

Inclusive Education Manual

2023



COVER PHOTO: Nelly Havyarimana from Burundi goes to school in Kakuma-Kalobeyi refugee camp. In case of conflicts or bullying, she requests her friends to help her resolve the issue.

PHOTO: BJÖRN UDD

FCA

Finn Church Aid (FCA) is Finland's largest international aid organization with operations in 12 countries.

FCA specializes in supporting local communities within three priority areas: Right to Quality Education, Right to Livelihood, and Right to Peace. FCA works with people in the most fragile contexts, regardless of their religious beliefs, ethnic background, political convictions etc.

FCA's work is anchored in international human rights frameworks, and cuts across development and humanitarian contexts. FCA's vision is a world comprised of resilient and just societies where everyone's right to peace, quality education and sustainable livelihood has been fulfilled.

By working for the Right to Quality Education,

through direct programming and advocacy, FCA strives for ensuring safe, inclusive schools with quality learning for all children and youth. The inclusion focus is on children with disabilities, girls and the most marginalized in particular. The education programs are implemented through strategic focus on Education in Emergencies (EiE), Technical and Vocational Education and Training (TVET) and linking learning to earning, teacher education and education sector development.

FCA works with a range of local and international partners and promotes accountability through its programmes, being the first Finnish organization to be certified against the Core Humanitarian Standard (CHS).



TWB

Teachers Without Borders (TWB) Finland acts in response to the global learning crisis, promoting inclusive and equitable quality education for all. Qualified, motivated, and supported teachers are the key to quality education. TWB contributes to this through international education collaboration, building on Finnish education expertise in different forms depending on the contextual needs and resources. The network strengthens the professional capacity of teachers and other education sector personnel both in developing contexts and in Finland.

TWB operates under FCA as one of its volunteer

networks. The network's expertise primarily serves FCA's development cooperation programs focusing on the Right to Quality Education. The volunteers support education system development through, for example, pre- and in-service training, coaching, and mentoring local colleagues: teachers, principals, career guidance counsellors and other actors in the sector from early childhood and basic education levels to vocational and higher education, onsite or remotely. Quality professional volunteer work, mutual respect and two-way learning are at the core of TWB's work.

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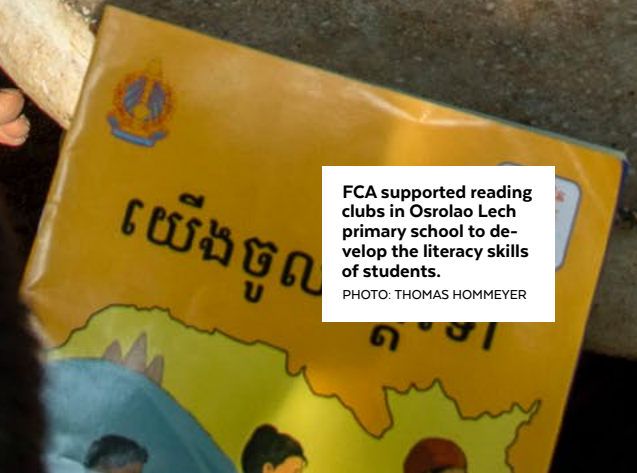
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FCA supported reading clubs in Osrolao Lech primary school to develop the literacy skills of students.
PHOTO: THOMAS HOMMEYER



NOTES FOR THE FACILITATOR

Training Approach and Methodology

A warm welcome to the Finn Church Aid (FCA) and Teachers Without Borders (TWB) Teacher Training Manual for Inclusive Education! This manual supports quality, inclusive education in diverse contexts and with different levels of educational resources. The development of the training manual began in autumn 2022 as a response to varying educational situations and needs in fragile contexts and to provide tools for how to respond to the needs of different learners.

The training primarily targets the teachers in FCA-supported schools and working environments but is adaptable for use anywhere in the world. The manual has also been developed with a potentially broader user base in mind for teacher in-service training purpose. We hope you find it useful.

Structure and Modes of the Training

The training manual consists of three (3) modules that can be used flexibly:

1. Education, Teacher and School Community,
2. Inclusive Education, and
3. Positive Classroom and Learning Environment for All Learners.

The content design allows you to pick individual modules out to be used for separate training or even to pick out individual sessions from different modules. In other words, the manual can be used as a comprehensive training programme, and also as stand-alone training modules and sessions.

Module	Sessions in the Module	Overall Learning Objectives of the Module	Suggested Duration of the Module
1. Education, Teacher and School Community	<ol style="list-style-type: none"> 1. Purpose and Potential of Education 2. Potential of the Teacher Community 3. Reflection as a part of the Teacher's Profession 4. Role of a Teacher in the Classroom 5. Teacher and the School Community Removing Obstacles 	<p>To identify the purpose and potential of education in the community and society</p> <p>To identify the role and impact of the teacher in the classroom and students' lives</p> <p>To offer concrete, practical tools on how to support colleagues in the school and classroom work</p> <p>To reflect on the potential and the role of a teacher and the school community in finding diverse solutions to obstacles to education</p>	8-9 h
2. Inclusive Education	<ol style="list-style-type: none"> 1. Defining Inclusion, Segregation, Integration and Exclusion 2. Diversity as Richness 3. Special Educational Needs in the Classroom 4. How to do Inclusion in the Classroom? 5. Supporting Every Child's Growth and Learning 	<p>To justify and understand the importance of inclusive education</p> <p>To acknowledge learners' different developmental phases, needs and potential, and how to adapt one's teaching, assessment and feedback methods accordingly</p> <p>To learn different and concrete ways of implementing inclusive education in the classroom</p> <p>To examine and identify learners' executive function and self-regulation skills and ways to pedagogically support the development of these skills</p>	10 h
3. Positive Classroom and Learning Environment for All Learners	<ol style="list-style-type: none"> 1. Psycho-Social Learning Environment 2. Physical Learning Environment 3. Punishment or Discipline? 4. Positive Classroom Management 	<p>To identify a positive and inclusive psycho-social learning environment</p> <p>To explore ways how different aspects of the physical environment can foster learning</p> <p>To reflect on and model how to use positive discipline and act constructively in challenging situations in the classroom</p> <p>To identify and learn concrete methods for positive classroom management</p>	7-8 h

Who Is This Training for?

This training is developed to enhance teachers' professional development in inclusive education methods and approaches, and teaching learners with special needs.

The training can be targeted at different groups of teachers depending on how this manual is adapted. For example, participants may teach at different educational levels of basic education, teach various subjects, or have different levels of expertise.

The number of participants may vary, and the facilitator should adapt the training according to the numbers.

Guidance for the Facilitator

We strongly encourage the facilitator to take the necessary amount of time before the training to: (1) tailor the training and the module(s) to serve the particular training context and participants' needs optimally; (2) choose the modalities to deliver the training; and (3) to adapt and prepare the training accordingly.

At the beginning of the training, the facilitator should spend some time introducing themselves and creating a safe and positive environment. It is important to get to know the participants at least to some degree; making the training personal supports the joint learning process. Explain who you are, where you come from, your background, and allow the participants to do so too in a suitable time and manner.

All of the training material is in English. The duration of a single session is from 1,5 to 2,5 hours and the complete modules last from seven to ten hours. The facilitator may further develop the different modules based on the needs of the participants. Sessions within the modules can be picked and selected; some are easy to leave out. The same applies to the activities within the sessions. If there is more than one facilitator, we recommend planning how the roles for facilitating each module or session are shared, and make a joint timetable accordingly.

As much as possible, we recommend trying to provide the information in various ways for example by providing visual aids, talking and encouraging discussion. Asking questions that raise discussion and personal reflection is always a great start for learning. Write down the schedule of the day and place it so that everyone can see it. When talking about a new theme, write down the topics and the key points. Providing appropriate pictures and illustrations is always a good way to facilitate learning and understanding in an inclusive way. Talk through the reasons and goals for different activities and practices, for example, that providing visual aids is one way of making teaching more inclusive. Put simply, do as you teach, teach by example.

In addition to managing and leading the training sessions, the role of the facilitator(s) is to guide the participants' learning process based on this facilitation guide. It includes facilitating and fostering participants' engagement, motivation, and participation in the assignments proposed; collecting feedback and input from participants, and reporting on participants' feedback and learning outcomes. Remember, the content is not set in stone but for you to adapt according to the context and the needs.

❗ Texts highlighted in green and indicated with an exclamation mark contain hints, comments, and action prompts for the facilitator – they are not to be shared directly with the participants.

Suggested Training Instructions

Facilitators can adopt shared ground rules to optimally suit and frame each training context. The group agreement should be created and agreed together in the beginning; this supports group engagement and commitment. The facilitator should point out that such group agreements and shared instructions are a very useful tool with learners, too. For example:

- Respect your colleagues. Whenever we discuss a topic, we will make sure we use a respectful tone and listen to each other actively, even if we have different views. We will be friendly and welcoming towards everyone in the group.
- You are always welcome to ask if something feels unclear. There's no such thing as a stupid question. You will not be judged for asking. Being active helps the group!
- We learn from each other, respect our time together and wish to give everyone an equal chance to participate actively.
- We will try our best to discuss, understand, and respect different cultural beliefs, behaviours and attitudes in all of our activities together.
- We will take a short break approximately once every hour to help maintain our focus and concentration.
- If you face any issues or have any questions during the training, please don't hesitate to let the facilitator know.

Before the beginning of the training, make sure all participants (including the facilitator) have:

- Notebooks and pens for the exercises or other materials that are required. Other materials needed are specified in the manual under each session. A blackboard, whiteboard or flip-chart to write for example the structure of the day, notes and instructions.
- Clear understanding of the training ground rules. Set a clear time frame for the daily training and discussion, and share the training timetable in advance if possible.

Icebreakers and Short Energiser Activities to Use

The facilitator can use "icebreakers" or other energising activities to start the modules and/or have breaks in between activities. We suggest allowing approximately five to ten (5-10) minutes for a short activity like this when the warm-up games are not part of the session already. Such activities help improve a sense of collectivity as a group, encourage open discussion and help to model a playful pedagogical approach. It is important to make sure that all activities respect and are sensitive to cultural norms, values and attitudes.

- **Form a group:** Let's play a game outside or in the classroom! Please move around freely. When the facilitator says a number, quickly make a group of that size. Say hello and your name to everyone in the group and then continue to walk around. This can also be played as a competition: the ones who cannot find a group (the number of the group is full), will step out of the game. As the number of participants slowly reduces, the last one(s) left win the game.
- **Paper creatures:** Let's create something from a piece of paper within the next three minutes. After turning your piece of paper into a creature, we will show our creatures to and maybe name them.
- **Draw a portrait:** Put a piece of paper on the top of your head and then draw a portrait of yourself keeping the paper there. Then compare the funny pictures you have managed to draw. Note cultural sensitivity here if touching one's head is acceptable.

- **Have you ever?** Prior to the workshop the facilitator prepares a list of questions which can only be answered with yes or no. These questions should begin with "Have you ever...?" or "Stand up if...". For example:
 - *Have you ever been to the capital city of your country?*
 - *Have you ever been horseback riding?*
 - *Have you ever seen snow?*
 - The participants can think of more 'Have you ever...?' questions too. The facilitator reads out the questions or statements one by one. For each statement the participants stand up if they can answer the statement with yes and stay seated if they answer no. You can also think of other options such as jumping for yes and so on.
- **Line up.** Ask participants to line up as instructed. Repeat the challenge two or three times with progressively more challenging tasks, such as:
 - Line up by hair colour or eye colour (lightest-darkest)
 - Line up by date of birth (youngest to oldest)
 - Line up by where you were born (farthest-closest to here)
 - Line up by height (shortest-tallest)
 - Line up based on the travel time to the training (shortest - longest)
 - To make the game more challenging, prohibit talking when forming the line.
- **Name Circle.** Participants form a circle. You say to the person next to you, "I would like you to say your name to the group and then mine" so she says, "I am Mary and this is Fred (for example)". Then the next person says, "I am Bill and this is Mary and this is Fred." Repeat until you get to the end of the group, "I am Xavier and this is Yolandeand this is Bill and this Mary and this is Fred." To make it more inclusive for people with hearing disabilities, you can replace telling the name so that everyone comes up with a unique movement that has to be copied instead of naming the person. Also, if possible, you can use sign language.
- **Things that unite us.** Music is played. Participants are moving around freely in the space. When the music is stopped by the facilitator, participants approach the nearest person to them. They talk together in pairs to find out at least one thing that unites them. Encourage them not to take the easy way out (such as "we are both teachers"). When they have discussed, the facilitator can ask every pair which is/are the thing(s) that unites them. When this is done, music is played again, and the game continues. **Note:** This can also be used as a grouping method. Ask them to form groups of (x) members by finding one thing that unites them all.

MODULE 1. EDUCATION, TEACHER AND SCHOOL COMMUNITY



The teachers' peer support group is an important structure for exchanging, reflecting and enhancing one's resilience in Kakuma-Kalobeyei refugee camp. PHOTO: BJÖRN UDD

The Core of Inclusion – Quality Education is Every Child’s Right, Not a Privilege!

”Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

”The size of your dreams must always exceed your current capacity to achieve them. If your dreams do not scare you, they are not big enough.”

Ellen Johnson Sirleaf

”One child, one teacher, one pen and one book can change the world.”

Malala Yousafzai

”Creativity is the intelligence of having fun.”

Albert Einstein

Education is a future-orientated and essential building pillar of society. Putting our resources into inclusive, quality education and teacher training will transform learners’ lives and futures. Here are some examples of how education can make a positive difference in society. Can you think of more ways for education to potentially improve and reduce societal issues?

“Education is a key to stability, realising human rights and unlocking the potential of children and youth. In fragile contexts, among the world’s most vulnerable populations, schools also serve as safe spaces where learners are protected from abuse and child labour while gaining knowledge and skills for building a better future.”

Source: FCA Right to Quality Education Strategy:

kirkonulkomaanapu.fi/wp-content/uploads/2019/05/RightToQualityEducation_web.pdf

1.1 Purpose and Potential of Education

Suggested duration: 1h 45min

Objectives for the specific training session	<ul style="list-style-type: none"> • To identify expectations, concerns and questions related to the training • To identify the purpose and potential of education in the community and society • To identify the role and impact of the teacher in the classroom and to learners' lives
Materials (optional)	<ul style="list-style-type: none"> • flipchart • sticky notes • printed picture of a tree

Welcome (5')

Welcome everyone to this session “Purpose and Potential of Education” and tell the participants that in the following sessions, they will learn and share their ideas and thoughts about education.

In this module as a whole, they will cover five topics:

1. Purpose and Potential of Education
2. Potential of the Teacher Community
3. Reflection as a part of Teacher's Profession
4. Role of a Teacher in the Classroom
5. Teacher and the School Community Removing Obstacles

Activity 1. Warm-up (10')

Ask participants to make a circle where you can all see each other. One by one, each one of you will say your name and what you like. For example: “My name is Josephine and I like to listen to music and dance.” Everyone who likes to do the same thing gets up and stands. Go through the whole circle one by one introducing ourselves to each other. Alternatively, after saying what they like to do, they must demonstrate it and all the others follow their actions (such as dancing).

Activity 2. Expectations (30')

Ask the participants what they think expect from this training. Let them share their thoughts and experiences first. Then briefly describe the goals and contents of the training. Engage the participants by describing some of the upcoming themes and activities.

Prepare 3 different flipchart papers or divide the black board into three sectors saying “Expectations,” “Concerns” and “Questions”. Explain that “expectations” refers to what we hope to get out of the training. Explain that “concerns” refers to what we are most concerned

or worried about the training. Explain that “questions” refers to what they would still like to know about the training.

If you have sticky notes, share them to all of the participants and ask them to write down or draw at least one thought for each topic. Ask them to write/draw only one idea on each note. If they have more ideas on the same topic, they must write each idea on separate notes. When all the participants have written their answers, ask them to put them on the corresponding flip charts.

If you don't have sticky notes, give the participants a moment to collect their thoughts (they can use notebooks/writing paper if needed) and then come and write their thoughts directly on flipcharts or the black board.

When all the participants have written their answers, cluster similar answers together by moving the sticky notes or using markers or figures. Then review the clusters and discuss:

How can we meet the expectations? (Share the purpose and objectives of the training. Respond also to expectations that will not be met in the training activities.)

Activity 3. Circle of Education Outcomes (30')

Ask participants to form a circle again. Tell them that they are going to start with an activity that thinks about the purpose of education. Ask participants to turn around so that the participants stand in a circle but do not face each other. One participant turns around to face the inner circle (backs of the others) and describes how education has impacted their life. For example, you can guide them to share skills they have learned or how their educational path has affected on their work and personal life more widely. After the participant has shared their answer, those who have experienced the same will turn around and face each other. Everyone turns around again facing outwards and the next person turns to face the inner circle and shares their reply. Continue this until everyone has shared their answers, and at the end reflect on the answers together face-to-face (see the notes below).

! Examples of the outcomes and impact of education:

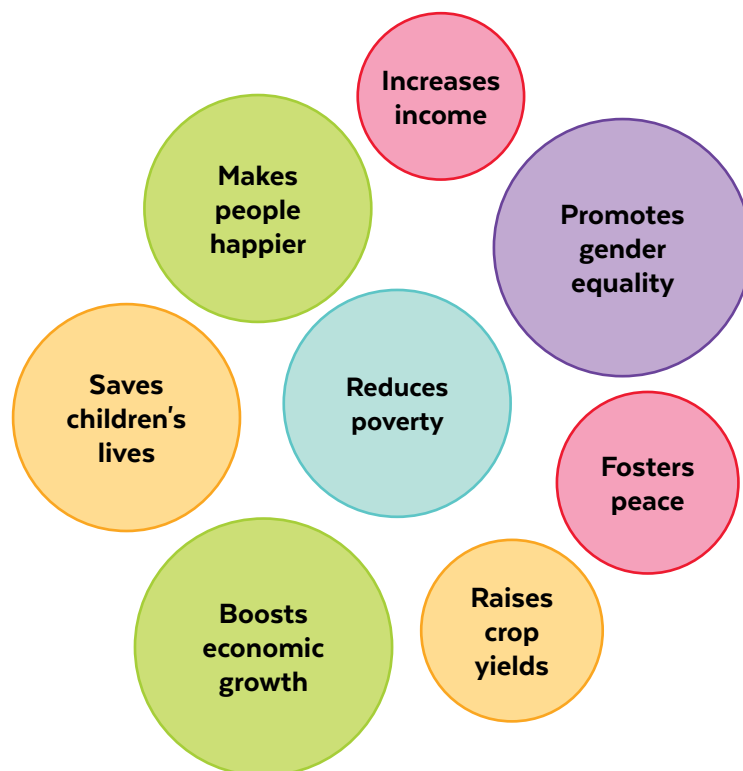
- learn how to read, write, count
- learn to live together peacefully
- learn social skills
- develop creativity
- develop critical thinking
- develop positive self-esteem
- get friends
- learn leadership skills
- get psycho-social skills
- change lives
- find a job
- earn money
- have a safe place to grow

! Note to the facilitator (to support summing up the exercise):

The main purpose of education is to provide each person the opportunity for acquiring knowledge and skills that will enable people to develop their full potential, and become happy and healthy members of the society. Research shows that education gives tools for living in harmony, for problem-solving and finding solutions in changing situations in society. Through innovations and problem-solving people are more likely to create new opportunities and make more sustainable choices in their lives.

