UNICEF ToT Modules on Inclusive Education

Inclusive Education: Vision, Theory and Concepts

Module 1
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Introduction

Broad statement of purpose

Module 1 seeks to lay the foundation and provide an overview of concepts relevant to inclusive education. It takes an activity-based approach based on the premise that participants have to be actively involved in order to learn. It not only teaches the principles of inclusive education, but also follows and enacts these principles.

Participants should both gain knowledge and be introduced to concepts and models that they can themselves use in their everyday practice.

The module seeks to provide opportunities to reflect on one's own practice, knowledge, beliefs and attitudes. These are the building blocks of teacher competencies. Competencies relevant to inclusive education will be introduced and used as the underlying structure of the module.

Overview

Module 1 provides an overview of inclusive education with a focus on teachers and other professionals who work in formal educational settings (e.g. schools, kindergarten). It looks at the impact of persons and systems on processes of inclusion and exclusion within the framework of a rights-based approach.

Inclusive education is understood as a process to ensure the participation and learning of all students. The concept is introduced using a rights-based approach. Realisation of rights is about respecting the individual rights of persons and about the progressive realisation of a rights-based approach in institutions or organizations. Teachers have to be able to ensure rights with both approaches by respecting the rights of every child and by making their school and classroom more inclusive. The principle is introduced in this module and expanded in Module 2 and Module 3. To learn more about UNICEF's conceptual framework of inclusive education, please see the publication The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education.

To be able to work with both – the Person and System approach – it is important to understand systems, both in society in general and in institutions in particular. Participants have to develop basic skills in system thinking to become agents for inclusive education in their environments. Therefore, models are introduced to understand social inclusion of the child (family, community, society) and inclusive institutions (classroom, school, education system).

If teachers are to become agents for inclusive education, they have to be willing to develop not only their knowledge, but also skills and attitudes. Module 1 highlights the importance of teachers, their knowledge, skills and attitudes. Using the profile of an inclusive teacher developed by the European Agency for Special Needs and Inclusive Education, it seeks to illustrate and highlight the competencies involved. The four areas of personal professional development, valuing student diversity, supporting all learners and working with others are introduced.
Module 1 also introduces some of the over-arching organizing principles and models that will serve teachers as tools in their own practice:

- Systems approach from Uri Bronfenbrenner, with a focus on micro, meso and macro systems.
- Matrix, representing the levels (classroom, school, policies) and process of education (input, process, outcome) (European Agency 2011).
- Profile of Inclusive Teacher (European Agency 2012).
- Actions cycle or problem-solving cycle.
- Activity model.
- Concept of participation (European Agency 2011).

Participants

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

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

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

Enabling environment

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

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

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

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

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

How to approach the module

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

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

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

Products developed by the participants should be meaningful insofar as they can be used again throughout the training. As the usefulness of these products will depend on their quality, the trainer will have to decide on how to use them.

If, at any time, you would like to go back to the beginning of this module, simply click on the sentence “Module 1: Inclusive Education: Vision, Theory and Concepts” or “UNICEF ToT Modules on Inclusive Education” at the top of each page, and you will be directed to the Table of Contents.
Unit 1.1: Introduction to Inclusive Education

Overview Unit 1.1

Purpose of the Unit
- Develop an inclusive learning community within the training space.
- Develop a common situation analysis: where are you coming from?
- Clarify expectations (where are you going to?) and provide motivation.
- Clarify understanding and develop a preliminary definition for ‘inclusive education’.
- Understand the role of teacher as a change agent.

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

Overview activities
- Activity 1.1.1: River of Life – bringing participants’ thoughts to the training
- Activity 1.1.2: Person and System approach to implementing human rights
- Activity 1.1.3: Circles of Inclusion to reflect situation of the child
- Activity 1.1.4: Inclusion and exclusion in institutions to reflect situation of schools
- Activity 1.1.5: Reflection on influence of teacher (leading to Unit 2)

Activity 1.1.1: River of Life – bringing participants’ thoughts to the training

Overview

Purpose:
- Getting to know each other and warming up.
- Participants reflect on previous experiences and knowledge relevant for the training.
- Participants anticipate what they want to learn and imagine the impact this could have on their practice.
- Trainer gains a first insight into the participants’ understanding.

Focus of the activity:
- Past experiences related to inclusive education to be shared with others.
- Individual and group expectations related to outcomes of training and own experience.
- Understanding of inclusive education.
Information for trainer

It is important to start the module with an activity that helps participants focus on the contents of the module and clarify their positions with respect to outcomes. The products can later be used to assess the success of the module and reflect on changes in participants’ perceptions and thoughts.

The intensity of the work is helped if clear expectations are expressed in relation to the expected outcome and product. Requesting a product (e.g. points written on flip chart) helps the participants to focus their discussion. In addition, if the group is made to identify a rapporteur, this will help create a commitment to report back to the plenary and create a useful product.

Developing a vision of inclusion can be done in different ways: as a short and unstructured exercise to summarise the outcomes or the conclusions of each participant, or as a more elaborate development of a vision. This activity will create the building blocks for a more elaborate vision.

The results of this activity can be used again in Unit 3, and to link Module 1 to Module 2.

Sequence of the activity

**Introduction to Exercise (Plenary)**

Give rationale and explain the symbolism of the River of Life with a focus on inclusive education.

“The river represents what you experience and learn on ‘inclusion’ in your school – in the past, in the present (our module) and in the future.”

**River of Life**

The river represents what you experience and learn on ‘inclusion’ in your school – in the past, in the present (our module) and in the future.
Activity 1.1.2: Person and System approach to implementing human rights

Overview

Purpose:
✓ To introduce two basic approaches to implementing a rights-based approach.
✓ Participants learn to think about rights, always with a focus on the system and the person.
✓ Participants explore what it means to be included in communities and to be included in formal education.
✓ Participants are first introduced to the thought that ‘inclusion’ is not only about access, but also about participation and achievement.

Focus of the activity:
✓ Case study pointing out the necessity to develop systems and persons.
✓ Education as ‘access’ (input), ‘participation’ (process), ‘achievement’ (outcome).
✓ Circles of Inclusion in a community (society).
✓ System’s level of inclusion in formal education (institutions).
Information for trainer

The work on the case study should help participants focus on both what happens in schools and what happens in the community. This will prepare participants to reflect on inclusion in society and inclusion in schools (Activities 1.1.3 and 1.1.4) and consider the responsibility of schools to ensure the rights to education for all children. For more information on legislation and policy for inclusive education, see Booklet 3 of the UNICEF Series *A Rights-Based Approach to Inclusive Education for Children with Disabilities*.

This activity seeks to introduce the Person and System approach to enacting human rights: it is both about enabling environments (systems) and empowering individuals (persons).

The terms ‘access’, ‘participation’ and ‘achievement’ highlight the need to look at input, process and outcomes of education. The terms can also be associated with ‘All children are included’, ‘All children are challenged’ and ‘All children are successful’.

Sequence of the activity

**Materials and methods:**
- Paper and pencil to work on case study (optional: flip chart or slides to present in plenary).
- Vision of inclusive education (product of Activity 1.1.1).
- Individual work, group discussion.

