

TEACHER MANUAL

**OF SCHOOL-BASED AND
CLASSROOM-BASED ACTIVITIES
TO SUPPORT ALL LEARNERS**



CIP - Каталогизација во публикација

Национална и универзитетска библиотека "Св. Климент Охридски", Скопје

373.3:376.011.3-051(035)

373.3-057.874(035)

HOLLENWEGER, Judith

School-based and classroom-based activities to support all learners [Електронски извор] : teacher manual / Judith Hollenweger, Edina Krompák. - Skopje : UNICEF, 2018

Начин на пристап (URL): <https://www.unicef.mk>. - Текст во PDF формат, содржи 128 стр., илустр. - Наслов преземен од екранот. - Опис на изворот на ден 17.05.2018. - Библиографија: стр. 127-128

ISBN 978-608-4787-26-6

1. Krompák, Edina [автор]

- а) Инклузивно образование - Наставници - Прирачници
- б) Основни училишта - Ученици - Поддршка - Прирачници

COBISS.MK-ID 107287818



TEACHER MANUAL

OF SCHOOL-BASED AND
CLASSROOM-BASED ACTIVITIES
TO SUPPORT ALL LEARNERS

3

Judith Hollenweger
Edina Krompák

March 2017

CONTENTS:

INTRODUCTION AND OVERVIEW	7
Purpose of this teacher manual	8
Basic premise and framework	9
Theoretical background of the teacher manual	10
Overview	13
General resources and information	13
Acknowledgments	14
FIRST SECTION: FROM PRINCIPLES TO SCHOOL-BASED ACTION	16
1.1 CREATING INCLUSIVE SCHOOLS	18
Overview	18
Information for user	18
School activity 1: Transforming school life through student participation	18
School activity 2: Celebrating human rights day	20
School activity 3: Bring the community and school together	22
School activity 4: Open day of learning	24
1.2 INCLUSIVE TEACHERS	26
Overview	26
Information for user	26
School activity 1: Peer evaluation with partner school	26
School activity 2: Introducing peer feedback for teachers	28
School activity 3: Sharing classes to teach what you are good at	29
School activity 4: Take a look at your collaborative teaching	31
1.3 WORKING WITH OTHERS	32
Overview	32
Information for user	32
School activity 1: Buddy system	33
School activity 2: Collaboration with parents	35
School activity 3: Collaboration with students: Student council	36
School Activity 4: Creation of a school-wide campaign against violence	38
1.4 RESPECTING STUDENT DIVERSITY – FOCUS ON IDENTITY	40
Overview	40
Information for user	40
School Activity 1: We and the world – working with preconceptions	40
School Activity 2: No blame – challenging behaviour	42
School activity 3: Write a poem about yourself	44
School activity 4: Make the linguistic diversity visible!	46
1.5 SUPPORTING ALL LEARNERS	31
Overview	49
Information for user	49
School activity 1: Let me fly	49
School activity 2: Taking the perspective of others	51
School Activity 3: School orchestra or theatre group	54
School Activity 4: Family storytelling night	56
SECOND SECTION: BUILDING BLOCKS TOWARDS SUPPORTING ALL LEARNERS ...	57
2.1 INCLUSIVE AND FLEXIBLE CURRICULUM	58
Overview	58
Information for user	58
Activity 1: Differentiating instruction - The Planning Pyramid	58
Activity 2: Multiple representations of information	62
Activity 3: Multiple means of action and expression	64
Activity 4: Build vocabulary collaboratively	66
2.2 CREATE AND ADAPT GOALS TO BE MEANINGFUL TO ALL STUDENTS	68
Overview	68
Information for user	68
Activity 1: Developing effective goals	69
Activity 2: Students' anticipation of future achievements	71
Activity 3: SMART goals check	73
Activity 4: Build positive expectations of your most challenging students	74



Activity 5: Workshop teaching	77
Activity 6: Resource-oriented and focused correction of written work.....	79
2.3 CREATING ADAPTED ENVIRONMENTS FOR LEARNING	81
Overview	81
Information for user	81
Activity 1: Classroom climate	82
Activity 2: Inside-outside circle	85
Activity 3: Modifying classroom arrangements.....	86
Activity 4: Flexible grouping exercise – Group puzzle.....	88
2.4 USING TOOLS AND STRATEGIES TO SUPPORT ALL LEARNERS.....	90
Overview	90
Information for user	90
Activity 1: Tools for classroom management.....	91
Activity 2: Working with students' preconceptions.....	94
Activity 3: Learning contracts	96
Activity 4: Learning portfolios	98
THIRD SECTION: PUTTING IT INTO PRACTICE	101
3.1 PLANNING: ENVISAGING ASSIGNMENTS AND SETTINGS	102
Overview	102
Information for user	102
Activity 1: Introducing a competency passport or education passport	103
Activity 2: Planning for multi-level and multi-dimensional instruction	105
Activity 3: Tree of expectations	107
Activity 4: Students and parents participate in educational planning	109
3.2 DOING: SYNCHRONIZING TEACHING AND LEARNING.....	111
Overview	111
Information for user	111
Activity 1: Finding out about students' learning preference and executive skills ..	112
Activity 2: Tea party - cooperative exercise to build anticipation of text	114
Activity 3: Students become teachers for a day – reciprocal teaching.....	115
Activity 4: School-home liaison booklet.....	116
3.3 EVALUATING: COMBINING REVIEW AND REFLECTION	118
Overview	118
Information for user	118
Activity 1: Providing meaningful feedback to students	119
Activity 2: Self-monitoring strategies for students	121
Activity 3: Peer-evaluation strategies for students	122
Activity 4: Three jars activity.....	124
APPENDICES	126
Figures	126
References.....	127



INTRODUCTION AND OVERVIEW

PURPOSE OF THIS TEACHER MANUAL



The teacher manual seeks to inspire teachers to become inclusive practitioners. It is a practical guide to help promote inclusive education at the school, classroom and individual levels. The manual provides school leaders and teachers with a collection of activities that can be directly implemented. The hope is that the examples and resources provided in this manual will spark the ideas of teachers and school leaders to develop further activities and share them with colleagues and with other schools. The manual does not tell teachers to apply specific methods, but gives examples and shows how and why teachers can apply these examples in their classes.

The teacher manual is not a final product, rather it is the beginning of a well-organised collection of good practice examples. Hopefully it will grow through the years and include good practice examples and great ideas from schools across the region. The manual can be used by any school, although it was initially published to be used by schools who are part of the growing UNICEF network of inclusive schools. These schools absorbed the Train-the-Trainer Modules on Inclusive Education developed by UNICEF. They started to implement the principles and ideas developed during the workshops and subsequently in school-based development processes.

The basic premise of the Modules and this teacher manual is that inclusive schools need to develop good inclusive practices in the four areas:

- continuing professional development of school leaders, teachers and other professionals working in school (focus on teachers and other professionals),
- development of collaborative practices at classroom, school and community level (focus on collaboration),
- respecting and valuing student diversity in all school practices (focus on learners) and on
- supporting all learners by making the curriculum flexible and by introducing differentiated instructional practices to implement the curriculum (focus on the curriculum).

These four inclusive practices are taken from the “Profile for Inclusive Teachers” of the European Agency for Development in Special Needs Education (2012). They were developed into four key practices mentioned above. The rationale for focusing on practice is simple: You may be a perfect inclusive education teacher, but only when you engage in inclusive practices, will you make a difference to your students. What is helpful to teachers is not telling them what to do, but how they could do what they know is important and why. The manual seeks to support teacher agency and the capacity of teachers to act purposefully and professionally in their school and classroom.

8

This teacher manual focuses on the key area for classroom practices by providing examples of supporting all learners in an inclusive classroom. It is about making the curriculum accessible to all learners and to create learning opportunities that are meaningful to all learners to ensure their participation.

**BASIC
PREMISES AND
FRAMEWORK**

This teacher manual is a continuation of UNICEF's efforts to bring inclusive education to schools and help create networks of good practice. Schools learn best from other schools who may have realized some aspects of inclusive education and are able to share their experience. This manual is grounded in UNICEF's philosophy and strategy to support inclusive education around the world. It shares the conceptual framework the Train-the-Trainer Modules on Inclusive Education developed by UNICEF CEE/CIS Regional Office. The ToT Modules facilitate teacher education for inclusive education, especially in collaborative settings where schools learn together. This manual seeks to support school leaders and teachers to apply the ideas and principles to their own practice.

The teacher manual is grounded in a rights-based and child-centred approach to education. Children are seen as rights holders, not as duty bearers. States and schools need to fulfil their obligations and respect, protect and fulfil the right to education. All children have the right and the ability to learn and it is the responsibility of schools to create learning environments that promote learning and participation in all children. Education is seen through the eyes of the learner. The process of transforming schools from places where a curriculum is taught to places where children learn is referred to as the progressive realisation of inclusive education.

The teacher manual seeks to provide teachers with actionable knowledge, in other words with knowledge that is easily transformed into action. To facilitate this process, each activity is described by using the perspective of the user. The activity theory model underlying the ToT Modules gives the structure to present the activities. The overview for each activity responds to the same questions:

Why is this activity important? ("Why?" or "What for?")

What is the focus of the activity? ("What?")

Methods and tools needed ("How?")

According to the activity theory model, additional questions to consider are “Who?” and “Where?” to complete the description of the activity (see ToT Introductory Module, UNICEF 2015, p. 10ff.):

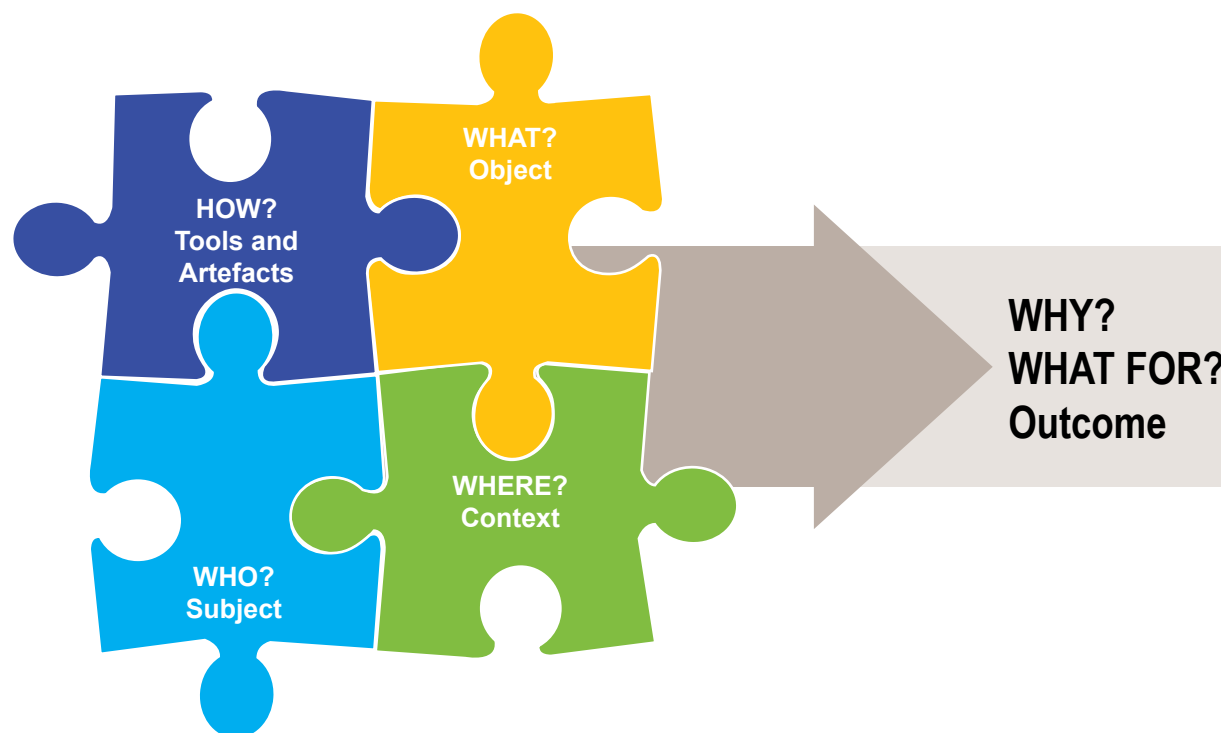


Figure 1: Activity Model

The questions related to “who” will implement the activity and “where” are just as important but need to be addressed by the user, considering the specific context or settings in which the activities will be carried out. Local circumstances may also influence the focus of the activity (“What”) and the materials or strategy used (“How”). Different users may also concentrate on slightly different outcomes and this as well will influence the way in which the activity is carried out.

Theoretical background of the teacher manual

The teacher manual does not explain the principles of inclusive education, rather provides activities that take these principles to the school level, classroom level and individual level. Also, it does not include the policy level (national, regional or local depending on education system). Activities to promote inclusive policies and administrative practices are not included in this manual because it is meant to support teachers in their practices to develop inclusive schools and classrooms.

		Chronological Perspective					
		School as...	Measuring Collecting	Analysing Understanding	Planing Deciding	Acting Implementing	Controlling Evaluating
Systems Perspective	Policies						
	Schools						
	Classrooms						
Participatory relationships link/system to person							
Participation of Person (Children, Teachers, Parents)							

Figure 2: Education as system and process

Figure 2 gives an overview of the different systems levels and the chronological steps of problem solving necessary to realise inclusive education at the different levels. Measuring, collecting and analysing information from different sources are important steps to gain the necessary understanding for plan and make decisions about students' learning and participation.

Inclusive schools seek to overcome the isolation of individual teachers. Working on common projects and organizing activities for all students helps create the sense of belonging a school needs to become an inclusive school. The activities at school level focus on creating inclusive schools in general and more specifically they support the practices of inclusive teachers; for example, these activities develop the professional development of teacher practitioners, their collaborative practices, their understanding of the need to respect diversity and also, the activities provide support for learning in the classroom. And it is about teachers sharing their experiences and learning from each other.

Teachers' main activities and responsibilities are in the classroom and this is the focus of this teacher manual. According to the Profile of Inclusive Teachers (European Agency 2012) and as mentioned already, there are four areas of competence: "Valuing Learner Diversity", "Supporting all Learners", "Working with Others" and "Personal Professional Development". The overall practice of realising inclusive practices in schools is shown in Figure 3.

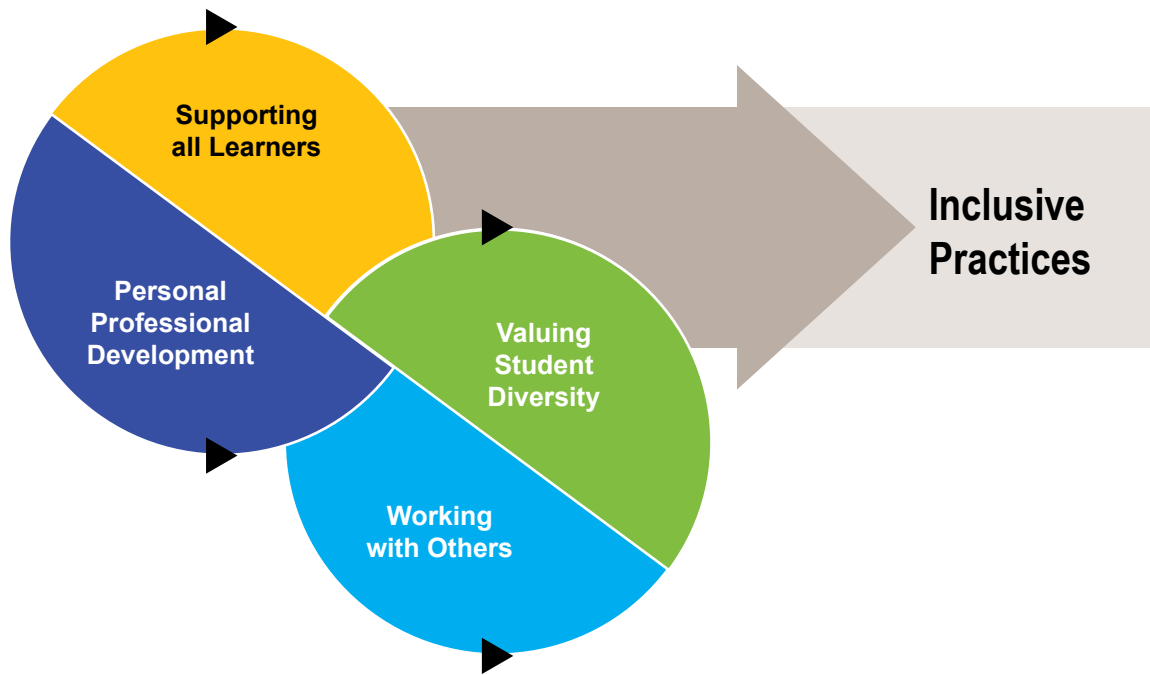


Figure 3: Activity model of inclusive teacher practices

This specific teacher manual focuses on “Supporting all Learners” which is the “how” of inclusive practices. It is about how teachers can promote academic, practical, social and emotional learning of all learners and the know-how of using effective teaching practices. How can they use the curriculum to support learning of all students? How can they create the learning opportunities and design learning environments that are addressing students’ needs and interests?

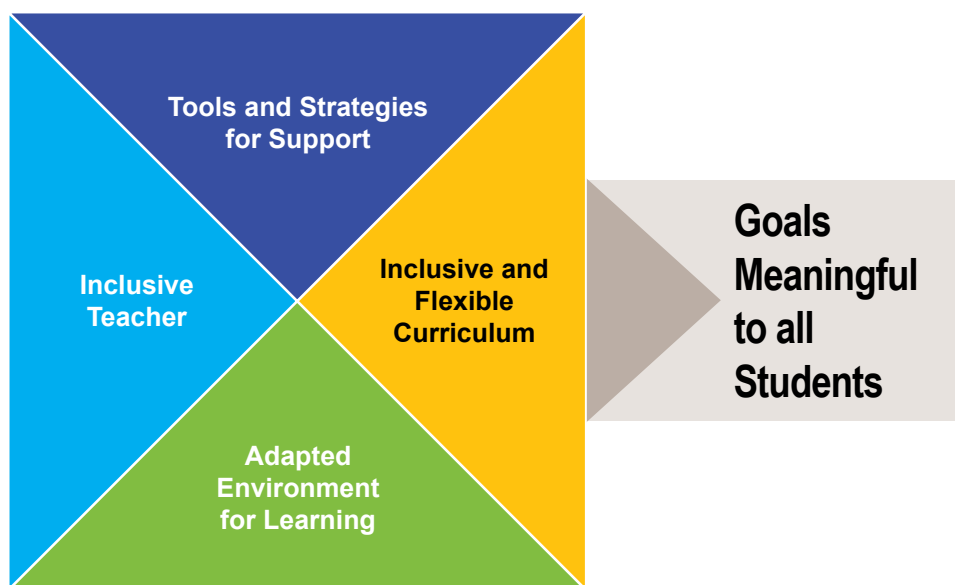


Figure 4: Activity model of practices to support all learners

With a specific focus on supporting all learners, inclusive teachers need to address the "Why", "What", "How" and "Where" of their practice. Figure 4 brings together these four components of teacher practices to support all learners. These components are the building blocks of the second section.

Overview

The teacher manual is organised in three main sections. The first section "From Principles to School-based Actions" contains activities at the school level to engage students, teachers and even parents beyond the usual setting in the classroom. The second section "Building Blocks towards Supporting all Learners" focuses on activities at the classroom level. The order of the subchapter follows the components of good practice. The third section "Putting it into Practice" is organised along the process of education, starting with planning perspective, followed by the interactive perspective of synchronising learning and teaching, and ending with the evaluative perspective of review and reflection. Each section and each subsection starts with an overview to facilitate orientation and should help the user to contextualise the activity. The overview is followed by basic information the user should consider when implementing the activities provided in a subsection.

The third and last section, called "Putting it into Practice" takes the reader through the process of preparation, implementation and evaluation of teaching and learning. It follows the process of education which essentially is an action cycle or a problem-solving cycle. When planning for the support of all learners, teachers need to combine the "why" (developing goals), the "what" (content of curriculum and its representation), the "how" (strategies of teaching and learning) and the "where" (learning and teaching environments). The third section therefore highlights practices to envisage assignments and settings, to synchronise teaching and learning activities and to combine review and reflection.

General resources and information

In today's information age, there is no lack of information, ideas or resources that teachers can find online. However, it can be very overwhelming to try find high quality resources for a specific purpose. The structure of this teacher manual helps teachers to gain an overview and to organise activities according to their purpose and focus. Teachers may want to explore and identify online resources useful in the context of promoting inclusive education.

There are some websites which provide valuable resources related to inclusive education and that are in line with UNICEF's approach to inclusive education:

UNICEF's [Europe and Central Asia Regional Inclusive Education Portal](#) is a key resource for professionals in the region. The [Train-the-Trainer Modules on Inclusive Education](#) are published on this site as well as [14 Booklets and Webinars on Inclusive Education](#).

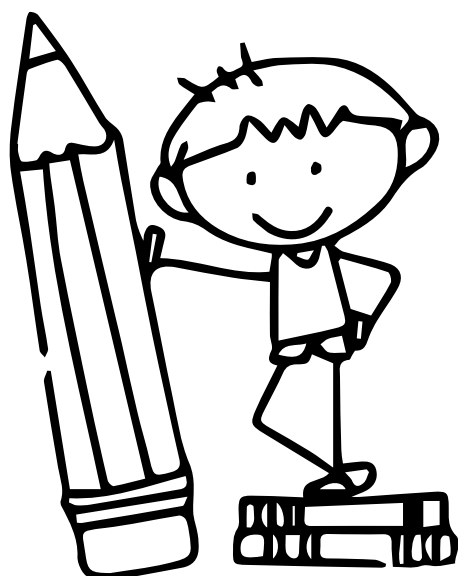
The European Agency of Special Needs and Inclusive Education together with UNESCO has developed a website called “[Inclusive Education in Action](#)” providing many good practice examples.

The [Inclusive Schools Network](#) (ISN) is a web-based educational resource for families, schools and communities that promotes inclusive educational practices. You may go to their main website or directly to the [well-structured resource website](#).

Websites that provide information on specific topics of issues are listed in the respective chapters under “additional information and references”.