Education and its benefits to society

- Why it is important to educate the people



Activity 4. School is for Life (30')

Discuss with the participants that school teaches a set of skills which are needed for not only for learning but for life in general. All those skills can be used in everyday life at home, at the workplace, in the community and contributing more widely to society, too. (See picture above, you can also draw it on the board in case your participants are interested in this topic and want to have a wider discussion). It needs to be noted that the purpose of school and education is not only to teach foundational skills of reading and writing, but the purpose of education is to provide a safe surrounding in which to grow and flourish, and to support holistic wellbeing of both individuals and societies. Our learners, our schools and ourselves cannot flourish alone, but need each other to develop our education to include and offer quality to all.

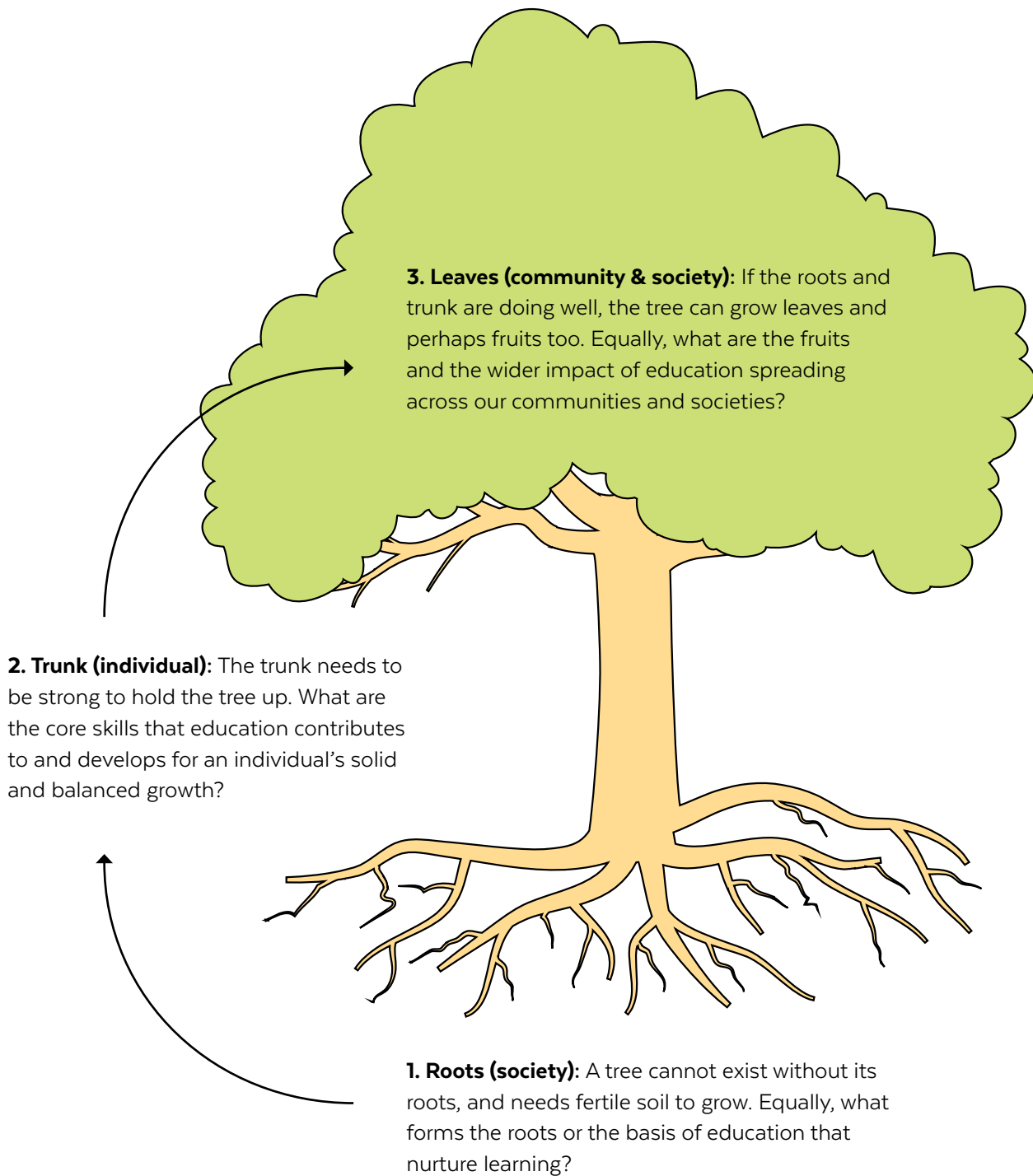
Encourage the participants to think of education as a tree. Draw a tree on a board (or print out the picture of a tree if possible), and divide the tree into three sections: **1. Roots**, **2. Trunk** and **3. Leaves**. Divide the participants into small groups, each assigned with one of the sections. Each section comes with the following questions to reflect on in the groups:

What is the role and place of a teacher here in the tree?

Ask the groups to discuss and write down their ideas either on the black board or on a piece of paper. Allow time for discussion in the groups, and at the end, ask all the groups to share their reflections according to the sections, starting from the roots (section 1) up to the leaves.

❗ Note, there are no right or wrong answers here! The activity can also be realized as a shared drawing if possible.

❗ Thank you all for the first session!



Education is like a tree. It grows when its roots are fed with knowledge and experience, and it grows alongside a community of other trees, learning from them as well. -- Education is just like a tree, in that the trunk gets the most attention and care, while the other branches have to be intentionally fed for them to thrive. The trunk is the strong base that holds up the entire system of branches and twigs. These branches hold tightly packed leaves of knowledge, which make up the individual pieces of information that mature into beautiful fruit. For those who choose not to pick the fruit, or are unable to do so, they can still be nourished by the roots of their tree. The roots are like teachers, who help guide a student's mind through this vast forest of knowledge, until they have reached the ripe old age in which they can harvest their own sweet fruit.

1.2 Potential of the Teacher Community

Suggested duration: 1h 45min

Objectives for the specific training session	<ul style="list-style-type: none"> • To understand the potential of a teacher community in supporting each other in individual and joint professional growth, creating a good atmosphere at school, and supporting teacher well-being. • To strengthen the practices of collegial support, and sharing and learning through e.g. co-planning, co-teaching, discussing, peer mentoring. • To create an emotionally and socially safer learning and sharing environment with colleagues, where topics such as school culture, roles and responsibilities, silent knowledge and collaborative problem-solving can be discussed. • To enhance wellbeing at work through building a community of learning.
Materials	<ul style="list-style-type: none"> • Appendix 1 printed and cut into pieces of paper based on the groups

Welcome the participants and brief them that in this session they will explore the potential of a teacher community, and share the objectives of the session for joint discussion.

Activity 1. Share a Smile (15')

Ask participants to sit or stand in a big circle where everyone can see each other's faces. One person starts and looks at another person and shares a smile in the circle. The second person chooses a third person that they share a smile with. The third person chooses a fourth person and so on until everyone at the circle has shared a smile with someone. If there is a person who cannot see, instead of sharing smiles you can always pick one person to shake hands with. Ask participants how this activity made them feel.

! To switch to the next activity, ask the participants to sit in small groups, and listen to the instructions first.

(5') Facilitator: Today we are going to talk about how to support ourselves and others in our work in general and why it is important. The keyword of the day is "collegial/professional support". We all need support from people around us, in our work and in our lives in general. These people may also be our inspiration. We might remember these people for the rest of our life.

Facilitator: Our colleagues can support our professional development. It is important that you know that you are not alone in your work, and the issues it brings with it. It is important for all of us to be aware of the people who can help and support us. You as a colleague and as a member of the working community can have an important role in supporting your colleagues in many ways. It is also important for you to recognize what kind of support you have in your everyday work already.

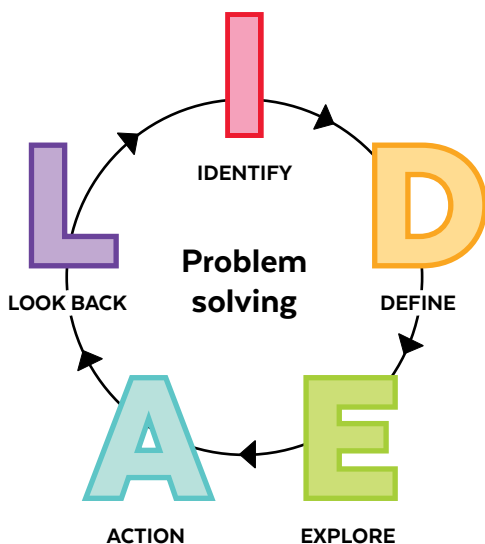
Activity 2. Shared Problem-solving (45')

Ask the participants to start by sharing one thing they felt they succeeded with in their work recently. They can share in their small groups or to the whole group. It can be something small, or something bigger.

! You can share your own best moment at work recently as well.

Facilitator: Problem-solving is a skill we can learn and develop. We all face problems every now and then, in personal life and at work. Think for a moment: *How do you usually react if you identify a problem? Do you get stressed? Nervous? Calm down and start thinking? Solve it alone or with help?* Just think about it for a few moments by yourself. No need to comment.

Facilitator: Soft skills, such as **communication and problem-solving skills**, are essential in the workplace. As a teacher and a colleague, one of your roles is to listen and support people to find answers, ideas and alternative solutions. You can support your colleagues to share their problems and questions and create solutions people couldn't come up with alone! By practicing good problem-solving you will be able to look at your work in a new way.



Draw the picture describing problem solving (on the left) on a black board. Problem-solving is a process.

1. First we identify the issue,
2. we define it,
3. we come up with solutions
4. we implement those solutions, and
5. we evaluate their effectiveness.

Ask the participants to now think about their own work and your school community: *What kind of practices do you use at work to solve problems, small or big?*

! For example: Do you meet with other teachers, a head teacher, parents...? What kinds of experiences do you have?

You may collect different experiences and practices the participants have on the board or on small notes that each participant can write and bring to the board.

! It might be that there are no shared practices in the schools. If so, you can ask for example of what kinds of strengths and skills they have noticed in themselves and in their colleagues which could be useful in solving problems. You can also share your own experiences.

In small groups, ask the participants to identify a work-related problem. It can preferably be something small and practical. Introduce them the following steps (1.-3.) and related questions one at a time, reserving some 5 min for shared brainstorming with each step (it would be good if these instructions could be share in a written form too).

1. Identify the problem.

⚠ Give the groups 5 min. time here to brainstorm and focus on this before the next step.

2. Define and understand the problem: We have to be clear about what the issue is, gather information and what the circumstances are. We also need to be realistic and see what our opportunities and responsibilities are in solving it.

⚠ Give the groups 5 min. time here.

3. Talk about the possible solutions: What ideas do you have? Have you already tried something? Write down any ideas and solutions that come to your mind.

⚠ Give the groups 5 min. time here.

4. Optional: Make a plan of concrete steps for action (if there's time).

Finally, ask the groups to share their problems and suggested solutions (focusing on the solutions!) to the whole group. Give a few minutes time for each group. You may ask the other participants to add their suggestions or ask more about somebody's suggestions.

⚠ You can let the participants stay in their groups for the next activity, but it is recommended to have a micro break (5 min.) in between this and the following activity to keep the energy levels up.

Activity 3. Co-teaching Strategies (40')

📎 **Attachments: Appendix 1**

Introduce six different examples of co-teaching strategies briefly orally and in pictures, if possible (⚠ see Appendix 1, and methods 1.-6. described below).

1. One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulates through the room providing unobtrusive assistance to students as needed.

3. Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

4. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

5. Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

6. Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

Reflect with all the participants: *“Could we apply any of these in our school? How? In what kind of situations?”*

Divide the participants into small groups and give each group one of the strategies. Do not let the other groups know what strategy the other group has. Make sure that there are at least six groups so that each strategy will be covered, but keep the groups small. Ask the groups to demonstrate their strategy as a mime (acting without speaking) to the other groups, and the other groups need to guess which strategy they have.

! Reserve enough time for the mime, some 3–5 min. per group plus discussion. If the participants are not comfortable with doing mime, you can skip some groups or go through the activity by group discussions only.

Continue reflecting and share the following guiding questions for the groups to reflect on together:

- Have we discussed each other’s teaching style and preferences?
- Are we aware of the strengths each of us brings to each other’s teaching and professional development?
- Do we have and act upon a clear understanding of how we can work together?
- Do we meet regularly to co-plan our lessons or school related issues?
- Is our co-planning time focused on meeting the needs of all learners in our room?
- Does each teacher in our school have a meaningful role in sharing their strengths?
- Do we provide and accept suggestions that will enhance our (co-)teaching methods and improve student learning?

Give the groups sufficient time to discuss these questions and from the perspective of their group’s strategy.

How could this collaboration be made possible?

As an additional task, you can encourage all the participants to choose a pair to try out one of these strategies with during their following school week, and report back to each other and the facilitator, if possible, on their experience. This kind of activity could be included in some already existing structures such as Teacher Learning Circles.

! **Thank you all!**

1.3 Reflection as a Part of Teacher's Profession

Suggested duration: 1h 45min

Objectives for the specific training session	<ul style="list-style-type: none"> • To identify teacher and educator role models that you have had • To reflect on the skills that you have as a teacher • To identify the skills that you wish to improve as a teacher • To reflect on your own attitudes on learning • To understand the importance of formative assessment and how it is connected to inclusive education • To learn ways to do formative assessment
Materials	None

(10') Facilitator: Welcome participants and brief that in this session they will focus on the skill of reflection and why it is crucial as a teacher. Share the objectives of the session for joint discussion.

Discuss with the participants what they understand by the word 'reflection': Do they use this skill and if yes, when and in what kinds of situations?

! Below is some research on reflection which can be shared with the participants:

One of the most important qualities for a teacher is the skill to reflect. Reflective practice is 'learning through and from experience towards gaining new insights of self and practice' (Finlay, 2008). Reflection is a systematic reviewing process for all teachers, which allows you to make links from one experience to the next, making sure your students make maximum progress.

Reflection is a basic part of teaching and learning. It aims to make you more aware of your own professional knowledge and action by 'challenging assumptions of everyday practice and critically evaluating practitioners' own responses to practice situations (Finlay, 2008).

Explain to the participants that as reflection is the basis of teaching and learning, let us do an activity to learn more about ourselves as teachers.

Activity 1. What Kind of Teachers Have You Had? (30')

Instruct the participants to individually draw a picture of a person on a notebook. Ask them to think of teachers or educators they have met in their lives that have had an impact on them. *What kind of characteristics did they have?* Write these teacher qualities around the picture.

Divide the participants into groups of 4-5 people. Introduce your drawing to your group members and discuss: What similar and shared characteristics were noted? Why could this be?

Then draw together one big picture of a teacher, and decide which key characteristics you would like a good teacher to have.

! Remind the participants that as teachers, we have responsibilities and tasks we are required to do as professionals, such as plan our lessons, take account different needs of our learners the best we can and ensure the safety of learners. However, there are also other aspects that are more personal. If needed, provide support through examples: is being equal and fair important to you? Maybe you want to ensure that there is always a joyful atmosphere in your classroom, or that you are always up-to-date with your teaching methods.

! **For example:** "A good teacher is"...

- Prepared to teach and plan, e.g. schemes of work, lesson plans and instructional materials
- Knowledgeable, use of appropriate instructional materials
- Committed to work
- Prepared to teach and regularly reflects on their practice for the development of their own professional duties and activities
- Prepared and adapts their teaching with the aim to develop a learner holistically
- A life-long learner
- Self-driven
- Approachable, kind, fair and open-minded – welcoming all learners
- Flexible
- *What else? Do you agree or disagree with the abovementioned characteristics?*

A good teacher...

- Respects their learners
- Promotes critical thinking and creativity
- Not only teaches their learners but also learns from them
- Creates a positive environment in the classroom
- Shows a good example
- *What else? What do you think of these statements? How do they feel? Are they in line with your views?*

Activity 2. Fruit Salad with Opinions (30')

Form a circle of chairs and ask each participant to sit down. Read aloud one statement at a time (see below). If the participants agree with the statement, they stand up and swap places with those who have also stood up. If they don't agree, they stay seated. After or during the activity, encourage the participants to share their arguments for their opinion. Encourage all participants to reflect on their own thinking, views and opinions.

! Some of the statements are intentionally controversial to promote individual and shared reflection and discussion.

Statements:

- Learning is only possible in the classroom.
- A teacher must know the content matter perfectly in order to make learners learn.
- To achieve good learning results, it is enough that learners can see and hear the teaching content.
- Learners with disabilities cannot learn as well as others.
- Hands-on activities are not useful for learning purposes.
- Learning results reflect on how hard the learners have been studying.
- Not all disabilities affect learning.
- Not all children are able to learn.
- When a teacher acts as a facilitator of learning, rather than in a traditional authority role, learners are allowed to do whatever they want.
- Learners with special needs require special teaching methods which are not suitable for all.
- Everyone has the ability to learn.
- Not all special needs/disabilities can be seen on the outside. (What are those? How can we respond to these needs as teachers?)

! At the end, it is important to note the following: **Disability - no matter how severe - is not a barrier to learning. Everyone can learn and fulfil their own potential when they are provided the possibility for education and individualized support.** Inclusive learning methods (i.e. delivering the learning content in many ways such as visual, auditive, practical methods and using learning aids) benefit all learners. The teacher as a facilitator helps learners to find the best ways for them to learn and makes them active agents of their own learning instead of just "pouring information" into them. Learning can happen everywhere and anytime. Teachers help learners to "chew" the information based on their individual needs for support.

Activity 3. Assessment and Teachers' Self-reflection (20')

🕒 Attachments: Appendix 2

Discuss with the participants the relationship between assessing learners' learning processes and outcomes, and teacher's self-reflection. The goal of the discussion is to help the teachers understand that many times, when **formative (or continuous)** assessment might show that learners are not reaching the planned learning outcomes, it is not the learners' fault, but rather the teacher could do some reflection and consider changing or varying their chosen teaching and learning assessment methods. All people learn differently (i.e. not everyone learns in the same way!) and that is why using multiple teaching and learning methods throughout each lesson and topic is crucial. In a similar way, utilizing formative (or continuous) assessment is important for the teacher and learners to have the opportunity to try different ways of learning before it is time for the summative assessment! After **summative assessment** is done, there is usually no opportunity to go back to learning the same content again. However, formative (or continuous) assessment allows the corrective steps to be taken on time.