**Additional information/alternatives:**

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**Work on Case Study (Individual and small-group work)**
- Reading case study individually, writing down notes.
- Discussing it with other participant(s).
- Presenting at plenary.
- Discuss enablers and barriers and how they can be removed.
- Responsibility of school?

**Case study: Person and System approach**

The local school has worked hard to become inclusive. The teachers are well-trained and child-focused, the environment is accessible and welcoming; the curriculum is flexible, there is good hygiene and sanitation, and children themselves participate actively in making the school an enjoyable, friendly and productive environment.

However, it is clear that there are still children in the local community who do not attend school.

One is a child who is from a marginalised group who has never been to school, comes from a very poor family, and speaks a language that is not the main language of instruction at the school.

Another is a child who has had polio, has difficulty in walking, has never been to school and sits at home doing nothing, afraid to go out in case of being called names.

Write down all the points that in your view are important considering your vision of “inclusive education”.
Activity 1.1.3: Circles of Inclusion to reflect situation of the child

Overview

Purpose:
- Reflect on the life situation of the child in its community.
- Start to think on three levels where changes towards inclusive education can be initiated.
- Contextualise abstract thoughts and ideas in one’s own context.

Focus of the activity:
- Inclusion as ‘being part of’ or ‘belonging’ at interpersonal, community and societal levels (informal education).
- Inclusion as ‘being part of’ or ‘belonging’ – at classroom, school and policy levels (formal education).
- Processes in society and institutions that contribute to inclusion and exclusion.

Materials and methods:
- Flipchart, pens.
- Brainstorming, small-group discussions and discussion.

Additional information/alternatives:
- Example of application ‘circles of support’:
Information for trainer

The participants are first made to focus on how relationships between individuals, families and communities make up society. The representation as concentric circles (Circles of Inclusion, but also potentially Circles of Exclusion) helps to reflect the life situations of different families and children in the community and society. This idea will be picked up again in Activity 1.3.1, when participants reflect on in-group and out-group relationships, and in Activity 1.5.1, when participants discuss working with families and communities. For more information on parents, families and community participation see Booklet 13 of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities.

Children need relationships to become human beings and to understand the world. Relationships can contribute to exclusion processes when they are not nurturing and supportive. This can be the case at the level of personal relationships, at the level of relationships (marginalised children) in the community (e.g. marginalised families) or at the societal level (marginalised groups).

The product or results from this activity will be used in Unit 5, Activity 1.5.1 ‘Working with families and communities’.

Sequence of the activity

‘Inclusion in Society and Community’ (Plenary)

Trainer explains the different levels of inclusion by using one or both of the representations.

Instructions to Exercise (see extra PPT slide)

Please brainstorm on the following questions:

• What makes an Inclusive Society?
• What makes an Inclusive Community?
• What makes an Inclusive Relationship?

Think of vulnerable children that you know or take case study example:

• Which processes can help make an inclusive society?
• Which process can contribute to exclusion?
Activity 1.1.4: Inclusion and exclusion in institutions to reflect situation of schools

Overview

Purpose:
✓ Reflect on the schools as institutions and their impact on individuals.
✓ Introduce matrix to bring together the three levels of the system and processes.
✓ Introduce the concepts of ‘access’, ‘participation’ and ‘achievement’ to highlight the importance of considering input, process and outcome indicators of inclusive education.

Focus of the activity:
✓ Focus on education systems as institutions.
✓ Focus on processes that take place in education systems.
✓ Focus on vulnerable children (e.g. from case study, Activity 1.1.2) to reflect impact of schools on inclusion.

Materials and methods:
✓ Flipcharts, pen (optional for reporting back). For instructions see additional slide in presentation.
✓ Brainstorming to generate relevant indicators and applying indicators to own setting.

Additional information/alternatives:
In this activity, participants apply the micro-, meso- and macro-level approach to education systems. To accommodate the concepts of ‘access’ (input), ‘participation’ (process) and ‘achievement’ (outcome), the representation of a matrix rather than a circle was chosen (see also Introductory Module: Linking Theory to Practice). The classroom level represents the micro level, where education systems have a direct impact on children through the relationships with teachers and peers. At school level (meso system), interconnections are created between teachers, families and other stakeholders. At policy level (macro level), rules and regulations are set down, and basic principles and guidelines created.

Persons come into contact with institutions through relationships and these may facilitate or hinder their access, participation and achievement. The matrix can be used to localise different practices, rules and regulations, and to show how they impact on individuals. The trainer should develop some examples or try to localise specific phenomena of inclusion and exclusion in the matrix in order to be able to provide illustrations that participants can relate to.

Sequence of the activity

‘Inclusion in Schools as Public Institutions’
(Plenary and participant brainstorming)

Trainer explains the different levels of inclusion in the matrix (linking levels and processes). Trainer gives definition for ‘access’, ‘participation’ and ‘achievement’.

Instructions to Exercise (see extra PPT slide)
Please brainstorm on the following questions:
- What makes an Inclusive Education System?
- What makes an Inclusive School?
- What makes an Inclusive Classroom?

Think of vulnerable children that you know or take case study example:
- Which processes can help create inclusive education?
- Which process can contribute to exclusion?

Think of the school in which you work and consider the applicability of your responses.

Participants do brainstorming either in small groups or in plenary.

Definitions for ‘access’, ‘participation’, ‘achievement’

Access: Refers to school-related input factors that facilitate or hinder the access of vulnerable children and influence whether a child is present in the classroom or not. This includes also the access to necessary support systems and to the general curriculum.

Participation: Refers to school-related process factors that facilitate or hinder a sense of belonging, a sense of competence and a sense of autonomy in the child. Meaningful participation is shared with peers of the same age group and is oriented towards goals that are relevant for society and the individual.

Achievement: Refers to school effect on children and youth: what has a child achieved as a result of participating in education? What does it take with it after leaving school?

Access: Right to Education
Participation: Rights in Education
Achievement: Rights through Education
Activity 1.1.5: Reflection on influence of teacher (leading to Unit 2)

Overview

Purpose:
- ✓ Reflect on home and school factors’ effect on student outcomes (achievement).
- ✓ Confront participants with their beliefs on what has an impact on student achievement.
- ✓ Introduce the competency dimensions from the ‘profile of an inclusive teacher’ as an advanced organizer for the remaining modules.

Focus of the activity:
- ✓ Beliefs of participants on the impact on student achievement of home, school and teacher.
- ✓ Evidence on effective and less-effective measures to support student achievement.

Materials and methods:
- ✓ No material needed other than slides. Please note that slides with results should not be included in handout.
- ✓ Reflection on own beliefs, discussion.

Additional information/alternatives:
- European Agency for Special Needs and Inclusive Education: Project information on 'Raising Achievement for All Learners' and 'Teacher Education for Inclusion' (see www.european-agency.org)

Information for trainer

The content of this activity is taken from John Hattie’s synthesis of over 800 meta-analyses relating to achievement. The evidence given is sometimes in conflict with common myths on effective education systems and classroom practices. By having to estimate the level of impact, participants rely on their beliefs, which may be challenged by the evidence presented. Beliefs are partially influenced by the over-all education system and its rules and regulations (e.g. on retention) and partially by the participants’ personal experiences. It is up to the trainer how explicit the beliefs of the participants should be made and on which level a discussion on beliefs should take place. In any case, it is an opportunity to question current practices and consider alternatives.
Sequence of the activity

Focus on Factors Related to the Home Environment (Plenary)(individual and small-group work)

- Presentation of home-related factors on achievement (taken from Hattie 2009).
- Group discussion on enablers and barriers and how they can be removed.
- Responsibility of school?