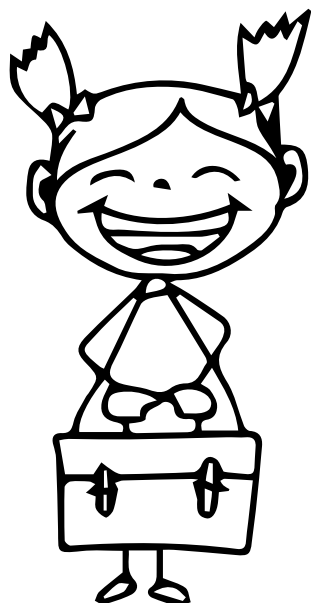
Acknowledgments

The development of this teacher manual was made possible by UNICEF Skopje Office and the Macedonian Center for Civic Education. It started out as a workshop on Differentiated Instruction held by Edina Krompák in Skopje, on November 19-21 2014 and November 6-8, 2016. To ensure compatibility with the conceptual framework of the UNICEF Train-the-Trainer Modules and to make it more broadly applicable beyond the

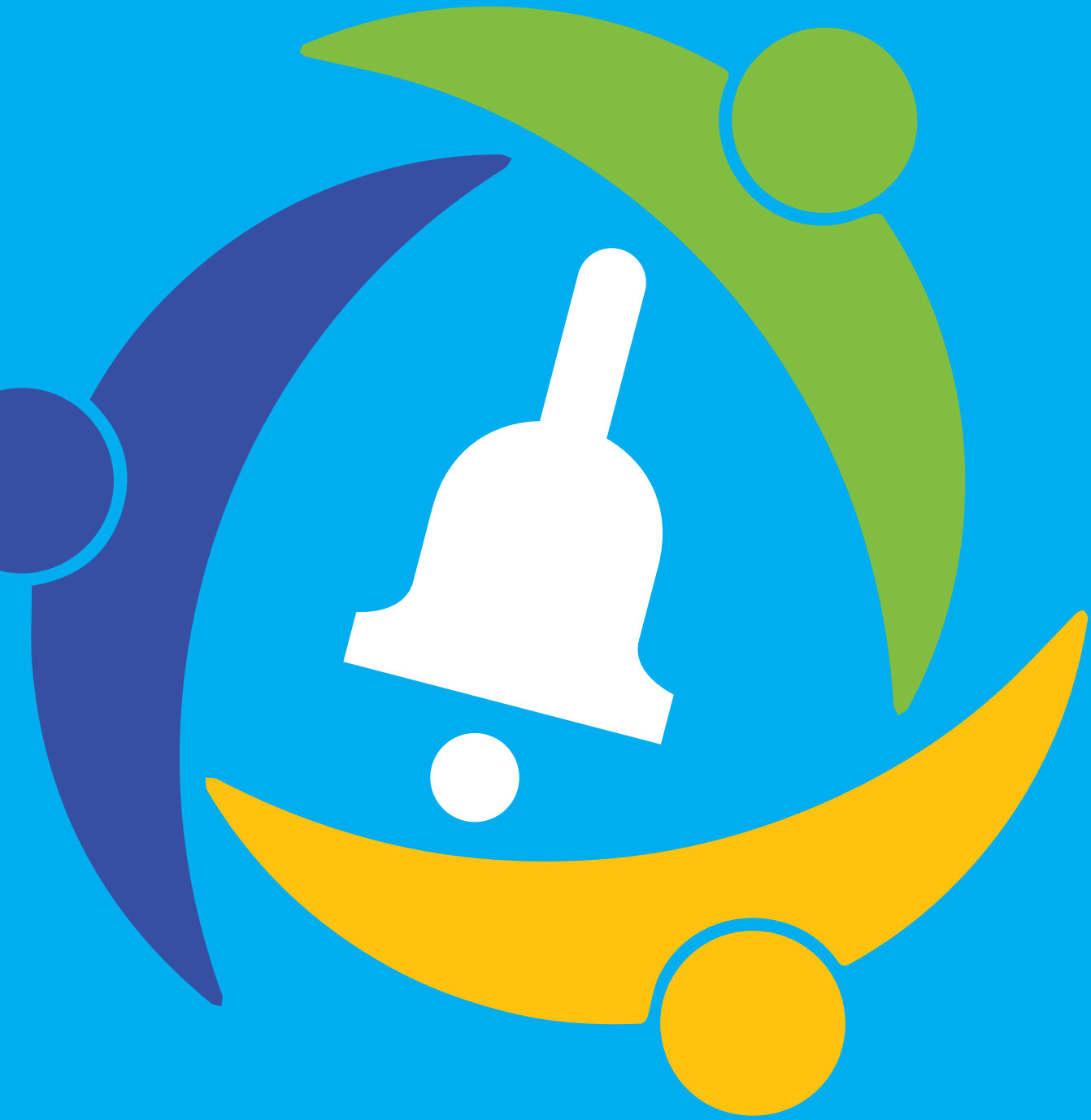


project in the country, Judith Hollenweger developed the structure of the teacher manual in accordance with the ToT Modules (UNICEF 2015) and the Framework for Inclusive Practices (Council of Europe 2015). The photographs of the teacher manual includes works of the participants of the workshop on Differentiated Instruction and research data from the research project “Language and space in educational contexts: The linguistic landscape of a primary school in Switzerland” conducted by Edina Krompák. All rights of the photographs are reserved by Edina Krompák.

The authors would like to thank Nora Shabani, Vera Mitkovska, and Anica Aleksova for their very valuable comments on the Teacher Manual and Karen A. Lowing (University of Strathclyde) for editing the English version.



FIRST SECTION



**FROM
PRINCIPLES
TO SCHOOL-BASED
ACTION**

1.1 CREATING INCLUSIVE SCHOOLS

Overview

This chapter focuses on general activities to promote the principles and practices of inclusive education at school level. Inclusive education is understood as the process by which learning and participation are promoted for all children and youth and any obstacles that create barriers to learning and participation are removed. Inclusive education is not so much about what you do, but why you do it and how you do it.

If you would like to learn more about the basic premises of inclusive education, please refer to the resources listed in chapter 1, especially the UNICEF ToT Module 1 and the Webinar and Booklet 1 “Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission”.

Information for user

The focus here is on activities that engage the entire school to help the school to become more inclusive. These activities should be planned with agreement of the school leader and wider teaching staff. For example, school leaders can instruct a target group of teachers in their school on how to prepare for, implement and evaluate such activities.

School activity 1: Transforming school life through student participation



Why is this important?

- Understanding the perspective of children helps support their learning and participation
- Children reflecting on their situation creates greater awareness of themselves and others
- Children have a right to be heard and their views considered when important decisions are taken

What is it about?

- Providing students with the tools to express themselves and make themselves understood
- Creating opportunities for students to participate in decision-making

Methods and tools needed

- Mobile phones (to take pictures), flipchart or other paper, sticky notes, pens

Description of activity:

Identify the issue or area of school life where you want students' opinion to be considered. Consult with students and parents prior to deciding about the issue to be addressed, to make sure they share and value the focus that you or your school has chosen.

Plan for an event or a process that allows students first to understand the issue at hand and gives them an opportunity to collect the necessary information prior to considering and expressing their views.

You may want to consider the following methods:

- Making photographs to visualize what they like or what they don't like (e.g. about the school building, playground)
- Drawing pictures to express their views – which they later may want to comment on
- Let students work in small groups to brainstorm and collect their thoughts and views. You may provide them with sticky notes and paper

Pull together the comments or solutions that students have generated and design a process to achieve a consensus between all stakeholders involved.

Develop an implementation plan and consult with students. If students are able, they may either participate in this process or assume responsibility for it (with your support provided).

Implement the plan and make sure that students are aware of how their views and opinions were considered and where it might not have been possible, provide rationale and reasons. Make sure you fix a date when the achieved result will be evaluated.



Figure 5: Welcoming signs in different languages (primary school in Switzerland)

Additional information and references:

[Every Child's Right to be heard](#). Resource Guide by UNICEF and Save the Children, 2011

(Implementation in School, p. 100ff.)

[Children, participation, projects – how to make it work](#). Council of Europe, 2004

School activity 2: Celebrating human rights day**Why is this important?**

- Children can only assume their rights if they know what they are
- Child-centered approaches are only achieved when children can understand their rights
- Through participation and decision-making activities, children begin to appreciate their rights within education

What is it about?

- Change the sentence: Children learning about freedom from discrimination, a fair public hearing and the right to education, rest and leisure, are some of the main intended outcomes of these activities
- Children gaining a better understanding of their rights and responsibilities
- Change the sentence: Children understanding that all human rights demand equal value and respect

Methods and tools needed

- [Convention on the Rights of the Child in Child Friendly Language](#)
- Create games (e.g. memory cards) to help children learn their rights
- [Exploring Children's Rights](#) (Manual available in Albanian, Macedonian and other languages; the manual includes cards detailing human rights)

Description of activity:

Use the International Human Rights Day, which is celebrated each year on the 10th of December or any other international day (e.g. of People with Disabilities on 3rd of December) to highlight one issue which is relevant to your school, representing an area where you would like to raise awareness in students, parents and staff. Basic ideas can be taken from the [United Nation's Website](#).

You may want to use concrete examples of children's rights being violated as a starting point for discussion. Examples can be taken from the media, refer

to an event that happened in your community or that is taken from a book. The example can be presented in different ways and in different settings, using any media to capture the interest of students. It is also possible to invite a well-known or respected person to give an account of an incident.

Give students time to reflect on the example and to discuss with each other. You may facilitate the discussion by asking specific questions to support the discussion and the development of solutions or ideas to resolve the conflict or to ensure that everyone's right is respected. Students may also be encouraged to describe or present their solutions to each other. You may support their discussion by providing an overview with all the articles of the convention on the rights of the child.

Discuss the solutions with the students and try to reach a consensus on how such situations can be best dealt with or which rules can be extracted from the solutions presented by the students. Ask students for incidences or situations when they themselves or the school will apply their solutions in the future.

Make sure that the solution is remembered, remains visible and is applied.

Additional information and references:

UNICEF [Information on the Rights of the Child](#)

Council of Europe: [Information on Children's Rights](#)

Council of Europe: [Nine short projects to explore children's rights in school](#)

Council of Europe: [Supportive materials for teaching and learning](#)



Figure 6: “We are polite, helpful and listen to each other” (In the speech bubbles: “Good Morning! Good Morning! What’s happened? He hit me”).

School activity 3: Bring the community and school together



Why is this important?

- “It takes a village to raise a child” according to an African saying
- Inclusive Education cannot be realized without the support of parents and important stakeholder groups in the community

What is it about?

- Identifying places in the community where students can learn beyond the classroom
- Reaching out to stakeholders who can make a difference to the learning of vulnerable groups
- Creating a Community Resource Map

Methods and tools needed

- Template for students to document learning opportunities in the community
- Smart phones for photo or video documentation
- Template to create vignettes and the “Community Resource Map”

Description of activity:

Identify groups of students taken from all classes who become your “scouts” to find learning opportunities in the community. Develop a simple template on which they can note what they have found:

- Basic information of the learning opportunity: Where is it? Who or what is providing the learning opportunity (short text possibly complemented with pictures, short videos or auditory files taken with a smart phone)?
- Description of what can be learnt there and why it is important (possibly with a link to the school curriculum)
- Information on the learner who would benefit from this learning opportunity



Figure 7: Reading corner in the library

Let other students evaluate the learning opportunities and select the best. Develop the descriptions into short vignettes providing all the relevant information for other students. Check the willingness of the community members mentioned in the vignettes to participate. You can develop this information into a “Community Resource Map”.

You can then make the vignettes available to all teachers to be used either on a specific day of “Out of School Learning” or as part of their regular curriculum. If the second is selected, make sure that the visits are spaced and that the community members are willing to welcome your students at the selected time.

23

Additional information and references:

[5 Steps to Better School/Community Collaboration](#) by Edutopia

School activity 4: Open day of learning



Why is this important?

- Parents who experienced traditional instruction need opportunities to get acquainted with new ways of teaching and learning to be committed to inclusive education
- Parents knowing the school practices are better able to support their child at home

What is it about?

- Give parents and community member an opportunity to visit your school, talk to students and staff and get to know your school
- Give parents an opportunity to ask questions without a specific focus on their child

Methods and tools needed

- Will depend on the activities you plan
- Food and drinks are always helpful – let everyone contribute to save costs

Description of activity:

Meet with representatives of stakeholder groups to learn more about their perspectives and concerns when it comes to your school. You may involve them in planning the open day or simply try to keep their views in mind when you plan the open day.

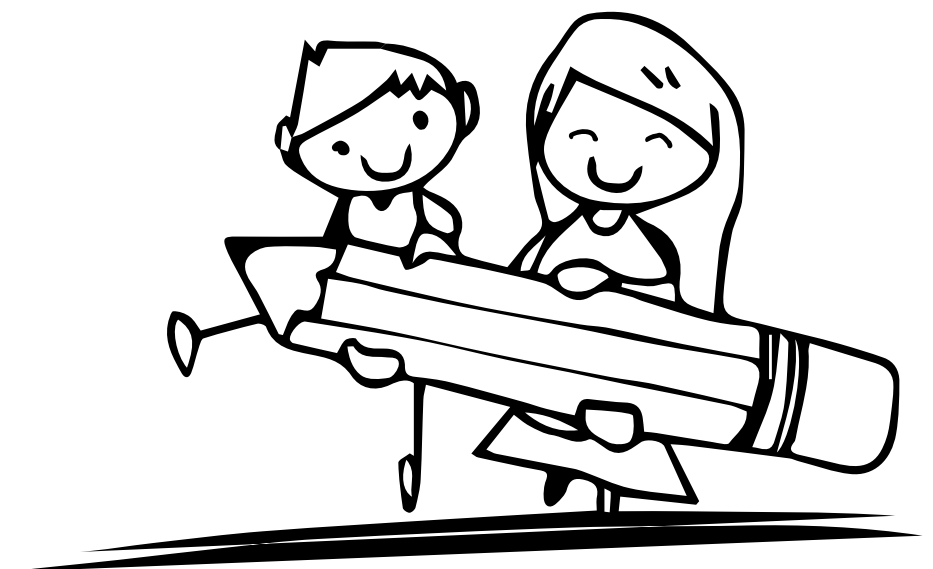
An open day in an inclusive school provides different opportunities to show what you are doing and what is important to your school, but it also provides the opportunity for direct interaction with students and with staff in an environment that encourages interaction and exchange. The day may include a show or activity where all students present something to parents or tell different stories about their learning.

There is no set protocol that you can follow, but make sure that parents don't feel like they are treated like students, but rather like people who share the responsibility of raising children to be independent and responsible adults able to express their talents, respect others and become productive contributors to society. Provide different opportunities to celebrate the learning and participation of students as well as their achievements as a group, to hold in-depth conversations on topics of special interest and to interact informally with students and staff (e.g. while eating and drinking).

Additional information and references:

[Wikipedia entry to Open House in Schools](#)

[Five Steps to Planning the Perfect PTO or PTA Event](#)



1.2 INCLUSIVE TEACHERS

Overview

This chapter focuses on activities that help teachers and other staff to engage in professional development and to become more inclusive practitioners.

Information for user

Teachers' professional learning does not stop with certification; it is a life-long process. More and more, schools use peer-learning approaches to support professional development. In-service training is most effective if it is directly related to practices, provides feedback and inspires new ways of teaching, interacting with others and planning.

School activity 1: Peer evaluation with partner school



Why is this important?

- Teachers learn the most if constructive feedback is provided by experienced peers and when suggested changes are directly linked to their current practice
- Teachers benefit from visiting other schools and being exposed to new ideas that work in practice

What is it about?

- Creating partnerships with other schools for peer-evaluation
- Visiting other schools and providing feedback based on a shared framework of indicators

Methods and tools needed

- Questionnaire or list of indicators that has been developed by both schools together or an already existing self-evaluation tool or framework for inclusive schools

Description of activity:

Identify a partner school that is interested in exchanging experiences with you and is open for peer-learning and peer-feedback. Make sure that all teachers understand the idea of peer evaluation and help them develop interest, motivation and a positive attitude.

Develop a framework that you will use in both schools to provide feedback. Define the indicators that you will use for observation and as a basis for interviews.

Decide on the days when you will visit your partner school and when your partner school will visit you. Select the focus that your partner school should pay special attention to as well as the indicators that you want to be evaluated against. Inform your partner school about the area of the framework or specific indicators relevant to you. When you visit your partner school, ask the same information from them.

Suggested schedule for the peer evaluation visit:

- Meeting with all participants and key informants of the guest school to inform everyone about the schedule of the day, to get to know each other, and to state the main goals of the visit.
- Plan classroom visits for small groups and visits to other events or locations (e.g. library, learning lab, school orchestra)
- Allow peer evaluators to meet and exchange impressions
- Conduct a feedback meeting where your partner school gives an account of their observations and their impressions.
- Use a final discussion to develop ideas to improve the situation or address the issues raised
- End the day with an informal meeting and sharing – possibly of drinks and food

Additional information and references:

[Blick über den Zaun](#) – Network of schools engaged in regular peer reviews, providing [materials and standards](#) for peer review (only in German)

Information on [Peer Review Programme](#) by the <https://www.ssatuk.co.uk/> Schools, Students and Teachers Network.

[Information on Peer Reviews](#) for schools provided by Institute of Education of the University College London

School activity 2: Introducing peer feedback for teachers



Why is this important?

- Inclusive Teachers are life-long learners; they are interested to improve their practices and open to feedback. This attitude should be nurtured and supported in schools
- Direct feedback on practice is the most effective way of learning and has direct positive impact on achievement levels of students

What is it about?

- Teachers get involved in the teaching practices of their colleagues, both to learn and to help others to learn and improve their teaching skills based on feedback provided
- Teachers focus on improving practices by collaborating with their colleagues, in order to enable all children to learn.

Methods and tools needed

- Micro-teaching requires the possibility to record a short teaching session (e.g. with smart phone)
- Questionnaire or observation form to provide a focus for the feedback

Description of activity:

If you want to apply Micro-teaching, here are a few ideas on how to proceed. Choose a teaching approach or method that you want to improve and apply these suggestions in your teaching practice, to improve the approach or method in the future. Prepare a short teaching sequence, possibly only with a few students rather than the entire class and present it to a small group of your colleagues. Ask one of the colleagues to videotape the short lesson using a smart phone.

Meet with your colleagues and share your intentions with them as well as why you think this is an innovative approach or possibly an improvement to your teaching. Get their feedback and discuss with them how the practice could be improved.

Try the improved approach with a different small group of students – or let one of your colleagues take the lead. If possible, videotape this short sequence as well.

Meet again and discuss the improvements. Write down the points that make the practice successful as well as noting the possible pitfalls and problems that should be avoided.

Develop a shared folder of successful teaching approaches that you tested and developed together for future use by yourselves and colleagues.

Additional information and references:

Wikipedia Entry for [Microteaching](#)

Information on [John Hattie and micro-teaching](#) by IRIS Connect

Form for peer evaluation of Classroom Teaching developed by Oregon State University

School activity 3: Sharing classes to teach what you are good at**Why is this important?**

- Teachers learn most effectively from colleagues when teaching cooperatively because they can observe directly and share the experience
- Sharing good practices is a positive way of learning for everyone involved

What is it about?

- Practice collaborative teaching approaches and learn something new at the same time
- Reflect on Collaborative teaching and find ways of improving

Methods and tools needed

- Quality Indicators for collaborative to provide guidance for your discussions

Description of activity:

Introduce an afternoon in your school where teachers and others teach collaboratively. Develop different settings in which students can learn independently (supervised by one teacher with assistant teacher or parents) to free other teachers for collaborative teaching experiences.

Choose a topic or teaching approach that you and your colleague are interested in and where you can engage in something you are an expert on. Plan the afternoon together with your colleague to complement your expertise in the best possible way.

Choose the collaborative teaching approach best suited to what you want to do and achieve:

- Station teaching: Teachers and students (students may be teachers as well here) are assigned to different stations and rotate so that all students are engaged with all activities at the different stations.
- Parallel teaching: Teachers teach two groups in parallel with half of the class, either on the same content or on complementary content. If the content is complementary, students should be given time to share what they learnt with each other.
- Alternative teaching: One teacher teaches most students in the class while the other teacher works with a small group to achieve a specific task. Groupings may be done on interest, achievement level or specific problems that need to be addressed.
- Team teaching: Both teachers share equal responsibility in teaching the class, possibly focusing on different ways of representing the topic (auditory, visual) or taking different roles (instructor, coach).

Implement your collaborative lesson as planned and spend some time discussing it. Think collaboratively about other options to teach together.

Additional information and references:

Fact sheet on [Increasing Effectiveness of In-Class Support](#) by [Inclusive Schools Network](#)



School activity 4: Take a look at your collaborative teaching**Why is this important?**

- Any additional person in the classroom can be used effectively or ineffectively; by focusing on your collaboration practices, you can improve the effectiveness of teaching and special support

What is it about?

- Getting to know the vocabulary that you can use with other person in classroom to evaluate your collaborative teaching approaches and discuss improvements

Methods and tools needed

- List of different approaches to collaborative teaching provided in activity 3
- Observation Protocol (see under additional information)

Description of activity:

Consider the people who work with you and spend time in your classroom, for example special educators, therapists, teacher assistants or other.

Use a protocol to facilitate observation and to make sure your colleague and you both focus on aspects of your teaching relevant to both of you.

Spend some time after the lesson to exchange your impressions and observations. Discuss ways to improve your collaborative practices.

Additional information and references:

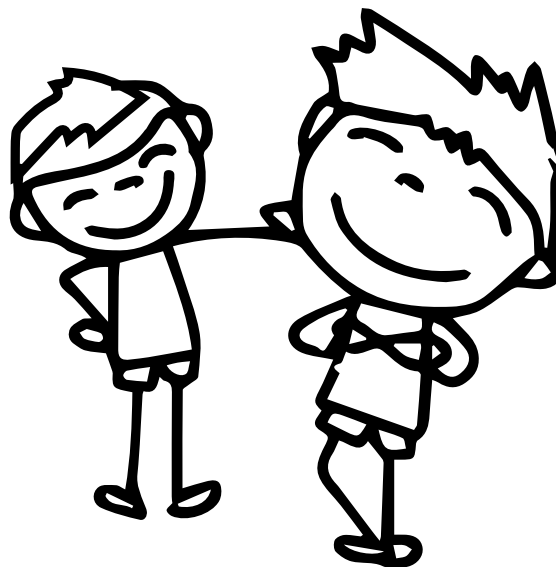
[Collaborative Teaching/Support Facilitation Observation Protocol](#) developed by the [Inclusive Schools Network](#)

**1.3
WORKING
WITH OTHERS****Overview**

This chapter focuses on activities that help improve collaboration between different stakeholder groups; between students, between students and parents, between teachers and students and between all stakeholders needed to tackle a big issue or major problem the school and community faces. These activities are about improving relationships to fight violence, exclusion and discrimination that individual children or groups of children may encounter in their everyday school lives.

Information for user

The activities included in this chapter give some examples of good practice, that can be enacted through collaborative working within different stakeholder groups and / or between students of different grades and ages. The development of a school charter is helpful in areas where big problems can only be addressed if all stakeholders in the school and beyond contribute to its resolution. The example of violence in school is selected as an example, but for your school, another problem may be more relevant.



School activity 1: Buddy system



Why is this important?

- Using buddies or peer tutors in the school benefits all children
- Teaching other children social and academic skills improves learning skills
- Children who may have difficulties observe relevant skills modelled effectively by others

What is it about?

- Help children connect with other children who either have more experience or less experience
- Children hearing things explained in one's own language
- Pairing children in a way that benefits both
- Promoting friendships between children
- Easing transitions from Kindergarten to school or across grades

Methods and tools needed

- Framework for the introduction of a buddy system in your school
- Information material for parents

Description of activity:

Identify the situation or the problem that you would like to address by introducing a buddy system, for example:

- Welcoming new students to your school by encouraging students from upper grades to facilitate the transition
- Fixed time in the week when older students help younger students with their homework
- Peer assistants for children with disabilities or behavioural problems
- Identify students that will become buddies for the purpose that you have identified and provide them with training, for example:
- Methods for peaceful conflict resolution and social skills (e.g. making friends)
- Ways of supporting younger children or children with disabilities
- The specific tasks and school routines that new students are to be introduced to

Bring together the buddies and the younger or less experienced students to motivate them, instruct them and provide information on the purpose and the roles of buddies.

Monitor the progress, plan meetings with buddies and students and modify if necessary.

Additional information and references:

Wikipedia entry for [Buddy System](#)

[Planning and Implementing Peer Support Systems](#) – Six Step process by [Inclusive Schools Network](#)

[Materials for teaching Life Skills](#) – Families and Children in Education Project



School activity 2: Collaboration with parents



Why is this important?