❗ First make sure formative and summative assessment are familiar concepts for the participants before the discussion. You can use Appendix 2. If needed, explain the concepts by using both visual presentation such as a mind-map and spoken explanation.

❗ Guiding questions for the discussion:

1. What benefits are there for doing formative (or continuous) assessment in the classroom for you as a teacher?
2. What kind of information can a teacher get from formative and summative assessment about their teaching? The teaching methods they have used?
3. What could the teacher do if formative (or continuous) assessment shows that the learners do not reach the learning goals?
4. How can you do formative assessment? Come up with some concrete ideas.
5. Ask the participants to discuss these questions in small groups and share their joint reflections with the whole group.

❗ **Concrete ideas for formative assessment:** Observation; Thumbs-up/down (learners will give a thumbs-up for yes or a thumbs-down for no after a question); Show me, don't tell me (signals for different vocabulary words or such); Opinion Line with facts; True or False (learners sit down or stand up to indicate their answer); Think-Pair-Share; Small-group discussion; Peer-checking; Writing summaries; Poems/Songs/Presentations/Drama; Self-reflection; Student-made test questions

Activity 4. A Letter to Yourself (15')

Ask the participants to write a letter to themselves with the following supporting questions: *What kind of teacher are you now? What kind of teacher do you wish to be in the future?* Ask the participants to choose at least one characteristic they would like to develop and make a plan on how to reach it. Please consider resources that you have for the activity such as time. The participants can also draw or use another creative way to express themselves, like making a video on the phone.

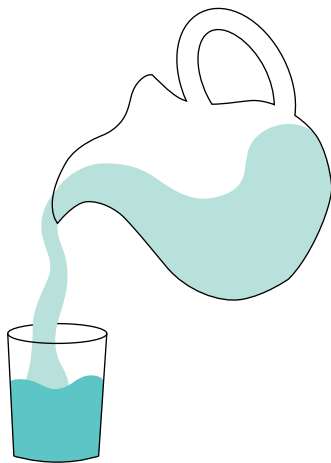
There is no need to share the letter with someone else. Ask the participants to keep their letter and share their goals with each other if they wish – however, sharing is optional, if the participant(s) feel comfortable to do so.

Facilitator: Thank you for sharing and participating in this session.

1.4 Role of a Teacher in the Classroom

Suggested duration: 1h 30 min

Objectives for the specific training session	<ul style="list-style-type: none"> • To identify the role of the teacher and the situations that the teachers might face • To identify and attend to the individual needs of all learners • To offer concrete, practical tools on how to deal with challenging situations in the classroom • To recognise referral mechanisms used in the school
Materials	<ul style="list-style-type: none"> • Appendix 3 printed out and cut into pieces for the groups • paper

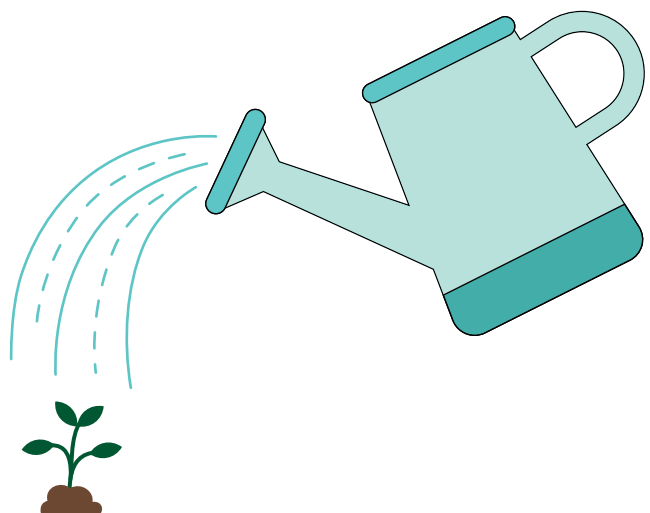


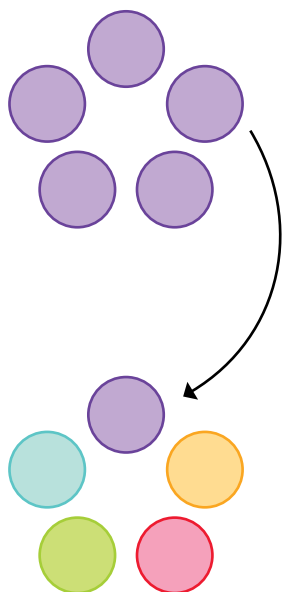
The “water pot” teacher

The ‘water pot’ teacher is one who assumes that they have all the knowledge and they are there to ‘fill the student’. Because educators are trained to pass on ‘content’ it very often feels that this is both true and right. However, we are only one part of the child’s learning. Children learn from their families, their friends, and their community, too.

The “helping the flower” teacher

The ‘helping the flower’ teacher understands that there are other teachers in the life of the child. These teachers also understand that their role is to help the child learn and eventually to learn independently. This is an easier and more rewarding way to teach as the learning belongs to the child. You are not expected to know everything.



Example of a case study:

1. Solve a case study
2. Regroup with members of different groups and cases
3. Teach your own case to each other
4. Choose one case and act it out to everyone
5. The whole group discussion with the facilitator

Welcome and brief the participants that in this session they will focus on the role of a teacher in the classroom, and share the objectives of the session.

Activity 1. Case Study (50')**📎 Attachments: Appendix 3**

Facilitator: In some societies, the profession of a teacher is highly respected. Teachers are seen as a vital element of society, because they are educating and training the new generation of citizens and future leaders. In other societies that might not be the case and the important work teachers do every day does not get the respect and support it should have. Educators and educational decision makers worldwide, whether at the donor-, ministry-, district-, school- or refugee settlement level, should reconsider how they look at teaching as a profession. They should begin to view teachers as professionals who can change the course of the nation – and treat and value them as such.

Have the five cases described below prepared and cut on separate pieces of paper (Appendix 3). Divide the participants into five groups. Share one case per group. In their group, they need to discuss and think of solutions to their group's case, and write those down on a shared piece of paper. Give 15 min time for this in the group.

Then give each participant in a group a number from 1 to 5. Ask each participant with number 1's get together in a new group, participants with number 2's to get together, and so on... Now the groups are mixed so that there is at least one participant from each case in a new group. Each member of the new group should explain and share the case with each other. Give another 15 min. time for this, as needed.

Finally, all the cases can be discussed (20 min) still with all the participants together to reflect on the shared solutions. Alternatively, the groups can choose one case that they will act out to other groups. Note that this will require some more time for preparing the roles and drama.

Case 1. Classroom management

Problem: Mr. James repeatedly had problems when leading a class discussion with his eighth graders. No matter how involved in the topic the learners were, there were usually several learners sitting in the back who would talk, shout out silly answers, and play with objects they had brought from home.

How could Mr. James get the learners to listen and participate in the classroom discussions?

! Ideas and examples for the facilitator to support solving the issue (after the group discussions):

1. Change classroom seating so that learners that would talk or disturb the teaching are sitting separately. Teachers should tell learners that talking over others in class is disrespectful.
2. Try to find out why the learners are behaving the way they are by discussing with them and through formative assessment and observations. Are they actually uncertain and need support with their learning? Do they have troubles at home or with friends that make them restless? If needed, refer to other services.
3. Make a classroom agreement on how to behave in the class and have discussion on WHY it is important with the learners. This poster/agreement should be on the wall reminding the learners.

Case 2. Bullying

Problem: Ms. Jones was concerned about the frequent teasing that had begun in her third-grade class. It reached the point where there was constant bickering among the learners. Notes making fun of other learners were being passed and, on two occasions, learners became so angry they began yelling, shouting, and shoving one another during class. Parents showed their concerns and were asking what the teacher was going to do about the situation.

How could Ms. Jones solve the bullying and help the learners to get along better?

! Ideas and examples for the facilitator to support solving the issue (after the group discussion):

1. Activities and games where learners would have to work together. You can use the energizer example games from the Training Approach and Methodology -section.
2. Make a “kindness challenge” for each other. You want to teach kindness and respect for others so you think of acts of kindness in your class and take a week for doing the kindness acts. At the end of the week everyone can describe what kind of acts of kindness they saw each other doing. The teacher can give a common “prize” for the whole class such as having 10 min for games at the end of the class. For example: letting someone before you in line, saying thank you, good morning or have a nice day. Asking everyone to play together.
3. Find out if the learners have a need to talk with an outsider (i.e. counsellors, senior female/male teachers, NGO services) and refer them to those services.

Case 3. Challenging behaviour

Problem: Mrs. Johnson had a great deal of trouble with a first grader named Kevin. Kevin was a very angry child from an unstable home. His mother was totally unsupportive of working together with the teacher on this. At least five times a day, Kevin would lose his temper if he didn't get his way. On these occasions, he would yell and scream at anyone who frustrated him. His temper kept the whole class on edge throughout the entire day.

How could Mrs. Johnson support Kevin's behaviour to change for the better?

! Ideas and examples for the facilitator to support solving the issue (after the group discussion):

1. Clearly set the expectations for Kevin and with him. What does he need to do in class? Agree on 1-3 most important expectations, e.g., 1. Listen to the teacher; 2. Sit on your seat; 3. If you get angry, tell Mrs. Johnson so that she can discuss that with you.
2. Give positive feedback in a visual, concrete way to Kevin. Give him a smiley face (draw a chart and draw a smiley face after a good lesson with him) after every good lesson, agree with him that he needs to collect 20 smiley faces and when he has done those 20 lessons well, he can do something that he likes to do at school. For example, playing with something, drawing, etc. When he gets 20 smiley faces, he needs to collect 10 more and he gets one for a good day.
3. See the Good. Always praise Kevin when he is able to follow the rules and behave appropriately. They can be even small things and short moments such as being able to begin the work without struggle, not shouting when getting angry and helping a friend. This encourages him to practice his skills and makes the expected behaviour visible for him.
4. Teach Kevin to recognise his feelings and what he can do when he feels angry. Is he allowed to step out of the classroom or draw for a few minutes? Make agreements together.

Case 4. Learning difficulty

Problem: Mr. Smith had one learner in his fifth-grade class. Susan was a poorly motivated child. She rarely completed assignments, although she was able to do the work assigned. Although she did not interfere with learners around her, she was rarely on task. When Mr. Smith was not looking, she sometimes walked out of class and wandered around the school alone.

How to get Susan motivated about schoolwork?

! Ideas and examples for the facilitator to support solving the issue (after the group discussion):

1. Give Susan clear instructions on what is expected during each lesson. What does she need to do? How many assignments in maths for example? You can write a checklist of the tasks and Susan checks them one by one once completed. Praise her after finishing each task.
2. Give her clear instructions that she needs to tell the teacher if she wants to go outside the classroom or she needs a break. Explain to her that if she needs a break she needs to stay in class and be in a place where the teacher can see her.

3. Ask Susan if she finds tasks too easy or difficult. Adjust the tasks accordingly and offer help if needed.
4. Find out if something worries Susan at home, which causes the inability to concentrate. If needed, refer to other services.

Case 5. Disabilities

Problem: Mr. Thomas had a sixth grader who was in an accident. He is ready to return to school but has missed 2 months of school and due to the accident is now using a wheelchair.

How should Mr. Thomas prepare the school community and the learner for his safe return to school?

! Ideas and examples for the facilitator to support solving the issue (after the group discussion):

1. Tell your class and other teachers before that you will have a learner in a wheelchair. Discuss the possible questions that the other learners might have and think together how you could make the returning learner's school start smooth and comfortable. Correct all misunderstandings and harmful myths around disabilities.
2. Think together with the other teachers about the accessibility of the school, e.g. how the learner is able to move around the school, use the toilet, or where he can be placed in the classroom so that he can see and participate well.
3. See if Thomas can join a catch-up program for a short time or offer remedial teaching to facilitate re-joining the school.

Activity 2. Referral Mechanisms (30')

Divide participants in small groups. Make sure every group has a piece of paper. Ask them to write down the titles:

1. Child Protection
2. Psychosocial support
3. Health
4. Food and nutrition
5. Legal issues
6. Shelter and WASH (water, sanitation, hygiene)
7. Security and Safety

Next, ask the groups to think about the referral mechanisms related to the areas and write them down or provide an illustration. For example, if the teacher has a worry over the learner's food and nutrition or there is a child protection case, who are they supposed to refer the cases to? After the groups have worked on their answers, share together. Correct wrong answers. If gaps are found – no partners are known for some given area – make sure the teachers will work together with school management to map and reach possible service providers.

! Alternatively, you can create the referral paths together as a whole group to make sure the answers are correct from the beginning. Add other context-relevant themes to the list.

Make sure the discussed referral pathways are correct, and if some area is unclear or lacking support, engage school management to ensure well-working referral mechanisms and that the teachers are aware and know how to use them. FCA is available to support with mapping and training.

Activity 3. Sum-up of the Session

Ask participants to stand up. Ask them to show by moving their bodies if this session has helped them to find new solutions for challenging situations in classrooms. If they make (any) big movement, they feel they have learned a lot. If the movement is small, they have learned a little. You can play music to make the situation more joyful.

Finally, sum up the discussions of the day with all the participants:

1. Remember that you are never alone with the challenges.
2. Seek support from your colleagues and the school management.
3. Report and utilize referral paths when needed.
4. Sensitize the community on disability inclusion, gender equality and other relevant topics.
5. Seek advice and support from FCA or other relevant partners.

Facilitator: Thank you all!

1.5 Teacher and the School Community

Removing Obstacles

Suggested duration: 1h 30 min

Objectives for the specific training session	<ul style="list-style-type: none"> • To recognize different obstacles to education different individuals or groups of people might face depending on, for example, special needs, disabilities, gender, ethnic background, health or socioeconomic status – not everyone begins from the same line • To reflect the potential and the role of a teacher and the school community in finding diverse solutions to these obstacles and making education more inclusive and equal for all
Materials	<ul style="list-style-type: none"> • Appendices 4 and 5 printed out

Welcome participants and tell them that in this session, they will focus on the role of a teacher and the school community in making education more inclusive for all, and share the objectives of the session. First, they will start with a warm-up game.

Activity 1. Active Listening (15')

📎 Attachments: Appendix 3

The participants are divided into pairs. The facilitator asks them to discuss about one topic i.e. What did they do this morning, what do they like to do after work, What are their favourite sports and why. The other participant has one (1) minute to answer that question while their pair is actively listening and not adding anything. Encourage them not to answer too briefly to make the game more challenging. The facilitator checks the time and after one minute has passed, the pairs swap roles. After both participants have shared their answers, the facilitator asks them to form groups of four (4). Now the participants summarize their pair's answer (not their own) in small groups. Play until everyone's answers have been shared by their pairs.

Activity 2. Scenario Work¹

Divide the participants into five (5) groups (if the groups are too big, you can create more scenarios yourself!). Give each group one scenario (Appendix 4) and ask them to briefly note down three (3) obstacles the learner may be facing and possible solutions to each (Appendix 5). Each group then reads their scenario to others and presents their work. Please reveal the examples after the groups have presented their ideas.

❗ Make sure you have the scenarios and handouts (**Appendices 4 and 5**) printed out for each group before the session for sharing, or you can alternatively fill in one handout electronically during the activity.

Scenario 1. Female learner

A 10-year-old girl completes her morning chores for her family. She walks 1 km to school alone after a small breakfast. When she gets to school, she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys, and her teacher is male. The class also includes some boys that are older than the typical age for this class.

❗ Examples of the potential obstacles:

1. She stops going to school at all.
2. She is hungry and tired and therefore cannot concentrate in the classroom.
3. She doesn't feel confident about explaining at school how she feels.

Examples of the potential solutions:

1. Offer her something to eat when she arrives at school so that she has the energy to learn.
2. Give her time and allow her to work with her friends since they might be the right support to feel more confident in the classroom.
3. She is working and going to school so give her time to do her work and focus on the most important tasks such as reading, writing and basic mathematics.
4. Create a good relationship with her and senior female teacher or other relevant personnel in the school so that she could possibly talk about her worries to them.

¹ Scenarios are from INEE TiCC training material; you can come up with more context-related scenarios if needed.

Scenario 2. Learner with a physical disability

A 6-year-old boy struggles to walk. He has two crutches, and he has challenges moving over long distances. In the class, the other students make fun of him, and he often sits in the back of the room and does not like to participate. He does not have any friends in the class.

! Examples of the potential obstacles:

1. He can't participate because of physical disability.
2. He doesn't have any friends to play with.
3. Other students are bullying him, and he doesn't feel comfortable in the classroom.

Examples of the potential solutions:

1. Teacher speaks with his classmates about making fun of him.
2. Teacher helps him to find friends by allowing and supporting social connections in the classroom in a safe environment, and organises nice activities in class where they practice social skills together through play.
3. Teacher asks him to sit in the front or in a place where he is able to participate more actively.
4. Teacher focuses on noticing strengths in everyone and shares them aloud with class so that they learn to notice everyone's strengths and positive sides.

Scenario 3. Learner who does not speak the language of instruction

An 8-year-old girl just arrived in a refugee camp a few weeks ago. She does not speak the language of instruction used at the school well. She knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the learner's mother tongue, however there are some other learners in the class that do.

! Examples of the potential obstacles:

1. She is not allowed to speak her mother tongue, so she is not able to communicate at all.
2. She is struggling to learn reading in the new language of instruction.
3. She isn't able to find friends because of the language issue.

Examples of the potential solutions:

1. Ask the other learners to help her in order to be understood in the class and make friends at first.
2. Give her time to speak some more of the new language.
3. Help her to learn the sounds and letters of the new language that will help her to learn reading.
4. Use lots of pictures and multiple languages in teaching.
5. Find out if there is a possibility to join a remedial or catch-up program.

Scenario 4. Learner who does not see or hear well

A 7-year-old boy struggles to see and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the paper are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities.

! Examples of the potential obstacles:

1. He's not learning because of his hearing and vision, not because he has learning difficulties.
2. He isn't getting the help that he needs in the classroom.
3. He doesn't have social connections at school.

Examples of the potential solutions:

1. He has a helper student in the classroom that sits next to him and makes sure he can hear and see well. This can be a task that is given to different students.
2. The teacher helps him to be more social in the classroom environment and make friends through playful learning and recreational activities.
3. Provide pictures and use large print when teaching.
4. Refer the learner to appropriate service providers who can help him with visual and hearing difficulties.

Scenario 5. Child-soldier/over-age learner

A 15-year-old boy arrived in the camp six months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to the camp alone. He is 15 but his schooling was put on hold due to the fighting when he was on 5th grade.

! Examples of the potential obstacles:

1. He doesn't feel connected to his classmates because of the age difference.
2. He has experienced traumatic events at a very young age.
3. He has had 4 years between his studies and he has forgotten the things he has learnt before.