Focus on Factors Related to the School Environment (Plenary)(individual and small-group work)

- Presentation of school effects on achievement (taken from Hattie 2009).
- Participants judge individually whether factors have high, medium or low impact on student achievement.
- Presentation of results (see extra slide with results).

- Discussion on differences between participants’ beliefs and evidence.
Focus on Factors Related to the School Environment (Plenary) (individual and small-group work)

Presentation of teacher effect on achievement (taken from Hattie 2009).

Participants judge individually whether factors have high, medium or low impact on student achievement.

Presentation of results (see extra slide with results).

Discussion on differences between participants' beliefs and evidence.

European Agency Project (Plenary)

Presentation of competencies developed in the ‘Profile of Inclusive Teachers’ of the European Agency.

These four domains of teacher competencies for inclusive education will help organize the remaining units of this module.

This slide provides an advanced organizer and helps participants to link the content to a larger framework.

Notes
Unit 1.2: Personal Professional Development

Overview Unit 1.2

Purpose of the Unit

- Understand the importance of professional development for inclusive education.
- Get to know a definition of teacher competencies for inclusion.
- Become aware of the biases that influence our actions.
- You know some of the differences between novice teachers, experienced teachers and teacher mentors.
- Develop your vision of an inclusive teacher.

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

Overview activities

- Activity 1.2.1: Looking behind teacher action
- Activity 1.2.2: Experiencing and reflecting on bias
- Activity 1.2.3: Professional life-cycle approach trajectory

Activity 1.2.1: Looking behind teacher action

Overview

Purpose:

- Start to think about one’s own actions and problem-solving.
- Get introduced to the problem-solving cycle, which helps linking the different steps.
- Sensitise participants to the fact that all perception is limited and should be subjected to reflection.

Focus of the activity:

- Teacher Competences for Diversity.
- Problem-solving cycle: competence becomes visible in action, bias becomes visible in action.
- Examples of personal misjudgements.

Materials and methods:

- No material needed other than slides.
- Reflection on own actions and how misjudgements impact these actions.

Additional information/alternatives:

- See references given on the slide.
Information for trainer

Unit 2 starts with a first introduction to teacher competencies by providing a broad definition. Detailed descriptions of teacher competencies for inclusive education are available in the European Agency ‘Profile of Inclusive Teachers’. Attitudes represent a teacher’s beliefs, values and previous experiences. Attitudes become visible in action and hence should also be discussed in the context of teacher activities. Therefore, a model is introduced here that helps to reflect on actions and factors that influence actions (see also Introductory Module: Linking Theory to Practice).

The model chosen here emphasises the fact that intentional human action is always about problem-solving. There are similar action cycles available on the Internet. If the trainer considers using an alternative model here, it should be used throughout the modules to maintain consistency and not confuse participants.

Sequence of the activity

**Teacher Competencies for Diversity (Plenary)**

Plenary: Provide the definitions with background information and examples.

Highlight fact that competencies can be attributed to individuals, social groups and institutions. This can be linked to Unit 1.1, if wanted.

Highlight ‘knowledge’, ‘skills’ and ‘attitudes’. You may want to ask for examples from participants.


**Problem-Solving Cycle (Plenary)**

Plenary: Give a first introduction to the problem-solving cycle.

Highlight that at each step we apply our own experiences, beliefs and ways of perceiving and judging events and other people.

Please refer to the introductory module for more details. You may want to develop an example to illustrate the different steps.
Activity 1.2.2: Experiencing and reflecting on bias

Overview

**Purpose:**
- Use the problem-solving cycle to highlight sources of bias at each stage of the process.
- Enable personal experience and reflection on bias in human action.
- Provide examples that help understand impact of beliefs, values and attitudes.

**Focus of the activity:**
- Participants’ own perceptions, understanding, intentions, actions and reflections.

**Materials and methods:**
- No material needed other than slides.
- Experience of different sources of bias and reflection.

**Additional information/alternatives:**
- Alternative exercises, phenomena or experiments taken from perceptual and social psychology can be used and quoted.
Information for trainer

This activity helps participants experience and better understand how perception, comprehension, intentions, actions and reflection are influenced and open to bias. These general phenomena show participants that being biased is part of the human condition and not something they need to be ashamed of. What is important for teachers is to become aware and sensitised so that they are able to recognise bias in their own actions and in the actions of others.

Perceptual and social psychology offers a rich pool of exercises, experiments and descriptions of these phenomena. Trainers may want to find their own examples or even invite participants to add to the collection of examples that can be used in other settings (e.g. also with children).

Sequence of the activity

**Bias in Perception** *(Plenary)*

Specific perspective and situation of observer influences perception.

The five wise blind men tried individually to describe an elephant based on their selective experience. They all came up with very different observations based on their limited perception.

The story and alternative illustrations are available online, please Google ‘Blind men and elephant’.

The video of two teams playing in white and black T-shirts highlights the selectivity of our perception: by concentrating on one aspect, we miss out on others (e.g. seeing the gorilla walking across the room).

Instructions are given on the right. Highlight that the goal of the exercise is to see how well they can observe and count.

Give other examples if necessary and ask for experiences of participants (optional). Discuss what this means for the participants as teachers/professionals.

Available on the Internet: 
[http://www.youtube.com/watch?v=VjiG698U2Mv](http://www.youtube.com/watch?v=VjiG698U2Mv)
Bias in Comprehension *(Plenary)*

Comprehension is based on a cognitive process following perception. People immediately try to make sense of what they perceive.

There are several phenomena that can be added here, illustrating factors that influence our sense-making processes – and therefore our judgment.

Selective perception influences our interpretation of events.

The context in which we perceive something influences interpretation of signs and symbols.

Actor/observer bias: we pass the judgment that this is a ‘friendly baby’ rather than consider the situation that caused this baby to smile just now.

Give other examples if necessary and ask for experiences of participants (optional). Discuss what this means for the participants as teachers/professionals.
Bias in Projection into the Future (Plenary)

Our intentions, or the intentions we attribute to others, influence planning and goal-setting processes. This is expressed in our attitudes; they guide the basic position we take to action. This slide seeks to highlight that what is said is important, but what is meant is essential:

What is said is one thing, but what is meant is more important. These are the implicit messages of the three statements:

1. We are going to a party together and I don’t have a change of clothes for you! (blue)
2. I cannot bear to watch you do it alone; I don’t trust your abilities. (red)
3. I have to write this SMS and don’t want to deal with you now. (green)

Give other examples if necessary and ask for experiences of participants (optional). Discuss what this means for the participants as teachers/professionals.

Bias in Evaluation and Reflection (Plenary)

There are several psychological phenomena that influence the outcome of our actions or thought processes. Some are listed here and can be discussed:

Give other examples if necessary and ask for experiences of participants (optional). Discuss what this means for the participants as teachers/professionals.