- Developing a relationship with parents, valuing the cultural and linguistic diversity of the parents
- Valuing poetry beyond the language classroom curriculum

What is it about?

- Planning and organizing joyful events with parents and students
- Giving children and parents opportunities to engage in literary activities together

Methods and tools needed

- Invitation for parents in several languages for both projects
- Write poems with the children as preparation for "World Café"

Description of activity:

Two examples illustrate how parents can get involved in schools. The first activity focuses on the richness of languages that families bring to the school and how to celebrate this linguistic diversity, the second activity brings parents and children together through the shared experience of enjoying poetry.

Activity 1: Tell me a story

Parents tell a story in different languages, either in kindergarten or in school. The main objectives of this activity are:

- To demonstrate and illustrate the diversity of languages spoken by students in your school
- To transform literacy from something taught in school to something shared between adults and children and enjoyed together
- To emphasise and illustrate the importance of parents in the language development of children

Activity 2: World Café

- The pupils write poems in different languages and present them to parents, friends and grandparents in a «World Café». The parents can «order a poem» from a menu together with a cup of tea or coffee. The main objectives of this activity are:
 - To develop children's writing skills in different languages
 - To illustrate and celebrate the linguistic diversity in the classroom
 - To create an enjoyable atmosphere for learning

Additional information and references:

UNICEF Booklet and Webinar 13 [Parents, Family and Community – Participation in Inclusive Education](#)

**School activity 3: Collaboration with students:
Student council****Why is this important?**

- Giving children a voice in school matters
- Establishing and participating in student council gives students real-life experiences of how democracy works

What is it about?

- Giving children a platform to participate in decision-making beyond the classroom
- Hearing the students' voice and having a partner when planning major school events or reforms

Methods and tools needed

- Organisational chart and/or a set of rules that govern the student council
- Student council Bulletin Board, or other means to communicate with all students (e.g. blog, mailbox for ideas from students, etc.)

Description of activity:

If your school does not have a student council, you will need to plan a meaningful process to create such a body. You may choose other forms of institutionalized student participation in decision-making, for example a children's conference or a student assembly.

Each class or grade level should be represented in the students' council with at least one member, possibly two. This delegation is elected by all the students who belong to that class as their representatives.

Within the policy framework provided by your local or national school authority, you are free to organise the school council. It is important to make public the rules by which the student council operates.

Invite a representative of the student council to important meetings where decisions are taken that affect all students. Give members of the student

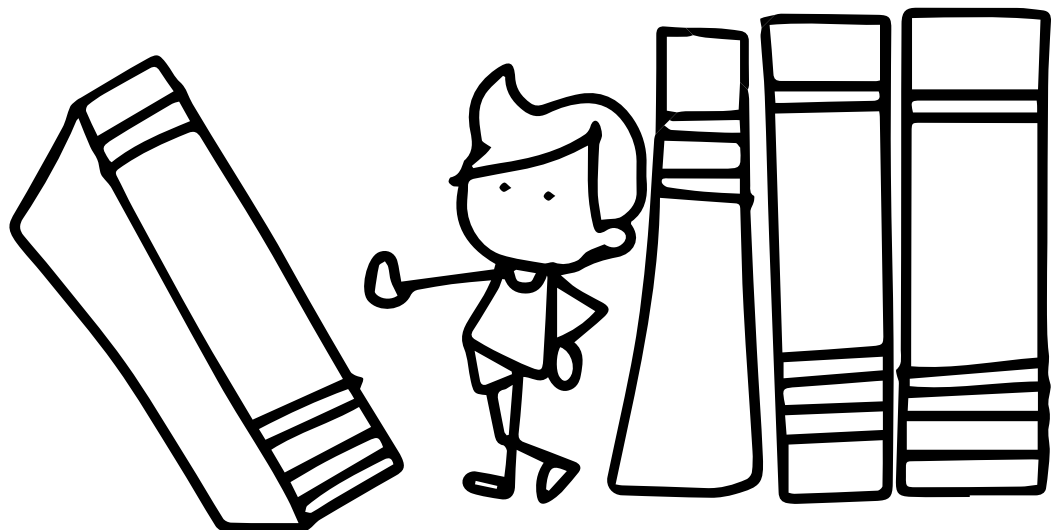
council the opportunity to raise issues of their concern and have it put on the agenda of your professional meetings.

Arrange for a process by which all students can address the student council should they have a specific concern or problem. You may install a mailbox where written statements can be left or help student council to set up a blog to communicate with all students and receive comments.

Additional information and references:

[Student Council Ideas](#) by Student Council Pro

[The School: A democratic learning community](#) by the Council of Europe



School Activity 4: Creation of a school-wide campaign against violence



Why is this important?

- Children play a critical and powerful role in fighting violence in schools and therefore should be actively contributing to any campaign initiated in your school
- Violence is a pattern of interaction and therefore interactions have to be transformed, not individuals

What is it about?

- It is about all forms of violence: verbal, physical, psychological and social. It is about implicit social roles and how to change these, it is also about peace and peaceful ways of conflict resolution.
- The focus is on children's active participation and engagement in preventing violence in school so that all children can enjoy their rights and feel safe at school.

Methods and tools needed

- Code of conduct / school rules that are applicable to all stakeholders (teachers, parents, students) – to be developed or if already available to be implemented fully

Description of activity:

Hold small discussions with students to share their experiences encountering violence either as a victim or as a perpetrator. Students of different classes and ages may be mixed, older students then could lead the discussions and take notes.

Develop a summary or overview of the issues that your students have reported, including all forms of violence in the classroom, schoolyard or on the way to school. Present in a way that students can relate to and build on.

Let students, teachers and parents develop scenarios about how these issues could be tackled. Organise meetings where teachers, students and parents meet to discuss these in small groups to comment and prioritise ideas and possible activities. Use ideas from well-established projects or experiences from schools who have implemented school-based projects against violence.

Develop an action plan for future activities as well as a code of conduct / school rules as a reference for all stakeholders. Start implementing the action plan and make sure that all stakeholder groups are adequately involved and that progress is checked regularly against the plan.

Additional information and references:

[Schools without Violence](#) Projects in Serbia

[Stopping Violence in Schools – A Guide for Teachers](#) developed by UNESCO



1. 4. RESPECTING STUDENT DIVERSITY – FOCUS ON IDENTITY

Overview

The respect for the diversity of all students and their families is a message that also should be spread at the school level, not only in the classroom. The vision here is that all children are respected as persons independent of how well they fit the role of a perfect student in a traditional classroom.

Information for user

The activities included in this chapter provide examples of what can be done at the school level to raise the awareness of cultural, behavioural and linguistic differences and to take the perspective of others. These abilities are necessary to develop respect for other children, especially from minority groups. These activities are also about giving children opportunities to experience and explore their own identities and those of others. Another overall aim is also to challenge preconceptions and develop tolerance.

School Activity 1: We and the world – working with preconceptions



Why is this important?

- Children reflect on ethnocentrism and eurocentrism and learn to see the world from other points of view

What is it about?

- Change of perspective to reflect preconceptions and to develop new knowledge by taking a different point of view
- Encouraging children to think differently

Methods and tools needed

- Map of the world backwards, globe, paper and pencil to draw own map of the world

Description of activity:

Present the map of the world backwards in the plenum and discuss with the students, why is this map different from other maps they already know. You can make a note of the answers on the black board. Ask the students to find their own country on this map. Why is it more difficult to find their own country in this map? Why is Australia now in the middle in this map?

The students build groups and draw a map from another perspective (for example from the perspective of astronauts, of indigenous populations in Peru

etc.). At the end of the activity the maps are presented in the classroom and the groups can walk around and try to identify the pictured perspective.

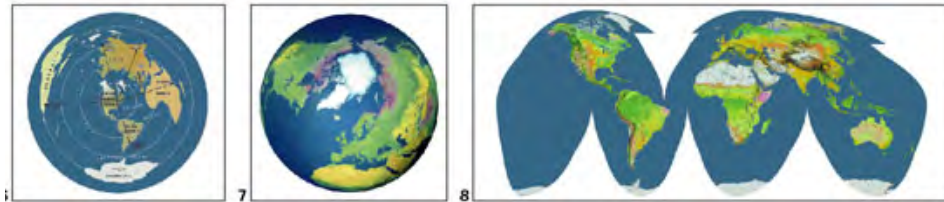


Figure 8: Map of the world backwards (<http://odt.org/Pictures/sideb.jpg>)

41

Additional information and references:

- [Map of the world from backwards](#) from [New Ways to see the World](#)
- [True Size of Africa](#) – compared to the 100 largest countries
- Use maps of your own country or region from different centuries

School Activity 2: No blame – challenging behaviour



Why is this important?

- “No blame” is a positive approach to deal with challenging behaviour and especially with bullying
- Introducing a coherent approach helps communication between stakeholder groups

What is it about?

- Rather than punishing the bully, discussions with classmates about the root cause of their behaviour is encouraged and collaboratively finding a way to change this behaviour supported
- The support group (bystanders, non-involved, involved), arranged by the victim and the teacher help resolve the problems without blaming the bully

Methods and tools needed

- no tools needed

Description of activity:

There are five steps to the support group approach. It is essentially a process of identifying a group of students that can help resolve a problem a child encounters in a school. The victim may be a child of minority background or a child with disabilities. Especially children with autism or other issues with social behaviour may be exposed to bullying. This approach is especially valuable in these cases, because the victim’s behaviour does create problems for other students.

Step 1: Interview the victim

The interview of the victim should concentrate on the kind of things that have happened rather than a single incident. Everything the victim wants to say should be heard without judging the statements. It is about reassuring the victim that the problem can be solved once identified. The victim names the bully or bullies as well as bystanders and students that the victim finds supportive or whom he or she would like to have as friends.

Step 2: Setting up the support group

From these names, a support group is made up, including the bullies, some bystanders and supporters. A teacher or a coach meets with the group separately and explains that friends, bullies and bystanders were chosen to

help and talks about the victim and why they are unhappy in school. It is important that no one is judged for what happened and that there is an open atmosphere to motivate the group to find solutions. Members of the support groups should also be encouraged to share their experience of being unhappy in school.

Step 3: Developing a plan

The teacher or coach explains that no one should feel unhappy in school and that the members of the support group probably have their own experiences and invites students to name reasons why children could feel unhappy in school. Once these reasons are mentioned, the group is asked to make suggestions on how these problems could be tackled. Based on these suggestions, the group develops a plan to resolve the problem. It is agreed that the group implements their plan for a certain time period (e.g. one week) and that they will report back after this time. It is important that the group takes ownership of their actions, rather than being told what to do by teacher or coach.

Step 4: Support group realises plan

Based on what the group has decided to do, all members of the group support each other in their action, which is oriented towards improving the situation for the victim(s) and everyone else. Support by teachers or coaches is given where necessary and welcomed by the group.

Step 5: Review of the situation

The support group and the victim report back and explore their experiences. Depending on the situation, this could be done together or separately. Parents may also get involved at this point as teachers may want to know whether the situation has improved from their perspective. These five steps can be repeated until the problem has been completely resolved.

Additional information and references:

Video about the "No Blame" approach:

<https://www.youtube.com/watch?v=USpkl4Lr-w>

Young, S. (2011). [The Support Group Approach to Bullying in Schools](#).

Educational Psychology in Practice, 14(1), 32-39.

School activity 3: Write a poem about yourself



Why is this important?

- Students reflect on their own diversity and give voice to what is important about their identity
- Poetry defies rules that apply to other literary genres and is a powerful way of expression even when using simple language

What is it about?

- Students write a poem "Why I am like this?" to experience their own personal diversity.
- The predetermined structure of the poem enables students with learning difficulties to write a creative text

Methods and tools needed

- paper, pen and the structure of a poem

Description of activity:

Students write a poem "Why I am like this?" or "I am" to experience their own personal diversity. The predetermined structure of the poem enables students with learning difficulties to write a creative text. The students can read the poems in the plenary or put it on the wall. The other possibility is to post the poems and let children find out who wrote them. This activity enables the teachers and the students to discuss different aspects of identity and life experiences.

Students may write about their negative experiences about feeling lonely, depressed or sad. In these cases, it is important that the teacher personally contacts the student to explore these feelings and to find ways of improving the situation for the child.

Example of
a completed
poem by E.
14 years old

Figure 9:
Structure
of the poem
“Why I am...”

Why am I like this?
I am like this, because
I am like this, because
I am like this - . . .
- . . .

Why am I like this?

Am I like this because I`m a girl?

Am I like this because I`m a teenager?

Am I like this because I`m sometimes crazy?

Am I like this because I love music?

Am I like this because I`m an artist?

Am I like this because I`m a patchwork?

Am I like this because I like to travel?

... I don`t want to grow up?

... I love stories?

... I`m vegetarian?

... I hate sometimes everything.

... I`m sometimes a dreamer and sometimes a realist?

Yes, I am like this because of all these things.

Structure of the poem “I am” (by Laura Fratta, taken from [Pinterest.ch](#)):

First Stanza:

I am (1-2 special things about you)
I wonder (something you are curious about)
I hear (any sound)
I see (anything you see)
I wish (something you really wish for)
I am (repeat the first line of the poem)

Second Stanza:

I pretend (something you pretend to do or be)
I feel (a strong feeling you have)
I touch (any person, place or thing)
I worry (something that bothers you)
I cry (something that makes you sad)
I am (repeat the first line of the poem)

Third Stanza:

I understand (something that makes sense to you)
I say (something you believe about yourself)
I dream (something you dream about)
I try (something you really hope for)
I hope (something you really hope for)
I am (repeat the first line of the poem)

Additional information and references:

[Ideas on how to teach poetry](#) by British Council and BBC

School activity 4: Make the linguistic diversity visible!

Description of activity:



Why is this important?

- To value and respect cultural and linguistic identity of students facilitates participation in school activities due to a better sense of belonging
- Becoming aware of different attitudes and mindsets improves communication and collaboration

What is it about?

- Students reflect on the importance of the different languages they know and how they relate to different aspects of their experiences and personal history

Methods and tools needed

- paper, pen and template of a girl or a boy respectively

Description of activity:

This activity can be used as an introduction to other activities related to the diversity of languages. The teacher gives a short introduction about all the languages around us, the one(s) we know from home (e.g. dialects and standard variety of a language), the one used in school for instruction, the language spoken by other people in town, other languages that children would like to learn or are already learning in school, etc.

The teacher distributes the templates and explains the assignment: the relationship to different languages can be associated with body parts: the language of our family could be the language of the heart, the languages used in school may be the languages of the head and there may be additional languages associated with the legs and arms. Children are then encouraged to first write down all the languages, assign each to a certain colour and then use these colours to paint the different body parts accordingly.

These linguistic self-portraits may be hung up in the classroom and discussed between students and between students and teacher. Questions may include: “Why is this language in your heart?” “Why did you colour your legs as being associated with this other language?”

The idea of the language portrait (Figure 10) was taken from “Promoting intercultural competence”, Brochure 4 of the Materials for heritage language teaching, available at the [website of the Zurich University of Teacher Education, International Projects in Education](#).

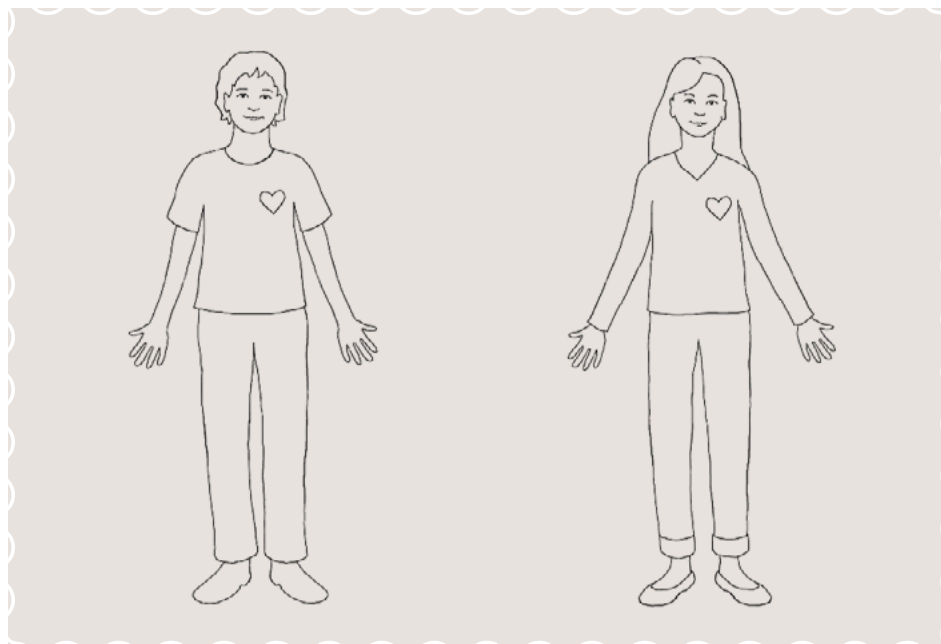
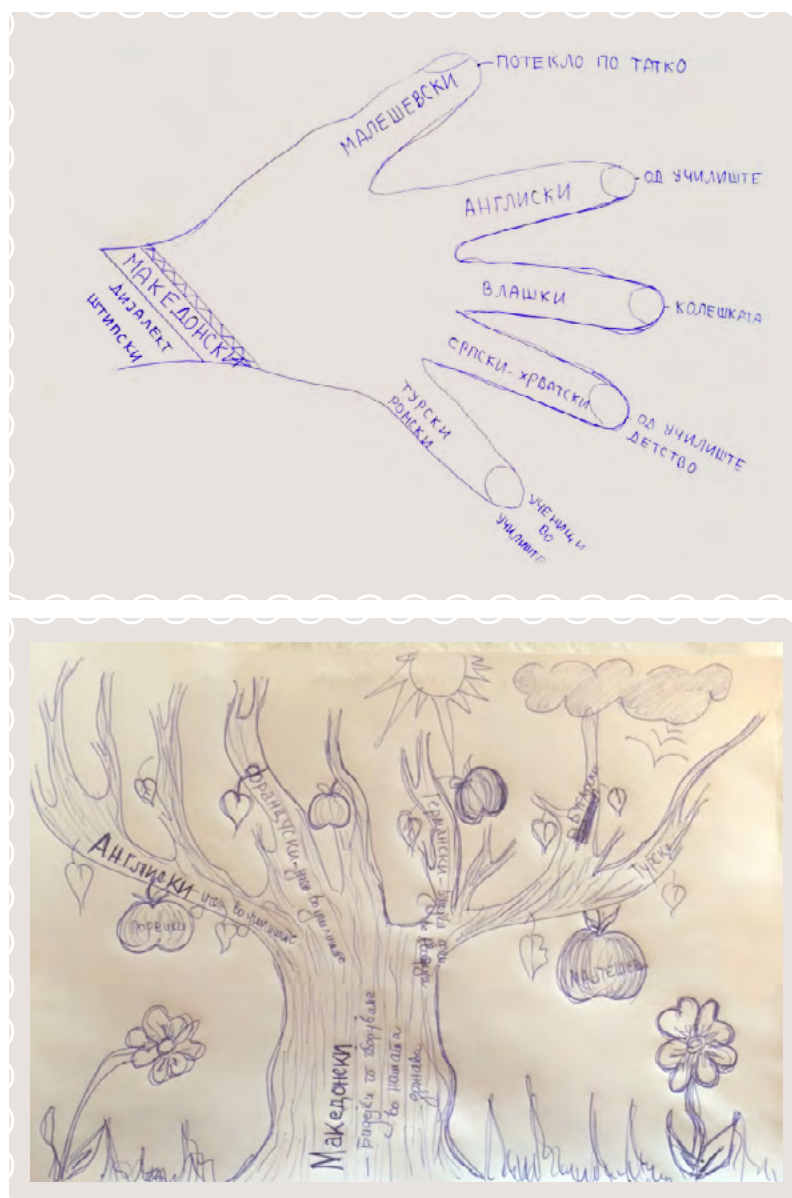


Figure 10: Language portrait

Teachers may engage in similar activities to explore their linguistic identity. Other representations can be chosen, like a tree or a hand. These are two examples of a language portrait developed by participants of a UNICEF Workshop in Skopje in 2014 (Figures 11-12):



Figures 11-12: Examples using tree and hand to represent linguistic identity

Additional information and references:

[Materials for First Language and Culture Instruction](#), Zurich University of Teacher Education

Krumm, H.-J. (2010). [Mehrsprachigkeit in Sprachenporträts und Sprachenbiographien von Migrantinnen und Migranten](#). AkDaF Rundbrief 61.

1.5 SUPPORTING ALL LEARNERS

Overview

Supporting all learners at the school level is about innovative ways of learning together and learning with each other beyond the classroom and grade level. The four activities in this chapter focus on cross-curricular competences, like personal and social competency, including the ability to take the perspective of another person. A third activity focuses on artistic competencies and the ability to work with others to achieve something that nobody could achieve alone. The fourth activity has a focus on literacy and the importance of providing enjoyable and motivating settings for children during literary experiences.

Information for user

The four activities included here help create ideas about supporting all learners at the school level beyond the classroom setting, although they can also be implemented in the classroom. These activities are examples of ways in which children learn without being directly instructed by a teacher by participating in games and group activities.

School activity 1: Let me fly



Why is this important?

- Developing a positive identity and cherishing one's background are important prerequisites for social and personal learning in school

What is it about?

- Reflecting about one's own (multicultural) identity and one's sense of belonging
- Work on a project (creating a kite) collaboratively with other children
- Getting parents involved and exposed to children of different cultural and social backgrounds (especially if you plan an occasion to fly the kites)

Methods and tools needed

- Sheets of paper, pens, glue, materials for frame and cord, ribbon for balance

Description of activity:

The teacher introduces the kite with its parts as a representation of the identity of each student. A worksheet is distributed which shows the outline of the kite and explains what each part stands for:

- Smiley in centre: That's me – a short profile. What is unique about me?
- Six triangles: Places, situations, life contexts in which I live. Which group do I belong to? Which roles do I have in different situations?
- Three kite strings in the middle: my abilities, strengths, resources, languages, interests and hobbies. What am I able to do? What are my strengths?
- Two short kite tails: my ideals, my religion, my philosophy of life. What is important to me? What kind of norms and ideas have I adopted?
- Long tail of the kite (connecting to the two short tails): my roots, my family, my origin, my past. Where am I from? Who and what kind of things have influenced me?
- Wind, air: the society, in which I live, with all surrounding conditions. What kind of expectations does society have of me? What I do expect and need from society?

The children use the worksheet (see on the right) to label the different parts of the kite according to the instructions in the worksheet and start to fill in the information with regard to the different facets of their identity.