Examples of the potential solutions:

1. Use playful, social group tasks so that he gets to know his classmates.
2. Ask how he is doing and make him feel welcomed to the classroom.
3. Focus on the most important tasks such as reading, writing and basic mathematics.
4. Find out if he can join an accelerated education program (AEP).
5. Refer him to psychosocial support services if needed.

Activity 2. Speed Date

Ask participants to form two big circles so that one circle is inside the other one, and each person from the inner circle is facing someone from the outer circle. Each pair has altogether 1 minute to discuss the best solutions for the obstacles that they heard during the presentations. After the time is up, ask the inner circle to take one step to the right and face the new person. Repeat the 1-minute discussions until the inner circle has gone through all people of the outer circle or 15 minutes has passed.

Activity 3. Sum-up Discussion

As a reminder, sum up the discussion with all the participants:

- Remember that you are never alone with challenges.
- Seek support from your colleagues and the school management.
- Report, utilize referral paths when needed.
- Sensitize the community to disability inclusion, gender equality and other relevant topics.
- Seek advice and support from FCA or other relevant partners.

Facilitator: Thank you all for your participation!

Appendices for Module 1

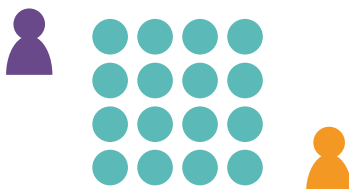
Appendix 1. Six Co-Teaching Strategies For Session 1.2, Activity 3. Co-teaching strategies

Six Co-Teaching Strategies



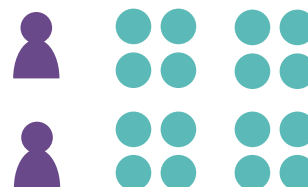
One Teach, One Assist

One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.



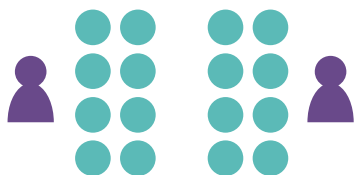
One Teach, One Observe

One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.



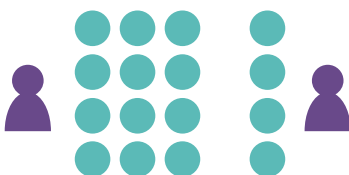
Station Teaching

Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.



Parallel Teaching

Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.



Alternative (Differentiated) Teaching

One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.



Team Teaching

Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

Appendix 2. Formative and Summative Assessment

For Session 1.3, Activity 3. Assessment and teachers' self-reflection

Formative Assessment	Summative Assessment
Focused on the process of learning and the development of it.	Focused on results and classifying learners.
Takes place during the unit/period of study through the application of varied assessment methods and continuous feedback.	A formal exam at the end of a study unit/period.
Assessments take place continuously.	No opportunity to re-do the exam.
Methods are closely linked to the pedagogy applied by the teacher.	Involves strict rules and guidelines on how the examination is conducted.
A tool for self-, peer- and group -assessment.	Usually an individual effort.
It is qualitative, aimed at improving quality of learning and teaching.	It is quantitative, focused on grades and numbers.
Aims to guide and support learning.	Aims at gaining control and classifying learning results.
Mostly concerned about the understanding and competence of learners in the topic studied.	Mostly concerned about learners mastering the subject content.
Learner is seen not only as an object but also as a subject of learning.	The learner is seen as an object of assessment.

Appendix 3. Cases

For session 1.4., Activity 1. Case study

Case 1. Classroom management

Problem: Mr. James repeatedly had problems when leading a class discussion with his eighth graders. No matter how involved in the topic the learners were, there were usually several learners sitting in the back who would talk, shout out silly answers, and play with objects they had brought from home.

How could Mr. James get the learners to listen and participate in the classroom discussions?

Case 2. Bullying

Problem: Ms. Jones was concerned about the frequent teasing that had begun in her third-grade class. It reached the point where there was constant bickering among the learners. Notes making fun of other learners were being passed and, on two occasions, learners became so angry they began yelling, shouting, and shoving one another during class. Parents showed their concerns and were asking what the teacher was going to do about the situation.

How could Ms. Jones solve the bullying and help the learners to get along better?

Case 3. Challenging behaviour

Problem: Mrs. Johnson had a great deal of trouble with a first grader named Kevin. Kevin was a very angry child from an unstable home. His mother was totally unsupportive of working together with the teacher on this. At least five times a day, Kevin would lose his temper if he didn't get his way. On these occasions, he would yell and scream at anyone who frustrated him. His temper kept the whole class on edge throughout the entire day.

How could Mrs. Johnson support Kevin's behaviour to change for the better?

Case 4. Learning difficulty

Problem: Mr. Smith had one learner in his fifth-grade class. Susan was a poorly motivated child. She rarely completed assignments, although she was able to do the work assigned. Although she did not interfere with learners around her, she was rarely on task. When Mr. Smith was not looking, she sometimes walked out of class and wandered around the school alone.

How to get Susan motivated about schoolwork?

Case 5. Disabilities

Problem: Mr. Thomas had a sixth grader who was in an accident. He is ready to return to school but has missed 2 months of school and due to the accident is now using a wheelchair.

How should Mr. Thomas prepare the school community and the learner for his safe return to school?

Appendix 4. Scenarios

For Session 1.5., Activity 2. Scenario work

Scenario 1. Female learner

A 10-year-old girl completes her morning chores for her family. She walks 1 km to school alone after a small breakfast. When she gets to school, she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys, and her teacher is male. The class also includes some boys that are older than the typical age for this class.

Scenario 2. Learner with a physical disability

A 6-year-old boy struggles to walk. He has two crutches, and he has challenges moving over long distances. In the class, the other students make fun of him, and he often sits in the back of the room and does not like to participate. He does not have any friends in the class.

Scenario 3. Learner who does not speak the language of instruction

An 8-year-old girl just arrived in a refugee camp a few weeks ago. She does not speak the language of instruction used at the school well. She knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the learner's mother tongue, however there are some other learners in the class that do.

Scenario 4. Learner who does not see or hear well

A 7-year-old boy struggles to see and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the paper are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities.

Scenario 5. Child-soldier/over-age learner

A 15-year-old boy arrived in the camp six months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to the camp alone. He is 15 but his schooling was put on hold due to the fighting when he was on 5th grade.

Appendix 5. Potential Obstacles and Solutions

For Session 1.5, Activity 2. Scenario work

Learner	Potential Obstacle	Potential Solutions
Female student		
Student with physical disability		
Student who does not speak the language of instruction		
Student who does not see or hear well		
Child soldier/ overage learner		

MODULE 2. INCLUSIVE EDUCATION



Noor, 13, and Foton, 14, are on the same mixed school class in Hama, Syria, where Inclusive education is made possible.

PHOTO: ERIK NYSTRÖM

2.1 Defining Inclusion, Segregation, Integration and Exclusion

Suggested Duration: 1h 30min – 2h (with an optional activity)

Objectives for the specific training session	<ul style="list-style-type: none"> • To explore and reflect on the concepts of Inclusion, Exclusion, Integration and Segregation • To justify and understand the importance of inclusive education • To explore and solve barriers for education as teachers
Materials	<ul style="list-style-type: none"> • Post-it notes • big paper sheets • pens and/or markers • optional: Salamanca Statement printed out (Appendix 1)

Welcome (5')

Welcome everyone to this session and tell the participants that in this session they will explore and reflect on the justification and importance of inclusive education, and share objectives of the day.

In this module as a whole, they will cover five topics:

1. Defining Inclusion, Segregation, Integration and Exclusion
2. Diversity as Richness
3. Special Educational Needs in the Classroom
4. How to do Inclusion in the Classroom
5. Supporting Every Child's Growth and Learning

Activity 1. Myths About Disability – an Opinion Line (15')

Facilitator: Children with disabilities are more likely to be out of school than children without disabilities (Unicef 2022). There are a lot of myths, prejudice, harmful stereotypes and disinformation around disability both from an individual's as well as from society's point of view. Each myth comes with its own sociocultural affiliations and is reflected in the education of children with disabilities. As educators, it is important for us to be aware of these in order to break the negative circle of myths.

Ask the participants to form an opinion-line with "Agree" on the one end and "Disagree" on the other of the room. Read the first myth (see all the myths below) out loud. Ask the participants to settle on the line based on their opinion or viewpoint: If they totally agree with the statement, they go stand close to the "Agree" end of the room, and the other way around. If they are not sure, they settle somewhere in the middle. After moving to their places, you can ask the participants to share their thoughts and explain their position on the line.

Myths about disability:

- Children with disabilities do not need to learn.
- Children with disabilities cannot learn.
- Children with disabilities cannot physically go to school.
- Disabilities are contagious.
- Only medical personnel should identify and teach persons with disabilities and special needs.
- All persons with special needs are easy to spot because of their physical differences.
- Teachers don't have the time, resources or skills to plan for, supervise and help learners with different abilities and needs.
- Learners with disabilities and those with behavior problems don't understand instructions, cannot take part in regular lessons, and disrupt the class for everyone.
- Inclusive education is too expensive, we cannot afford it.

Follow-up questions to reflect on jointly: *How is disability seen and approached in your school culture? How about in your country as a whole?*

! This exercise should awake conversation with different points of view. It is however, important that the facilitator makes it clear that these are all myths, not based on facts, and something that we should break/dismantle, not sustain.

Activity 2. Defining Inclusion, Exclusion, Segregation, Integration (30')**📎 Attachments: Appendix 1**

Ask the participants to form a pair. In pairs, the participants need to define in one sentence the four following concepts:

1. Exclusive education
2. Segregated education
3. Integrated education
4. Inclusive education

For each concept, the pairs can also attempt to draw a picture to demonstrate each approach.

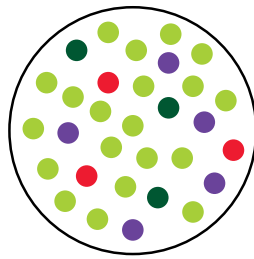
Ask some of the pairs to share their definition for one of the concepts, making sure that all concepts are defined by a pair.

Draw the image (on the next page) of the four approaches as defined in this training manual on blackboard to ensure all participants understand the concepts in a similar way.

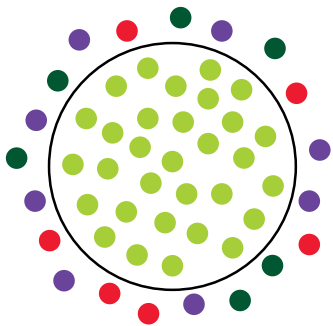
! It is also recommended to share more information on each concept and especially on inclusive education to provide clear definitions.

1. **Exclusive education:** Only certain groups of learners have access to education.
2. **Segregated education:** Groups of learners based on some criteria or standard are separated from each other.
3. **Integrated education:** Integration of learners with special needs alongside learners without special needs/in the mainstream classroom settings, but the level of support varies to different groups of learners.

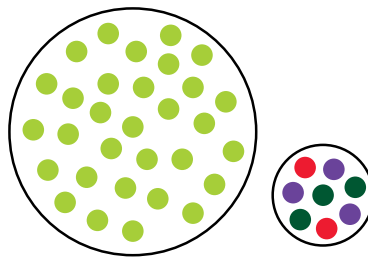
Different approaches to special needs:



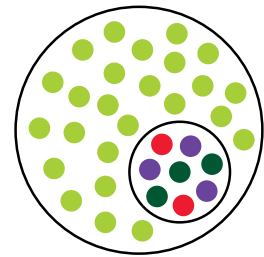
Inclusion



Exclusion



Segregation



Integration

4. **Inclusive education:** Increasing the participation of learners with special needs through inclusive teaching methods, reducing exclusion from school and the community, restructuring the policies, culture and practices in schools to respond to diversity of learners' needs, acknowledging different styles of learning, inclusion in society, embracing diversity as "the normal".
5. **Special needs education:** Educational requirements resulting from learning difficulties, physical or sensory disability, or emotional and behavioural difficulties.

Continue to define together the aspects of **Inclusive Education** holistically:

- **Recognises that everyone has the right to learn and can learn.**
- An inclusive education system welcomes, adapts, acknowledges, and respects the diversity of learners such as age, gender, ethnicity, language, health status, religion, socioeconomic status, time spent in school, etc.
- Everyone fits in the sphere of education because **there is not just one way of doing things** – the education process is flexible, responsive and adaptable.
- Key stakeholders, such as teachers, head teachers, school management committees, teacher trainers and the community including parents are able to respect diversity, and work together to find solutions to challenges in learning when they arise.

! You can utilize the sample of UNESCO's **Salamanca Statement (Appendix 1)** here to back up the reasoning of the definitions.

Activity 3. Causes of Exclusion from Education (30–45')

The facilitator or a participant draws a picture of a child on the board and asks each participant to write down and place post-it notes around the child, giving reasons why a child may be excluded from education. Give 5 minutes for the participants to brainstorm and put their post-it notes on the board.

! Possible reasons:

poverty, hunger, orphaned children, child labour, religion, inappropriate learning environment, lack of facilities, lack of schools, conflict, gender, school policy, proximity to school, race/ethnicity, class, cultural practices, intellectual, sensory or physical disability, street children, stereotypes, violence, displacement (refugees, IDP), economic status of the family, educational background of the parents, livelihood of family (pastoralists, fishers, farmers), different learning styles, victim of exploitation and violence, being a child head of family, background as a former child soldier.

Next, group the causes for exclusion. After the post-it notes are written, put up five big paper sheets on the classroom wall(s). Each paper sheet has one of the types of barriers for inclusive education written as a topic on the top of the paper: 1. Environmental barriers, 2. Attitude and cultural barriers, 3. Policy barriers, 4. Practice barriers, and 5. Resource barriers. Participants are now asked to group the post-it notes created for the previous exercise under the topics in each paper sheets.

! Types of barriers for inclusive education (with examples):

1. **Environmental barriers:** School spaces not accessible (e.g. for moving around in the school, how the physical classroom facilities are set, access to using the sanitation facilities); unsafe journeys to school; general lack of safety in a refugee camp or a settlement context, etc.
2. **Attitude and cultural barriers:** Fear of disabilities, prejudice, harmful stereotypes, embarrassment, shame, low expectations, over-protection, unwelcoming classroom atmosphere, etc.
3. **Policy barriers:** Inflexible timetables for schooling; rigid curriculum; lack of mother-tongue teaching, etc.
4. **Practice barriers:** Lack of interactive, co-operative, child-friendly teaching methods etc.
5. **Resource barriers:** Shortage of teachers and materials, lack of in-service teacher training on inclusive education and special needs, large classes, lack of assistive devices etc.

After grouping, have a look at the groups and different aspects involved, and facilitate a shared discussion with the whole group. Ask the participants to reflect and identify:

- Who are the people in their context currently excluded from learning and participation?
- What can all of us do first to improve the situation?
- What are we able to do next as teachers (big or small steps)?

Note, most of these barriers can be overcome with pedagogical solutions, by revising attitudes and approaches and creating accepting and supporting structures and atmosphere in our schools.

Optional: Activity 4. Salamanca Statement & Global Meeting (30')

📎 Attachments: Appendix 1

Provide a sample (see **Appendix 1**) from the Salamanca **Statement (Unesco 1994)** to each individual, pair or a small group. Ask the participants get familiar with the Statement.

Organize an imaginary “Global High Level Education Meeting” where everyone (willing) has a turn to speak for Inclusive Education. The participants’ task is to read the Salamanca Statement carefully and prepare a short and powerful speech in pairs or small groups (max. 2 min) on the justification of inclusive education to a high-level audience of their countries and the world’s leaders by utilizing a reference from the Salamanca Statement and sharing experiences from their local context.

❗ Make the situation lively by organising a “stage” for the speakers and naming the event. Alternatively, you can utilize the sample of the Salamanca Statement in another way as a part of the session, or simply share the Statement to them as a handout for self-studying.

Facilitator: Thank you all for your active participation!

2.2 Diversity as Richness

Suggested Duration: 1h 30min



Objectives for the specific training session

- To identify different factors affecting learning abilities, and the potential of each learner – no matter the differences
- To be aware of the use of language and understand how it can be inclusive and exclusive
- To encourage to embrace diversity as “the normal”, and use it as richness in the classroom and school

Materials

- large pieces of paper
- markers

Welcome the participants and walk them through the structure and objectives of the session. Let them know that first they are going to have a little ice-breaker to introduce them to our topic of this session.

Activity 1. We are All Special (20')

Ask the participants to stand up and form a line. Instruct the participants that you will ask some questions from them. Every time a participant answers “yes” to the question, they should take a step forward. Start asking questions (see the examples below) and let the participants demonstrate their answer by either taking a step forward or staying still. Ask enough and diverse questions to make sure the participants are not standing on the same line anymore.

! Example questions:

- Do you have less than five years of teaching experience?
- Are you taller than 1,70 m?
- Do you have children?
- Can you sing well?
- Do you know more than two languages?
- Can you paint a portrait of a person?
- Can you find four words that rhyme with the word DOG?
- You can come up with your own (yes or no -questions too)

Try to make the participants acknowledge and realize the diversity among them. Some of them can paint, some others can sing. **These are qualities that one cannot see simply by looking at the person but what makes them special.** Similarly, we all – as well as our learners – have different, special ways of learning, different challenges and different strengths, most that we cannot see with our eyes but need to dig deeper than that, have bigger ears than eyes. These diverse qualities also form the strength of our communities, everyone bringing in something special – and that is amazing.

Usually, **inclusive ways of teaching benefit all learners.** That is why in this session we are going to discuss and pay attention to those ways.

“We all come from the same root, but the leaves are all different.”

Video: Unesco Inclusion and Education: #AllmeansALL
<https://www.youtube.com/watch?v=kEyjlqixq9c>

Activity 2. Inclusive Language (20')

🕒 Attachments: Appendix 2

! When speaking about inclusive language, also use visual aid to make the activity more inclusive. For example, make a mind-map and use it as a support. You can use Appendix 2 as an example or model for your mind-map. Remember to use visual aids throughout the training.

Facilitator: Language is required to access, construct and demonstrate thinking and learning. It affects the way we see ourselves and our environment, and how our environment sees us. The words that we use to describe the world around us reflect our understanding of the world, and may reinforce it. Through words, we can include people or exclude them, make assumptions and interpretations – that might not be based on facts – and reinforce some perceptions over others.

Facilitator: As educators, our words come with special responsibility. The way we talk about a person, people or things matters. *Do we use language that is inclusive for all? Or do we (possibly unintentionally) exclude some groups of people with our words? How do we define individuals or groups of learners through our words?*

Write down on the board and say them aloud:

- a) A disabled child
- b) A child with a disability

Ask the participants what the difference between these two ways of describing a child is. Why does it matter which word comes first – the disability, or a child (a human being)? What kind of meaning do these words carry, depending on their order and use?