If necessary, the link to the problem-solving cycle can be established again at the end of this activity.
Activity 1.2.3: Professional life-cycle approach trajectory

Overview

Purpose:
- Introduce a common language to talk about pre-service, in-service and mentorship programmes.
- Gain an understanding that inclusive education requires a life-long learning approach.
- Address specific learning points at each stage of professional development.
- Develop a vision of what teachers should achieve at each stage of professional development.

Focus of the activity:
- Teachers and what they need to learn at different stages of their professional development.

Materials and methods:
- Flipcharts, pens (optional for reporting back from group discussions).
- Experience of different sources of bias and reflection.

Information for trainer

Participants need to consider their learning experience in this module as part of their professional development. Inclusive education is not something you can read about and then teach your students; it requires learning that impacts on their competence, skills and beliefs. The introductory module provides background information on ‘skilful teachers’ that should be read prior to carrying out this activity. The bullet points on the slides can be linked to the model provided there. Novice teachers may still be preoccupied with getting their ‘moves’ right. Experienced teachers have generally mastered this, but may still be struggling with establishing ‘patterns’ that support inclusive education. Generally, to constructively create ‘abstractions’ that are able to guide practice is something that teachers only achieve through reflection and bringing together subject knowledge, pedagogical knowledge and system’s thinking.

This activity does not go into these detailed types and levels and seeks only to propose an orientation point and help the understanding that inclusive teachers need to learn throughout their careers. This is not a view shared by some teachers, who may believe that once certified they do not need to learn anything else. If this belief is present, it should be addressed here. The exercise focusing on their position in their trajectory of practice helps to address relevant issues.
Sequence of the activity

Clarifying Main Developmental and Professional Tasks in a Teacher’s Professional Life-cycle (Plenary)

Presentation of the three slides. Trainer should read background information on teacher skills before introducing the concepts of novice teacher, experienced teacher and teacher mentor.

Novice teachers – leaving behind student views

From student to novice teacher
- Acquiring an identity as a teacher.
- Seeing classroom through eyes of a teacher rather than a student.
- School subjects are more than facts and rules.
- Teaching is a complex and ambiguous activity.
- There are multiple contextualisations of teaching which they may not have experienced as student.
- Strong wish to control student behaviour is not a good idea.

Experienced teacher – dealing with complex situations

From novice teacher to experienced teacher
- Seeing learning through the eyes of the students.
- Systematically reflect own practice.
- Collaboration and peer support becomes part of everyday practice.
- Develop a situational understanding of learning rather than being focused on student attributes.
- Develop a sense of self-efficacy and competence in managing.

Teacher mentor – networked expertise

From experienced teacher to teacher mentor
- Being able to identify essential representations of one’s subject or knowledge domain.
- Systematically guide learning through classroom interactions without controlling students.
- Monitoring learning activities in a meaningful way and provide feedback for learning and to build positive identities.
- Learn to help students regulate themselves and attend to effective attributes.
- Effectively influence positive student outcomes.
Developing a Vision of Teachers Across the Professional Life-cycle

Presentation of quotes (alternative quotes or pictures can be used).

Partner or individual work to develop a vision of what a novice teacher, an experienced teacher and a teacher mentor/teacher educator should be able to do. Participants should use information and concepts already discussed (e.g. areas of teacher competency, what is needed for teacher participation).

Group discussion or presentation in plenary are optional.

What is your vision and what do you seek to achieve?

Quotes that reflect the understanding we seek to achieve:

“To teach is to learn twice over.” (Joseph Joubert)

“Learned we may be with another man’s learning, we can only be wise with wisdom of our own.” (Michel de Montaigne)

“Treat people as if they were what they ought to be and you help them become what they are capable of becoming.” (Johann Wolfgang von Goethe)

“The authority of those who teach is often an obstacle to those who want to learn.” (Cicero)

What is your vision of a novice teacher, and experienced teacher and teacher mentor/teacher educator?

Where are you presently in the professional life-cycle?
Unit 1.3: Valuing Student Diversity

Overview Unit 1.3

Purpose of the Unit

- Understand the in-group – out-group bias (in-group favouritism) and how it links to labelling.
- Get to know the most important dimensions of diversity.
- Understand the cycle of oppression and draw your own cycle of empowerment.
- Consider the importance of human rights for valuing student diversity.
- Think about ways this knowledge could be relevant for your school.

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

Overview activities

- Activity 1.3.1: Understanding social identities
- Activity 1.3.2: Reflecting on the cycle of oppression
- Activity 1.3.3: Reflecting on the consequences of a human rights-based approach

Activity 1.3.1: Understanding social identities

Overview

Purpose:

- Explore participants‘ social identities.
- Accept that social bias is built into human relationships.
- Experience impact of social identities on group process.

Focus of the activity:

- Participants‘ social identities.
- Group processes related to social identities and in-group vs out-group dynamics.

Materials and methods:

- Questionnaire ‘Understanding own social identity’, instructions and statements for Power-walk exercise.
- Personal reflection and experience.

Additional information/alternatives:
Information for trainer

To understand the social identities of children and how diverse they may be requires reflection on one's own social identity. It is important to understand that not all dimensions may be of the same importance to everyone and to presume so may lead to discrimination. For example, most people belong to, or at least were brought up in, one religious tradition or another. For some individuals, religion plays a central part in their lives and therefore is an important dimension to define their identities; for others, their religious background is less important.

In-group vs out-group bias is a fundamental fact of being human; we cannot have close relationships with everybody. By committing ourselves to some relationships, we distance ourselves from others. It is part of teachers’ professional duties to reflect on these processes with regard to their own social practices and to recognise in-group vs out-group dynamics in their classrooms.

Sequence of the activity

Filling in the Questionnaire *(Individual work)*

A short plenary introduction is given to explain the task.

Participants fill in the ‘social identities’ questionnaire. Some of this information is private; therefore, participants should not be forced to share the results with others.

Questions on slide can either be used to reflect individuals or discuss in a group situation.

### Understanding our social identities

How do we perceive ourselves in social groups and how are we perceived by others?

Which aspects of our identity are we comfortable to expose in our community and which aspects do we prefer to keep private?

Please fill in the questionnaire.

Consider what your social identity means at the following levels:

- Personal: values, beliefs, feelings.
- Interpersonal: actions, behaviour, language.
- Institutional: roles, policies, procedures.
- Cultural: beauty, truth, right.

Which dimensions of diversity were identified in the questionnaire?

Are there other dimensions that you think are important?
Activity 1.3.2: Reflecting on the cycle of oppression

Overview

Purpose:
- √ Develop a better understanding of processes that lead to exclusion.
- √ Accept that teachers hold institutional power that can be used to facilitate inclusion or create barriers.

Focus of the activity:
- √ Problem-solving cycle to highlight processes of exclusion.
- √ Stereotypes, prejudice, discrimination, oppression and internalisation of oppression (cycle of oppression).

Materials and methods:
- √ No extra materials needed.
- √ Brainstorming and reflection.

Additional information/alternatives:
- Cycle of oppression: http://www.uas.alaska.edu/juneau/activities/safezone/docs/cycle_oppression.pdf
- Additional information available at various sites on the Internet.