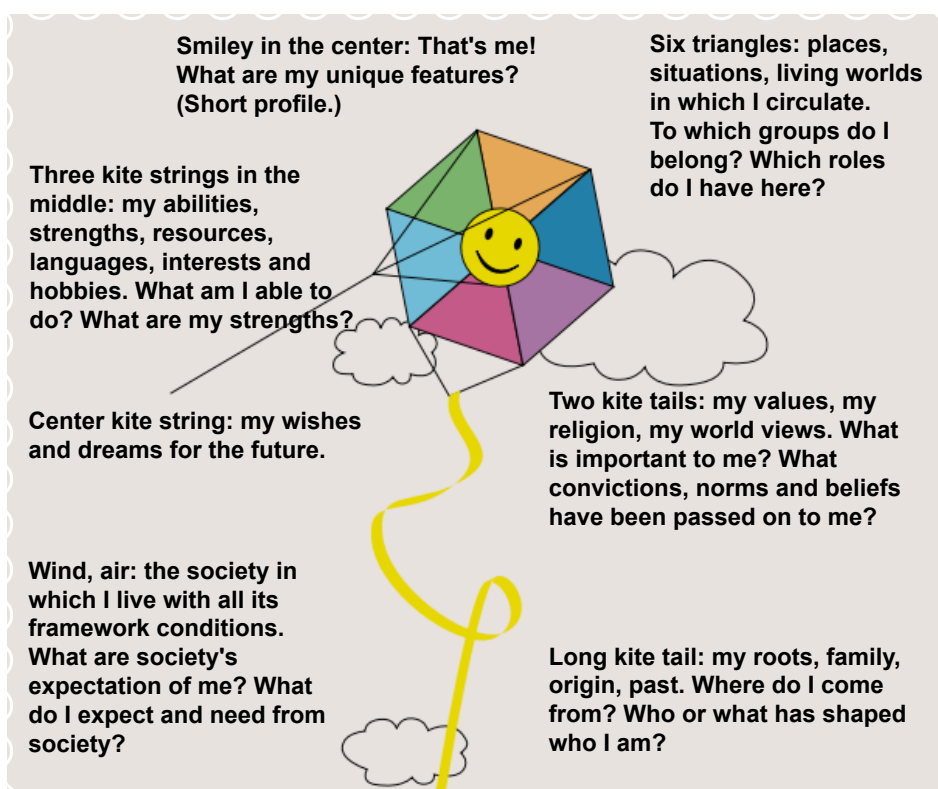


Figure 13: Let me fly

Once this task is completed and they have added all information relevant for their identity, the students share the information with each other and discuss similarities, differences and highlight interesting points.

Different tasks (guided discussion, development of a class kite summing up all aspects, writing a summary) could follow, depending on teacher's preference and overall goals.

If time and occasion allows for an outing where the kites can be flown, consider inviting parents along to such an event. They may be able to provide some food and drinks for the children and parents.

The idea of the "Let me fly" (Figure 13) was taken from "Promoting intercultural competence", Brochure 4 of the Materials for heritage language teaching (page 19-20), available at the website of the Zurich University of Teacher Education, International Projects in Education.

Additional information and references:

[Materials for First Language and Culture Instruction](#), Zurich University of Teacher Education, see Brochure 4, page 19-20.

[How to build a diamond kite](#) at My Best Kite.com

School activity 2: Taking the perspective of others



Why is this important?

- Perception of self and others is a prerequisite for empathy, social learning and respect for others
- Taking the perspective of others is needed for collaboration of children from different backgrounds or different age groups as well as for conflict resolution

What is it about?

- Making children aware of their perceptions and needs in order to have a different point of view is normal
- Having children consider a situation from a different point of view can help solve the problems they are set and open new ways of thinking for them

Methods and tools needed

- different materials, depending on activity

Description of activity:

Taking the perspective of others can be integrated into other activities of social learning or conflict resolution. It can also be organised as part of a special event to celebrate diversity or to enact stories or perform for others (e.g. the Fable “The Lamb and the Wolf”, UNICEF ToT Module 3 by taking the perspective of the different animals).

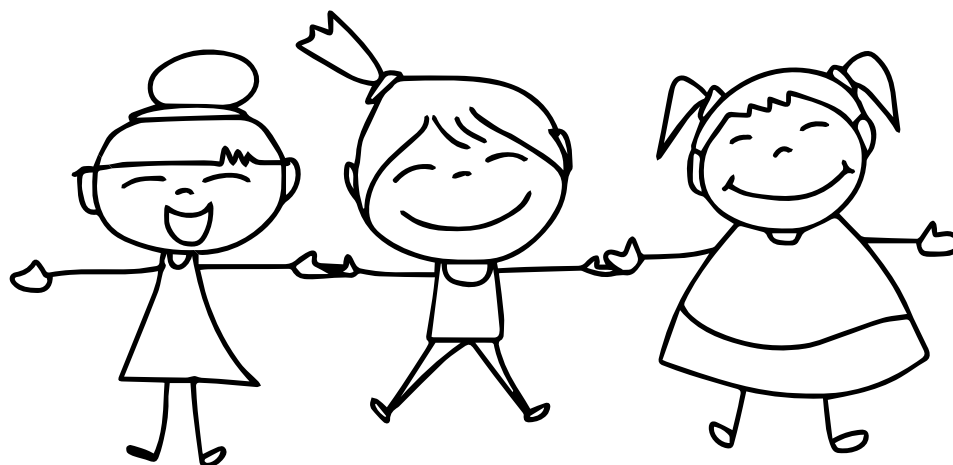
You may want to organise an afternoon in your school where children are given different opportunities to see the world from a different perspective or to take the perspective of another person. This could include taking the perspective of a child with disabilities.

Activities/games could include:

- Role plays to argue a specific argument; decide who takes which perspective by tossing coins
- Trading places between students of different grades, teachers and students or parents and teachers and “walk in their shoes” for a certain time
- Let several children video record an event from different angles and provide a short description, compare their interpretations of the situation after and discuss differences
- Play “Awkward Moment” card game – or develop your own

Additional information and references:

Article [Learning to Walk in another's shoes](#) on social-emotional learning
[Classroom activities on perspective taking](#)
[How to teach perspective-taking to children](#)



School Activity 3: School orchestra or theatre group



Why is this important?

- Playing in an orchestra allows everyone to participate irrespective of their level of skill and mastery of a musical instrument
- Children's talents can be made visible to other students, teachers and parents
- Playing together gives a special sense of community and participation for all students in inclusive school settings

What is it about?

- Practicing and performing in a school orchestra is not only about making music, but also about doing something together with others that could not be achieved alone
- Respecting others for their contribution to the collective effort
- Making music is an excellent way to foster basic skills like attention, learning to manage frustration, collaboration, etc.

Methods and tools needed

- Musical instruments – ask families if they have any old instruments lying around that nobody plays, start a collection in your community of old instruments that the owner is willing to lend to the school

Description of activity:

Establishing a school orchestra is a long-term project, but you can also plan for a performance and use the skills that children already have without investing in skill-building necessary for a successful school orchestra. Depending on the talents of teachers and of parents, you may prefer to establish a theatre group.



Figure 14: School orchestra

Additional information and references:

[School orchestra of Lajski School](#), an inclusive school in Poland

School Activity 4: Family storytelling night



Why is this important?

- Fosters a sense of fun and motivation to read beyond the classroom settings
- Brings teachers, parents and students together in an informal setting

What is it about?

- Increases parent involvement to enhance literacy skills in children
- Fun occasion for everyone to engage in story telling

Methods and tools needed

- People to tell their stories, foods and drinks

Description of activity:

You will need to think of a topic or theme for the evening and then select a venue and possible contributors to the event. The place where you meet should match the atmosphere and focus of your topic or theme. If you remain in your school for the occasion, you may consider decorating the school to fit the topic and atmosphere.

The storytellers can be people from your community, parents, teachers or students who have an interesting story to tell related to the topic you selected. Or you can select a topic and select interesting stories that can be told in a special evening event in your school.

Get your local library, bookstore or community center involved in planning and carrying out this activity.

Additional information and references:

The [Swiss Story Telling Evening](#) is organised every year with the support of UNICEF (information in German)

SECOND SECTION



**BUILDING BLOCKS TOWARDS
SUPPORTING
ALL LEARNERS**

2.1 INCLUSIVE AND FLEXIBLE CURRICULUM

Overview

This subsection is about activities that teachers can use in their classroom to realise the curriculum in a way that is accessible, acceptable, and adaptable to all learners. It draws on the principles of Universal Design for Learning and highlights the need for multiple representations, for adaptation of content to learner needs and for multiple ways that students can get engaged in learning. There is one activity illustrating each of these strategies. Activity 4 gives an example of how students can get involved in creating learning materials that is accessible to them and others.

Information for user

Teachers are generally employed to enact the curriculum as it is represented in the textbooks and school materials made available by the ministry of education, pedagogical institutes or centres for educational development. Even if the representations are based on research evidence and grounded in good classroom practices, they may still not be accessible, relevant or interesting to some students. Therefore, it is important that teachers know strategies to enact the curriculum in ways that meet the needs of a diverse school population.

Activity 1: Differentiating Instruction - The Planning Pyramid



Why is this important?

- Teachers can use the Planning Pyramid to consider how knowledge is created and use this knowledge to plan for activities that are meaningful for each student according to his or her level of understanding
- The Planning Pyramid can help teachers to consider the learning objectives of students for all students and define learning objectives for more advanced students as well

What is it about?

- Maximize learning for all students, and develop differentiated learning plans for students who learn at different levels
- Adapt teaching to fit different groups of students

Methods and tools needed

- planning form (see below)

Description of activity:

Using the Planning Pyramid is more about choosing an approach to differentiated instruction rather than an activity that can be implemented once. It is one way to think about the relationship between teacher, topic, instructional practice and the context in relationship to the expected achievements of students. It was developed by Schumm, Vaughn and Leavell (1997) to help teachers consider what they refer to as “five points of reflection”:

- **Teacher** - Teachers' perceptions of teaching and learning strongly influence instructional decision making.
- **Topic** - This is the point most frequently considered by teachers - what I am going to teach.
- **Context** - The context - or learning environment - includes social aspects of the classroom, how the classroom is organized for instruction, and school-based factors that affect the classroom environment. Context is a "Point of Reflection" that is likely to be somewhat predictable, but often fluctuating depending on what happens on a given day.
- **Instructional activities** - Most teachers' written lesson plans are actually action plans or strategies - a listing of activities that will form the instructional agenda.
- **Student** - The tip of the Pyramid is the student. It is unlikely that teachers will have time to strategies each student individually in constructing daily lesson plans. Nonetheless, teachers can draw on a bank of knowledge about individual students when planning for the entire class. The academic, cultural, and linguistic backgrounds of students should be considered. The three vertical levels of strategies correspond to a degree of learning. The lower tier includes what all students will learn. This layer contains the largest volume of material. The middle layer represents "what most, but not all students will learn" and the smallest layer represents "what some students will learn". It is important to note that all students can learn, but all students may not be ready to learn the same content or in the same way. All students have equal access to the learning content.

The three levels of the pyramid vary from topic to topic. Every topic should contain cognitive stimulating content. Each axis of the Pyramid represents a “Point of Reflection” for teachers to consider when preparing a unit or lesson.

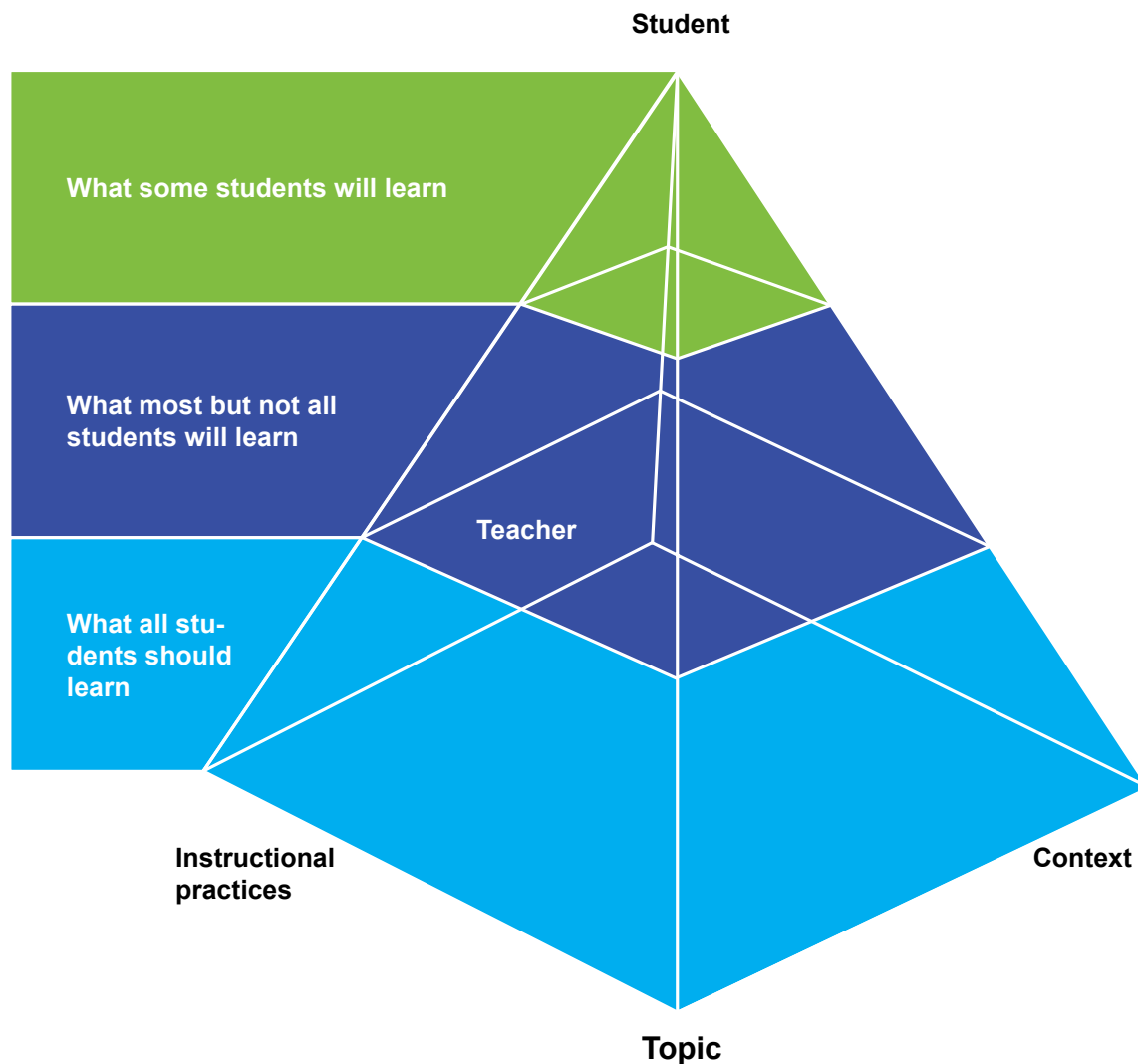


Figure 15: Planning Pyramid (Schumm, Vaughn, Leavell, 1994, p. 610)

Another way to think about this Pyramid is to consider the support different groups of students may need to achieve the same learning outcomes expected at the end of a sequence of lessons or at the end of a grade. In the first tier are the students who don't need any additional support, in the second tier are students who may need targeted interventions to make sure they can access the curriculum. And in the third tier are students who may require individualised and intensive support to achieve the same learning objectives. This three-tier model of support is also referred to as the "Response-to-Intervention" model (see Introductory Module, p. 15).

For planning a lesson, the teacher may use the activity model to bring together the five points of reflection into one situational analysis:

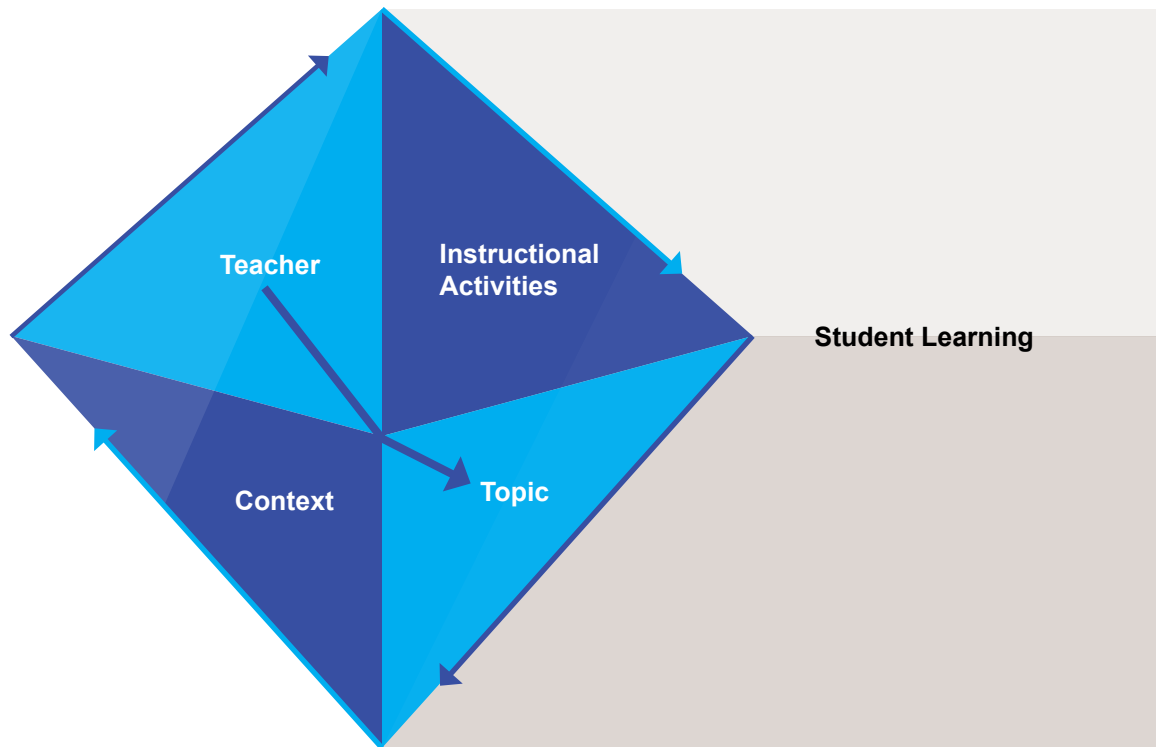


Figure 16: Planning Pyramid represented as one Activity

The following form based on Gartin et al. (2016, p. 23) can be used to document the thoughts and to do the actual planning for a lesson. It can be adapted for personal use.

Date Period: Subject

Goal:

Materials Required:

	Anticipatory Set	Learning Activity	Rehearsal Activity	Learning Activity	Evaluation Activity
What <u>some</u> will learn:					
What <u>most</u> will learn:					
What <u>all</u> should learn(Goal):					
Adaptations <ul style="list-style-type: none"> • Content • Product • Process • Environment 					

Figure 17: Instructional Planning Form (Gartin et al. 2016, p. 23)

The Planning Pyramid can be used for individual lessons, weekly lessons or even unit plans or theme cycles.

Additional information and references:

Gartin, B. C., Murdick, N. L., Perner, D. E. & Imbeau, M.B. (2016). Differentiated instruction in the inclusive classroom. Strategies for success. Arlington: Council for exceptional children.

[Strategies for Differentiating Instruction](#) based on planning pyramid

Activity 2: Multiplerepresentationsof information**Why is this important?**

- Way of representing an idea, a story, a concept or a knowledge domain as selected by teacher may not be equally accessible for all students and therefore can create barriers to learning
- Multiple representations support deep learning, because it encourages students to think about something in different ways and using different knowledge tools
- Multiple representations enhance the opportunities of all children to access information

What is it about?

- Developing or using multiple representations to make knowledge accessible to all students, including graphs, symbols, gestures, videos, models, pictures and sounds
- Using different tools, materials and ways of engaging students in learning

Methods and tools needed

- Materials and tools to allow different representation to make information accessible, e.g. through vision, hearing or touch
- Materials and tools to allow adjustability by the user (e.g. text that can be enlarged, sounds that can be amplified)

Description of activity:

There are several guidelines developed by the [National Center on Universal Design](#) that help you create materials, tasks, texts and other information sources that are accessible to all children:

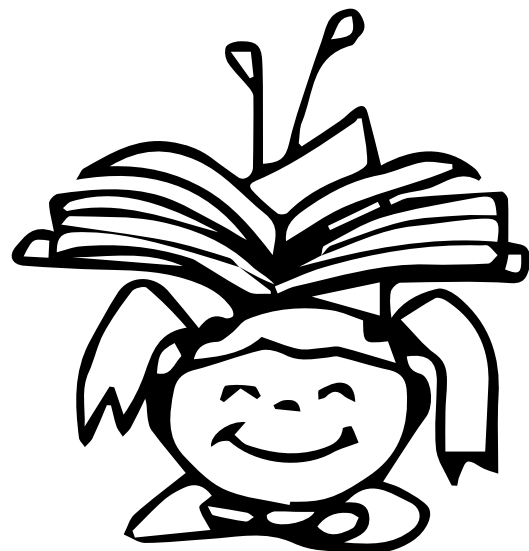
- Different options for perception, e.g. alternatives for visual information or auditory information (possibility to read the text online, have it read to you by using a free screen reader programme).
- Different options for language, mathematical expression and symbols, e.g. illustrations, simulations, images and graphs.
- Different options for comprehension, e.g. concept maps, metaphors, flowcharts and using scaffolding or “chunking” strategies to help understanding.
- Different options to help transfer learning to new contexts, e.g. posters that summarise most important learning points.
- Let students help develop different representations as this is part of the learning process and will provide useful information for other students.

Additional information and references:

[UNICEF Booklet and Webinar 11 “Access to School and Learning Environment II: Universal Design for Learning”](#)

[Website of National Center on Universal Design for Learning](#), USA

[European Standards for making information easy to read and to understand](#)



Activity 3: Multiple means of action and expression



Why is this important?

- Not all children are able or like to get involved mainly in listening, talking and writing activities. By planning other ways of action and expression, the classroom will become a more effective learning environment for all students.
- Some children fail to achieve not because of a lack of competencies, but because of a lack of specific skills needed to carry out the activity as planned by teacher (e.g. prolonged attention and immobility) that are not important beyond the traditional classroom setting. By providing alternative ways of action and expression, more children can participate.

What is it about?

- Planning for alternative physical action to make tasks accessible to all students (e.g. writing on computer or pad instead of using paper and pencil)
- Planning for alternative expression beyond what is generally practiced in traditional classrooms

Methods and tools needed

- Collection of different learning strategies that students can choose from
- Applications for smartphones, computers or iPads

Description of activity:

This activity is about thinking of multiple ways in which students can show or illustrate what they know or what they have learnt. It is about the “how” of learning. Teachers tend to ask for oral or written responses from students while sitting in class together with other students. For many students, this is not an attractive or accessible way to express themselves. Therefore, an inclusive teacher provides options for physical action and for expression and communication. Because different children have different preferences on how they get engaged, it is equally important to provide options for executive functions in order to expand students’ repertoire of getting engaged.