How about, what differences are there in connotation when referring to someone as:

- c) A refugee/an immigrant
- d) A person with a refugee background/an immigrant background

! Allow some time for joint reflection. Acknowledge the importance of speaking of the person as a person primarily, not defining anyone, for example, by their disability or status or other quality solely. **Every person is a whole person** – no matter how they interact with or are in the world.

Facilitator: Language has the ability to build relationships and connections, but it's equally liable to create barriers and affect someone's **sense of belonging**. It is easy to put people in boxes through our words. Through **inclusive language**, we seek to mindfully use words and phrases you use that avoid biases and expressions that discriminate against groups of people based on race, gender, socioeconomic status, and ability, for example.

Facilitator: Language is not only a separate subject to be learnt at school or read in a textbook, but it is present and learnt everywhere in our daily lives – in and outside school – creating realities between the teacher and the learner, between the learner and another learner, the parent/caregiver and the learner and so on. It is our responsibility as teachers to make sure each child feels they are welcomed and included and seen as a human being.

What kind of ideas do these comments awake in you?

Here are some general tips for making language more inclusive and accessible for learners:

- Be aware of your own use of the language in the school and in the classroom. Pay attention to your use of the language and the meaning it might carry. Build bridges with your language, not barriers. Be especially sensitive with learners who live in a vulnerable context.
- Encourage diverse ways of communication and expressing oneself.
- Communicate and speak in a positive way about others and diversity. Focus on the good in yourself and others.
- Build useful word banks and language resources, examples, language frames, pictures, drama exercises.
- Re-draft texts (skeletal outline, mind map, adding info) and make lists of key words to address learners' diverse needs.

! Provide these tips in a visual form also for example writing on the blackboard the key words.

Activity 3. Diversity and Inclusion in Flower Petals (30')

Divide the participants into groups of 4-10 members. All the members should be encouraged to make the best of their creativity and ideas.

Give all the groups a large piece of paper and some colorful markers (if those are not available, you can use regular pens and leaves of trees, stones, or other natural materials). Each

group has to draw a giant flower. It should have a round center and an equal number of petals to the number of participants in their group. Ask the groups to discuss what makes them the same and what they share, and what makes them unique. Each participant should fill the petals with something **unique** about themselves – anything that makes them stand out from others. However, physical characteristics should be ignored. Everyone should fill the center of the flower with their ‘common’ something. Encourage the group to find something in common that is not too easy to come up with such as all being teachers. Each team should share the flowers with the other groups to discuss the differences and similarities.

Source: blog.vantagecircle.com/activities-diversity-and-inclusion

Activity 4. Celebrating Diversity in Our School and Community (20’)

Facilitator: As teachers, we can create opportunities in our school and the classroom to emphasize and celebrate diversity, offering a safe space where all learners can be and express themselves. In school, everyone – adults and children alike – has a shared responsibility for creating an inclusive atmosphere. This will help everyone to feel comfortable and learn.

Ask the participants to form a pair and brainstorm ideas and activities on how to celebrate diversity in their schools or with their classrooms. Give them 10 minutes to write down the ideas, after which they share the ideas with the whole group.

! These could include, for example:

- **Check Teaching Materials:** Review your teaching resources with a critical eye and look for ways to increase diversity. Do the books and materials that you use reflect different voices, backgrounds, and experiences? Review your materials and adjust as needed to fairly represent your learners.
- **Collaborate and Mix:** Offer frequent opportunities for learners to work in pairs, small or bigger groups with different people, mix the groups often, get everyone used to working with everyone else. Allow the learners to assist one another.
- **Encourage Questions:** Learners are perceptive and enjoy asking questions. They’ll often ask great questions that will allow you to be a good example and show respect for all people.
- **Allow Freedom:** Embrace the diversity of your learners as the norm, discuss things openly (in a sensitive manner) and teach respect to each other – allowing each learner to be just as they are.
- **Bring in Guests:** Reach out to your community and welcome diverse special guests who can share or teach something to the class. Your community is a rich resource that you can draw from to help bring people together. Offer role models and representation for different groups of learners.
- **Celebrate Holidays:** In your school, look at the cultural backgrounds of your learners and important days culturally, locally and globally. Embracing a short activity around a few “holidays” will increase interest in and appreciation for other cultures.

Adapted from: signupgenius.com/school/classroom-activities-to-promote-diversity.cfm

Facilitator: Thank you all for your participation!

2.3 Special Educational Needs in the Classroom

Suggested Duration: 1h 45min

Objectives for the specific training session	<ul style="list-style-type: none"> • To learn about different special needs, their reasons, ways they can affect child’s learning • To learn how we as teachers can attend to different special needs and support learning in the classroom
Materials	<ul style="list-style-type: none"> • Appendix 3 printed out and cut into pieces according to the groups with some extra copies • big sheets of paper • colored paper • pens and markers • optional: Albert Einstein quote printed out

Begin by greeting participants and sharing the structure of the session. Instruct the first warm-up activity which will also introduce them to the topic of the day – special educational needs in the classroom.

Activity 1. Squatting Game (30’)

Begin by telling them that they are going to play three versions of the game to give inclusive options. Play each version of the game for around 5 to 10 minutes.

Version 1.

Ask participants to stand in a circle. Ask a decided number such as 3 people to squat down. The people squatting can, at any time (individually) decide to stand up again. When the person stands up, another participant must squat down to keep the number of people squatting as three at all times. The participants cannot talk but must instead try to communicate in some other way and observe the situation.

Version 2.

Ask participants to stay in the circle. Explain that in this version there is no need to use legs and thus it suits someone who uses a wheelchair. The idea of the game is the same but instead of squatting, the participants are supposed to do another movement with their arms, for example, hold two arms up.

Version 3.

Ask participants to stay in the circle. Explain that this version is suitable for someone who has a visual impairment. The participants close their eyes. The idea is that when someone says “one”, two others must follow as quickly as possible saying “two” and “three”. If some people speak at the same time, the group fails. After three people successfully count from

one to three without talking over each other, someone can again decide to say “one” and the game continues.

Reflect briefly together on how well the group was able to co-operate and play the games. Explain that this particular learning game practices numeracy skills but most of all builds a positive atmosphere and team spirit in the classroom. It also reminds people that everyone can participate in an inclusive classroom no matter their abilities, challenges or special needs.

Activity 2. Station Work: Special Needs in Learning (1,15')

📎 Attachments: Appendix 3

Form eight (8) small groups. Deliver each group an info sheet on one disability or a challenge affecting learning skills and abilities (see **Appendix 3: Special Educational Needs and Good Practices Toolkit**).

! You can assign the groups as in the Toolkit:

1. ADHD/ADD
2. Dyslexia
3. Cerebral Palsy (CP)
4. Autism Spectrum
5. Hearing Impairment
6. Visual Impairment
7. Language Learning Difficulties
8. Challenging Behavior

! Prepare the materials before the session. Print out the Appendix 3/Toolkit and cut and divide it into eight pieces according to the groups. Make sure each group has a few extra copies to help with reading. Consider if you are able to bring in different materials e.g. big sheets of paper, colored paper, and pens and markers of different colors for the groups to visualize and share the information to other groups in a more vivid way. If possible, you can print out a copy of the whole Toolkit for each school for further use (see alternative ideas for use in the Toolkit introduction).

Ask the participants to read the info sheet of their group carefully and set up **a workstation**. Give the groups time (20 min) to prepare the stations, which aim to share information on the specific special need also through an experiential, interactive component, and demonstrate the ways of supporting a learner with such needs. At the station, the group members should be able to explain to other participants:

- Basic reasons for the given learning challenge
- How the challenge might be visible in the classroom
- Ways the teacher can support a learner with such challenges

After the preparations are ready, let half of the participants from each group visit each station (experience and learn about the challenges) while the other half of the group will stay at their respective station facilitating and guiding the other participants. You can limit time to 5 minutes per station (7 stations to visit x 5 min = 35 mins.). Encourage the participants visiting the stations (other than their own) to take notes.

Finally, when the group members have returned to their own stations, ask the group members to share their notes to the group members who stayed at their station (10–15 mins.). You can also swap the roles earlier (e.g. half of the group goes around half of the stations, and then changes).

To conclude the activity, you can have a group discussion on the new learnings and ways to support and mediate different learning abilities and challenges in classroom (15 mins). You might ask the participants questions, for example:

- Which of the learning challenges were new to you?
- Which of the learning challenges can you recognize to be present in your classroom?
- Did you learn new ways to support your learners?

Facilitator: As a teacher, it is enough to recognize challenges and know that there is something behind, for example a learning difficulty or mental health disorder. However, **it is not always necessary to get a child diagnosed** for a disability or disorder, as long as it does not have a severe negative impact on the quality of the child’s life. **As teachers we are not doctors and our profession is not to diagnose or treat any illnesses or disabilities.** Therefore, it is important for teachers to know what **the local support structures and referral systems** are, and what our role as educators is. We can always do our best to **support the child and their learning.**

! Make sure you get familiar with the local support structures and referral systems to be aware of the possibilities for the teachers to get support in their context, especially if Module 1 Session 1.4 is not done. This can also be a shared discussion point.

Facilitator: As teachers, we can plan and consider how different challenges to learning, disabilities, physical and mental health disorders, and other special needs impact the learner in the classroom as an individual. We can also consider how in turn these challenges might affect the other learners/the class as a whole, and how we can respond to these challenges in order to reach every learner’s potential. Many disabilities and special needs might also overlap and/or show themselves differently in each individual based on their personality or other factors. It is important not to label anyone by their disability. If the child with challenges behaves in a way which the teacher perceives as funny, weird or annoying, it is not because the child is funny, weird or annoying but because the challenges make them behave the way they do – sometimes without the conscious control of the child. It is enough that the teacher understands that there is always a reason behind the behaviour and doesn’t judge or let it affect the way they see the child. **The child is always more than their challenges, and everyone has abilities and strengths.**

Conclude the session with the quote *allegedly* from Albert Einstein. Write down the quote “Everybody is a genius...” on black board.

Facilitator: Thank you for your attentive participation!

**“Everybody is a genius.
But if you judge a fish by
its ability to climb a tree,
it will live its whole life
believing that it is stupid.”**

2.4 How to Do Inclusion in the Classroom

Suggested Duration: 2h 30min

Objectives for the specific training session	<ul style="list-style-type: none"> • To learn about different learning styles and how it is connected with inclusive teaching • To learn different and concrete ways of implementing inclusive education in the classroom
Materials	<ul style="list-style-type: none"> • big sheets of paper • small papers • markers • Appendix 4 cut into pieces of paper • optional: crayons

Begin by greeting participants and sharing the structure of the session.

! To serve the purpose of introduction and the first activity, before beginning the session you can already write “**VISUAL**” in the right corner of the blackboard, “**KINAESTHETIC**” in the middle and “**AUDITORY**” in the left corner.

Facilitator: In the last session we discussed special needs and how everyone has the ability to learn. We also discussed how a child is more than their challenges and that everyone has strengths. Today we are going to explore more ways to support all kinds of learners and their needs in our classroom. That is the core of inclusive teaching – practices that support all learners, not just those with challenges. First, we are going to discuss different learning styles as it is one key elements of implementing inclusive teaching.

Activity 1. Hands up! (25')

Facilitator: **Learning style** is a natural preference on how we receive and process information; basically how we learn. We all have some proportion of all of them, but one is usually stronger than the others. Some students remember best the things they have seen, some remember best the things they have heard, and others remember best the things they have experienced.

Facilitator: The learning styles can be categorized in many ways. One of the most common is VAK = Visual (seeing) – Auditory (hearing) – Kinaesthetic/Tactile (doing). These are connected to three of our five senses. (Smelling and tasting are not included in the learning styles, since they are not that important for communication, but those senses are also important.)

Facilitator: It is said that we remember 20 % of what we hear, 40 % of what we see, and 80 % of things we do. But we also have different preferences: learning styles. There are different ways of categorizing learning styles. Here we use the simple VAK: Visual – Auditory – Kinaesthetic/ tactile.

Make sure you have written “**VISUAL**” in the right corner of the blackboard, “**KINAESTHETIC**” in the middle and “**AUDITORY**” in the left corner. Ask participants to stand up. Tell them that you are going to describe different activities in the classroom. If the activity serves the visual learners best, they lift their right hand up (to correlate with the word on the blackboard). If the activity serves kinaesthetic learners best, they lift both hands up, and if the activity serves auditory learners best, they lift their left hand. After saying aloud each activity and checking their answers, tell the participants the correct answers.

- Listening to the teacher (A)
- Role-play (K)
- Looking at pictures/charts (V)
- Discussions in groups or pairs (A)
- Underlining words or highlighting in colour (V)
- Doing experiments (K)
- Reading aloud (A)
- Drawing a mind-map (V)
- Using rocks to learn counting (K)

! No single activity or method purely serves just one learning style but rather it is a combination of many. This activity can be used as an easy way of checking understanding in the classroom with almost any topic and content.

Activity 2. Testing the Learning Styles (15’)

Tell the participants that they need to remember a series of numbers. The first round is going to be auditory, the next visual and lastly kinaesthetic. Ask participants to have a paper and pen ready.

Begin by saying aloud the first series of 8 numbers and ask participants to listen without writing: 1,4,2,7,5,8,6,2 (or any other series of your choice) Now, ask them to write down the series as well as they remember it.

Next, write down another series of numbers on the board (5,7,6,9,8,1,4,2). Allow participants to have a look at it for 10 seconds and then erase it. Again, ask them to write down the series as well as they remember it.

Lastly, ask participants to imitate the last series of 8 numbers by a show of fingers or clapping hands (4,4,6,2,8,6,1,2). Again, ask them write down the series.

Now check together the correct number series. Have a brief discussion together if there was any one way that was the best for them for learning the series: auditory, visual or kinaesthetic.

Activity 3. Different Learning Styles in Teaching Methods (45')

Divide the participants into groups of 3 or 6 groups. Give each group a big sheet of paper and other materials such as papers, markers, pens and crayons, if possible. Give each group a different learning style (visual, auditory or kinaesthetic) (or two groups the same if you have 6 groups) and give them 10 minutes to write down as many learning activities as possible that fit the given learning style. Ask them to prepare to demonstrate or show (some of the) activities too. For example, if they think visual learners benefit from mind maps, let them also show an example of a mind-map. Provide support when needed by using the lists below.

After preparations, ask each group to present what they have come up with (5-10 mins for each group, total 30 mins).

! Visual learners can benefit from...

- maps, mind maps, charts, flowcharts, diagrams
- pictures, drawings, cartoons, flashcards
- making outlines
- copying what is on the blackboard, taking notes
- watching instructional videos and demonstrations
- color-coding, circling, underlining, or highlighting words and phrases

Auditory learners can benefit from...

- using word association to remember facts and information
- making audiotapes of notes after writing them
- recording lessons or lectures
- watching instructional videos and listening to oral instructions
- repeating facts with their eyes closed
- participating in group or class discussions
- explaining what they have learnt to somebody else
- music, rap, rhyme and songs
- reading aloud

Kinaesthetic learners can benefit from...

- studying in short blocks
- taking lab classes and doing experiments
- role playing and dramatizing
- taking field trips, visiting museums
- studying with others and using memory games
- using flash cards to memorize
- creating projects to explain lessons or events
- the possibility to move around
- create things with their hands

(5') ! Allow a 5-minute break to set up the next activity. Meanwhile, make sure you have prepared Appendix 4 by cutting the slips of paper.

Activity 4. Inclusive Education in a Classroom (50–70')

📎 Attachments: Appendix 4 and 5

! Share the picture in **Appendix 5**. If you cannot project it, print it out.

Facilitator: We have now thought about some learning activities that would cater to different learning styles. In an inclusive classroom we aim to support all learning styles, educational needs and challenges that might come from disabilities. Many of the ways will support more than one learner, regardless of if they have or do not have special needs or disabilities.

Divide the participants into 4–8 small groups depending on the number of the participants.

Facilitator: Which ways and methods of support (identified in the previous activities and new ones) could help more than just one learner in the (mainstream) classroom? In addition to learning activities, take into consideration clarity of **instruction** and overall **classroom management** and systems.

Form small groups and give them 10 minutes to write down ideas that they come up with.

Next, deliver each group 1–2 slips of paper (Appendix 4) which contain possible ways of making the teaching and learning inclusive, and ask them to add those ideas to their lists. Moreover, ask them to prepare a demonstration or a written product or drawing, depending on their idea, to showcase some of the best ideas in their lists. Let them prepare for at least 15 minutes.

When the time is up, ask groups to read aloud their lists and to demonstrate and provide examples of their ideas as vividly as possible (5 mins each group). After all the groups have had their chance to present, make sure the most important aspects provided in the example list below are mentioned.

! Differentiation means tailoring teaching instruction and methods to meet individual needs. In big classes, teachers can individualize and differentiate the learning for instance by using a wide range of methods which support all senses and by using different ways of grouping and supporting the learners differently: by interest, by ability, mixed groups etc. Make sure you change the methods and groups often.

You can differentiate:

- Content (what is studied)
- Process (how things are done, e.g. use of continuous assessment: the whole process is assessed, not only the end product; flexible grouping: are learners working together with others or by themselves)
- Products (what is the end product, e.g. alternative ways of showing knowledge: oral, written, drawing, group work...)
- Learning environment (where the learning happens)

Facilitator: Thank you for your participation!

2.5 Supporting Every Child's Growth and Learning

Suggested Duration: 1h 45min - 2h

<p>Objectives for the specific training session</p>	<ul style="list-style-type: none"> • To examine and identify learners' executive function and self-regulation skills in relation to a child's learning and growth, and ways to pedagogically support the development of these skills as a teacher • To reflect the purpose and use of assessment from the perspective of inclusive education, and diversify the assessment methods • To acknowledge learner's different developmental phases and needs, and how to adapt one's teaching, assessment and feedback methods accordingly
<p>Materials</p>	<ul style="list-style-type: none"> • big sheets of paper • markers • paper • optional: post-it notes

Facilitator: Welcome to today's session! Today we will be looking into how to support all learners' learning for life, starting from supporting their **executive functions** in the classroom and considering assessment from the perspective of inclusion, among others. However, let us start with a small, fun activity. It will ask for your concentration and teamwork.

Activity 1. Who is the Leader? (15')

Participants form a circle. Ask one volunteer to go outside of the room. One participant in the circle is chosen to be a leader. The leader starts to do some movement (i.e. clapping, stomping, moving hips, snapping fingers...) and others imitate the movement. The volunteer comes back inside the room and tries to observe who the leader is. The leader tries to change the movement and others follow delicately so that the volunteer doesn't notice. The volunteer has 3 trials to guess who the leader is.

! Play a few rounds and make sure you give turns to different people to be the leader.

Activity 2. Learners' Executive Function and Self-Regulation Skills (45-60')

Facilitator: "Who is the leader" serves as a good example of an activity where we need different executive functions. Games as such are great way to support learners' executive functions. But what are learners' executive function and self-regulation skills, and how do they affect learning?