In-group – Out-group Bias (Plenary)

Warming-up: Power-walk exercise.

Based on the responses and thoughts regarding participants’ social identities, the issue of out-groups can be addressed. The trainer could invite participants to think of social identities that are in contrast to their own. Subsequently, the trainer should provide information on the in-group vs out-group phenomenon.

Participants are invited to reflect on their situations as individuals and teachers.

In-group – out-group bias

With or even without intergroup interaction the following can be observed:
- √ In-group identity vs out-group labelling.
- √ In-group favouritism vs out-group discrimination.
- √ Exaggeration and over-generalisation of differences between in-group and out-group.
- √ Minimising differences between in-group members.
- √ Remember more detailed and positive information about the in-group and more negative interaction about the out-group.

Phenomenon can be observed everyday, e.g. with football fans. Experiment which shows these dynamics: Robbers Cave Experiment.

What can you do about this as an individual? What should you do about this as a teacher?
Information for trainer

'Stereotypes', 'prejudice', 'discrimination', 'oppression' and similar terminology is generally well-known, but rarely directly linked to teacher actions. Using the problem-solving cycle helps to understand these processes as a sequence of biased (overt or mental) actions that create situations in which children are oppressed, excluded or restricted in their participation. Participants should be given the opportunity to brainstorm and reflect on these processes.

Schools hold institutional power because they are agents of the state. Depending on how institutional power is used, it can help create and maintain enabling environments that ensure learning and participation for all children, or it can be misused to exclude children without the need for individual teachers to assume personal responsibility.

Sequence of the activity

**Cycle of Oppression** *(Plenary)*

Trainer presents the cycle of oppression and links it back to the action cycle and where bias originates from.

Group discussion on institutional power of schools and how it contributes to stereotype, prejudice, discrimination and oppression.

**Stereotypes, prejudice, discrimination and oppression**

A **stereotype** is a generalisation about a group of people in which identical characteristics are assigned to virtually all members of the group, regardless of actual variation among the members. It can also be an exaggerated or distorted belief that refuses to acknowledge differences among members of a group.

A **prejudice** is a negative and hostile attitude toward people in a distinct group, based solely on their membership within that group. It is reflected in judgments or opinions formed before the facts are known. It can be unlearned.

**Discrimination** is the systematic preference of the in-group over the out-group with the power to act on these preferences.

**Oppression** is a combination of prejudice, stereotype and discrimination which is backed by institutional power.

**Internalised oppression** is the effect this has on individuals in the out-group. Institutional power is the ability or official authority to decide what is best for others which comes with the availability of resources and the capacity to exercise control over others.
Activity 1.3.3: Reflecting on the consequences of a human rights-based approach

Overview

Purpose:
✓ Highlight the responsibility of schools to create environments that are respectful of children’s rights.
✓ Reflect on teacher action that empowers children and families.
✓ Apply reflection to one’s own school setting.

Focus of the activity:
✓ Human rights and how they are implemented in education systems.
✓ Teacher’s actions and how they relate to empowerment processes.

Materials and methods:
✓ Flipchart and pens.
✓ Reflection and discussion.

Additional information/alternatives:

Information for trainer

The sequence of activities and the slides provide one way of approaching this broad topic. UNICEF has developed a ‘Child Rights Toolkit’, from which materials can be drawn to enrich participants’ learning. The enactment of human rights in education has to consider both the immediate respect for individuals’ rights and the progressive realisation of rights through creating enabling environments. This activity focuses first on the system perspective (creating inclusive education systems), then on the person perspective (empowerment of individuals). Inclusive teachers have to be aware of both approaches and should be able to contribute to both the respect for individual rights in education and the progressive realisation of rights. For more information on legislation and policy for inclusive education, see Booklet 3 of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities.

Trainers should be familiar with issues and strategies to ensure that human rights are respected in education. They may draw on their own experiences or on the literature to provide examples and to illustrate the points made on the introductory slide. Trainers may choose another approach to highlight the two approaches. Connections should be made to Activity 1.1.2 ‘Person and System approach’, while products developed by participants can be used to illustrate and explain these two approaches to enacting human rights. The CRPD and CRC are mentioned here, but not explained in detail. Participants should be invited to reflect on their knowledge and whether there is a need to learn more about these conventions. The synergy between the two conventions ensures that the rights of children with disabilities are met.
Results and discussions associated with the cycle of oppression (Activity 1.3.2) can be used to think of
enabling actions at each step that help create a cycle of empowerment. The exercise helps participants
focus on their own work situation and on actions needed there to ensure empowerment and progressive
realisation.

Sequence of the activity

<table>
<thead>
<tr>
<th>System Perspective – Obligations of Education Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trainer presents system perspective and asks participants for examples, explanations and feedback.</strong></td>
</tr>
<tr>
<td><strong>Group discussion on human rights exploring learning needs of participants.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Perspective – Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trainer presents the person perspective by illustrating how children can be empowered at each step of the action cycle.</strong></td>
</tr>
<tr>
<td><strong>Group discussion on strategies to ensure empowerment.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application to Own Work Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trainer explains exercise and clarifies questions.</strong></td>
</tr>
<tr>
<td><strong>Small-group work to apply the contents of this unit to their own school setting. Feedback or presentation to plenary is optional.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human rights in education system</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progressive realisation</strong></td>
</tr>
<tr>
<td>Transforming the rhetorical aspirations of CRPD and CRC into concrete results.</td>
</tr>
<tr>
<td>Realistic understanding of the restraints states confront when fulfilling their human rights obligations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awareness of circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires flexibility to changing circumstances.</td>
</tr>
<tr>
<td>Situational differences affecting the distribution of resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negotiation</th>
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</thead>
<tbody>
<tr>
<td>Universal human rights are said to be ‘non-negotiable’, but...</td>
</tr>
<tr>
<td><em>...negotiation is the primary political mode of the realisation of human rights.</em></td>
</tr>
</tbody>
</table>

| What do you know about the CRPD and the CRC? What would you like to learn? |

<table>
<thead>
<tr>
<th>Cycle of empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situating context</strong></td>
</tr>
<tr>
<td>Measuring, assessing</td>
</tr>
<tr>
<td>Acting, implementing</td>
</tr>
<tr>
<td>Planning, developing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer to your school setting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the current situation in your school with regard to valuing student diversity?</strong></td>
</tr>
<tr>
<td><strong>What do you think would be a good next step to make your school value student diversity even more?</strong></td>
</tr>
<tr>
<td><strong>What would help students, parents and the community to value student diversity?</strong></td>
</tr>
<tr>
<td><strong>What do you think is important to convey to your colleagues in order for your school to take these actions?</strong></td>
</tr>
<tr>
<td><em>What goals do you have? What would you like to achieve?</em></td>
</tr>
<tr>
<td><em>Which ideas, theories, contents are important and why?</em></td>
</tr>
<tr>
<td><em>Which methods or tools would you use?</em></td>
</tr>
<tr>
<td><em>In which setting or context would you plan activities – and what activities would you plan?</em></td>
</tr>
</tbody>
</table>
Unit 1.4: Supporting all Learners

Overview Unit 1.4

Purpose of the Unit
✓ Consider the ways you think about learning and achievement.
✓ Get to know a model that can help you understand learning situations.
✓ Consider learning as the outcome of participation (not only achievement).
✓ Understand and organize the different settings/organization of provision.
✓ Think about ways this knowledge could be relevant for your school.