Practical examples of how this can be done in the classroom:

- Let children use their smartphone or computers (provided by the school) to access information and to complete their assignment

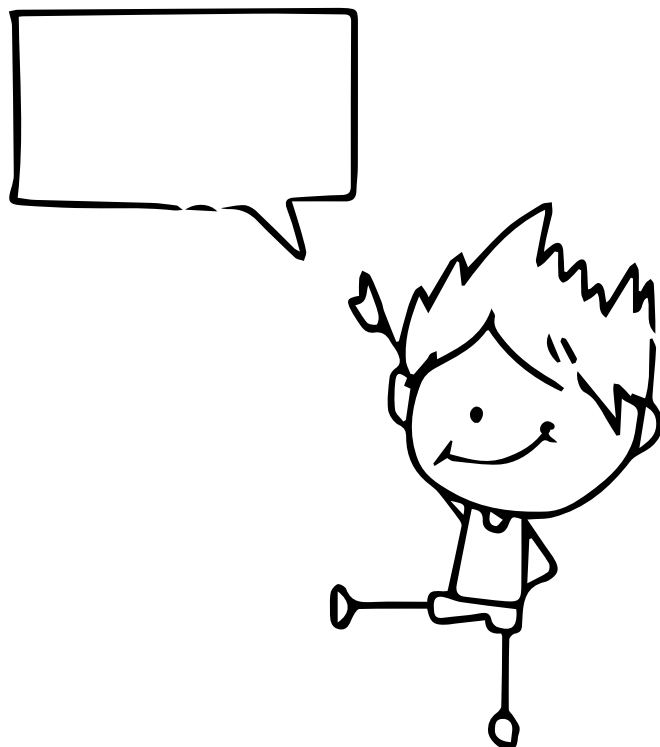
- Provide illustrations, graphs, models to make a subject or topic more accessible
- Use blogs or white boards to allow students to participate in discussions or contribute to the exploration of a topic
- Let students compose their own multi-media representation of their learning, e.g. by creating a multimedia book with Book Creator or Tar Heel Reader
- Use online resources to visualise mathematical problems at [National Library of Manipulatives](#)

Additional information and references:

[Resources](#) as listed by the National Center for Universal Design

[Book creator](#) Application for students to document their learning achievements

[Scaffolding strategies to use with your students](#) by Edutopia or by the [British Council](#)



Activity 4: Build vocabulary collaboratively



Why is this important?

- Diverse classrooms are a rich resource for all students because the knowledge will also be diverse. By using this resource, students will feel appreciated and their experience recognised as important to future learning
- Collaborative learning and reacting to the input of others adds to the knowledge of all children

What is it about?

- Participatory development of the vocabulary relevant for a topic, learning sequence or lesson
- Facilitating “deep learning” by providing different representations

Methods and tools needed

- Sticky notes – if results are hung up
- A5 cards – if results can be used for learning by students
- Smartphones – if results are integrated into a vocabulary building app

Description of activity:

As a first step, let a group of students (or individual students) write down all the words that they have not fully understood or wish to learn more about. The group or the student then selects the most important words. If this step is done by different groups or students in the same classroom, a short sequence is needed where students compare the words and make a combined list of the most important words.

Then, the cards or sticky notes are prepared by putting the word to be explained in the top line, adding a section for an explanation, one for comments on the explanation and a third section for a short story using the word (see Figure 18).

Once the cards are prepared and the word inserted, they go to another student or another group of students who will develop an explanation of the word.

After the development of an explanation, the cards move on to the next student or next group. Here, the explanation is read and commented on. Is it good? Is something important missing?

Once the comments are completed for all cards, they are moved on to yet another student or group. Here, a story will be developed in which the word is used.

Word
Explanation of the word
Comment on the explanation
Short story using the word

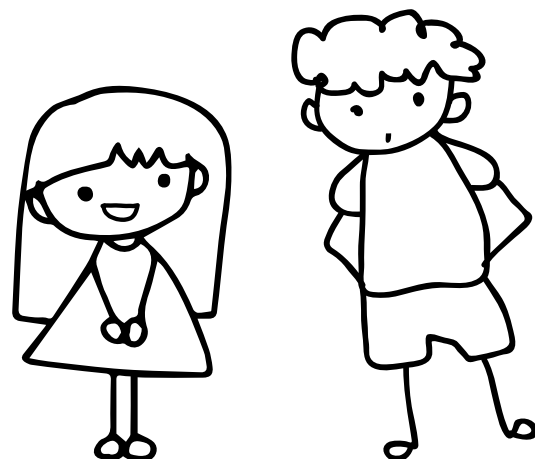
Figure 18: Vocabulary Card Template

Now the completed cards are shared between the students and evaluated: does this card provide valuable information, is everything correct or is there a need to improve? Once the cards are accepted by the students, the teacher makes sure everything is correct. Now the cards can be used during the following lessons as a reference for all students.

Additional information and references:

[Vocabulary building activities](#) by British Council and BBC

[Make an Illustrated Vocabulary Book](#) (Activity on Education.com)



2.2 CREATE AND ADAPT GOALS TO BE MEANINGFUL TO ALL STUDENTS

Overview

This subsection is about goal-setting. Goals are visions of the future, they guide our activities and predict our achievements: If students set themselves low goals, they will not develop the motivation to achieve above this level. Expectations are implicit goals and they do not only guide our actions, but also the activities of students. By developing effective goals and helping students become more aware of their anticipations and how they influence achievement, learning can be improved considerably. The activities here provide four examples of helping students and teachers become more aware of their goal setting practices and how to improve them.

Information for user

According to John Hattie, students' predictions of their future achievements have the highest impact on their learning. Therefore, if teachers are able to positively influence these expectations, they will achieve a great improvement in the learning process of students. These practices should become part of everyday school life, because developing effective goals and changing negative or low expectations requires the repeated and continuous effort of teachers and students alike.



Activity 1: Developing effective goals



Why is this important?

- Goals drive our actions and guide our attention. For teachers, it is most important to keep long-term goals in mind while pursuing short term goals for a short instructional sequence. Students may work on different short term goals and still achieve the overall goals.

What is it about?

- Gaining flexibility to react to students' ideas or preferences without losing sight of the long-term goals and achievements
- Stating goals in a way that enables students to develop expectations, focus on what is important for their learning and to check if they have achieved the goals after completing a learning sequence.

Methods and tools needed

- Multi-level goal planning
- Templates allowing for Strategic Goal Mapping

Description of activity:

Ultimately, school education should help students to become responsible and competent adults and members of the community. Most education systems provide a broad vision of what compulsory education should achieve for students, which is used to develop the national curriculum. Ideally, the curriculum gives statements about student outcomes (e.g. competency-based curriculum), but some countries still have curricula that focus on content rather than competency. Backward design uses goal setting as the focal point of lesson design. The starting point of educational planning is not “What will I do with the students?” but rather “What do I want the students to achieve and be able to do?”

For a learning sequence, state the overall goal that you want to achieve with the students (long term goals). Develop indicators to describe the competence level students should achieve. Use these indicators as mid-term goals, then take each mid-term goal or performance indicator to plan the activities that help students acquire these mid-term goals. The completion of these activities describes your short-term goals. These goals can be combined as follows:

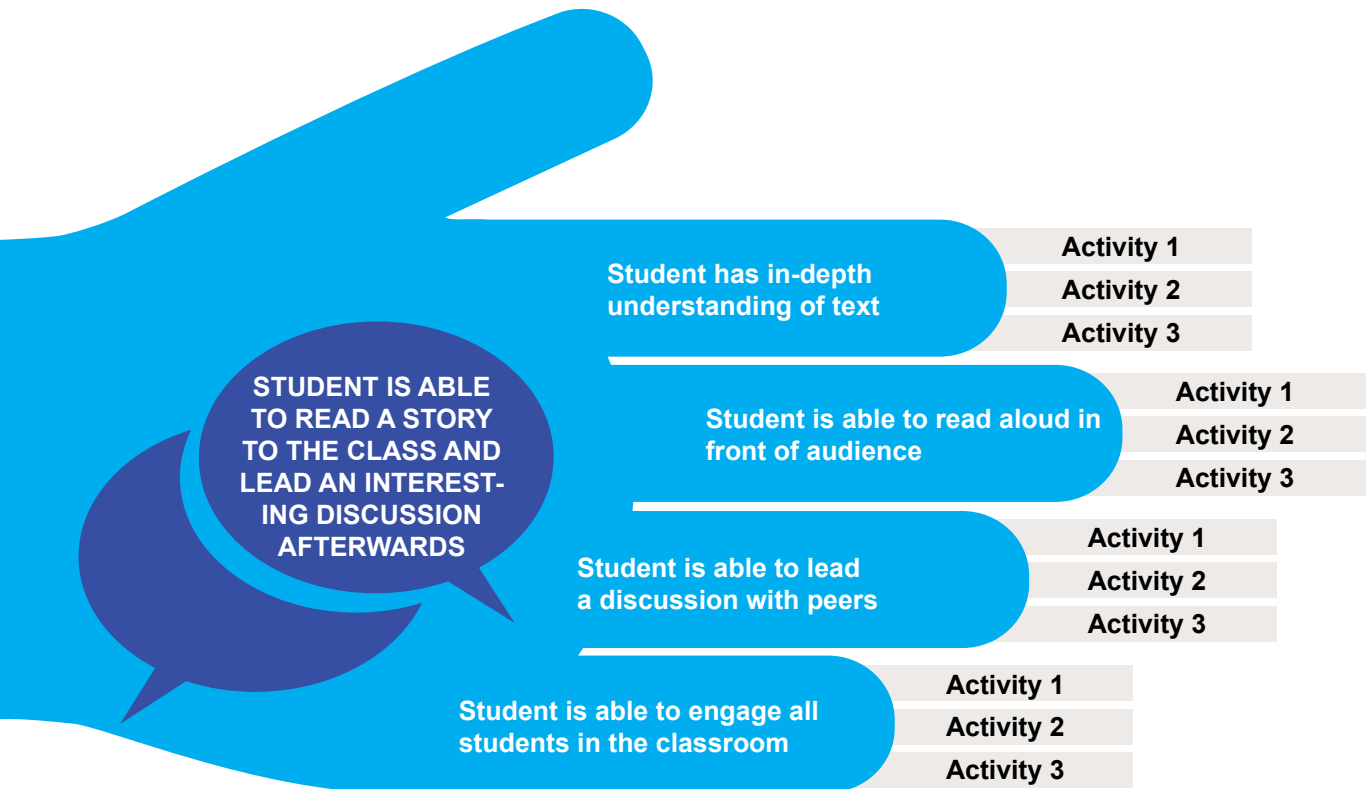


Figure 19: Linking long-term, mid-term and short-term goals

Such representations can also be created by students themselves and checked by the teacher. It is the first step towards developing a work plan which will also include information on how the activities are carried out, with whom, where and how. For this more concrete planning step, the activity model can be used:

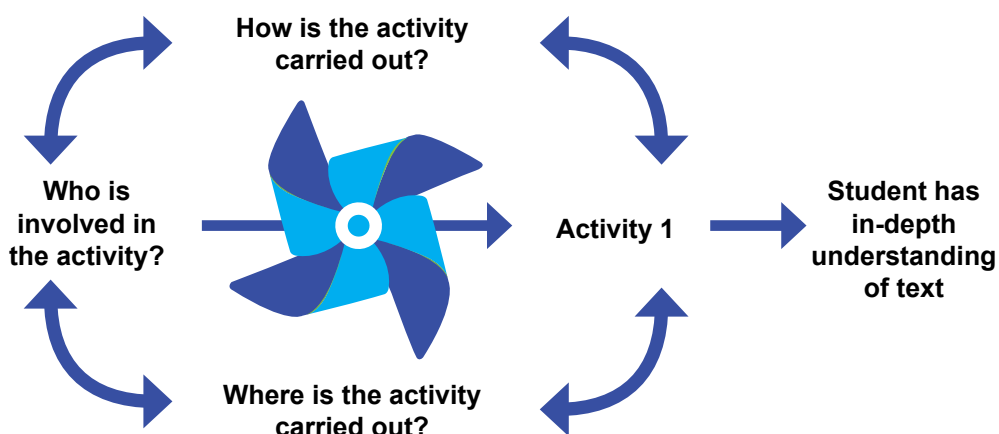


Figure 20: Graphic representation of multidimensional goals of activities

Additional information and references:

Unit 2: Developing Effective Goals

[Daily Teaching Tools](#) includes a Goal-Strategies Map that can be used instead

Activity 2: Students anticipation of future achievements



Why is this important?

- Children are very accurate when predicting how they will perform. Influencing students' anticipation of their achievement will have a direct impact on their achievement.
- If teachers find out what the students' expectations are they can find ways to help learner exceed these expectations.
- Once students have experienced that they can perform beyond their own expectations, they gain confidence in their learning ability

What is it about?

- Confronting students with their own expectations
- Learning about students' rationales, why they are doing well or not well and helping them to gain confidence in learning

Methods and tools needed

- no special material needed

Description of activity:

Examples that teachers may use in their classroom:

- Before an exam or a written test, ask your class to write down what mark the student expects to achieve. Use this information to engage the student to try to perform better.
- Provide a map of the goals that you want to achieve (see activity 1 in this chapter) and let students write down how well they expect to do.
- Let students write down their goals for a learning sequence and what they would like to be able to accomplish by the end of it. After reflecting on the goals together with other students, collect the goals. Later share the goals with students and take note of goals that you have not thought of yourself. Make sure that the students reach the goals and even exceed them.
- Add a rubric for self-assessment to the tests or working sheets and let students spend some time in advance to write down how well they expect to do on the task or test.

Additional information and references:

[Glossary of Hattie's influences on student achievement](#) – self reported grades
[John Hattie](#) explaining impact of students' expectations of their achievement

Activity 3: SMART goals check**Why is this important?**

- Students tend to set themselves very broad and abstract goals (e.g. having better grades), but lack the skills to break these down into achievable goals
- Students are generally unsure whether they have achieved the goals and learnt everything they needed to be successful in the future. The SMART check helps teachers and students to communicate about learning outcomes.

What is it about?

- Students learn to formulate goals according the SMART check.
- Students check their achievements against predefined goals

Methods and tools needed

- paper, pen and description of the SMART goal

Description of activity:

The teacher introduces the five components of an effective goal statement, one which tells students what the required behaviour or the aimed at achievement looks like. The five components are:

- **S** for “specific”: The goal should identify a specific action, event or outcome that will take place or will be completed. Questions like “Who”, “What”, “When” and “Why” need to be addressed.
- **M** for “measurable”: The goal or the expected outcome needs to be measurable or observable. Questions like “How many” or “How much” or “How will I measure progress” may help here.
- **A** for “achievable”: The goal should be realistically achievable given the restrictions in time, energy and resources available. Questions like “What steps need to be taken”, “Is this realistic” should be asked here.
- **R** for “realistic”: The goal should be high enough to be a challenge, but allow the likelihood of success. Questions like “Do I have all necessary skills and knowledge to achieve this goal” or “Given the constraints, is it likely that this goal can be achieved” may help here.

- **T** for “timely”: The goal should state the time period in which the goal will be accomplished. Questions like “What are the deadlines” or “How much time to I need to achieve this goal” may be important to ask here.

This SMART-check can be used for any goals – both for goal statements developed by students and by teachers. The students or teacher may develop a poster stating the SMART goals checklist so it can be hung somewhere in the classroom.

Additional information and references:

Information on [Edutopia on SMART Goal-Setting](#)

Check internet for forms that can be used by students, e.g. by [Parkway Schools Quiz](#) to check knowledge on SMART Goal-setting by [study.com](#)



Activity 4: Build positive expectations of your most challenging students



Why is this important?

- Negative attitudes and expectations of teachers are just as detrimental to learning as students' own negative expectations. They are the first step to a vicious cycle between teacher and student leading to low achievement levels and behavioural problems.
- Some students only get negative feedback from their teachers; nobody can learn in such a negative emotional environment

What is it about?

- Becoming aware of your mindset related to learning and achievement, how this relates to your students and how you perceive them (e.g. as good students vs. bad students)
- Become aware of how your expectations are linked to the feedback you provide to students as a basis to shift to ways that promotes positive expectations in you and students.

Methods and tools needed

- Observation criteria for self-observation or observation by a colleague/peer

Description of activity:

There are several activities that teachers can get engaged in to challenge their negative or low expectations for some students and start adopting expectations that help students to learn better.

Feedback reflects expectations:

- Mainly feedback on performance (focus on outcome or achievement, e.g. “wonderful story and no spelling mistakes” or “only five calculations completed and so many mistakes”)
- Mainly feedback on feelings for low performing students (focus on making students feel ok about failure or low performance)
- Mainly feedback on effort or process (focus on strategy applied or learning process, e.g. “you used as a strategy, have you considered trying”)

Feedback focusing on effort and the process of learning reflect your basic expectations that all students can achieve good learning outcomes if they try hard and feel confident about their learning potential. Comfort feedback

reflects teachers' low expectations of students. Over-emphasising the outcome and person both reflects a fixed mindset where teachers assume that high performance is a direct reflection of high intelligence (and the other way around) and that high intelligence is a fixed characteristic of a student.

Change your mindset to a growth-mindset

By changing your fixed mindset to a growth mindset, you will transform your expectations of your students and impact on their expectations as well. With a fixed mindset, the assumption is that there are good and bad students, students with high and with low intelligence and that these characteristics will determine how well they do in the classroom. Growth mindset promotes the idea that students can learn anything if they stick to it, don't get discouraged and are willing to spend the time necessary to master a skill or acquire a competency.

Some tips for the classroom:

- Don't say to students "you can't do this", rather "you cannot do this at this very moment, but you can learn it in the future"
- Point out that good performance without effort is ok, but maybe these students set their goals too low for what they know already and will not learn well in the future. Being praised all the time for achievements that did not require any effort, makes students lazy and disinterested in learning!
- Careful: Well-meant praise may reinforce a fixed mindset in students if the praise focuses on the ability of the child rather than their hard work and effort – see above under "feedback".



Figure 21: Sign on the school door “Here learns, laughs, and moves the mouse-elephant-class”

Additional information and references:

See also 4.3, Activity 1 on providing meaningful feedback

[UNICEF ToT Module](#) 1, Unit 3 “Valuing student diversity”

Dweck, Carol (2007). *Mindset. The new psychology of success. How we can learn to fulfil our potential.* New York: Ballantine Books.

Information on Carol Dweck’s ideas [online](#).

[Developing a Growth Mindset in Teachers and Staff](#) on Edutopia

[Check your mindset](#) at mindsetworks

Activity 5: Workshop teaching



Why is this important?

- Workshop teaching enables teachers to develop individual tasks with individual and differentiated goals for the students
- Students can learn to their own rhythm and set individual goals
- Workshop teaching promotes self-regulated learning

What is it about?

- Students learn to understand competency orientated goals and also formulate goals for their own learning process
- Differentiated goals also require differentiated assessment

Methods and tools needed

- A workshop corner for folders with different tasks

Description of activity:

Teachers can apply workshop teaching in every subject and in different formats, like a mini-lesson or an entire unit. How can you use workshop teaching for example by promoting reading proficiency? First, you develop goals for reading tasks (reading a specific text or reading a specific book). It is recommended to formulate three or four goals for different levels of reading skills:

Goal 1 (basic level): I can decide whatever sentence is right or false.

Goal 2 (intermediate level): I can complete the sentences about the content of a book.

Goal 3 (advanced level): I can read and understand a book and summarize the context of a book in 5-6 sentences.

Second, you prepare the tasks based on these goals. For goals 1 and 2 used multiple choice tests can be used, for the advanced level you can prepare more challenging tasks with open outcomes.

Students have a free choice on which task they want to work on. Every task has the same value and importance in the learning process. However you can encourage students to choose goals of a higher level in order to develop further reading skills. If you intend to give grades for the workshop product, consider the process and the product but not the level. It also means that a product at the basic level can be assessed by high grades. Students can learn to formulate their own competency-orientated goal and achieve this aim.

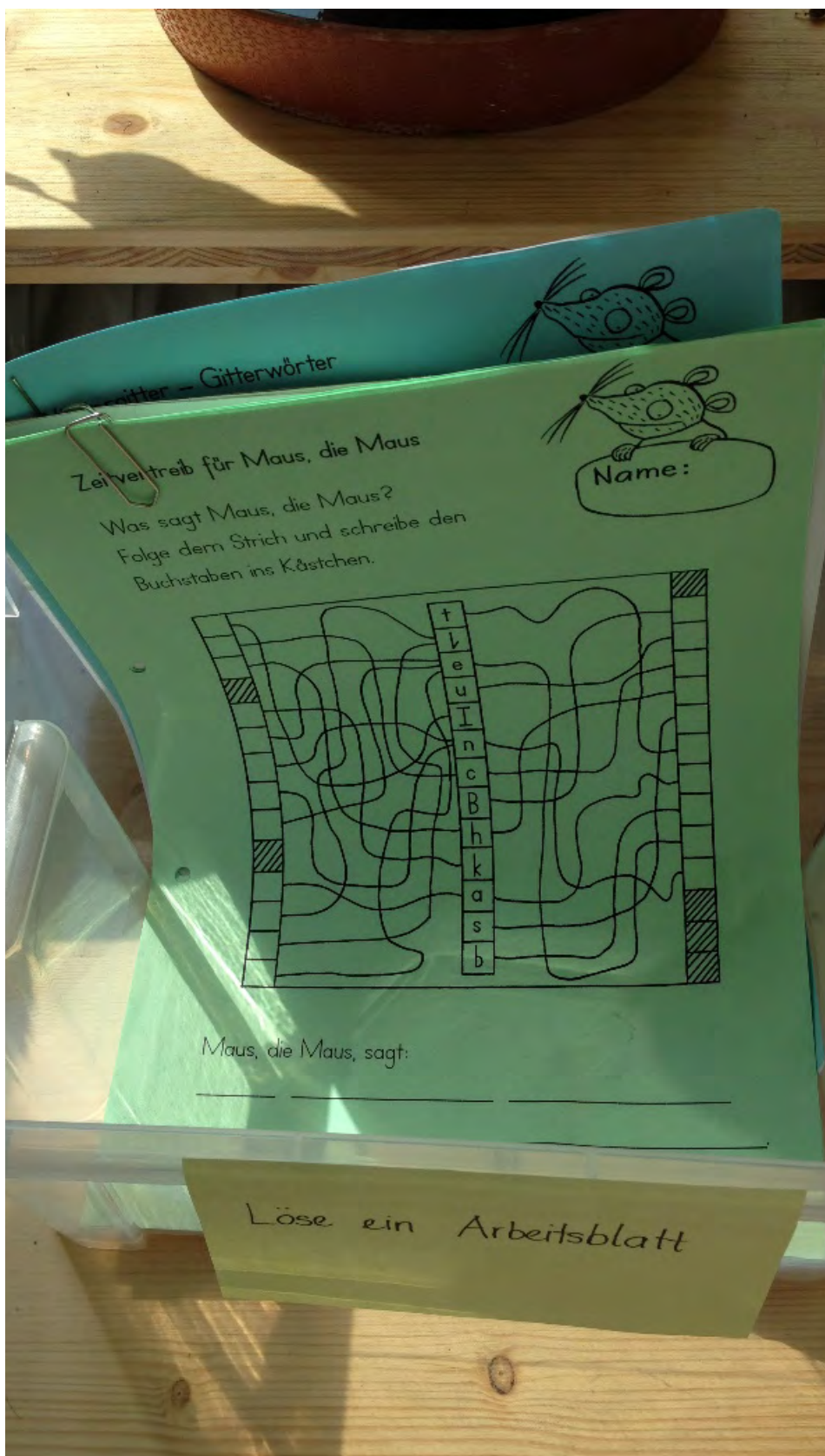


Figure 22: Box for worksheets

Activity 6: Resource-oriented and focused correction of written work



Why is this important?

- Applying resource-oriented and focused correction helps students to see what they already know and focus on specific errors
- Focused correction enables teachers to apply differentiated goals based on the competencies of the students
- It is important not to correct every error that students make

What is it about?

- Students can focus on specific errors and eliminate them
- Teachers use scaffolding by bringing the students to the next zone of development (Vygotsky)
- Students can follow differentiated goals

Methods and tools needed

- No tools are needed

Description of activity:

In the first step use resource oriented feedback by itemizing everything you liked in the written work of the student. What did he / she do well? Praise the creativity of the student or the correct forms of specific words but also the structure of the text. In the second step, clarify your focus: I will focus in the correction on the verbs and on the structure of your text. Correct only these specific errors in the text and give the student some advice about how they can practice correcting these errors in their work. Formulate some goals with the students for the next written text, for example: I can use verbs in their correct form. I can structure my text in the main sections as introduction, main part, and conclusion.