Facilitator: According to Australian Education Research Organisation¹, "**Executive function** refers to the ability to control our attention, remember instructions, manage emotional reactions and behaviours and organise our thinking. **Self-regulation** is when learners use these skills to control their behaviour." As stated by Harvard University's Center² on the Developing Child, "**Children aren't born with these skills - they are born with the potential to develop them.**"

Learners' executive functions include³:

1. Ability to demonstrate flexible thinking
2. Ability to pay attention and focus
3. Ability to manage time, to start and complete tasks, follow instructions
4. Ability to manage and control emotions
5. Ability to self-monitor (keeping track of what you are doing)
6. Self-regulation skills (in connection with executive functions)

! Write these on the board in separate columns.

Ask the whole group to reflect and discuss: *Which one of the executive functions did we need in our warm-up game?* Then ask and reflect together: *When does a learner need or use these specific functions and skills in school/classroom?* Write down participants' answers on the board under each column.

! **Some facts about the executive functions to share:**

1. **Flexible thinking, or cognitive flexibility, plays a key role in all types of learning.** It is required to examine and look at things differently, it includes the ability to "unlearn" old ways of doing things, to find new approaches to solve problems and to figure out what kind of information one needs to pay the most attention to. It is essential, for example, in...
 - a) **learning to read and reading to learn:** noticing how letter combinations make sounds, understanding using the same words in different ways and perspectives of different characters, interpreting text and meaning;
 - b) **writing:** organizing thoughts into text, checking grammar, adding details;
 - c) **language learning:** learning rules and exceptions of a language, noticing patterns; and
 - d) **maths:** finding different ways to solve a problem; connecting words to math operations.

1 edresearch.edu.au/executive-function-and-self-regulation-practice-guide-full-publication

2 developingchild.harvard.edu/science/key-concepts/executive-function. See also: Harvard University's Center on the Developing Child - Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence

3 Understood for All: understood.org/en/articles/types-of-executive-function-skills

2. **Paying attention and focusing** on a task or in class in general might be challenging for all children once in a while – it depends on many factors, e.g. if they are hungry, tired, stressed, how the surrounding environment is organized, how interested or engaged they are in the topic. For some children, challenges in focus and concentration might be more frequent than for others – they might struggle no matter how hard they try to focus. See **ADHD/ADD in the Special Educational Needs and Good Practices Toolkit (Appendix 3)** from the previous session.
3. **The ability to manage time and start and complete tasks** relates closely to the ability to focus. Individual differences in how the brain functions, challenges with attention or the working memory might make it hard to get enough energy to start or complete a task. Sometimes difficulties in learning might overlap – for example, a child might struggle with both concentration and dyslexia, which might make starting and completing a reading task a painful and frustrating process for them. It is important to acknowledge, e.g. the learner’s interest and a task’s level of difficulty when thinking about how to make starting and completing tasks easier.
4. **Self-control** includes **managing one’s emotions**, feelings, thoughts, impulses, movements, and actions – how we respond to the experiences from the surrounding environment. Self-control is about stopping to think before acting. It is a skill that develops over time. Children might have a hard time with self-control for different reasons. These include difficulties in concentration such as ADHD, or stress and anxiety caused by feeling unsafe in the learning environment or an experienced trauma.
5. **Self-monitoring** is a skill used to keep track of one’s own actions and performance – “checking-in with yourself as you learn”. It includes a (self) assessment when doing something: *How is the activity going? What is working and what is not? Should I adapt or change something?* It is used to learn skills like math and reading, but also everyday activities such as understanding directions, keeping track of time and deadlines, or basic activities like cooking.
6. **Self-regulating** is a child’s growing ability to use the above-mentioned executive function skills (e.g. focus their thinking; plan what to do next; monitor what they are doing and adapt; identify and regulate strong feelings; be patient for what they want; and be flexible when things get difficult) to understand, manage and regulate their behaviour and reactions. Developing self-regulation teaches not only how to deal with, for example, impulses and emotional reactions but how to predict them by recognising them, why they might be feeling in a certain way and what could they do about it. Self-regulation plays a critical role in child’s learning, behaving positively, building relationships, growing up and becoming independent – and the growth of this ability can and should be supported by teachers and parents.

Facilitator: These skills are crucial for learning, and as a teacher, providing opportunities for learners to develop these skills will benefit each learner’s growth and learning holistically. Teaching and supporting these functions benefits everyone, not just learners with special needs. Difficulties with these functions can appear, for example, as restlessness, lack of motivation, challenging behaviour and learning difficulties.

Divide the participants into six (6) groups so that each group gets one of the executive functions listed above to focus on. Give each group a big sheet of paper and ask the groups to make a mind-map brainstorming answers to the following question:

- How could the teacher support the development of this specific function in classroom?

Write down **five to ten (5-10) practical actions** as suggestions.

Provide some 15 mins for the groups to brainstorm ideas and actions. After the time is up, collect the paper sheets of each group and put them on the board for everyone to see. Ask each group to present their ideas and discuss through the executive functions one by one with the whole group. Allow ample time for discussion and ask the other participants to add to the list, too. See the examples below to add to the answers.

! Alternatively, you can make this activity a station work task, so that the groups are assigned their own executive functions to brainstorm, after which they go around different executive functions/paper sheets, e.g. 5 mins. per function/paper and add to each.

Some **general tips and examples for teachers to support all learners' executive functions** and add to the answers (make sure you correct misunderstandings, if needed) are in Appendix 6. You may share the tip list as a handout for the participants, too.

Activity 3. Break or a Video (5')

If going through all the sessions, it is recommended to have a micro-break and/or ice-breaker of 5 mins. here in between the activities to maintain the participants' focus and energy. If you have an opportunity to show videos, you can find a video from YouTube with the search words "Selective Attention Test" or "Test your Awareness". This will give you short videos that show in a humorous way how one of our executive functions, attention, can be selective.

Activity. 4 Diversifying Assessment for The Benefit of All Learners (30-45')

📎 Attachments: Appendix 7

Facilitator: When talking about supporting a child's learning holistically – assessment, and especially how we do it as teachers and educators, has a big effect on the learning process. The purpose of assessment supposedly is to support, guide and encourage each learner's learning, provide information on their current level, develop the learner's skills to assess their own learning (and thereby executive functions!) and, thus, to increase the overall quality of learning. Assessment gives important information for the teacher on how to continue with teaching. Most importantly, **assessment should be for the benefit of all the learners**. The school environment and the feedback from the teacher can have a great influence on what kind of picture the learner has of themselves as a learner as well as a person. Therefore, **our assessment culture** should entail diverse assessment methods, encouraging and supportive atmosphere for learning, interactive teaching and learning methods that engage the learners and support them in understanding their own learning processes. Mistakes are an important part of the learning process and they can be utilized in the teaching in a respectful way.

Write down the following quote: **“I assess what I teach and teach what I assess.”** Ask the participants to reflect with a person/people next to them for a few minutes: *What do you think of this quote? What does it say about the process of assessment, and what it should involve?* Then ask for some comments from the whole group. You might write these on the board with the quote above.

Facilitator: The process of assessment begins with planning the module of teaching, setting objectives for the teaching and learning, what is expected of the learner to have learned at the end of the specific module. Here, **the interaction between the teacher and the learner** plays a highly important role. The learner should know what is being assessed in order to be able to monitor their own learning better – and thereby also develop their executive function skills at the same time.

Facilitator: Utilizing a **range of assessment methods** is recommended in order to create a holistic picture of a learner's level of knowledge and skills. It also helps take into consideration different types of learners and their diverse needs.

Ask the participants to discuss in their pairs, and write down around five (5) ideas and best tips of different ways to assess and motivate their learner's learning process. Allow some **10 minutes** time for this and then share the ideas together. Below are some examples you can share with the group after this too.

! You can also collect the ideas and tips on post-it notes, so that the participants write down individual tips and ideas on separate small pieces of paper, and then place them all on the same wall/blackboard for the whole group to have a joint “best tips wall”.

Examples and tips for different assessment methods:

- **Self-assessment:** Supports the learners' growth into becoming lifelong learners. However, *to learn how to assess oneself, regular and diverse support, and opportunities to monitor, reflect and assess one's own learning must be provided together with regular feedback from the teacher (and peers!).*

- **Peer-exam:** The exam is done together in a pair or in a small group – this involves practicing different skills, not only knowledge of some specific area, but group work skills, negotiation skills and communication skills.
- **Learner-made exams:** The learner can prepare tests in a pair. This way, the learner is engaged to arrange the information by themselves and develop their thinking – what is meaningful to learn, and how it should be tested.
- **Portfolio or a group project:** A more long-lasting way of assessing the whole learning process by producing a portfolio on a specific theme learned. Recommended to be integrated with other subjects and/or IT, if possible.
- **“Memory aid” exam:** The learners can make themselves a memory aid on the exam area and bring it to the exam with them. This way, the students are engaged to arrange the information by themselves and develop their thinking.
- **Interactive exam:** E.g., a play, a presentation, a game, or a debate individually, in pairs or in groups prepared by the learners. Can be recorded for later reflections and feedback.
- **Sliced exam:** The wider exam area is divided into smaller pieces of small tests. See the suggestions related to the executive functions (ability to focus) from the activity above.
- **The way we assess our learners may vary** according to the learner’s access to resources, and your own access to resources, too. Gathering any type of information (with the support of informal discussions with the learner and continuous assessment) will help us know where the learners are at, regarding their learning process, and more importantly how they are feeling.
- **Lower the standards!** Reduce expectations for what and how much one can learn with severe learning difficulties, or during crisis or challenging times. Keep the stakes of assessment low because challenging conditions can affect the learning. Learners going through big challenges should not be expected to learn with the same scope as otherwise.
- **Work with the parents/caregivers!** The parents/guardians also need to be informed about the learner’s process of learning. Connection and communication with the parents are essential for understanding the learners’ needs more holistically both ways.
- **Opportunities for the learners** to bring their own experiences and ideas to the classroom should be encouraged – **learning does not only happen in the school context!** Utilize the learners’ hobbies, free time activities and so on. Drama, visual aids or peer-support can be easily utilized in supporting the learning. This method fits well even with learners who do not share a language.

Facilitator: When making tests or exams, remember that you are measuring the learners’ skills, not memory, wit or personality! Think beforehand:

- What does your test really measure?
- Are you testing what you have taught?
- How do you define a good performance?
- What is the average?
- Does your test give every learner a fair chance to show what they know?

Facilitator: Use **validity, reliability, equity, and repeatability** as the main criteria. The criteria can be changed during the process, too! Give clear instructions and use exercises that are familiar to the learners, and tell the learners what you are assessing. Provide the learners with regular and diverse support, and opportunities to monitor, reflect and assess their own learning with **regular feedback** from you (and peers, too!). Finally, remember that **not everything needs to be assessed** but there must be enough space and time for free and fun practice that is simply aimed to increase the learners’ self-esteem and confidence.

Facilitator: Equity is a critical consideration to decide on alternative assessment methods.

Pressure to deliver examinations should not override equity considerations. Summative assessment is part of the school culture in most countries in the world, but, as we said before, formative assessment is preferable and a fairer way to track the learning progress more often. Alternatives to this type of assessment need to be developed according to the context. **Your learners' wellbeing should be your and the school's top priority.**

Next, project or write down some evaluation comments (listed below) on the board for everyone to see, and ask the participants to continue in their pair or get into small groups. Guide the participants as follows.

Facilitator: Next, you can see some evaluation comments. These types of comments might be often given to a learner during informal conversations or when meeting the parents, for example. How would you translate them into something **more positive and constructive** so that the learner would both understand

- a) what the teacher is expecting from them, and at the same time,
- b) would feel supported and encouraged to do better?

❗ As an example: A teacher might say, *"You could get 10 in maths, but you don't know how to behave in the class!"* This might leave a learner overwhelmed by their skills and make them think that they can't be academically successful in the subject if they're not well-liked because of their personality/behavioral challenges. What you could do, is to try to say something more constructive like this instead: *"Your mathematical skills are excellent. What you are still practicing is how to maintain a supportive learning space in the classroom."*

Now, it's the participants' time to re-write some comments. Give the participants' **some 10 minutes** to re-write the following comments into more constructive feedback:

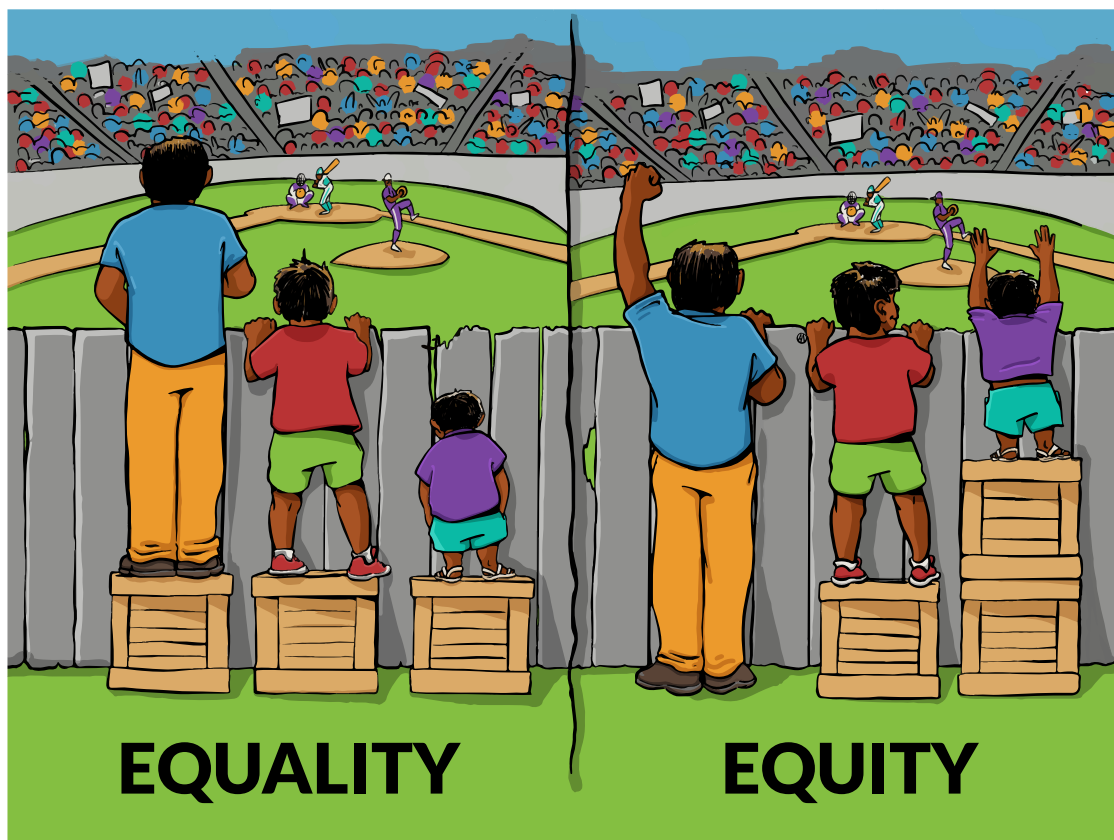
❗ Leave enough time for the pairs/groups to present their comments at the end.

1. You still haven't learned everything.
2. You would get a better grade, but your behavior is horrible.
3. You have been too lazy to get a better grade.
4. Your academic skills are weak even though you're a nice boy/girl.
5. You should start from the beginning if you would like to get better grades.
6. Because of your (learning) disabilities I can't give you a better grade than this.

Ask the participants to share their alternatives and thoughts on constructive feedback. How does it feel to receive supportive feedback instead of disapproving/non-supportive feedback?

❗ If it feels ok and there's time, you can ask the participants to have a dialogue in pairs – one plays the role of a teacher and the other a learner receiving feedback.

Facilitator: Encouraging, motivated and qualified teachers are the most important resource of any educational system. Our ability to identify and assess learning needs in the classroom is the first step toward answering them. Once we know what these learning needs are, we can move on to the next step to resolve them. Remember, you are not alone in this but have your learners, their families, and your colleagues and the school to support you to find suitable solutions.



Facilitator: As teachers and educators, we are the **lead learners** in our classrooms. For learners to learn and grow for the future, we, the teachers have to be prepared to learn, too. Your learners have so much to offer you and **each other** as mutual learning. You are co-agents in learning for life. Let's make the learning environment and opportunities fair, encouraging and inclusive for all!

! You can share the **Equality vs. Equity picture (above and Appendix 7)** at the end. Allow time for final comments and questions if there are any.

Facilitator: Thank you everyone for your attention and active participation!

Appendices for Module 2

Appendix 1. UNESCO Salamanca Declaration Samples

For Session 2.1, Activity 2. Global meeting: Justification of inclusive education

Salamanca Statement (1994):

This Framework for Action on Special Needs Education was adopted by the World Conference on Special Needs Education organized by the Government of Spain in co-operation with UNESCO and held in Salamanca from 7 to 10 June 1994. Its purpose is to inform policy and guide action by governments, international organizations, national aid agencies, nongovernmental organizations and other bodies in implementing the Salamanca Statement on Principles, Policy and Practice in Special Needs Education. The Framework draws extensively upon the national experience of the participating countries as well as upon resolutions, recommendations and publications of the United Nations system and other intergovernmental organizations, especially the Standard Rules on the Equalization of Opportunities for Persons with Disabilities. It also takes account of the proposals, guidelines and recommendations arising from the five regional seminars held to prepare the World Conference. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>

2.

We believe and proclaim that:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs,
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

3.

The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. These conditions create a range of different challenges to school systems. In the context of this Framework, the term special 'educational needs' refers to all those children and youth whose needs arise from disabilities or learning difficulties. Many children experience learning difficulties and thus have special educational needs at some time during their schooling. Schools have to find ways of successfully educating all children, including those who have serious disadvantages and disabilities. There is

an emerging consensus that children and youth with special educational needs should be included in the educational arrangements made for the majority of children. This has led to the concept of the inclusive school. The challenge confronting the inclusive school is that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society. A change in social perspective is imperative. For far too long, the problems of people with disabilities have been compounded by a disabling society that has focused upon their impairments rather than their potential.

4.

Special needs education incorporates the proven principles of sound pedagogy from which all children may benefit. It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process. A child-centred pedagogy is beneficial to all students and, as a consequence, to society as a whole. Experience has demonstrated that it can substantially reduce the drop-out and repetition that are so much a part of many education systems while ensuring higher average levels of Achievement. A child-centred pedagogy can help to avoid the waste of resources and the shattering of hopes that is all too frequently a consequence of poor quality instruction and a 'one size fits all' mentality towards education. Child-centred schools are, moreover, the training ground for a people-oriented society that respects both the differences and the dignity of all human beings.

7.

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

13.

It is particularly important to recognize that women with disabilities have often been doubly disadvantaged; bias based on gender compounds the difficulties caused by their disabilities. Women and men should have an equal influence on the design of educational programmes and the same opportunities to benefit from them. Special efforts should be made to encourage the participation of girls and women with disabilities in educational programmes.