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

Overview activities
• Activity 1.4.1: Thinking in activities rather than tasks
• Activity 1.4.2: Developing a deeper understanding of participation
• Activity 1.4.3: Developing a deeper understanding of learning environments
• Activity 1.4.4: Reflection on support for all learners in participants schools

Activity 1.4.1: Thinking in activities rather than tasks

Overview

Purpose:
✓ Introduce the participants to the idea of ‘learning situations’.
✓ Explore ways in which learning situations can be altered to enhance the learning experience.
✓ Practice creative thinking to adjust situations to diverse learners.

Focus of the activity:
✓ Learning situations (rather than isolated tasks).
✓ Own thinking and how it can be expanded.

Materials and methods:
✓ Flipcharts and pens if discussions should be reported back to plenary.

Additional information/alternatives:
• Alternatives to using the cartoon: use the slide on bias in ‘Projection into the Future’ (Activity 1.2.2) to highlight the importance of intentions or any other example that highlights the importance of intentions (e.g. in double-bind situations).
Information for trainer

This activity highlights one of the problems teachers encounter when trying to teach diverse groups of children and how these difficulties may be overcome by thinking in a different way. Rather than concentrating on separate tasks, teachers need to focus on learning situations. Learning situations consist of a flexible set of tasks that are linked through a common purpose. Trainers should refer to the introductory module to better understand how this helps to link immediate actions to over-all participation in different life domains (life-cycle approach) and how this is linked to relevant teacher skills (moves, routines, abstractions). Teachers who mainly think in moves and do not link the immediate present to the distant future are not able to create flexible learning situations that provide opportunities to learn for all children. The trainer may wish to also highlight the strong belief many teachers hold that ability grouping is essential to efficient teaching. For further information on alternatives to ability grouping you may wish to consult ‘Learning without Limits’ (Hart et al. 2004).

Teachers are generally unaccustomed to thinking about the life-situations that children find themselves in and learning situations that are created by them, so a model is provided and used throughout the three modules to help analyse situations. More information and explanations on the Activity Theory Model are provided in the introductory module.

Sequence of the activity

Cartoon: Beliefs and Intentions of Teachers
(Plenary discussion)

Show the cartoon and invite participants to comment on it. Most likely, there will be an emphasis on judging the fairness or value of this task without reflecting on the context in which it is set (which is unknown).

The following points should be highlighted (guiding the thinking towards the analysis of the over-all activity rather than individual tasks):

- Tendency to interpret this as a situation of achievement, rather than a situation of learning.
- Tendency to think of each animal in isolation, rather than as a community.
- Tendency to assume intentions, rather than reflect them.
- Context (e.g. animals create an enabling environment through peer learning).
Developing Alternative Thinking (Small groups, followed by a discussion)

Participants do brainstorming on alternative thinking in small groups.

The small groups report back to the plenary, followed by a plenary discussion.

The discussion should reflect on the points and develop alternatives to highlight how much teacher’s beliefs, attitudes and intentions shape the reality of students’ learning situations:

- Purpose of activity (e.g. practice for a rescue operation during floods; the chimpanzee is the only animal that cannot swim).
- Use of tools (e.g. trunk of elephant, use of ladder).
- Focus on the learning opportunity (e.g. for the seal to know when to help his friend the chimpanzee, for the elephant how to use his trunk as a tool, and for the chimpanzee to be attentive and motivated).
- Importance of learning context (e.g. animals are allowed and encouraged to support each other, the sense of community created by teacher).

Introduction to Activity Theory Model

The results from the discussions should be used to formally introduce the model. Responses can be contextualised in the model to illustrate this method of analysis.

Participants should be invited to highlight differences between this way of thinking about situations and the way they approached the cartoon at first.

Understand learning situations – proposition of a model

We will use this model to describe the learning situation that you think is created in the cartoon by the teacher.

You will use this model on your own to describe the learning situation where all animals are participating in a meaningful way.

Explanations to Activity Model

Subject refers to the person or persons that is/are carrying out the activity. The activity is understood and analysed from his/her perspective (e.g. teacher).

The object refers to the focal point of the activity; it defines what the activity is directed towards. This can be another person, a problem, a topic or any object.

The object is constructed by the subject and focuses on the aspects which are relevant to carrying out the activity (e.g. mathematics, student behaviour).

Outcome refers to all wanted and unwanted results or impacts that are created as a result of carrying out an activity (e.g. achievement, disappointment).

Tools and artefacts are physical and cognitive tools that are used to carry out the activity (e.g. textbook, learning strategies, language).

Context refers to the characteristics of the social setting or environment in which the activity is carried out. This could refer to social values, beliefs, norms, or rules, but also to the climate in the classroom, and the support given by peers.
Activity 1.4.2: Developing a deeper understanding of participation

Overview

Purpose:
✓ Develop a definition for participation, the process component of inclusive education.
✓ Applying the Activity Theory Model to envisaging learning situations that promote participation.
✓ Enable participants to develop situations that support learning for all children and youth.

Focus of the activity:
✓ Participation of children.
✓ Teacher actions to enable participation.
✓ Four perspectives on participation restrictions.

Materials and methods:
✓ No material needed.

Additional information/alternatives:
• Definition of participation: please refer to introductory module and European Agency publication (see below).

Information for trainer

Inclusion can be defined as the process to ensure participation and learning for all children and youth. It is therefore central for teachers and other professionals to develop a deeper understanding of what participation is. The definition of participation used in this module (see also introductory module) is taken from the European Agency’s publication ‘Participation in inclusive education: A framework for developing indicators’. The definition is based on the theory of self-determination, with its necessary ingredients to maintain motivation to be and remain active in life: ‘autonomy’, ‘competence’ and ‘relatedness’. In the context of social inclusion, these concepts have to be linked to what children typically do at a certain age and to the contexts of life situations in which children typically participate. They are therefore the building blocks of the definition of participation. The definition can be linked directly to the Activity Theory Model, providing the tool for teachers to analyse and understand the situation in which children find themselves in and identify possible barriers to participation:
Although the Activity Model focuses on activities of individuals or groups, it brings in the environment through the concept of ‘tools or routines’ and ‘settings or contexts’.

Life domains should be understood as social places or contexts where participation takes place. Different situations are created and the variety will enrich the lives of children and make them capable of participating in future situations. The life domains quoted in this exercise make a first link to the life domains that are used in the ‘International Classification of Functioning, Disability and Health’ (ICF, WHO 2001 and ICF-CY, WHO 2007) to describe participation and participation restrictions that children with disabilities may experience. The life domains are not disability-specific and reflect universal human experiences. Therefore they can be used for all children and youth as well as for understanding the life situations of teachers and other professionals.

Sequence of the activity

Introduction to the Definition of Participation
(Plenary)

Participants are introduced to the definition of participation. Trainers should refer to the background information in the introductory module. Being engaged means:

- Being able and being enabled to carry out the relevant activities (demonstrate, experience and develop competencies).
- Being able and being enabled to be part of a group and community (demonstrate, experience and develop communion and a sense of belonging).
- Being able and being enabled to influence or control actions (demonstrate, experience and develop agency).