Teachers can use the focused corrective feedback in every subject. In subjects like mathematics, geography or biology you can focus on the specific technical terminology or the specific expression used therein.

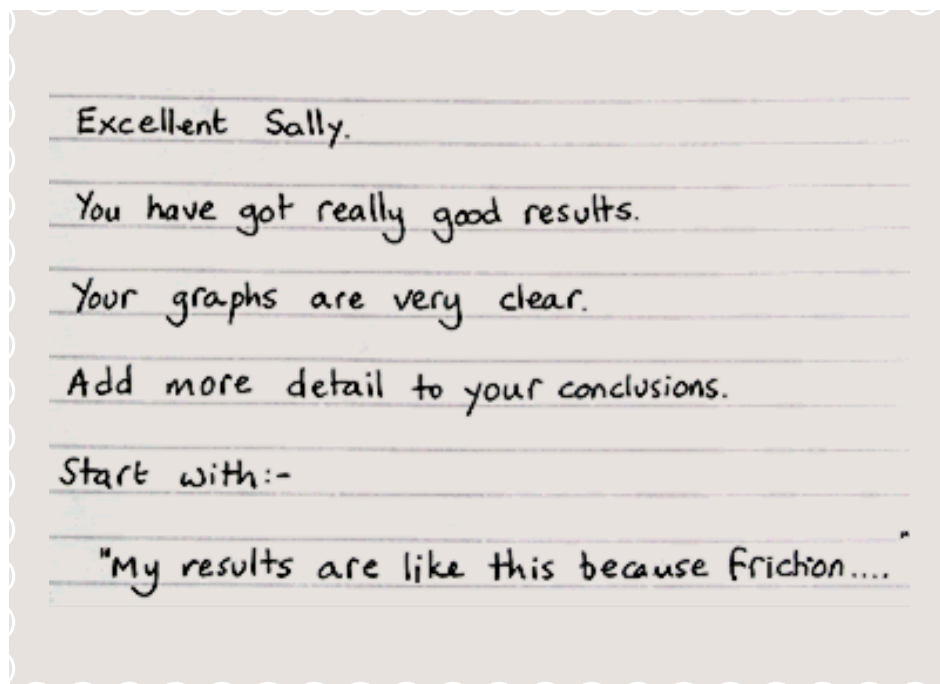


Figure 23: Resource-oriented and focused correction

Additional information and references:

Figure 23 – <http://cciproject.org/afl/images/WrittenFeedback.gif>



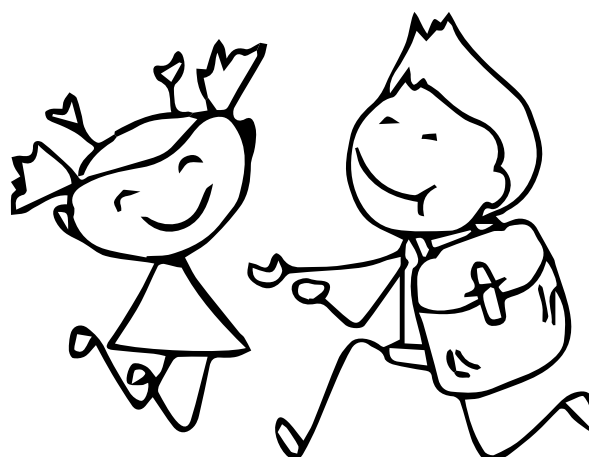
2.3 CREATING ADAPTED ENVIRONMENTS FOR LEARNING

Overview

This subsection is about how teachers can influence the learning environment. The learning environment is not only about the physical arrangement and location of the classroom, it is also about the social and emotional environment that teachers and students create when they interact with each other. There are several activities that help create better learning opportunities: ensuring a positive classroom climate, promoting positive interactions between students and modifying the classroom arrangements or groupings of children to match them to the learning experience. These activities are described in this subsection.

Information for user

Accessibility, participation and learning and consequently also the achievement of students depends on the context in which learning is supposed to take place. If learning environments are not inviting or even threatening to students, it will be difficult for these students to muster the energy and motivation to learn. Inclusive education is about ensuring that all children feel welcome and included in classroom activities, that they are able to contribute and experience agency. Learning environments must also be functional to support learning. Traditional classrooms tend to isolate students from each other and interactions are mainly with the teacher. Teacher-centred learning is useful when all students need to be guided through the same experience, but there is always a risk that these activities do not reach all students. Inclusive learning environments should be designed in a way that allows multiple ways of getting engaged which is one of the principles of Universal Design for Learning.



Activity 1: Classroom climate



Why is this important?

- Students need to feel empowered, accepted and safe to be able learn and to try things that are hard for them
- Students' psychological needs must be met, otherwise they cannot concentrate on learning

What is it about?

- A supportive learning environment makes children feel welcome and safe and invites students to explore, learn and interact with each other.
- Creating a sense of community and mutual support where all children are confident to learn and where errors are perceived as an opportunity to learn rather than a reason to be ashamed

Methods and tools needed

- Put posters of students work on the wall or posters in the home languages of the students emphasise that all students are respected and valued

Description of activity:

There are three main components to developing a positive classroom climate: giving students a sense of community and mutual support, a sense of safety that allows them to take risks and a sense of agency. Three activities will be described, each addressing one of these components.

Community and mutual support:

The starting point of becoming a community of learners is to know and acknowledge the presence of every student. Exhibiting a portrait of every student in the classroom is a way of showing respect. By letting children use their first language to provide a description or to say "Hello" helps them to feel respected.

Every child should be invited to give a presentation with others greeting the child, acknowledging, listening and responding.

A sense of group identity can be strengthened when the portraits are assembled and presented in a way that illustrates the fact that these children belong together, that they are all members of a group.

A sense of community amongst parents attending a parent-teacher conference or a parents' meeting is just as important. An acknowledgement of the diversity

of linguistic background could be achieved by inviting parents to welcome everyone else in their own language. This could be done with cards which remain visible during the meeting and are used later on in the classroom, welcoming children every morning in their own language.

Risk taking and confidence:

Students who are afraid of being exposed to ridicule and shame are not willing to take the risk of saying something wrong. Most children learn early in school that mistakes are a sign of weakness and lack of intelligence. Teacher behaviour can encourage these beliefs or systematically change them. What can teachers do to encourage students to take risks and make mistakes? How can they help students understand that we learn best from our mistakes and that it feels great to overcome mistakes once they are understood?



Figure 24: Welcoming all students (JUKIBU, Intercultural Library, Basel, Switzerland)

Talk to students about making mistakes – you may choose to present some quotes about the benefits of mistakes, e.g. by Einstein “Anyone who has never made a mistake has never tried anything new” or by Gandhi “Freedom is not worth having if it does not include the freedom to make mistakes”.

Students may engage in small groups to explore what “making mistakes” means to them and how mistakes can help to learn. Group results are presented to everyone else. The most important points about the value of mistakes are collected and enriched with information provided by the teacher.

For examples, mistakes should encourage students not to give up and to show perseverance and grit – which are essentially the qualities of successful learners. The results can be developed into classroom rules about mistakes.

Influence and control:

A positive classroom climate is also dependent on a sense of control and agency, in other words the students feel that they can influence what is happening in the classroom, they perceive themselves as agents, not as victims of circumstances. This is also about student-centred learning and a focus on competencies that students should master rather than topics that teachers should cover.

Giving students choices about where, what and how they learn and what they are to achieve has been covered in the respective subsections. Teachers may also consider which decisions they are willing to share with students, for example about when to have the break for snacks, when a project should be handed in or where they would like to go for an excursion and why.

Other rules could cover teacher's behaviour, for example, that the students are able to stop teaching sequences if they are lost (e.g. "Stop My Teaching" as described in Saphier et al., p. 343 ff.). There could also be rules about teacher questions, e.g. teachers should avoid asking questions in ways that embarrass students, or avoid questions about understanding which can only be answered with "yes" or "no". For the development of classroom rules, see 2.4., Activity 1.

Additional information and references:

Saphier, J., Haley-Speca, M.A., Gower, R. (2008). The skillful teacher. Building your teaching skills. Acton, MA. (Chapter on Classroom Climate)

[Teaching students to embrace mistakes](#) by Edutopia

[Empowering Learning by handing control over to students](#) by KnowledgeWorks

Activity 2: Inside-outside circle



Why is this important?

- All learners can express themselves at the same time and are able to engage with different students in a short time
- Improves speaking and listening abilities

What is it about?

- The inside-outside circle can be used for students to get to know each other in a short time or to learn about what others think about a specific topic
- Applying a language learning strategy that encourages exchange of knowledge between students
- Getting students involved with each other

Methods and tools needed

- Enough space for children to spread out
- Questions to be asked by the teachers

Description of activity:

This discussion technique allows students to exchange views, knowledge or interests in a short time by interacting with others in a structured manner. The teacher sets up the two circles and signals when the outer circle moves so that each student has a new partner to talk to.

Step 1. Participants form two concentric circles facing each other, so that each child has a partner from the other circle.

Step 2: The teacher asks a question and each student is given a few seconds to think about it before interacting with the partner. The question could be put up on a board so students can refer to it during their discussions. Students share their thoughts with the classmate facing them. The teacher may structure this exchange by first inviting the student in the inner circle to share their view and give a signal when the student in the outside circle responds.

Step 3: The teacher gives a signal and invites the students in the outside circle to move one step to the right or to the left. The students exchange their answers to the questions with the new partner. The teacher may decide to post a new question after a while or introduce a new discussion point.

Additional information and references:

[Inside/Outside Circles](#) by theteachertoolkit.com

Bennett, B., Rolheiser, C. (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, Ontario: Bookation.

Activity 3: Modifying classroom arrangements**Why is this important?**

- Physical arrangement and infrastructure are an important part of the learning environment. It can facilitate cooperative learning or create barriers to interaction.

What is it about?

- Ways in which teachers can modify the physical learning environment by considering the learning needs of students
- allow for flexible seating to facilitate learning and engagement in specific interactions and activities

Methods and tools needed

- e.g. mattresses, large pillows for the reading corner
- other furniture and drapes to create separate learning space

Description of activity:

Traditional classrooms are teacher-centred and do not allow for differentiated instruction or personalised learning of students. Teachers may use a learning environment checklist or the following questions to consider their current classroom arrangements:

- Does classroom include different learning zones (e.g. instruction in a circle, space to work individually on assignments, space to work in groups)?
- Are learning materials available and easily accessible for all children?
- Are children able to engage in games or reading books when finished with an assignment?
- Are children able to sit in different seating areas rather than being stuck to one place?
- Do children have a say in the design of their learning environments?

Teacher and students together could consider the physical arrangement of the classroom and how it could be made more personal or more functional to the learning of individual children. For example, children could be invited to paint simple chairs to be used in the circle (Figure 25).



Figure 25: Individual painted chairs



Figure 26: Reading corner

If children are given the possibility to read a book or play a game once finished with an assignment – or simply when they feel they need a break – a reading corner could be installed with comfortable pillows, a mattress and maybe some curtains to make it cosy and comfortable (Figure 26).

Additional information and references:

[Designing Learning Environments](#) by Edutopia

[Toolkit for Creating Inclusive, Learning-Friendly Environments](#) by UNESCO Bangkok (Booklet 1).

[Churermodell](#) – three learning zones in classroom (German). See also Gartin et al. (2016)



Activity 4: Flexible grouping exercise – Group puzzle



Why is this important?

- Flexible grouping helps prevent exclusion as often observed in fixed achievement groupings
- Grouping is based on task and achievements to be reached together, not on student characteristics; it promotes cooperative learning

What is it about?

- Flexible grouping enables students to work in various groups and get to know their own competencies in different situations
- A method for cooperative learning to help students getting to know each other and to overcome ethnic conflicts (also referred to as the jigsaw method)

Methods and tools needed

- Paper and pen for the students or flipchart to summarise results
- Visualisation of how group puzzle works might be helpful

Description of activity:

Group puzzle enables students to work in different groups with different tasks and to share results with the entire classroom. At the heart of a group puzzle is a problem that needs to be solved or a question that needs to be answered. Group puzzles can be used by developing classroom rules, by planning to change school environment, but also by discussing regular curricular topics. It makes students dependent on each other to succeed by breaking tasks or assignments into pieces that are assembled by interaction between the different groups.

There are two approaches to assign tasks or questions to the groups and organise the exchange:

- (1) Each group gets to work on all questions and tasks which are assigned to individual students
- (2) Each group gets to work on one question or task which is assigned to the group

Procedure 1:

Class is divided into groups so that each student in a group is assigned one question or topic to work on. For example, the main topic is the second world war and individual students research specific topic, e.g. Hitler, Concentration

Camps, French Resistance etc.). After a certain time, students in the same group report their findings and thoughts. The group discusses all topics and give each other feedback, add to the available information, consider alternative facts. Then the teacher asks all the students from the different groups who shared the same topic to exchange their findings and thoughts. Thus students become experts in their topic and gain a deeper understanding that enables them to give a presentation to the entire class or prepare a documentation about their topic.

Procedure 2:

Class is divided into groups and each group is assigned one question or topic to work on. For example, “How can we plan a playground for our school?” Three groups are created; the first group has the task to develop a map of the playground, the second group develops a list of equipment required for the playground. The third group develops a list of potential volunteers to help with the construction of the playground and to consider ways of raising the necessary funding. After a certain time, students from all three groups mix. Each mixed group develops a plan, which includes available information and ideas on the map, the required equipment and the ways to raise resources necessary. In the end, the three plans are presented and consolidated into one plan.

Additional information and references:

[ToT UNICEF Module 2](#), Activity 2.2.3 uses the method with adults

[The Jigsaw Classroom](#)

[The Jigsaw Technique](#) on Educationworld.com



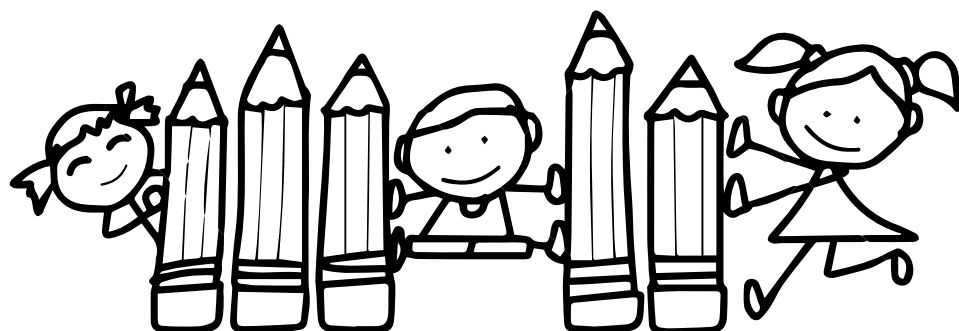
2.4 USING TOOLS AND STRATEGIES TO SUPPORT ALL LEARNERS

Overview

The fourth aspect to consider when thinking about inclusive practices to support all learners is the availability and adaptability of tools and strategies that students use for their learning. Teachers can facilitate student learning by providing tools and using methods to help students understand what they already know and how their knowledge relates to learning in the classroom. The learning portfolio is a method to make learning outcomes visible – to the student, teacher and parents. Tools that help with classroom management are represented here because good classroom management ensures that the time available for learning can be maximised. Learning contracts are introduced as a method to ensure student commitment.

Information for user

Tools facilitate or enable activities, but they are not classroom activities that can be implemented as an activity for students. Rather, the ideas and suggestions presented here help manage the classroom or can be applied to facilitate classroom activities. There are many strategies that teachers can employ to support their teaching and clearly, there are just a few presented here. Many of these tools are also available as Apps for smartphones, tablets or computers. Although they are widely available and generally freely accessible on the internet, they have not been systematically included here, because it is assumed that many classrooms do not have access to WLAN necessary for students to use these tools.



Activity 1: Tools for classroom management



Why is this important?

- In many classrooms, much learning time is lost due to lack of clarity; tools that help focus students' attention and make them stay alert and on task will make a difference here
- Developing routines and clear "housekeeping rules" as well as delegating jobs to students help maximise learning time

What is it about?

- Develop routines and clear procedures that help students with focussing attention and participate in a constructive way in classroom activities.
- Using constructive and participatory ways of addressing behavioural problems in classroom

Methods and tools needed

- Different materials and tools

Description of activity:

There are many tools available that can help teachers manage the classroom to make sure that students spend maximum time on task. There are multiple ways of gaining and keeping the attention and interest of students as well as promoting positive relationships between students or helping resolve conflicts. Below are just a few suggestions. It is important to use these tools to establish routines that students can internalise over several weeks until the use of these tools are internalised.

Use tools to support positive student behaviour:

Good classroom management, strong relationships and clarity of instruction are the foundation of positive discipline. Wherever a group of children learn together, disturbances are to be expected. To prepare for minimising disruptions and support positive student behaviour is most important. If students know what to expect and if the teacher uses tools that help students get organised and stay focused, there will be less disruptions. Here are some tools that teachers can use for this purpose:

Timer

It helps students to have a visual aid to see how much time they have left for an assignment. You may use a regular clock with a timer, an [online-stopwatch](#) shown on a computer or projected onto a wall or screen, a sand clock or a



Figure 27: Timer



Figure 28: Traffic light

timer. The teacher should make sure that all children understand the system used and are able to make sense of the information. Some children with additional learning needs may have problems with digital clocks that only show numbers.

Traffic light

Traffic lights can help the class to have a visual feedback when the classroom is getting too noisy – without the teachers' loud voice adding to the noise level. It should be used only for the entire classroom and not for individual children's behaviour.

Cards

Cards can be used in many ways to help children remember things. For example, each child can draw a set with the most important positive social behaviours (e.g. respectful, attentive, patient, helpful, careful) and each morning or for a lesson select one to focus on. The teacher can design larger cards and select one to guide the class during a lesson. (Laminated) cards can also be used to assign classroom chores to children.

Clips

Each student has a wooden cloth clip with the student's name written on it. When students have a question during quiet time, they peg their name to a cord below the clips of other students. The teacher then calls students when it is their turn. Clips can also be placed on students' chairs or any-where else visible to signal that they need help. Clips can also be used to assign students to different tasks and organise group work. More ideas on using cloth clips are available [online](#).

Development and implementation of classroom rules

Establishing classroom rules is an important tool for managing the classroom. For an inclusive classroom, it is important to develop classroom rules together with students in a participatory process. Teachers may start with a set of basic rules that students can discuss, change, expand or express by using their own words. Students can be asked about past learning environments that were productive and supportive for them. The rules could address the following issues:

- Behaviour towards students and teacher
- Respect for person and property
- Working together
- Looking after classroom
- Collaborative learning

- Keeping everyone safe
- Responsibility for own learning
- Welcoming mistakes as learning opportunities

Let students develop the final wording of the classroom rules and make sure they are understood by everyone. The rules will be posted in the classroom for everyone to see. Then discuss with students which sanctions should be introduced when the rules are broken and which rewards should be given when the rules are followed. The teacher may focus on one specific rule during a lesson to help students concentrate on one rule at a time until they are internalised.



Figure 29: Classroom rules “We keep order in the room, with the shoes, with the schoolbags and under the table”

Additional information and references:

[Establishing classroom rules](#) by National Education Association
[6.5 Rights, responsibilities and rules in the classroom](#). In “Promoting intercultural competence”, Zurich University of Teacher Education (pp. 81-82).
[6.7 Minorities](#) – using cards with positive and negative statements to teach students about in-group and out-group dynamics. In “Promoting intercultural competence”, Zurich University of Teacher Education (pp. 83-84).

Activity 2: Working with students' preconceptions



Why is this important?

- Without addressing students' misconceptions or alternative conceptions about learning, students may experience continuing problems in respective subject areas
- Supporting students to challenge their views of themselves, others and the world helps them to become critical thinkers and reflective learners.

What is it about?

- Using various methods and tools to help students think and overcome learning blockages
- Applying instructional strategies to promote effective and deep learning

Methods and tools needed

- Different tools and methods (see below in description of activity)

Description of activity:

Following are a selection of activities, tools and methods that teachers can use to learn more about the previous knowledge, everyday theories and preconceptions of their students.

Assessment of knowledge prior to teaching

Traditionally, teachers test knowledge after they teach. Teachers can use pre-instruction quizzes to find out what students already know. Teachers need to make sure that students are not afraid of giving “wrong answers”, rather they can enjoy the opportunity to explore their knowledge in order to gain an appetite to learn more about the topic. Use student responses (without referring to specific students) to highlight what student will learn during the next session. Teachers may use the same questions after the lessons and let students compare their responses.

Make student knowledge and thinking visible

Before you teach a subject or explain a new concept, ask students to visualise their knowledge related to the subject or concept. Students may engage in brainstorming together and develop a [concept map](#) or a [mind map](#) to represent their knowledge. Teachers may also ask students to write down any questions they may have or indicate special areas of interest

Good questioning strategies in classroom

Questions and answers by teachers can be boring and discouraging to students who do not give the “correct” answer. By adopting a set of guidelines for effective classroom conversations, teachers can support the learning of all students:

- Avoid questions that are leading to the answer or that already contained in the answer. Use questions that can be answered with yes/no as seldom as possible.
- Ask also open questions which do not directly imply the correct answer to help students explore their knowledge and understanding.
- Ask students to provide examples or explore their initial answer to prompt deeper learning.
- Don't put a student on the spot by demanding a response which may sound rather hostile to a student, rather invite them to join the conversation and share their thoughts with the other students.
- Pause both after asking a question or receiving an answer – at least five seconds – before responding or prompting a response from students. This will help students to think and to become more peer-directed.
- Ask questions you don't know the answer to. This will encourage your students to do the same and become more inquisitive and curious.

Additional information and references:

[How do I get my students over their alternative conceptions for learning](#)

by American Psychological Association

[Asking Questions to Improve Learning](#) by The Teaching Center

[Asking effective questions](#) by Chicago Center for Teaching

Activity 3: Learning contracts



Why is this important?

- If the development of a learning contract is a truly participatory process, students become more involved in their learning and their learning becomes more self-directed
- The learning contract gives the students goals to achieve that go beyond just getting good marks
- Learning can be made more visible for teacher, student and parents

What is it about?

- Reaching an agreement between teacher and student (possibly also parents) on learning goals or behavioural objectives. The conditions should not be just one-sided (stating only goals for student), but also include the teacher's perspective and agreements
- Setting up a contract that strengthens the teacher-student relationship and mutual commitment to the goals stated in the contract.

Methods and tools needed

- Template for the contract

Description of activity:

A learning contract sets out the purpose and conditions related to learning competencies or behaviour in the classroom and beyond. Unlike the teacher writing individual educational plans, learning contracts are developed together. A learning contract is based on agreement, not on the teacher imposing learning objectives onto the student.

Before the contract is set up, both teacher and students (and parents, if included) need time and the opportunity to determine the current situation and to develop goals that they want to reach. Both teacher and student should also develop the expectations of the other. A topic or problem should be identified to give direction to this work (e.g. problem identified to be tackled or special talent to be supported)

A meeting is arranged where both sides present the goals that they envisage and the expectations they have (e.g. for support). Positive consequences of compliance with the contract are defined, as well as negative consequences in case the contract is broken.