20.

Special attention should be paid to the needs of children and youth with severe or multiple disabilities. They have the same rights as others in the community to the achievement of maximum independence as adults and should be educated to the best of their potential towards that end.

31.

In order to follow the progress of each child, assessment procedures should be reviewed. Formative evaluation should be incorporated into the regular educational process to keep pupils and teachers informed of the learning mastery attained as well as to identify difficulties and assist pupils to overcome them.

36.

School heads have a special responsibility in promoting positive attitudes throughout the school community and in arranging for effective co-operation between class teachers and support staff. Appropriate arrangements for support and the exact role to be played by various partners in the educational process should be decided through consultation and negotiation.

53.

The success of the inclusive school depends considerably on early identification, assessment and stimulation of the very young child with special educational needs. Early childhood care and education programmes for children aged up to 6 years ought to be developed and/or reoriented to promote physical, intellectual and social development and school readiness. These programmes have a major economic value for the individual, the family and society in preventing the aggravation of disabling conditions. Programmes at this level should recognize the principle of inclusion and be developed in a comprehensive way by combining pre-school activities and early childhood health care.

55.

Girls with disabilities are doubly disadvantaged. A special effort is required to provide training and education for girls with special educational needs. In addition to gaining access to school, girls with disabilities should have access to information and guidance as well as to models which could help them to make realistic choices and preparation for their future role as adult women.

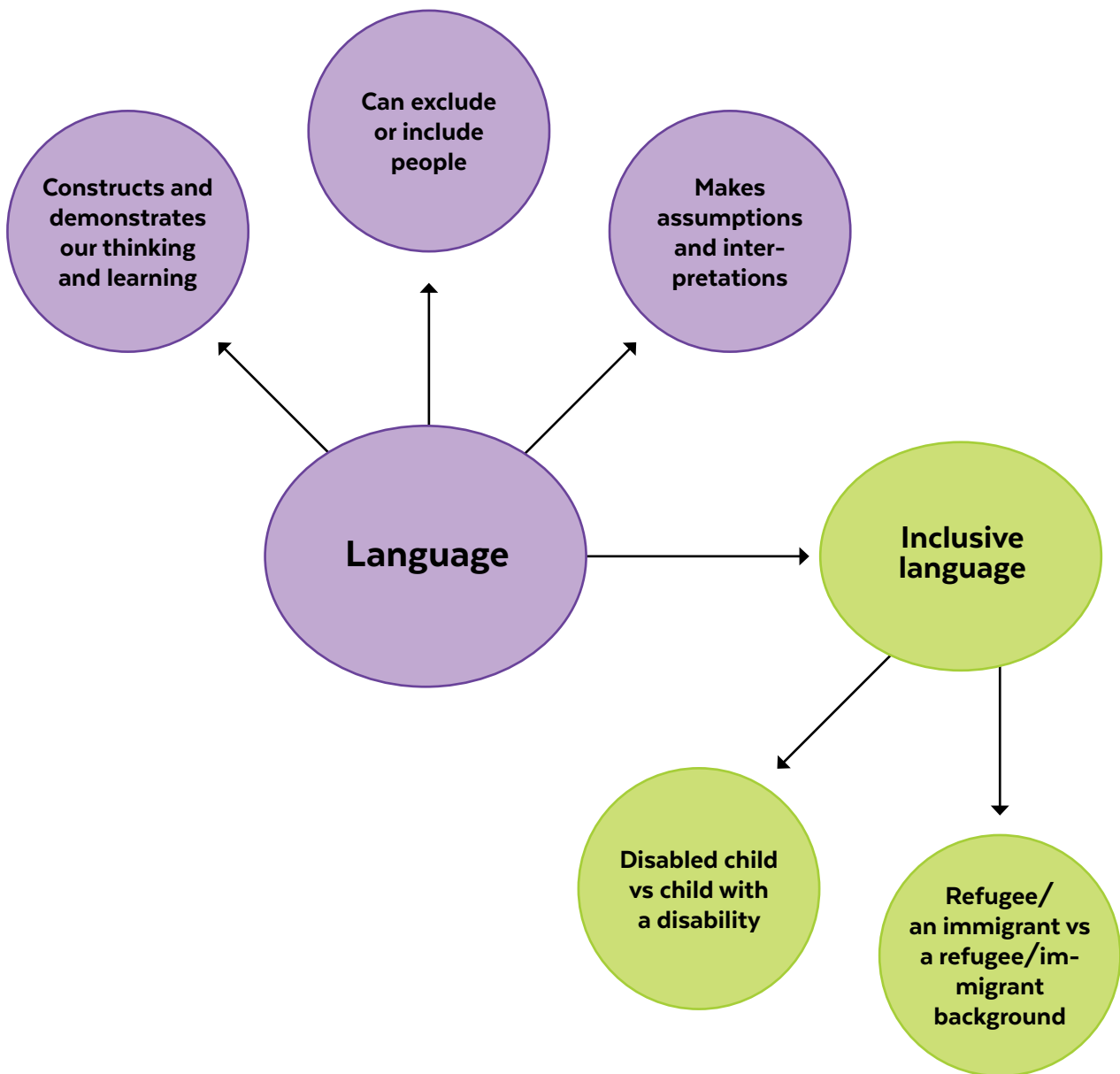
59.

The education of children with special educational needs is a shared task of parents and professionals. A positive attitude on the part of parents favours school and social integration. Parents need support in order to assume the role of a parent of a child with special needs. The role of families and parents could be enhanced by the provision of necessary information in simple and clear language; addressing the needs for information and training in parenting skills is a particularly important task in cultural environments where there is little tradition of schooling. Both parents and teachers may need support and encouragement in learning to work together as equal partners.

61.

A co-operative, supportive partnership between school administrators, teachers and parents should be developed and parents regarded as active partners in decision-making. Parents should be encouraged to participate in educational activities at home and at school (where they could observe effective techniques and learn how to organize extra-curricular activities), as well as in the supervision and support of their children's learning.

Appendix 2. An Example of a Mind-Map for Inclusive Language
For Session 2.2, Activity 2. Inclusive language



Appendix 3. Special Educational Needs and Good Practices Toolkit

For Session 2.3, Activity 2. Station work: Differences in learning skills and abilities

This toolkit is a baseline assessment tool for teachers to identify, monitor and write down their perceptions about their learners' learning process and outcomes. The toolkit helps with identifying special needs in everyday situations in a classroom, and sharing the findings with the learners, their parents and other teachers. The toolkit also helps the teacher to make everyday interventions to special needs they may face. It provides quick and easy everyday solutions that will not require specific tools, programs or extra personnel. The toolkit encourages an inclusive, supportive, and functional classroom culture. Note, that **most of the tips listed here are actually helpful for every learner in the classroom regardless of their needs!**

The toolkit covers eight common special educational needs:

1. ADHD/ADD
2. Dyslexia
3. Cerebral Palsy (CP)
4. Autism Spectrum
5. Hearing Impairment
6. Visual Impairment
7. Language Learning Difficulties
8. Challenging Behavior

The toolkit is not to provide medical advice or to diagnose anyone but to find the best ways to support each learner to thrive in the classroom. Teachers are not doctors but educators and multi-professional collaboration and consultation is encouraged to support a teacher's work if possible.

You may use the toolkit, for example, as:

1. **Flip cards:** Each page has some typical characteristic features and signs of common special needs listed, and on the other side, tips to ease or overcome the specific need. Place the cards in your classroom and try a tip or two when needed. Note that physical disabilities, illnesses and impairments only have got "the tips" -part. Also note that the characteristics and features of different special needs are not exhaustive but vary individually, and **each learner should be seen and treated as an individual with their own needs, wishes and strengths.**
2. **Observing tool:** When observing a learner, tick the boxes of your discoveries. When planning a support intervention, tick the boxes of the tips you are about to try or have already brought into use. The observing tool works also as a baseline assessment in conversations with the parents and caregivers, when the teacher is explaining how the needs are emerging in a school setting.
3. **Collegial sharing and learning tool/teacher peer mentoring tool:** Share the cards to small peer groups of teachers, each group has one or two topics/special needs that they focus on. Use the cards as a tool to share experiences and good practices among colleagues.

1. ADHD/ADD, Challenges in Concentration

ADHD (attention-deficit hyperactivity disorder) is a common neurodevelopmental disorder. ADD is attention deficit disorder without hyperactivity. Whenever a learner has ADHD symptoms, it is important to rule out other issues. Note, supporting a learner with challenges in concentration does not necessarily require an ADHD diagnosis.

Challenges in concentration might come out or appear as...

- Trouble in starting and completing tasks.
- Trouble with time management.
- Getting easily distracted, interrupts focus on schoolwork or other tasks.
- Acting before thinking.
- Low attention span while playing or doing schoolwork.
- Moving constantly (running around, fidgeting, squirming, chewing something, tapping the feet, drumming).
- Running around and climbing on things when it is inappropriate.
- Does not seem to be listening when spoken to directly.
- Being extremely impatient, cannot wait for their turn or stand in a line.
- Having a hard time calming down after stimulation.
- Speaking excessively and non-stop, like “a broken record”.
- Blurting out answers before a question is completed. Starting before the instructions are explained.
- Trouble following directions or remembering what was just told or read.
- Making careless mistakes, overlooking details in schoolwork.
- Trouble organizing thoughts and describing how they feel.
- Engaging in activities loudly or disruptively.
- Giving up instead of asking for help.
- Getting overly emotional, nervous or frustrated over things that look minor to a teacher, might have tantrums untypical for their age.
- Getting overstimulated by noise and changes in schedule, might seem like the learner “loves chaos” and “wants to create it”.
- Trouble in playing quietly and following the rules of the play. Playing might look and sound chaotic.
- Trouble keeping track of their tasks, homework and belongings, losing things regularly.
- Trouble switching from one thing to another, needing a lot of support on executive functions.
- Being often late for/from school.
- Doing risky things, not thinking about consequences and might be having unrealistic expectations.
- Trouble navigating social and familial relationships, having conflicts with parents due to ADHD symptoms affecting the life at home.
- Having trouble making friends and working in a group, other kids are getting annoyed around them.
- Avoiding mentally challenging tasks or anything that requires focusing.
- Having low self-esteem as a learner.

What can the teacher do?

Functional:

- Break down tasks into smaller pieces to guide the focus (now – then – the last).
- Offer minor, simple goals when doing goal-setting, e. g. “come back to your seat when asked only one time”.
- Give extra time to complete tasks.
- Be clear and direct with instructions, use second person (pronoun) imperative even when addressing the whole class.
- When having a new type of activity, a new rule, a change in the daily routine etc., make sure you practice it beforehand. Anticipation is increasing prior knowledge, which helps a student to stay calm.
- Give a lot of positive feedback and focus on the strengths of the learner.
- Avoid constant prohibitions (“don’t”) and replace them with requests of what a learner is expected to do (e. g. “Don’t run indoors!” → “Please walk indoors!”).
- Do not over-explain. State the instruction once, offer the support or a break, and move on back to the routine.
- Make sure the task is easy enough for a learner to complete – offer support with more challenging tasks.
- Have breaks and relaxing moments between classes and changes of activity, e. g. read a story or let learners have a relaxing position on the floor.
- Collaborate with the parents and caregivers on the learner’s needs.
- Keep the learner busy. Ask them to be your little helper and give them chores like swiping the blackboard, bringing the trash out, helping to hand over papers to others... Moving and having something to do is giving a little brain break to the learner, and making them feel needed and appreciated.
- Use diverse methods, activities and materials to increase learners’ engagement.
- Start and finish one activity at a time.
- Activate several senses when teaching and learning (multi-sensory). Using multi-sensory methods allows more cognitive connections and associations around the topic. This is great for every learner!

Physical:

- Have a visual class schedule on the wall, go through the day’s schedule with your class every morning.
- Have pictures helping with naming emotions, structuring the learning environment, setting goals, pointing at where the school supplies are kept etc.
- Visualize time, especially the passing of time.
- Have folders for papers and checklists for tasks/worksheets to be completed.
- Support the learner in organizing their backpack or desk.
- Give the learner their own seat and avoid giving too many options on where to sit, avoid changing the seating order too often.
- Have the learner’s desk in the front row near the teacher.
- Offer earplugs/earmuffs for better focus.
- Try a partition wall to block overstimulation of other learners, but do not fully exclude the student out of the classroom.
- Allow the learner to get up and walk around for a moment if that helps them re-focus.
- Let the learner move or have something in their hands. Place a cushion on their chair for balancing, give a blue sticker or similar to them to fiddle, let a learner hold a toy if it helps to focus.
- Play calming music during silent work time.

2. Dyslexia

Dyslexia is a neurological-based disorder in language processing, which causes trouble in recognizing phonemes, and therefore reading and writing. Dyslexia is a condition a person is born with, and it often runs in families. Dyslexia cannot be cured, but it can be eased with understanding, neuropsychological rehabilitation, teaching methods, and technical tools. Note that **there is a wide range of difficulty levels in dyslexia**, so its symptoms and challenges it creates are individual.

Dyslexia is a learning disability that affects either reading or writing. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in the head, pronouncing words when reading aloud and understanding what one reads. The difficulties are involuntary. People with dyslexia have higher rates of attention deficit hyperactivity disorder (ADHD), developmental language disorders, and difficulties with numbers.

Dyslexia is believed to be caused by the interaction of genetic and environmental factors. Dyslexia is diagnosed through a series of tests of memory, vision, spelling, and reading skills.

Treatment involves adjusting teaching methods to meet the person's needs. Dyslexia is the most common learning disability and occurs in all areas of the world. It affects 3-7% of the population; however, up to 20% of the general population may have some degree of symptoms. Some believe that dyslexia is best considered as a different way of learning, with both benefits and downsides.

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Dyslexia might come out or appear as...

- **Trouble in reading, both technical and comprehensive**, despite having a "normal" educational background and having a standard level of intelligence.
- **Difficulties in decoding = recognizing phonemes** (identifying speech sounds and understanding how they relate to written letters and words).
- Might have difficulties to recognize all the letters when reading – a letter might look like it was blank, blended or blurred, moving or changing places with other letters.
- Reading is notably slow, which might lead to difficulties in understanding the text. When the learner reaches the end of a sentence/a row/a column, they might have already forgotten what they read at the beginning.
- Trouble completing a reading/writing assignment or a test within time limits.
- Having difficulties in reading fluency: having breaks in the middle of words, having untypical rhythm and pace of reading.
- Difficulties in writing, both in productive writing and spelling correctly.
- Actively avoiding reading, both out loud and to themselves.

- Mispronouncing words.
- Getting anxious or frustrated when it is time to read, especially with longer/more complex texts or books.
- Preferring listening instead of reading stories.
- Trouble with the working memory and naming common objects when speaking/writing.
- Trouble in learning commonly known lists: months, days of the week, the alphabet...
- Trouble in spelling and learning new words and terms.
- Trouble in rhyming and learning lyrics of a song.
- Trouble in following directions, both written and spoken
- Confusing similar-looking letters and numbers, like b and d, p and q or 6 and 9.
- Reversing letters, writing "a huose" instead of "a house" etc. **Note!** Reversing letters is common for little kids (around until 7 years).
- Writing double letters ("lettetter") or skipping letters ("leter") when writing, some words can be almost unrecognizable ("ler tre").
- Trouble in connecting single letters with each other to form words ("a house" → "a h ouse") or misuse of upper- and lower-case letters ("a hoUsE")
- Using a similar word instead of the word that was actually asked for – e. g. might say a home instead of a house.
- Omission of a letter and sound, e. g. ("a house" → "a haus")
- Trouble in comprehensive reading – struggling to explain the story or to answer questions.
- Confusing directions (right-left) and having trouble reading maps.
- Trouble in learning foreign languages.

What can the teacher do?

Physical:

- Use colorful paper or colorful plastic overlays on books and change the background color when working with a computer. Many people with dyslexia are sensitive to brightness and high contrast (black-white).
- Let the student write longer texts with a computer.
- Cover part of the text with a paper or a ruler to avoid the learner skipping rows, and to help them to be focused on one row at a time.
- Make a cut-out of cardboard and encourage the learner to use it as **a reading window**. Seeing one word/row at a time and blocking distractions around is helpful.
- If possible, offer audiobooks. Someone can also read the text and make a recording for the learner to listen to if an audiobook is not available.
- **Use technical tools like** Snaptyping App, Google Lens, Immersive Reader (Microsoft), auto-correct, voice recorder (Vocaroo, Google tools, Microsoft, phone voice recorder)... Most smartphones have basic assistive tools as a default.
- Encourage the student to write with a proper text size.
- **Give instructions in pieces, both written and spoken.** Write down the instructions.
- **Have a lot of pictures to support the given instructions.**
- Give notes to the student beforehand. Encourage them to focus on listening and not writing notes at the same time.
- Offer easier/shorter books to read.
- If you are making copies of assignments/texts, make sure it is as clear as possible and the font size is big enough.
- When writing by hand, give the learner a notebook with squares or rows. Blank paper is the most challenging for learners with dyslexia.

Functional:

- Make sure the learner's eyesight has been checked and taken care of if glasses are needed).
- Ask the learner to fill out "the Identifying Dyslexia" -form or fill it together to identify or rule out the possibility of dyslexia.
- If possible, have dyslexia tested properly by an expert. If this is not possible, **focus on identifying the needs and answering them.**
- Do not force a learner to read out loud in front of others.
- **Give more time** to complete assignments and texts.
- Do not punish the learner for every spelling mistake. If a learner only sees what they could not write correctly, they might start to avoid writing.
- Consider alternative assessment methods, like completing a written exam orally.
- Encourage the learner to read their own writing out loud by themselves. Reading out loud can help to spot spelling mistakes.
- Encourage the learner's parents/caregivers to read out loud with them.
- Activate several senses when teaching and learning (multi-sensory). **Using multi-sensory methods** allows more cognitive connections and associations around the topic.

3. Cerebral Palsy

Cerebral Palsy literally means paralysis of the brain. Often the parts of the brain which are most affected control movements of the arm, legs or facial muscles, resulting in limbs being either very floppy or, more usually, very tight or tense. Often people with cerebral palsy find it difficult, or are unable, to talk properly due to difficulties in controlling their head movements or facial muscles.

CP is combination of different disabilities. Sometimes when damage to the brain is more general, intellectual abilities may also be impaired but more often children with CP tend to be physically rather than intellectually disabled. Some children may also have difficulties with hearing and/or seeing. Children may have a mild form of CP with minimal loss of function in their limbs or speech defect: to very severe forms when child has multiple disabilities.

There are many causes for CP. It may result from congenital malformations, maternal infections during pregnancy, birth difficulties and childhood infections such as meningitis, excessive jaundice, rubella and head injury. There is an increased risk for babies having CP with adolescent mothers or those with poor health and living in poverty.

Cerebral Palsy may come out as or be seen through...