Participants should be invited to give examples on how this is done in their schools and classrooms.

Participation is the precondition for achievement

‘Participation as being engaged...

- Behavioural engagement (positive conduct, involvement in learning and academic tasks, participation in school-related activities).
- Emotional engagement (affective reactions such as interest, happiness, identification with teachers and peers).

...“In typical routines in typical settings... ... that are directed towards personally and/or socially meaningful goals.”

- Demonstrate and experience competence (e.g. cognitive, communicative, manual, emotional, etc.).
- Demonstrate and experience belonging (e.g. show interest in others, be motivated to consider suggestions of others, feeling accepted and welcomed).
- Demonstrate and experience autonomy (e.g. direct attention, self-regulate behaviour to carry out complex actions, taking decisions on one’s life).
Trainer highlights ways in which teachers can support or improve participation:

- Structure facilitates carrying out activities.
- Involvement facilitates belonging.
- Autonomy support facilitates agency.

Participants should be invited to give examples of how this is done in their schools and classrooms.

Trainer highlights activity of student and what is needed to ensure participation by using the Activity Theory Model. The life domains can also be found in the ‘International Classification of Functioning, Disability and Health’ (ICF), where participation is one of the major concepts.

This slide can be used to sum up the discussion so far.

Trainer shifts from participation to participation restrictions. This graph highlights ways in which teachers can support or improve participation and highlights the four principal perspectives under which participation restrictions should be considered:

- Development: Age has an influence on the ability to participate.
- Relationship: Social distance and lack of relationship create barriers to participation.
- Curricular: If children have not yet had the opportunity to acquire knowledge and skills as presumed by the curriculum they will not be able to participate.
- Health: Health problems such as disorders or diseases and impairments can restrict participation.

Ways to improve participation as a teacher

1. Structure
   The teacher gives clear directions, gives preliminary overview of a forthcoming lecture or task, communicates his or her expectations for students’ learning or performance, communicates a standard of excellence to students, states classroom rules, administers consequences in a consistent and contingent fashion, provides feedback to students.

2. Involvement
   The teacher cares about how students do in their projects, addresses students by name, enjoys spending time with the students, talks with students before or after class, offers help with problems, gives resources to students.

3. Autonomy support
   The teacher gives students a choice of what to do, gives rationale for learning activities, resists using coercive and controlling language, encourages questions and comments, asks students for suggestions, encourages student initiative and active participation.

Activity of the student

Participation takes place in different life domains: Learning, Mobility, Communication, Relationships, School, Family, Leisure

Perspectives to explain participation restrictions

Think of different children with difficulties in learning; which perspectives are relevant to understand participation restrictions?
Activity 1.4.3: Developing a deeper understanding of learning environments

Overview

Purpose:
- Develop a shared understanding of creating a system of support to promote participation.
- Develop a shared understanding of creating enabling school environments.
- Gain overview of teacher competences, skills and attitude to create enabling learning environment.

Focus of the activity:
- Three-tier model to describe different intensities of personalized support.
- Three types of standards to evaluate quality of education linked to input, process and outcome.
- Participation of teachers.

Materials and methods:
- No additional material needed.
- Group discussion.

Additional information/alternatives:
- More information on the three-tier model or ‘response-to-intervention’ approach can be found at [http://www.rtinetwork.org/learn/what/whatisrti](http://www.rtinetwork.org/learn/what/whatisrti)

Information for trainer

Creating an enabling learning environment in schools is central to inclusive education. The emphasis here is on the system and how the system can be understood and analysed. The response-to-intervention model (three-tier model) is used to clarify existing support systems and how they link to students’ needs for additional support.

In Module 1, participants are introduced to the broad idea of support systems and are expected to reflect these based on their previous experiences and knowledge. Strategies to create enabling environments will be provided in Module 2 and Module 3.
Introduction to Three-Tier Model (Plenary)

An overview and introduction is given to the three-tier model.

Participants work on the following questions (small groups or in plenary):

- What support services do you have at each tier?
- What are the characteristics of children supported in each tier?
- If there are children out of school, why are they not participating and in which tier should they be supported?

If participants work in small group, results could be exchanged in plenary.

Linking Three-Tier Model to Standards (Plenary)

An overview and introduction is given to the three types of standards.

Group discussion with the following questions (suggestion):

- Does your school have a curriculum and textbooks that are flexible enough to be used to guide learning for all students?
- Is your school and its learning environment accessible and enabling for all students?
- Do you have tools and procedures to obtain valid information on student achievement?

Standards to ensure Learning for All

**Curriculum content standards** (goals and content of education)

- Defining knowledge, concept and skills that students should acquire at each grade or at the end of their schooling.
- Adequate textbooks, stimulating learning materials and well-designed tasks as tools to achieve envisaged competence.

**Opportunity to learn standards** (service, schools and professionals)

- Defining conditions that promote participation and learning of students.
- Accessible schools, learning arrangements, classroom management, flexible grouping and cooperation as tools to create facilitating learning environments.

**Student performance standards** (children, youth and their families)

- Defining level of expertise, type of skills and abilities that students should be able to perform at each grade or at the end of their schooling.
- Observation, tests and assessment procedures able to capture relevant knowledge and skills as tools to evaluate performance.
Linking Three-Tier Model to Activity of Teacher (Plenary)

Trainer should support participants to reflect on what they need to participate.
- What should teachers bring to the job (knowledge, skills, attitudes)?
- How should the contents of education be presented to be useful?
- How should the goals of education be presented to help direct teacher actions?
- Which teaching strategies should they apply?
- Which support or enabling environment is needed?

Group discussion on the three components of participation, but now focusing on the teacher.

Activity 1.4.4: Reflection on support for all learners in participants’ schools

Overview

Purpose:
✓ Reflect on support situation in participant’s own school environment.
✓ Participants clarify their own understanding and are given an opportunity to ask questions.

Focus of the activity:
✓ Own school and work situation.

Materials and methods:
✓ Flip chart and pens.

Additional information/alternatives:
Information for trainer

This activity is written for teachers; if participants work in other settings, they should consider those settings rather than try to think what teachers or schools should do. The instructions will have to be adapted accordingly. This activity brings together the different components of this unit. The questions are organized along the different components of the Activity Theory Model.

If the trainer wants to expand the analysis on the current situation in schools, provision mapping may be a method to do so (Massey 2012).

Sequence of the activity

**Introduction to Transfer Activity (Plenary)**

An overview and introduction is provided of the task to consider the participants’ school settings.

If possible, small-group work is organized in groups from the same school (or community or country). The groups work on the questions provided on the slide. The trainer should engage the small groups in dialogue to see if concepts introduced in this unit are understood.

The trainer will need to decide whether and how the results should be reported back to the plenary. Participants should be given an opportunity to ask questions about the content of this unit.

**Transfer to your school setting**

- What is the current situation in your school with regard to supporting all learners?
- What do you think would be a good next step for your school to support learners even better?
- What would help students, parents and the community to support learning and participation?
- What do you think is important to convey to your colleagues in order for your school to take these actions?
- What goals do you have? What would you like to achieve?
- Which ideas, theories, contents are important and why?
- Which methods or tools would you use?
- In which setting or context would you plan activities – and what activities would you plan?