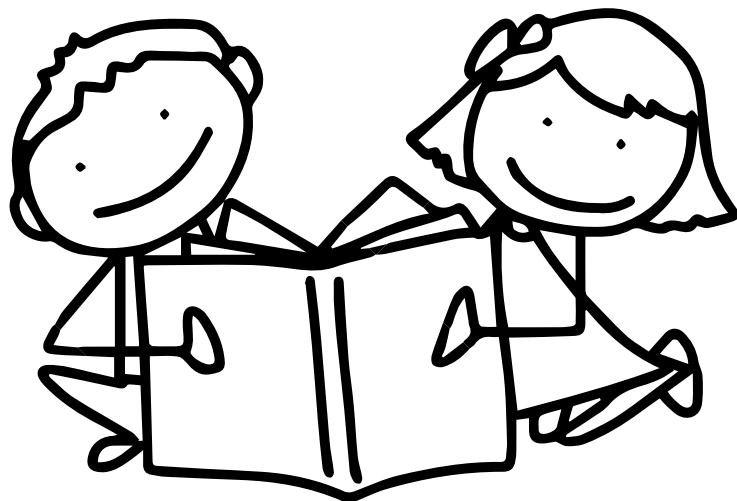
During the time of the contract, teacher keeps track of compliance with the contract and offers support where needed. If the contract is broken, consequences may be implemented – preferably only after a warning. Teacher and student keep in contact about progress or difficulties.

When the contract is completed, a meeting is held to look back and look forward. Subsequently, a new learning contract may be set up.

If used for the first time, start with simple learning activities that students can comply with by not using too much effort, then choose broader learning goals and use tools to monitor progress (including self-monitoring for student, see activity 2 in chapter 4.3.)

Additional information and references:

[Learning Contracts and Menus compiled](#) by Cindy Strickland



Activity 4: Learning portfolios



Why is this important?

- Learning Portfolios make students' achievements visible in a way that grades are not able to

What is it about?

- Portfolios are a compilation of a students' outputs. They can be a physical collection of student work, a student-created website highlighting or collecting student work, or a notebook with examples of student work. Portfolios may include texts, written assignments, journal entries, art work, physical objects etc.

Methods and tools needed

- will depend on the type of portfolio

Description of activity:

Because learning or student portfolios come in so many different shapes and using so many different media, it is not possible to give a simple description of how to develop a student portfolio. The advantage of a portfolio is that it makes learning and progress visible. Also, it is much more informative than simple grades.



A portfolio may be developed for the specific purpose of informing future teachers or employers about the specific skills, content knowledge and abilities of a student. Kindergarten teachers may help students develop a learning portfolio to inform the first-grade teacher on what a specific child has already mastered (transition portfolio).

Online portfolios provide an opportunity to learn ICT skills, avoid the problem of bringing together different types of student work (e.g. by using videos, audio files or pictures of the products). Online portfolios are easily available to parents and other teachers.

Additional information and references:

[Description of different types of student portfolio](#) at edglossary.org



THIRD SECTION



PUTTING IT INTO
PRACTICE

3.1 PLANNING: ENVISAGING ASSIGNMENTS AND SETTINGS

Overview

Planning for a semester, a week or a lesson is an important activity of teachers. Traditionally, planning is seen as falling fully within the responsibility of the teacher. Teachers may even feel uncomfortable when thinking about parents or children contributing to classroom planning. This subsection introduces some activities for collaborative planning, with students, parents and other professionals (e.g. special education specialist). It also gives additional ideas for differentiated instructions by planning multiple activities for students to choose from.

Information for user

The third section is organised within the structure of the teaching process: planning, implementing and evaluating. In inclusive classrooms, these steps are a shared activity between all participants to ensure that students are actively learning and participating. Students who participate in planning or are invited to express their views and interests about an upcoming topic will have a greater sense of ownership and will be able to participate better. The user can draw on these ideas and combine them with other activities described in section one and two.



Activity 1: Introducing a competency passport or education passport



Why is this important?

- When students transition from one teacher to another or from one school to the next, valuable information is lost regarding competencies, students' interests and strengths as well as areas where more learning is needed
- Students who are aware of their learning, can actively seek out opportunities to become more competent

What is it about?

- Visualising what students can do in different competency domains as a basis for planning future learning opportunities
- Develop documentation that helps the transition

Methods and tools needed

- Competency maps or competency passports can be developed with students

Description of activity:

Competency passports or education passport are linkages between the national curriculum and everyday school planning. They serve two main purposes, firstly to make learning expectations visible to the student, and secondly to document what students have mastered and are able to do. It is a tool used both by teachers and students to provide a "broader picture" of student learning and participation. In traditional classrooms, the teacher does the planning for the entire classroom and develops a lesson plan based on the curriculum. Individualised planning is only done for "special" children who require individualised instruction. Competency passports allow personalised planning for all children because all children develop their competencies. Inclusive classrooms use the same planning tools for all students to implement the curriculum in a flexible and accessible way.

Because competency passports need to be aligned with the curriculum and the overall achievement expectations of a country or a school, it is not possible to provide an example that will fit all needs. Competency passports may only focus on cross-curricular competencies. Competency domains may include (categories and mindmaps to provide indicators, as developed by Michael Strembitsky School, Alberta, Canada):

- Critical Thinking, Problem-Solving and Decision Making
- Communication

- Creativity and Innovation
- Social, Cultural, Global and Environmental Responsibility
- Digital and Technological Fluency
- Lifelong Learning, Personal Management and Well-being
- Collaboration and Leadership

Students and teachers assess the development of the competency along a continuum from

- “Beginning/Emerging” to “Developing/Evident” to “Maturing/Exemplary”
- “Seed” to “Young tree” to “Well-established tree” to “Fruit-bearing tree”
- “Novice” to “Advanced Beginner” to “Competent” to “Proficient” to “Expert”

For visualisation, you can use:

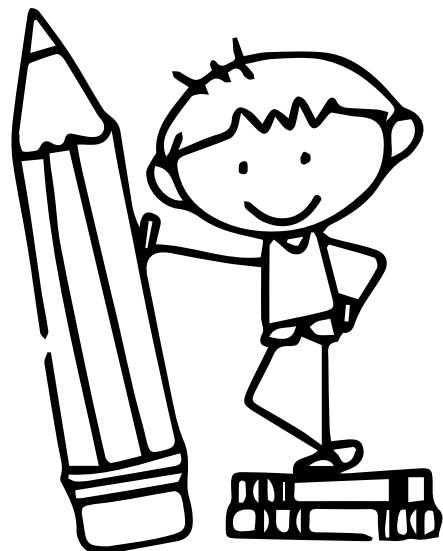
- Spider graph or radar plot
- Likert scale
- Mindmaps of each competency domain

Additional information and references:

[Exploring Cross-curricular competency development](#) information on Michael Strembitsky School

Kompetenzpass Schule Zeiningen, Switzerland (in German)

[UNICEF ToT Module 1](#), Activity 1.4.1 “Thinking in Activities rather than Tasks” highlights the importance of being able to see an activity in the context of a larger life situation in which students need to become competent.



Activity 2: Planning for multi-level and multi-dimensional instruction



Why is this important?

- Multi-level instruction is about planning for multiple ways of student engagement and allowing for varying outcomes of individual students around the same primary objective or concept
- Gifted students as well as learners with additional needs or students with disabilities can easily disengage when learning activities are not designed to fit their needs and interests

What is it about?

- Giving an example of how instructional modifications can be done around the same story
- Students form groups and receive different tasks on the same story "The Onion" by Huwyler (2010, p. 83). Teacher selects one instructional modification and applies this on the same text.

Methods and tools needed

- a short story like "The Onion" by Huwyler (see below)
- Cards or slides with the tasks for each group, work stations and materials

Description of activity:

The teacher selects a story (language lesson), a topic or a concept (mathematics or science lesson) which all students get involved with. The teacher may wish to use the planning pyramid (Activity 1 in Section 2.1) to decide on the different levels and reflect on the five entry points to planning. In the example provided here, the starting point is the following story, called "The Onion":

"There is also the story of the onion. I am sure it exists. I have been meaning to tell it for a long time. In fact, I have often started to tell the story of the onion. But each time I start to tell the story of the onion beginning with 'Once upon a time there was an onion, beautiful and round with shiny red skin and white, firm, juicy layers inside...', my eyes begin to burn and fill with tears, and I cannot continue. The story resists being told. – Please, have a go yourself" (Huwyler, 2010, p. 83).

The teacher may consider the following questions:

What is the level of language proficiency of my students? How can I make the text accessible for all students? The teacher may choose the following options:

- Use the text in different languages to accommodate children with alternative first languages
- Write the story in easy-to-read language (e.g. see [European Standards](#))
- Develop a set of pictures to illustrate the story (or let students draw the story)
- Record the spoken story with smartphone for students to listen to

What do I want the students to achieve? The teacher may choose the following options:

- Students learn new vocabulary (e.g. write cards with key vocabulary in own language and in language of instruction)
- Students re-write the story in their own words by finding as many synonyms as possible
- Students write their own story about an onion in their preferred language. The aim is to write an interesting story that other students would like to read.

Which support can I provide to assist students in their learning?

- Scaffolding instructions to guide students through the text (e.g. highlight important words in green, and difficult words in red).
- Provide criteria for successful learning outcome (e.g. “I can read the story to others so that they find it interesting”)
- Develop study guides including a description of the assignment, objectives or purpose of activity, providing necessary background information (e.g. key terms or vocabulary), questions for students to address etc.

Which spaces in the classroom will I design to enable different learning experiences?

- Develop different learning centres where small groups of students or individual students can get involved in different learning activities. Learning centres may include books in different languages, dictionaries, maps or other resources. If available, they may also include computers or other learning tools.
- Prepare different activities with assignments described in the study guide of individual students

Additional information and references:

[Setting up Classroom learning centers](#) by thought.com

[Five Types of Learning Stations](#) by Educationworld.com

Activity 3: Tree of expectations



Why is this important?

- Students' expectations have a high impact on learning. By making expectations visible, teachers can push the learner to exceed these expectations
- By stating their expectations, teachers learn about what is motivating for students and what they are hoping for. This is important information for educational planning

What is it about?

- Using visualisation aids to help students develop expectations at the beginning of a learning sequence
- Students who are able to compare their expectations with their achievements retrospectively will set more realistic goals in the future

Methods and tools needed

- Flipchart, pens, green, brown and orange paper, paper glue, sticky notes (for the reflection at the end of the module)

Description of activity:

In the beginning of the school year or when starting a new learning sequence the students are invited to develop their own expectations related to what they would like to learn. The students sit in groups of three to five at a table and design a "Tree of Expectations" on a flipchart or a large sheet of brown paper. The teacher may provide an example of a tree to ensure that students can later place their ideas on the respective parts of the tree. Another approach is to bring a small tree or branches into the classroom where all students can hang their cards.

The students use brown, orange and green paper to write down their interests and expectations. The brown paper is associated with the roots and trunk of the tree, representing key topics that students want to get engaged with or key outcomes that students want to achieve. The orange paper is associated with the branches of the tree representing what students need to achieve. The green paper is associated with the leaves of the tree, representing students' special interests. Teachers may choose to add yellow paper for students to add what they are afraid of or don't want (to be placed anywhere).

Each group completes their tree and puts up the poster so that everyone in the class can look at it. The students present their trees to the other groups.

The poster is put in a safe place or the teacher takes a picture of each tree to ensure that it can be referred to at the end of the learning sequence (see Figure 29, Tree of Expectation developed by the participants of UNICEF Workshop in Skopje in 2016).

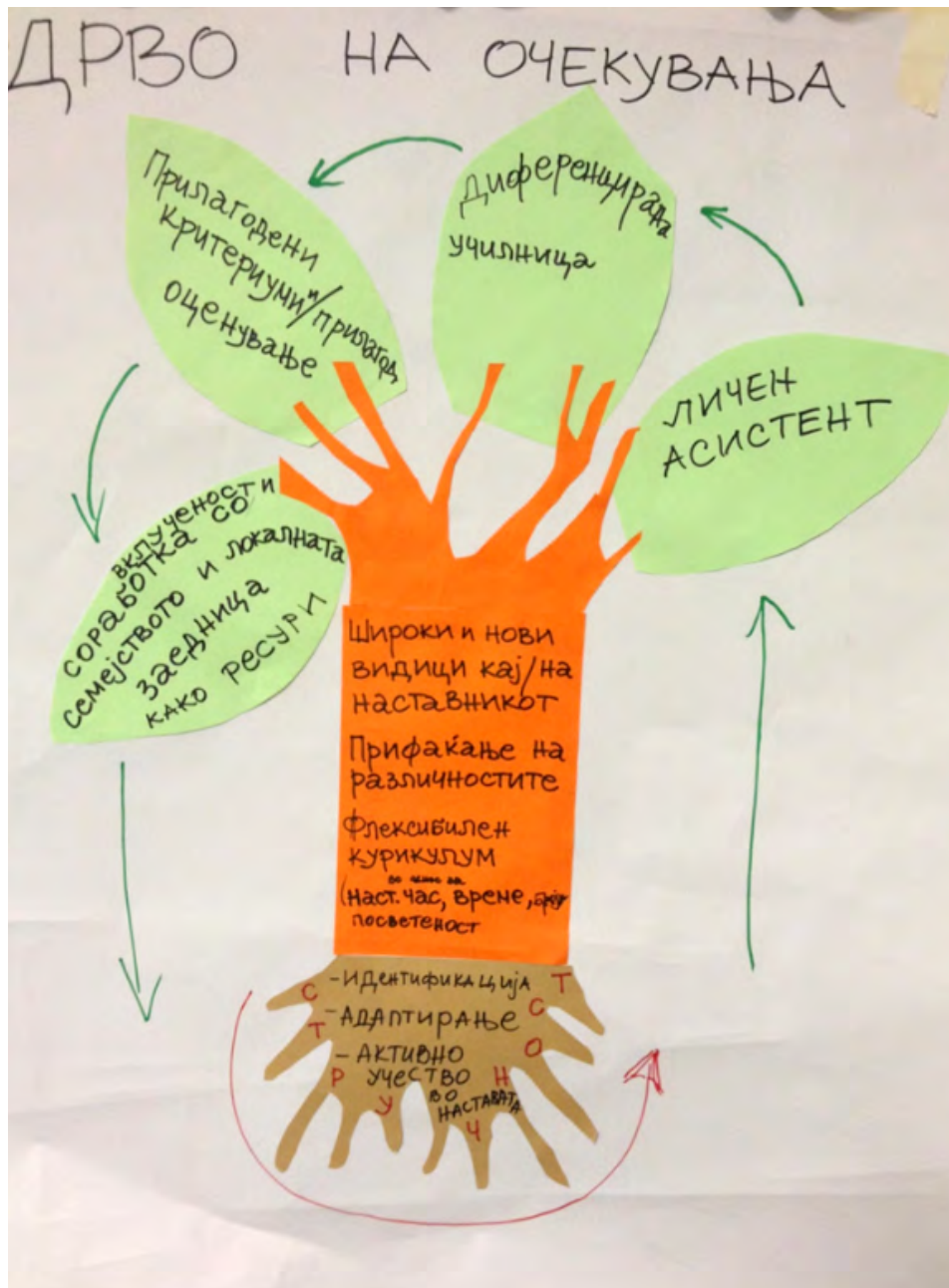


Figure 30: Tree of expectation

At the end of the learning sessions, the trees of expectations can be reviewed and commented on by the students and the teacher. The teacher may choose to use sticky notes or smileys to receive the feedback from students.

As an alternative to the “Tree of Expectations”, teachers can use the method “River of Life” described in the [UNICEF ToT Module 1](#), Activity 1.1.1. which allows the students to look back and develop goals for the next learning session and for long-term outcomes.

Additional information and references:

[Expectation tree](#) – description of activity by Pro-Skills

[River of Life](#) – description of activity by sktoolkit.org

Activity 4: Students and parents participate in educational planning



Why is this important?

- Parents who feel marginalised by society should be empowered by showing interest in their life experience and expertise which can enrich the learning of all students
- Taking the perspective of the teacher gives students and parents a deeper understanding of their own role and enables them to actively contribute where possible and meaningful

What is it about?

- Engaging students and parents in educational planning
- Drawing on experience and expertise of parents to enrich the classroom

Methods and tools needed

- lesson planner to coordinate activities

Description of activity:

Parental involvement in schools can go beyond teacher-parent conferences and school visits. Especially in multicultural schools, parents are more familiar with the cultural tradition they may share with other parents, but not with the teacher. They may have grown up in places where schools were organised very differently and therefore hold expectations that do not apply to the school of their child. Engaging parents in educational planning gets parents involved in schools and helps bridge the gap that otherwise may create problems with learning and the participation of their child.

Teachers should plan to engage parents in a topic that they are familiar with and facilitate them to employ this knowledge to enrich their children's knowledge and experience. For example, parents could explain about how their religious or cultural holidays and events are celebrated, answer the questions of the students and tell a story from their own childhood. All parents should have the opportunity to contribute, also on topics like their profession or work, their special hobbies or other aspects of their lives that fit the curriculum and are of interest to the children.

The teacher-parent conference may be used to introduce a topic and this topic should be discussed with all parents. This will create a great opportunity for parents to find out more each other and the curriculum. Teachers should encourage reluctant parents and assure support. An annual plan can be created to fix the dates when parents come to school to share their experiences, which best matches the curriculum of the year. If parents work at a place where the class could visit, teachers should consider enabling the class to go to that place rather than the parent come to school.

About six weeks before the scheduled visit, contact the parent and make sure they have a plan. Encourage the engagement of their child as well in planning and teaching. Support parents and child in developing ideas to engage the class and make it an interesting, engaging event for all students.

Additional information and references:

[Leveraging parent expertise for student success](#) by Cheryl Boughton



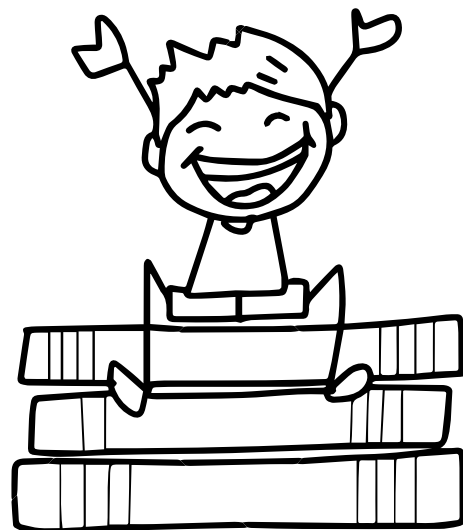
3.2 DOING: SYNCHRONIZING TEACHING AND LEARNING

Overview

This section provides some activities to make sure that teachers and students are engaging positively to support learning and participation. Because students must be active learners, it is important for teachers and students to have a good understanding of students' preferred learning styles. One important strategy to ensure active learning is to help students anticipate what they will be learning so that they can focus their attention accordingly. By having students become teachers for a day or for a lesson, students develop a better understanding of the complexities of classroom management. Synchronising teaching and learning is also about making sure that parents are engaged and able to support their child where necessary. A school-home liaison booklet can be helpful here.

Information for user

Teachers' instruction on a subject and students' construction of their knowledge and understanding needs to come together in a shared activity of teaching and learning. In other words, teaching and learning is an interactive process, it is not a one-way street. Children may sit quietly in their chairs, seemingly attentive, but far away with their thoughts, or worrying about something that keeps them disengaged. Only when students are actively engaged in doing something, are teachers able to get an understanding of what they are thinking and whether this is helpful for learning. The activities described here are complementary to the activities described in section two. Essentially, the principles of universal design for learning will facilitate engagement of all students (see section 2.1).



Activity 1: Finding out about students's learning preferences and executive skills



Why is this important?

- Inclusive education respects children's preferred learning styles and helps them to become more independent and self-directed learners (personal competence)
- Many children fail because they have not developed the necessary skills related to self-awareness and self-management - rather than due to a lack of intelligence. Teachers should be able to identify children who need to develop these skills.

What is it about?

- Self-evaluation of students as a starting point to improve learning

Methods and tools needed

- Questionnaire (see below)

Description of activity:

Teachers and students have many options to learn more about learning preferences and self-management skills of students. Teachers may observe that some students are more impulsive than others and give up after experiencing failure once. They may also observe that some students are more motivated and engaged when the learning object is made accessible to the different senses (visual, auditory, tactile). Some children prefer to work in groups with much conversation going on, others alone in a quiet corner.

If children fail to learn, participate or concentrate, it is not always clear why. Because only the child can change poor learning skills, it is important for students to learn more about the reasons and to become aware of their own learning behaviour. Therefore, as a first step, it may be helpful for students to self-evaluate their learning styles and preferences. It is important to talk to students about their learning styles and to discuss how students can develop necessary skills, such as focussing attention, showing perseverance and mindfulness. These skills are also referred to as "executive skills".

For younger children, it may be easier to ask a proxy (e.g. parents) rather than use a questionnaire. Teachers may use the Children's Social Competence Scale which contains subscales of pro-social/communication skills and emotional regulation skills.

Lucy M. Guglielmino designed the Learning Preference Assessment with 19 items which gathers data on learning preferences and attitudes towards learning. The items are available [online](#), but to access information on rating the responses, the questionnaire must be bought.

Peg Dawson and Richard Guare have developed a questionnaire for Executive Skills in Children and Adolescents which is available [online](#) (including scoring). There is also an [Executive Skills Questionnaire for Children](#).

There are some questionnaires on Learning Styles that are completed online, but teachers could also use the questions to create their own questionnaire for students to complete on paper. These questionnaires may be based on sensory preferences or on the idea of “Multiple Intelligences” by Howard Gardner:

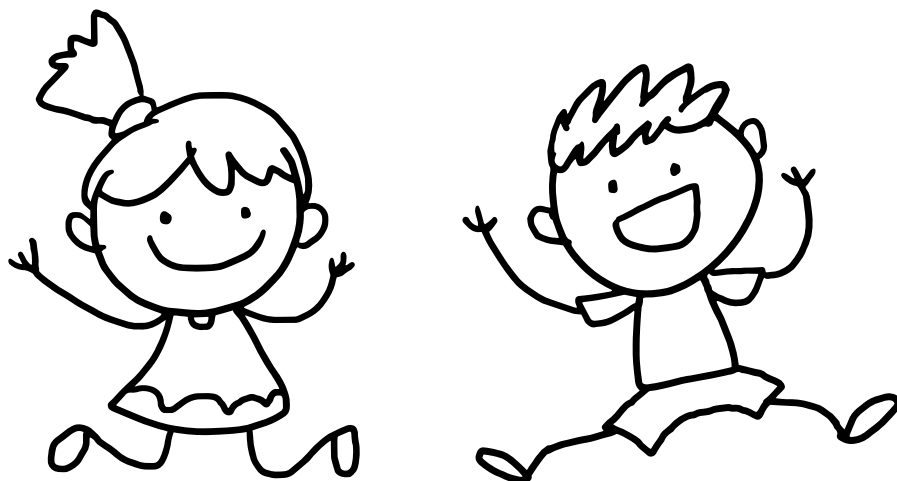
- [Questionnaire](#) differentiating visual, auditory and kinaesthetic learners by Schools on Wheels
- [Learning Style Questionnaire](#) by O’Brian
- [What’s Your Learning Style?](#) by educationplanner.org
- [Multiple Intelligences Self-Assessment](#) by Edutopia
- [Multiple Intelligences Questionnaire](#) for Parents by TeacherVision

The self-assessment or assessment by others is the first step to reflect on learning styles and executive functions. It is important that a discussion follows on how children can improve their learning and acquire the necessary skills to be successful learners.

