information for trainer

This activity engages participants in a group activity of sharing experiences, planning and problem-solving. It is also meant to help bring together what has been learned previously and apply it. The World Café is a well-established group interaction method to facilitate collaborative dialogue, knowledge-sharing, problem-solving and brainstorming; the groups work on three sets of questions related to implementing inclusive education. This method can also be used in schools as a first step in a school development process towards inclusive education. It brings together different ‘knowledges’, experiences and perspectives to create ideas and strategies collaboratively. There are three rounds altogether, so each participant gets to discuss all questions. The detailed instructions can be found on the information sheet – which is for the trainer, but also for the hosts who welcome the participants to their table, take notes on the most important points and inform subsequent groups about the discussions and ideas already generated. Further information on the method can be found on the Internet.

The three questions that participants will discuss focus on: ‘Times, Events and Processes’, ‘Spaces and Environments’, and ‘People and their Relationships’. These are three planning dimensions that need to be considered for the realization of inclusive education. The participants are invited to reflect on what is needed in each dimension to support all learners, value learner diversity, work with others, and for professional development – thus linking the exercise to the competency areas for inclusive education.

The trainer will need to identify a ‘host’ (facilitator) for each table, and explain what is expected of him or her. The information sheet is mainly for the facilitator. Each question is assigned to one table, depending on the number of participants; trainers can plan for three tables or six tables (each question at two tables, two separate groups rotating in the same room). To have coffee or other drinks available adds to the atmosphere, but may be problematic considering space and participants’ movement between tables.
Sequence of the activity

**Solving Big Problems Together (Group activity)**

The trainer explains the purpose and goal of conducting the World Café.

Before the activity starts, the trainer has to prepare the tables and to identify and brief the ‘hosts’ (facilitators).

An overview is provided of the process and the three questions. The trainer has to make sure that the questions are understood and that the focus of the question is clear (how to develop an inclusive school).

**Bringing it all together**

World Café – goals to be achieved:
- Three questions are discussed in mixed groups.
- The participants exchange their thoughts and experiences.
- Comprehension and understanding of position and perspectives of others is deepened.
- The collective ‘state-of-the-art’ of the discussion becomes visible; consolidation and specifications of the problems become visible.
- The most important points of the conversations are written down.

**Sequence of the World Café**

Duration of World Café is approx. 90 Minutes:
- **0.00 - 0.10:** Introduction and invitation to the World Café.
- **0.10:** Three questions are addressed and discussed in three rounds – each at a separate table.
- **0.50:** After two rounds of questions there is a short intermezzo. What is the state of the discussion?
- **1.00:** Final round of discussions, working on the last question considering what has been said during the intermezzo.
- **1.20:** Flipcharts and other products are made available to everyone.
- **1.20 – 1.30:** Synthesis of results by the hosts (facilitators).

**World Café – times, events, processes**

**Question 1: Times, events and processes**

What should happen during the school year? (e.g. events, meetings, planning processes)
- To support all learners?
- To value learner diversity?
- To work with others?
- For professional development?

**World Café – spaces and enabling environments**

**Question 2: Spaces and enabling environments**

Which spaces or environments should be created? (e.g. learning environments, school buildings and school grounds, spaces in community)
- To support all learners?
- To value learner diversity?
- To work with others?
- For professional development?
Activity 3.4.2: Substantiate one idea!

**Overview**

**Purpose:**
- ✓ Provide an opportunity to work on something concrete that can be used in own work.
- ✓ Consolidate some ideas developed during the World Café.
- ✓ Help participants with transferring what they have learnt to their own work settings.

**Focus of the activity:**
- ✓ Ideas developed in the World Café.
- ✓ Own work and what is needed to improve it.
- ✓ Tools or working documents that can be used in own work setting.

**Materials and methods:**
- ✓ Different groups will need different materials, information, literature, etc.
- ✓ Collaborative developmental work.

**Additional information/alternatives:**

**Information for trainer**

This activity has three parts: identification of the ideas that participants want to follow up by action, working on the ideas in small groups, and presenting the ideas. The first part of the activity is ideally done at the end of a work day. This will give the trainer the opportunity to provide some assistance to the teams by screening all the work planned to be done, and point the groups to existing material that may be helpful to them.

How this is organized, the level of support needed, the expected quality of the products, etc., will depend on the participants. By now, the trainer will have gained enough experience and insight to be able to adapt this exercise to the needs and abilities of the group. He or she may decide to concentrate on just a few tools to be developed, based on existing material. If the modules are part of a larger development project, the exercise should focus on the overall goals of the project.

**World Café – people and relationships**

**Question 3: People and their relationships**

Who needs to be empowered and which relationships have to be promoted? (e.g. students, parents, teachers, principals, school authorities, others)
- ✓ To support all learners?
- ✓ To value learner diversity?
- ✓ To work with others?
- ✓ For professional development?
Sequence of the activity

Introduction (Plenary)

The trainer gives an introduction to this activity, which will require participants to first choose and then work on an idea to make it workable in their school setting.

People who are interested in the same idea or who work in the same setting should get together and try to address a specific issue using the results from the World Café. Ideas, and what to make from them, should be written down on a flipchart so that the work can be organized.

The flipcharts can be posted on the walls, creating a ‘marketplace’ atmosphere where groups can trade ideas, get together to work on the same idea, and help improve the ideas of others by adding information to the flipchart, etc.

This session should end by identifying for each group what they will work on and what the product of their work will be.

Presentation of Products (Plenary)

As indicated above, the mode of work and how the products will be presented to the plenary depends on the participants and the setting in which the modules are worked through. The trainer will need to give additional structure to this activity to make it meaningful to the group.

Presentations and exchange of products should be organized in an informal, motivating setting, for example by picking up on the idea of a market where people meet, ‘buy and sell’, and exchange goods...
Activity 3.4.3: Review and planning for the future

Overview

Purpose:
√ Review what has been learned, discussed and developed.
√ Reflect on ways to transfer the knowledge in own setting.
√ Develop strategies and share ideas on how to do that.

Focus of the activity:
√ Activities and products of the three modules.
√ Own working environment and what is needed there.
√ Own next steps when 'going back home'.

Materials and methods:
√ As defined by the trainer.
√ Reflection, evaluation, discussion.

Additional information/alternatives:

Information for trainer

It is important to give participants the opportunity to review the modules, to reflect on what they have learned and how this can be used in their own work setting. How this is done, and whether there should be a formal assessment of what was learned, an assignment to reflect on one topic, or other products that participants generate to evaluate their work, will need to be decided by the trainer. Therefore, no specific activity can be proposed here and the trainer will need to develop his or her own activity.

Notes

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