Notes
Unit 1.5: Working with others

Overview Unit 1.5

Purpose of the Unit

✓ Consider the inclusiveness of your community and your school and use this information to consider actions.
✓ Build a vision of inclusive education – so that you can plan actions with your colleagues, students, parents or community.
✓ Review the contents of the module.
✓ Identify the need for more information or clarification.

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

Overview activities

• Activity 1.5.1: Working with families and the community
• Activity 1.5.2: Working together in schools
• Activity 1.5.3: Creating a shared vision of ‘Inclusive Education in your School’

Activity 1.5.1: Working with families and the community

Overview

Purpose:

✓ Bring the family and community to the attention of participants.
✓ Create connections between the activity on Circles of Inclusion and own work.
✓ Create a shared understanding of the responsibility of schools with regard to the community.

Focus of the activity:

✓ Results from Activity 1.1.3 ‘Circles of Inclusion’.
✓ Own community and society (country or regional level).

Materials and methods:

✓ Flip charts and pens if groups report back to plenary.
✓ Reflection and discussion.

Additional information/alternatives:

• Guidelines on family and community participation, for example http://www.sedl.org/ws/ws-fam-comm.pdf
Information for trainer

This activity draws on the thoughts, discussions, results and products developed in Activity 1.1.3 ‘Circles of Inclusion’, with a special focus on the thoughts related to participants’ own communities.

The questions on the slide help participants to address issues related to the different component of the Activity System Model. This should facilitate the development of coherent strategies to improve collaboration with parents at a later stage (Module 2).

Sequence of the activity

**Introduction to Working with Families (Plenary)**

- An overview and introduction is provided of the task to consider the social setting or community in which the school is located.
- If possible, small-group work is organized in groups from the same school (or community or country).
- The groups work on the questions provided on the slide. The trainer should engage the small groups in dialogue to see if concepts introduced in this module are understood.
- The trainer will need to decide whether and how the results should be reported back to the plenary.

**Working with parents and families in the community**

- Go back to the exercise ‘Circles of inclusion’ and reflect on the results with regard to supporting inclusion in the society and community: what is the current situation?
- What do you think would be a good next step to improve this situation?
- What do you think is important to convey to your colleagues in order for your school to take these actions?
  - What goals do you have? What would you like to achieve?
  - Which ideas, theories, contents are important and why?
  - Which methods or tools would you use?
  - In which setting or context would you plan activities – and what activities would you plan?

Activity 1.5.2: Working together in schools

Overview

**Purpose:**
- Help participants focus on the relationships in schools.
- Create connections between Activity 1.1.4 ‘Inclusion and exclusion in institutions’ and own work.
- Create a shared understanding of the responsibility of schools with regard to creating enabling learning environments.

**Focus of the activity:**
- Own classroom and school (possibly also policies).
Information for trainer

This activity draws on the thoughts, discussions, results and products developed in Activity 1.1.4 ‘Inclusion and exclusion in institutions’, with a special focus on the thoughts related to participants’ own schools.

The questions on the slide help participants to address issues related to the different component of the Activity System Model. This should facilitate the development of coherent strategies to improve collaboration with colleagues and authorities within the education system (see Module 2).

Sequence of the activity

Introduction to Activity (Plenary)

An overview and introduction is provided of the task to consider the school as an activity system that can be analysed and developed to become more inclusive.

If possible, small-group work is organized in groups from the same school (or community or country). The groups work on the questions provided on the slide. The trainer should engage the small groups in dialogue to see if concepts introduced in this unit are understood.

The trainer will need to decide whether and how the results should be reported back to the plenary. Participants should be given an opportunity to ask questions about the content of this unit.

Working with others in schools

Go back to the activity ‘School as an Institution’ and reflect on the results with regard to working together: what is the current situation?

What do you think would be a good next step to improve this situation?

What do you think is important to convey to your colleagues in order for your school to take these actions?
*What goals do you have? What would you like to achieve?
*Which ideas, theories, contents are important and why?
*Which methods or tools would you use?
*In which setting or context would you plan activities – and what activities would you plan?
Activity 1.5.3: Creating a shared vision of ‘Inclusive Education in your School’

Overview

Purpose:
✓ Provide participants with the experience of creating a shared vision for inclusive education that can be used to develop such a vision in their own settings/schools.
✓ Help participants make the shift from focusing on students to focusing on their own work.
✓ Create meaningful opportunities to review the contents of this module.

Focus of the activity:
✓ Vision of inclusive education of individuals (see Activity 1.1.1 ‘River of Life’) to be up-dated in a group effort.
✓ Contextualise the vision in the Activity System Model.
✓ Contents of the modules and how they can be used in school setting.

Materials and methods:
✓ Flip charts and pens if groups report back to plenary.
✓ Reflection and discussion.

Additional information/alternatives:
• Index for inclusion.

Information for trainer

There are many disparate approaches to inclusion and many divergent understandings of what inclusive education is. The key to being able to work together towards inclusive education is to develop a shared vision. This activity builds on the product of the River of Life activity, where a first vision of inclusive education was created. This unstructured vision is now further developed. This activity is important as it will enable participants to organize similar activities in their own schools.

A shared vision consists of a shared purpose, a shared understanding of the issues that need to be addressed, a shared understanding of the tools that should be used and a shared understanding of what needs to be changed in the social and physical environment or context. Questions related to the Activity Theory Model guide the discussion in the groups during the training, but can also be used by participants in their school settings to discuss these questions with their colleagues. The model helps to map the current understanding and to co-operatively develop a more coherent vision in line with the rights-based approach.
The importance given to this exercise will also depend on the presence or absence of an over-arching purpose to why the training is provided. If the training is provided in the context of a larger project to make schools or communities more inclusive, the aims of this project should be taken into account. If the participants are charged to ensure the knowledge transfer from this training to their school settings, this should be addressed here.

There are many tools and publications offering visions of inclusive education and providing guidelines for schools to become more inclusive. One widely used tool is the index for inclusion. The trainer may wish to introduce different tools that schools can use to become more inclusive.

Sequence of the activity

**Introduction to Transfer Activity (Plenary)**

An overview and introduction is provided of the task to consider the participants’ school settings.

If possible, small-group work is organized in groups from the same school (or community or country). The groups work on the questions provided on the slide. The trainer should engage the small groups in dialogue to see if concepts introduced in this unit are understood.

The trainer will need to decide whether and how the results should be reported back to the plenary. Participants should be given an opportunity to ask questions about the content of this unit.

**A shared vision of an inclusive school**

"Inclusive education is a process that aims to overcome barriers in learning and participation. It requires capacity building to ensure that education systems are able to respond to diversity and to achieve meaningful learning outcomes for all children."

This is one of many possible definitions of inclusive education, but it is not a vision. Build your vision of an inclusive school, considering:

- Your school's desired future, your aspirations and your intents.
- Your school's core values and identity, who you are and are striving to become.
- Your school's strategy and way of working and collaborating.
- Your school's environment and what you want to achieve together with your community.

Think of ways in which you can develop a vision that can guide practice! 67

**Notes**
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