Additional information and references:

[Wikipedia Entry to Learning Styles](#) providing an overview of different theories and approaches

[Areas of Executive Functions](#) explained by Understood for learning & attention issues



Activity 2: Tea party - cooperative exercise to build anticipation on text



Why is this important?

- This interactive pre-reading strategy helps students develop anticipation about a challenging text that is to be read later
- Students can help each other in generating an adequate understanding of key concepts that are important to understand the text

What is it about?

- Students sharing their views and discussing their understanding
- Developing anticipations and getting to know a way of “advanced organising” to improve understanding of texts

Methods and tools needed

- Stack of cards with key words or phrases from the story
- Music or other means to time the activities and guide the group work

Description of activity:

Chose the key words or phrases from the text that you want to read and copy them onto large index card or heavyweight paper. Use the exact words from the text and look for words or phrases with more than one meaning. Chose half as many words or phrases as students and duplicate them so each student gets a card.

Provide students with cards and give directions on what to do while the music is running:

- Phase 1: Share your card with as many classmates as possible and work in pairs or groups. Listen to others as they read their cards and discuss how these cards may be related and what the text may be about.
- Phase 2: When the music stops or the bell rings, get into groups of 4-5 students and share all cards with everyone in the group. Discuss what you have heard during phase 1, which words you have seen, which connections or assumptions were made. Brainstorm on possible predictions about the text and point out the words that let you make a certain prediction. All students add their previous knowledge or experiences associated with these predictions.
- Phase 3: Write a “We think” group paragraph which includes the

prediction about the reading topic and how the group arrived at their conclusions (e.g. prediction and rationale for the prediction). Prepare to share the prediction with others and explain how you reached this conclusion.

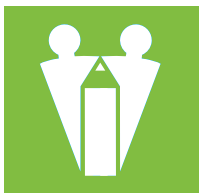
- Phase 4: Share the predictions with the other groups and come up with a class prediction about the text.
- Phase 5: Read the text (together or individually) and compare with prediction(s).

Additional information and references:

Description on Wiki on [promoting literacy](#) across disciplines

Watch a description of the method “[Tea Party](#)” on Youtube (alternative procedure)

Activity 3: Students become teachers for a day – reciprocal teaching



Why is this important?

- Teaching a subject deepens knowledge and develops various competencies and skills
- Changing perspectives and seeing the classroom through the eyes of a teacher deepens understanding that teaching can be done in different ways
- Some students don't have an adequate understanding of what it takes to plan for a lesson that will engage all students in positive learning experiences. Engaging students in educational planning can help focusing on activities that are relevant and interesting.

What is it about?

- Students of same grades teach each other within or across classrooms or students of higher grades teach younger grades, preferably related to a special interest they share.
- Learning in complementary roles about topics of interest to the students

Methods and tools needed

- Simple lesson plans to support students' planning activities
- Plan where children can sign up for special interest sessions

Description of activity:

Peer teaching can be organised in different ways; individual students can prepare a short lesson for students in a different classroom or they can invite students to come to a special place beyond the classroom where other students can learn about the special topic. This can be organised at the school level (afternoon of peer teaching once a month), as a shared activity of two teachers or as an activity within one classroom.

Provide students with a few tips and tricks of preparing an interesting “lesson” and hold a discussion on what students expect to hear from peers or how they would like to be “instructed” by their peers. Use this information as a basis to prepare a simple lesson plan that students can use to prepare themselves.

Make plan to organise the “lessons” – start with simple arrangements if students are not experienced, possibly with an adult there to help guide and organise the proceedings.

Make sure that peer teachers receive feedback that they are given an opportunity to “improve” their lesson, possibly by peer teaching about same topic to another group or by preparing for another topic of interest.

Additional information and references:

Information on [Peer Teaching](#) by InformED

Activity 4: School-home liaison booklet**Why is this important?**

- Parents who know what is happening at school can provide better support at home
- Observations made at home or information on special incidences at home help teachers to support students in classroom

What is it about?

- Sharing information which is of mutual interest and relevance
- Develop a sense of shared responsibility for the learning of the child
- Keeping track with developments, both at home and in school

Methods and tools needed

- School-home liaison booklet to be prepared (either by team for all classes, by individual teachers for class that they teach or by students themselves)

Description of activity:

“School-home Liaison Booklets” or “Home-School Books” can serve different purposes, it is best to focus on one or two booklets only when beginning this work with the children, rather than trying to cover too many topics spread throughout all of the booklets:

- Log book or forms to document teacher-parent communications (templates can be assembled in a folder).
- Booklet to help organise work, document important information and store homework assignments. Students always carry workbooks with them, ready to show to teachers in school and parents at home respectively.
- Children use time on Fridays to write down for their parents what they have learned during the week (see “Friday Journal”). Parent(s) comment to children and/or write in journal about what children learned at home.
- The class write blogs, which inform parent(s) on important school activities. [Wordpress](#) is a free blog package, which helps the students or parents set up the blog and give instructions.

When you choose a booklet, you can encourage the students to create a booklet themselves, discuss what they would like to communicate in the booklet and how often they would like to write in booklet. In doing so, you will gather further information on what you too would like to include in the booklet (if indeed, you wish to include any further information therein).

Additional information and references:

Examples of [Log books and forms for teacher-parent communication](#)

Information on [Friday Journal](#) by Jamie Sears

[Collection of templates](#), including Parent-Teacher Communication templates

[10 Way Blogs and Wordpress are used in](#) schools (good practice examples)

[Children creating their own book](#) – includes instruction on easy-made books

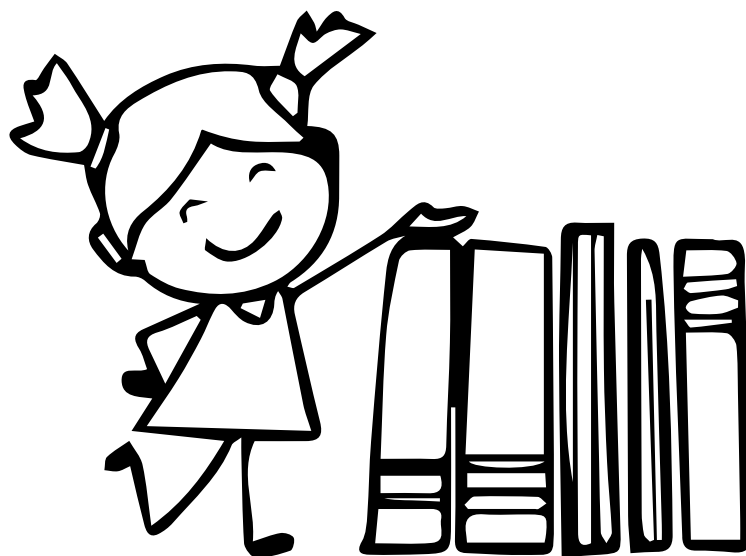
3.3. EVALUATING: COMBINING REVIEW AND REFLECTION

Overview

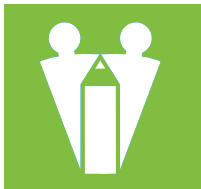
This section is about reflecting and evaluating on learning. In the traditional classroom, evaluation of learning is summative and occurs at the end of a learning sequence. To ensure active learning and to improve the metacognitive skills of students, it is important to strengthen formative assessment. Formative assessment occurs in parallel to the learning process and feedback is used to promote learning, not to evaluate the student. Both teacher and student focus on the learning process. How this can be done is described in the first activity. Because teachers are not always there to monitor students, it is important that students develop self-monitoring skills and strategies. Peer-evaluation is effective, because children can learn from each other and also practice their social skills when giving feedback to their peers. Lastly, a simple method is described to promote self-awareness and self-monitoring in the classroom with positive reinforcement that highlights the contribution of a single student to the benefit of the entire class.

Information for user

The four activities described here focus on formative assessment which is the most important type of assessment to promote learning and participation. Formative assessment is assessment for learning and because students need to become active, self-directed learners, it is important to give students opportunities to practice these skills and become aware of their self-regulation – or lack of. All activities described here can be implemented on a permanent basis. On other words, these are not activities that teachers do once in a school year, rather daily. It will take time to build necessary skills in students and teachers should not expect that students are able to perfect these skills within a lesson.



Activity 1: Providing meaningful feedback to students



Why is this important?

- Feedback can encourage or discourage students. Good feedback does not only encourage and motivate students, but also gives them important information for their future learning.
- Providing good feedback is a most effective strategy to help students achieve positive outcomes

What is it about?

- Providing students with formative assessment to support their learning processes.
- Giving feedback in a way that helps students learn rather than feel judged

Methods and tools needed

- no special material needed

Description of activity:

To provide students useful feedback on their learning and achievement, they first need to know what the focus of your lesson is or the overall goal of an activity or project (see activities in chapter 3.2). The better and clearer vision you can provide to your students about what it is that you wish them to achieve, the more likely your goal-setting information will help the students to achieve what you have in mind.

It is just as important for the student to know where exactly they stand in relationship to the goal that you have set for the class or for a student. The teacher therefore needs to respond to previous work or achievement of the student that directly relates to the current task or project and to the goals that should be achieved.

In addition, students also need information on how to tackle a problem and get started with the activity. Often, much time is lost during hours, because students are not clear about the first steps. To provide feedback on what students need to do next and help them get started is an important third component of good feedback.

Summing up, good feedback serves three purposes:

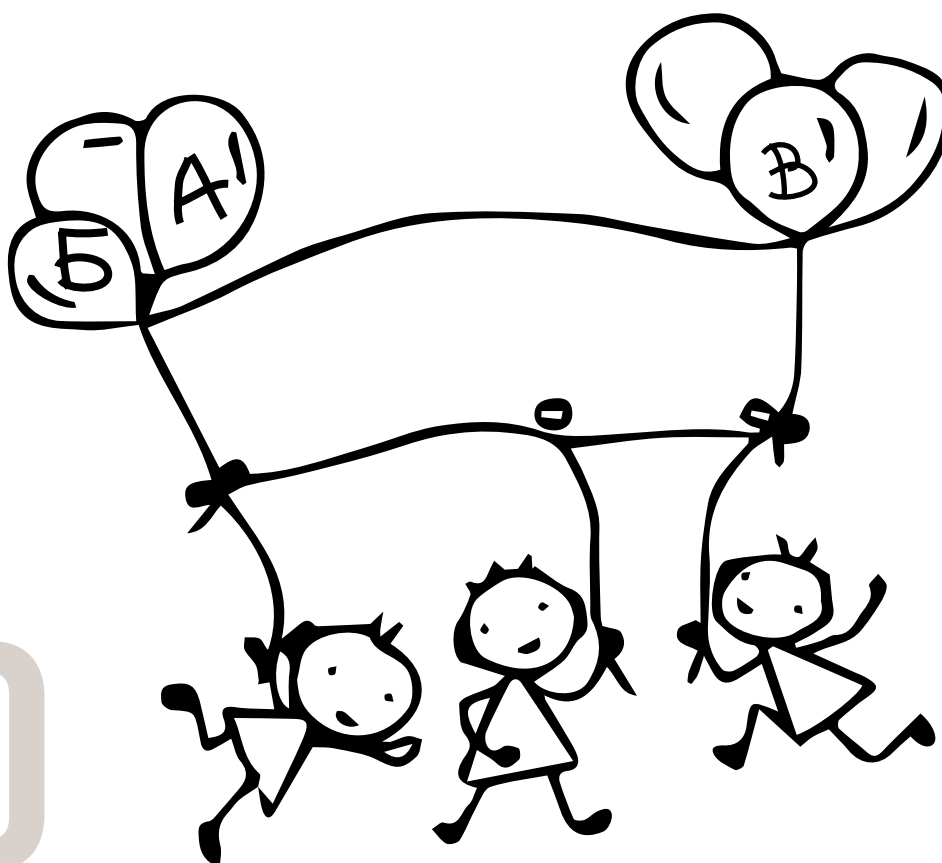
1. Feed-up: Responding to students' questions related to their understanding of the goal and what they should try to achieve: "Where am I going?"

2. Feed-back: Responds to students' questions related to where they are and how they are doing related to the work at hand: "How am I going?"
3. Feed-forward: Responds to students' questions related to how they get started on the activity or what is the best first step to take: "Where to next?"

Teacher assistants or students can be instructed to ask questions that help students to find answers for themselves – rather than always relying on the teacher to guide their learning process. Students who are able to reflect on their own learning and achievements become self-directed and effective learners. This is an important goal that schools should seek to achieve.

Additional information and references:

[UNICEF ToT Module 3](#), Activity 3.2.4 Using goal-statements for feedback
[Power of Feedback](#) by John Hattie on Youtube, respective [Information](#) on Website [visible-learning.org](#)



Activity 2: Self-monitoring strategies for students



Why is this important?

- Self-monitoring during learning is an important way to enhance learning and helps students to become more effective and independent learners
- The ability to monitor one's own behaviour and activities is one of the most important skills for school (= metacognition strategies)

What is it about?

- Teachers should not just assume that all children have good self-monitoring skills, but actively teach these skills and support children with weak self-monitoring abilities
- Self-monitoring strategies help develop productive behaviour for students with emotional or behavioural difficulties

Methods and tools needed

- Form or checklist to help students with self-monitoring
- Cards that remind students about positive behaviour

Description of activity:

Self-regulation or executive skills are necessary components of successful learning. Children from disadvantaged backgrounds or with special needs are more likely than others to lack the necessary skills. Some children lack the awareness of what they are doing and they are not able to keep track of their behaviour.

Teachers may use checklists or questionnaires as a starting point to discuss self-monitoring and self-awareness (see section 3.2, Activity 1). The emphasis then should be on what helps students to become more aware and control their own behaviour. Teachers and students may agree on a specific behaviour that students will self-monitor for a previously agreed-upon time. Teachers may choose one of the tools introduced for classroom management (see section 2.4, Activity 1) to provide necessary cues for length of time and the focus wanted, e.g. a card with a picture of the required behaviour. Teacher and student may also agree on a reward for successful behaviour change.

Additional information and references:

[Using Self-monitoring Strategies](#) by LearnAlberta

[Self-Monitoring Intervention Guide](#) by Diana Askings McCarty

Activity 3: Peer-evaluation strategies for students



Why is this important?

- Enabling students to engage in positive peer feedback helps them to become more competent learners, both alone and in collaboration with other students.
- Engaging students in peer feedback takes the load of teachers
- Students able to engage in positive peer assessment become more competent learners able to support each other rather than always being dependent on input from teacher

What is it about?

- Integrating peer assessment sequences in your lessons to enable students to reflect together on their learning, their participation and their achievements.
- Creating a culture in your classroom where students are part of a learning community rather than learning in isolation

Methods and tools needed

- checklists, feedback rules, forms to be used for specific purposes
- time to introduce and practice feedback rules or application of checklists

Description of activity:

Systematically teach students ways to provide meaningful feedback to their peers, for example:

- “Feedback sandwich rule”: one positive comment – one constructive criticism with explanation on how to improve – one positive comment
- Providing students with adequate vocabulary to express their critical voice, enabling them to give reasons for their opinions
- Teaching them basic communication skills necessary for positive feedback
- Provide them with a set of “sentence starters” for constructive peer feedback

Agree on criteria to be used for peer-feedback during a specific sequence or related to a specific task (e.g. goal-statements, criteria for success etc.) that students can use to provide feedback to peers. The criteria should be directly linked to the learning goals that you may have stated in the beginning of the learning sequences. Start with short examples of feedback provided by peers, created from peers examining

the activities or tasks of the other students. You may ask all students involved to write down one or two sentences on their experience of providing or receiving feedback and how this could be improved the next time.

Additional information and references:

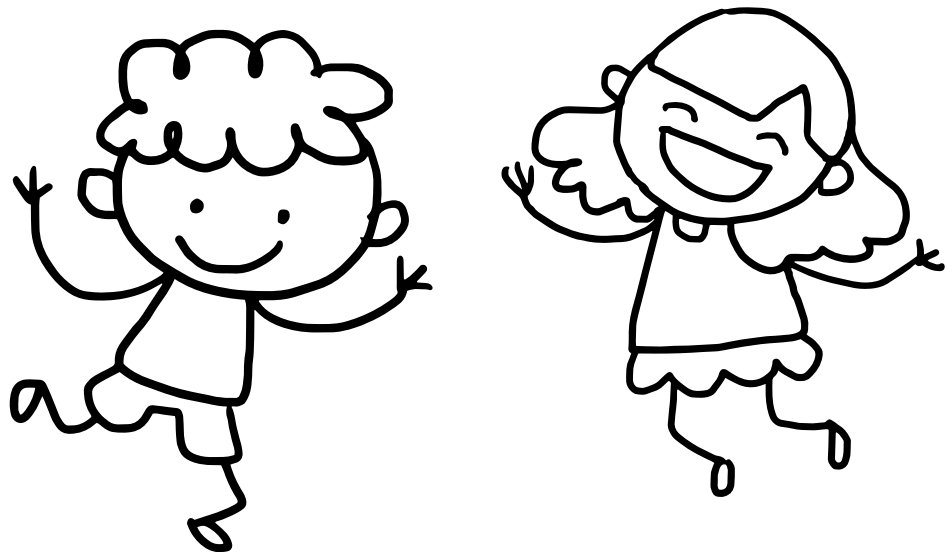
[How to use peer assessment with your students](#) by Students at the Center Hub

[Teaching your students how to have a conversation](#) by Edutopia

[Peer Feedback Sentence Starters](#) by Throughtheclassroomdoor.com

[UNICEF ToT Module 2](#), Activity 2.1.1 “Listen to me” exercise

123



Activity 4: Three jars activity



Why is this important?

- Students are encouraged to positively contribute to the class effort without pointing out negative behaviour of student
- Help students identify with class as a learning community and earn rewards that benefit all students

What is it about?

- Positive reward for compliance with pre-established classroom rules

Methods and tools needed

- three jars, small cards that fit in the jars

Description of activity:

Students and teachers develop rules that are either relevant in general or that apply to one specific lesson. The rules are written on small cards and put in a jar marked with “Behaviour”.

Students and teachers write down rewards that all the students benefit from and that are liked by all students. These rewards are written on small cards and put in a jar marked with “Reward”.

The names of all students are written on small cards as well and put in a jar marked with “Who”.

In the beginning of the lesson, the teacher draws one card from the jar “Behaviour” and from the jar “Who”, thus indicating which behaviour will be observed and who in the class will be observed to see whether they meet the criteria.

At the end of the lesson, the teacher declares whether the criteria have been met or not. If the criteria were met, the student may be identified, but if the criteria were not met, the teachers tells the class to try harder next time. The student identified for meeting the pre-set criteria (if not identified, any student may be selected) gets to draw a card from the jar "Reward", thus selecting the reward that the entire class will benefit from.

Additional information and references:

An instructional video on the [Three Jars](#) can be found on Youtube.



Appendices

Figures

Figure 1: Activity Model

Figure 2: Education as system and process

Figure 3: Activity model of inclusive teacher practices

Figure 4: Activity model of practices to support all learners

Figure 5: Welcoming signs in different languages (Primary school in Switzerland)

© Edina Krompák

Figure 6: “We are polite, helpful and listen to each other” (In the speech bubbles: “Good Morning! Good Morning! What’s happened? He hit me”). © Edina

Krompák

Figure 7: Reading corner in the library © Edina Krompák

Figure 8: Map of the word backwards (<http://www.odt.org/Pictures/sideb.jpg>)

Figure 9: Structure of the poem “Why I am...”

Figure 10: Language portrait

Figures 11-12: Examples using tree and hand to represent linguistic identity©

Edina Krompák

Figure 13: Let me fly

Figure 14: School orchestra© Edina Krompák

Figure 15: Planning Pyramid (Schumm, Vaughn, Leavell, 1994)

Figure 16: Planning Pyramid represented as one Activity

Figure 17: Instructional Planning Form (Gartin et al. 2016, p. 23)

Figure 18: Vocabulary Card Template

Figure 19: Linking long-term, mid-term and short-term goals

Figure 20: Graphic representation of multidimensional goals of activities

Figure 21: Sign on the school door “Here learns, laughs, and moves the mouse-elephant-class” © Edina Krompák

Figure 22: Box for worksheets© Edina Krompák

Figure 23: Resource-oriented and focused correction (<http://cciproject.org/afl/images/WrittenFeedback.gif>)

Figure 24: Welcoming all students (JUKIBU, Intercultural Library, Basel, Switzerland) © Edina Krompák

Figure 25: Individual painted chairs © Edina Krompák

Figure 26: Reading corner© Edina Krompák

Figure 27: Timer

Figure 28: Traffic light © Edina Krompák

Figure 29: Classroom rules “We keep order in the room, with the shoes, with the schoolbags and under the table” © Edina Krompák

Figure 30: Tree of expectation © Edina Krompák

References

Aktas, Z. (2016). Promoting intercultural competence. Materials for heritage language teaching. Didactic suggestions 4. Zurich: Zurich University of Teacher Education. Available at: <https://phzh.ch/de/Dienstleistungen/ipe/Lehrmittel-und-Handbuecher/Materialien-fur-den-herkunftssprachlichen-Unterricht/> (in German, English, Albanian, Portugese, Bosnian, Croatian, Serbian, Turkish)

Bennett, J. B. (2012). Op-Ed: Differentiated instruction: Easier in theory than in practice. Retrieved from <http://patch.com/new-jersey/southorange/differentiated-instruction-easier-in-theory-than-in-practice>

Bennett, B., Rolheiser, C. (2001). Beyond Monet: The artful science of instructional integration.. Toronto, Ontario: Bookation.

Boon, R. T. & Spencer, V. G. (2010). Best practices for the inclusive classroom. Scientifically based strategies for success. Waco: Prufrock.

European agency for development in special needs education (2012). Teacher education for inclusion. Profile of inclusive teachers. Odense: European agency for development in special needs education. Available online: <https://www.european-agency.org/sites/default/files/Profile-of-Inclusive-Teachers.pdf>.

Gardner, H. (1983). Frames of mind. The theory of multiple intelligences. New York: Basic Books.

Gartin, B. C., Murdick, N. L., Perner, D. E. & Imbeau, M.B. (2016). Differentiated instruction in the inclusive classroom. Strategies for success. Arlington: Council for exceptional children.

Gould, A. & Vaughn, S. (2000). Planning for the inclusive classroom: Meeting the needs of diverse learners. Catholic Education: A Journal of Inquiry and Practice, 3 (3), 363-374.

Huwylar, M. (2010). Was ist – Ist was. Geschichten, Gedichte, Szenen. Deutsch und Übersetzungen in sieben Sprachen [What is it – It is something. Poems, stories, scenes. German and Translations in seven languages]. Zürich: Orell Füssli.

Saphier, J., Haley-Speca, M.A., Gower, R. (2008). The skillful teacher. Building your teaching skills. Acton, MA.

Schumm, J. S., Vaughn, S. & Leavell, A. (1994). Planning Pyramid: A framework for planning for diverse student needs during content area instruction. The reading teacher, 47, 608-615.

Tomlinson, C.A. (2000). Reconcilable differences: Standard-based teaching and differentiation. *Educational Leadership*, 58 (1), 6-11.

UNICEF (2015). ToT modules on inclusive education. Introductory module, modules 1-3. New York: UNICEF. Available online: <http://www.inclusive-education.org/basic-page/unicef-trainer-trainers-modules-inclusive-education>.

UNICEF (2014). 14 Webinars and technical booklets providing practical guidance on issues of inclusive education. Available online: <http://www.inclusive-education.org/basic-page/inclusive-education-booklets-and-webinars>.