- Movement and walking disabilities
- Speech difficulties
- Learning disabilities
- Cognitive impairments
- Hearing or vision loss
- Epilepsy
- Emotional and behavioral challenges
- Spinal deformities
- Joint problems

Source: cerebralpalsyguidance.com/cerebral-palsy

What can the teacher do?

- Special seating to keep their head and body straight when sitting
- Special desk to work at whose height can be adjusted.
- The use of communication boards so that teacher and peers can understand the child.
- The child may need extra assistance to use the toilet. Sturdy rails around the toilet will help.
- If the child's speech is unclear, devise alternative means for communicating (pictures, drawn symbols). These can be placed on board and the child points to picture to convey the message.
- Encourage the child to join in answering questions but leave extra time for them to respond either through speech or via symbol board. Encourage the peers to interact with the child as children usually find their ways of communication.
- Writing will be especially difficult for children if they have problems of controlling their hands and arms. They may need extra time to do their writing, or they can be provided with a written copy of the information, or another pupil may write for them. Computer keyboards be adapted to make it easier for children with CP to produce written words.

Source: Understanding and Responding to Children's Needs in Inclusive Classroom, UNESCO, 2001

GMFCF (Gross Motor Function Classification System) Levels



GMFCF Level 1



GMFCF Level 2



GMFCF Level 3



GMFCF Level 4



GMFCF Level 5

4. Autism Spectrum

Autism spectrum disorder (ASD) is a range of neurodevelopmental conditions, often involving challenges in social interaction. The range is wide and includes many subtypes – every person with ASD has their own strengths and challenges. The range can be anything from minor difficulties in social skills, for example, understanding jokes to almost having no interaction or emotional contact at all.

Autism spectrum might come out or appear as...

- Trouble in recognizing non-verbal messages and understanding social situations.
- Trouble in understanding sarcasm, jokes, colloquialisms and sayings, taking things very literally.
- Trouble in interpreting the emotions of others and putting themselves in someone else's shoes.
- Trouble expressing emotions, which might lead to frustration and anger when being misunderstood.
- Trouble in finding “deeper meanings” of stories and “reading between the lines”.
- Trouble in forming friendships with peers.
- Having a monotonic, almost robotic way of speaking and tone of voice. Might sound like “a little professor” and use literary/formal language when speaking.
- Repeating words or phrases, singing songs on repeat.
- Unusual communication style. Might have face expressions and gestures that do not match with what is being said (e. g. might smile when talking about shocking news).
- Having outbursts of rage over things that seem minor to others.
- Trouble in defining personal space. Might be very touchy, and for example, stand awkwardly close to others, or not wanting to come close at all.
- Trouble in sharing and imaginative play.
- Might behave erratically and interrupt others in conversations.
- Speaking without giving others a chance to respond.
- Narrow range of overly focused interest: might be very interested in one topic and read and learn everything about it. Might be lecturing others about the same topics over and over again.
- Having fixation on rituals and routines. Exceptions to personal rituals might cause frustration and anger.
- Having an atypical walking/moving style, like little jumps when walking, or moving hands in an unusual way (“fluttering wings”).
- Lack of physical coordination, clumsiness.
- Might be avoiding eye-contact while listening and speaking. Eye-contact can be inconsistent.
- Lack of understanding what things should be done in private. Might be touching their private body parts in public without trying to intentionally make anyone else uncomfortable.
- Extraordinary cognitive or creative ability. Might learn long lists, texts, songs etc. by heart easily.
- Seems to be in their own thoughts, introverted personality. Needs to be encouraged to interact with peers.
- Getting easily overstimulated by noise, changes and happenings.
- Pointing out others' unwanted behavior, being like “a police officer of the classroom”.
Trying to control the chaos and take the teacher's role.
- Having tics (unintentional noises or movements, like whistling, making faces or rocking).
- Having oversensitivity to noise, touch, specific materials, tastes, light etc.
- Feeling calm and safe when everything is as foreseeable and stable as possible.

What can the teacher do?

Physical:

- Have a visualized class schedule on the wall, go through the day's schedule every morning. Avoid unnecessary changes in the schedule.
- Have pictures helping with naming emotions, structuring learning environment, setting goals, pointing at where the school supplies are kept etc.
- Visualize time, especially the passage of time.
- Give a learner their own seat and avoid changing the seating order too often.
- Offer earplugs/earmuffs for blocking noise.
- Try a partition wall to block overstimulation or other learner, but do not fully exclude the learner out of the classroom.
- Show the learner a place where to go if they are getting overstimulated. Most often their own desk is the best. Have a personal agreement that the learner can for example read their favorite book to calm down if they are feeling overwhelmed.
- Let the learner choose physical materials if possible. A learner can be oversensitive to a type of chair, paper...
- Do not try to limit or pay too much attention to tics, like unintentional movement, if it is not hurting anyone. Let the student rock, sway and squirm if needed, they are not doing it to annoy anyone.

Functional:

- **Try to keep everything as foreseeable as possible.** Go through the possible changes with the learner beforehand when you are aware of a change or disruption to their schedule.
- **Support the learner in social situations.** Name feelings and narrate the situation. Explain what the others mean by saying something colloquial.
- If there are misunderstandings or conflicts with the peers, go through what happened. You can even draw the situation as a simple comic to support the learner's understanding. Explain why the others felt like they felt.
- **Let the learner thrive in their skill or a topic of interest.** Support their interests and introduce additional topics and tasks around their favorite subjects.
- **Be very specific** and avoid vague requests and praises. Let the learner know exactly what they are expected to do and thank them for doing that.
- **Communicate clearly and consistently.**
- Ask "closed questions" (yes-no, this-that), offer limited options.
- Keep the routines in the classroom clear and consistent and disruptions as minimal as possible.
- Do not assume that the learner is not listening or paying attention if they are avoiding eye-contact. Do not force them to have eye-contact.
- Show your interest over their favorite topics to create a bond and trust.
- Help the learner to understand the matter of personal space. Be very explicit and direct, do not allow unwanted touching.
- **Cooperate with parents/caregivers. The parents know what upsets and what comforts their child the best.**
- Use body language, gestures and movements to emphasize spoken words.

5. Hearing Impairment

Hearing impairment is a physical, sensory impairment that the child may have had since birth, or the impairment may have been caused by some incident later in life. The severity of the impairment can range from partial to total. The impact of the impairment on the person's life varies from minor inconvenience to major barriers depending on the available support for the child and their family in terms of the social, cultural and physical environment in which they live (for example, the surrounding attitudes, infrastructure, available assistive devices etc.).

What can the teacher do?

- Remember the importance of non-verbal communication. Use body language, gestures and facial expressions to emphasize spoken words. This helps other learners to stay engaged as well!
- Help the learner with lip reading/speech reading by having dark/bright lipstick.
- Wear dark clothes so that your hand movements/signs are easier to see.
- Have a visual class schedule on the wall, go through the day's schedule every morning.
- When speaking, do not turn your back to the learner or cover your face with a book. Make sure that your mouth can be seen, and your voice is coming directly towards the learners.
- If the learner has got limited hearing only in one ear, place yourself on the hearing side when speaking, and consider this in the class seating order.
- Place the learner with limited hearing to sit close to you.
- Give written/visual notes and instructions beforehand to make it easier to follow the class.
- Encourage other learners to be silent when the teacher is speaking.
- Write supporting key words on the blackboard when speaking.
- Have or make picture boards.
- Use online tools, like *Classroomscreen* or *ClassDojo* to visualize the class schedule, time and tasks. You can find plenty of time-timers, videos and other helping tools for free of charge from *YouTube* as well.
- Make symbol charts about different topics for the learner.
- Take time to listen to the learner even if their speech is unclear. Make sure you understand by asking specific and clear questions.
- Use simple **AAC (augmentative and alternative communication)** methods, like simplified sign language. Learn sign words you should use often, like "a book", "homework" or "a recess".
- Make personal agreements with the learner. For example, raising a hand means "I have a question" and raising both hands means "I need help". You can also make colored cards to communicate: a green card means "Start the activity", yellow card means "You have a few minutes left" and red card means "We're finishing the activity". This benefits other learners as well!
- Ask the learner if they are ok with being touched when you are guiding them. You can place your hand on their shoulder or touch their back when you want their attention if that is ok with the learner.

6. Visual Impairment

Visual impairment is a physical, sensory impairment that the child may have had since birth, or the impairment may have been caused by some incident later in life. The severity of the impairment can range from partial to total. The impact of the impairment on the person's life varies from minor inconvenience to major barriers depending on the available support for the child and their family in terms of the social, cultural and physical environment in which they live (for example, the surrounding attitudes, infrastructure, available assistive devices etc.).

Possible signs of visual impairment:

- Has difficulty in reading objects that are close by or far away
- Complains of headaches
- Wears clothes inside out
- Arranges items incorrectly
- Brings the wrong objects when asked to bring something
- Complains of itching or sore eyes
- Has problems writing on the lines or within the spaces in the exercise books
- Peers or squints (crossed eyes, not straight)
- Red or watery eyes
- Swollen or drooping eyelids
- Rubs their eyes
- Covers one eye when trying to read
- Unable to locate or pick up a small object
- Sensitivity to bright light
- Stumbles when walking
- Is disobedient or does not follow instructions
- Does not pay attention in class
- Seems startled when someone or something comes up from behind
- Wants to see the face of someone who is talking
- Turns their head in one direction or the other
- Is not able to repeat what someone just said
- Late speech, the speech is unclear, the voice very loud or very soft
- Does not laugh at jokes and seems not interested in others' conversations
- Isolates him/herself from social activities
- Complains of frequent earache, sore throat, cold etc.

What can the teacher do?

- Encourage the parents to get the vision of the learner checked if there are some obscurities.
- **Pay attention to the light in the classroom**, especially when reading/writing.
- Adjust curtains to block direct sunlight if needed.
- Place the learner with limited vision to sit close to you.
- Let the learner work with a computer. Learn and teach them to "zoom in". Use a big font size and if printing something out, big paper as well.
- Offer a magnifying glass as a supportive tool.
- Let the learner wear sunglasses or a cap indoors if that makes them feel more comfortable.

- Let the learner choose a suitable brightness of the screen when working with a technical device – some people with visual impairment prefer darker and some brighter screen.
- **Pay attention to all material provided.** If you write on the chalkboard or have a slide show, make it as accessible as possible.
- Wear dark clothes so your hand movements are easier to see.
- Ask the learner if they are ok with being touched when you are guiding them. You can place your hand on their shoulder or touch their back when you want their attention if that is ok with the learner.
- With younger learners, you or “a trusted friend” (a peer learner) can guide the learner by holding their hand.
- When talking to the learner, always use their name. Use the names of other learners as well until the learner with limited vision learns the voice tones of their classmates.
- Narrate what is happening in the classroom.
- Use voice recordings and audio books. Record audio instructions on the learner’s phone/computer. For example, *Vocaroo* is a free and easy online tool for recording.
- Have oral exams for the learner. Either have one-on-one conversational exams or let the learner record their answers to the questions.
- Offer **tactile materials**. You can make a cut out of a new letter when learning letters, offer small objects when learning to count, mix sand with paint when making art...
- Make sure that the classroom, school yard and corridors are as safe and accessible as possible.
- Keep the interior of the classroom as clean and organized as possible.
- When writing, draw thick and dark lines on paper to help the learner to stay on the lines.
- Cover part of the text with a colorful ruler when reading.
- Make a cut-out of cardboard and encourage the learner to use it **as a reading window**. Seeing one word/row at a time and blocking distractions around is helpful.
- Use a whistle or a bell to have the learner’s attention in the school yard.
- Have a little jingle bell with you so that the learner can hear where you are.
- Have or make toys with sound. Place something rattling or jingling inside a ball.
- When playing in physical education classes, have an arm of the learner with limited vision and an arm of “a trusted friend” (or yourself) tied together with a loose scarf.

7. Language Learning Difficulties

Language learning difficulties may be caused by developmental factors or single (i.e. traumatic) events or accidents. In addition, what appears to be a language learning difficulty, could in fact be a result of hearing and/or visual impairments, partial or total. Language learning difficulties may concern speech comprehension (i.e. understanding what others say, what the person reads as text) or production (i.e. being able to produce sounds and combine them into comprehensible words and sentences).

Please note. When a new student joins a school where the language of tuition is not their mother tongue, or a language they readily speak, the learner will take more time to produce speech and to comprehend speech and text compared to their peers, who already speak the language in question. This delay does not mean the learner has a developmental delay; it is only a matter of giving enough time for learning. Similarly, if the teacher has a very strong accent in the language of tuition, or the teacher does not actually speak the language, this will impact the learners' language learning process. However, if it takes significantly long time for the learner to learn the new language, it can be suspected that the learner might have language learning difficulties.

Possible signs of language learning difficulties impairment:

- Reading is slow.
- Writing is difficult.
- Mathematics is notably challenging.
- Reading aloud is not pleasant.
- Spelling errors are frequent.
- Letters and numbers are mixed and in wrong place.
- Reading is mostly phonological.
- Difficult to focus.
- Becoming tired quickly when reading.
- Difficult to understand text that is read by her/himself, yet, understands when someone else is reading.
- Poor handwriting.
- "Word deconstruction", leaving the ending of the word out when reading and writing.
- Difficulties in pronouncing long words.
- Poor self-esteem in relation to peers.
- Difficulties with grammar.

What can the teacher do?

- **Differentiation** can be done both downwards or upwards.
- Use the pupil's abilities, strengths and individual learning needs as the starting point for effective support – discuss these personally with the pupil and the parents.
- Feedback and support through the positive – focus on what the pupil can do and is good at, not what they can't!
- Utilize peer support e.g. let the pupils explain things in their own words to one another or giving (positive) feedback to one another.
- Provide multiple ways to present the topic and learning for all the senses (auditive, visual, kinaesthetic ...).

- Be clear and focused in your teaching, emphasise the key terms and understanding the big picture – every bit and piece is not necessary to be learned.
- Provide opportunities for learning through doing an independent learning (critical thinking).
- Create a supportive, motivating and stress-free classroom atmosphere – no competing!
- Revise, revise and revise!
- Big font size, large space line.
- Begin reading exercises with glancing and pointing out the headings, sub-headings etc. for pre-reading/scanning the content.
- Focus on the reason-cause-relationships for deeper understanding.
- Provide simplified texts for reading or a summary of the new topic with key words.
- Pictures as help.
- Material shared beforehand.
- Reading for fun.
- Large space line.
- Give more time for both writing and answering.
- Listening and writing at different times – NO copying from the white board.
- Proceeding in steps (e.g. mind-mapping, process writing).
- Option for oral examination instead of written.
- Writing for fun.
- Emphasis on speaking and learning to use the language in the classroom with peers – writing can be done at home.
- Sing!
- Reading out loud .
- Learning for authentic situations.
- Grammar & mother tongue!
- Visualize grammar e.g. by marking different word classes in different colors, use pictures – be coherent.
- Create fun rules of memory or games.
- Personification of grammar e.g. party-brothers Do and Did.
- Anticipate/foresee and observe – 2. Create a rule – 3. Apply and practice the rule
- Vocabulary with kinaesthetic exercises, facial expressions, gestures, colours...

8. Challenging Behavior

A person can behave in a challenging way for many reasons, such as:

- Challenging home environment: parental issues, frequent arguing, lack of behavioral boundaries, absent parents/being abandoned/troubled relationship affection, lack of routine, learned behavioral models, domestic violence, trauma...
- Challenges with health: constant physical pain or discomfort, oppositional defiant disorder, depression...
- Neuropsychiatric conditions: ADHD, autism spectrum, which often lead to challenges in socio-emotional skills that can affect for example trouble in making friends or expressing feelings.
- Big changes in life: moving, changing school, loss of a family member...
- Boredom, not being motivated: unrecognized talent, stillness, not enough challenges to keep their mind busy.

The first step to prevent behavioral challenges is to identify the problem and rule out possible causes. Misinterpreting challenging situations that have escalated with the learner can be hard to root out later. Learners with behavioral challenges might need extra guidance and attention in their learning process, and positive reaffirmation.

Challenging behavior in learning may come out as:

- Having a negative attitude and/or lack of motivation.
- Repeatedly saying they cannot attend or are not interested.
- Not returning homework or assignments on time/at all.
- Not participating in activities even though the learner is not considered a shy person.
- Having a hard time finding a pair/a group when working with peers (unless the learner is shy).
- Saying or writing nasty comments or threats to the teacher or other learners.
- Deliberately trying to generate chaos or a bad atmosphere.
- Writing or drawing inappropriate answers to assignments/tests/other schoolwork.
- Bullying.
- Breaking rules.
- Physical or verbal violence.
- Breaking school supplies.
- Not respecting the school property.
- Not respecting authorities (a teacher, a parent or a caregiver...).
- Being reserved and behaving in a passive-aggressive way.
- Swearing, using inappropriate language.
- Selective mutism.
- Anti-social behavior.
- Stealing.
- Leaving the school area without permission.
- Being repeatedly late or absent from school.
- Touching others without permission, not respecting personal space.

What can the teacher do?

- **Never allow violence!** Do not allow a single hit or kick. Do not allow verbal or mental violence either. If you witness violence happening, always intervene.
- **Do not physically punish a learner.** Violence is never the answer; being afraid/fear impedes the core feeling of safety at school and learning.
- If the learner is agitated, make sure you are giving short, simple instructions, 2-4 words max.
- If the learner's behavior is already triggered, wait for them to calm down before having a conversation.
- If possible, ask the learner to sit down and open their fists. That is relaxing.
- Stay calm and constructive, do not get triggered and give extra attention by getting angry.
- If the learner is using inappropriate language, correct them but avoid constant nagging.
- If the learner is trying to get something forcefully (e. g. taking something from someone's hand, threatening or blackmailing...) do not reward unwanted behavior by allowing that.
- **Do not embarrass the learner in front of other learners.** Have a conversation in private.
- Have a clear class structure and the same, shared rules for everyone.
- When a challenging learner is behaving well, give them attention and thank them for the good behavior, being a good friend/staying calm etc.
- Ask a learner what would help them to calm down when they are feeling restless or angry. Make agreements, so that the learner knows where to go and what to do to calm down if they are feeling angry.
- Have agreements, e. g. if a learner starts to feel anger, they can put the earmuffs/headphones on and close their eyes or go sit at the back of the classroom for a minute to calm down.
- Avoid unclear requests. Say "Stay in line and listen" or "Please, sit down" instead of "Try to behave". Let the learner know exactly what they are expected to do/not to do.
- Remember that language matters! Try to be direct and informative but **respect each learner** and avoid blaming them. Avoid saying "You are impossible", "Nobody likes you", "I'm done with you" etc.
- Frame the instruction positively. Try "Please, speak more quietly, Hanna." Instead of "Don't shout, Hanna."
- **Address the feedback to the learner's behavior, not their character.** There is a difference between "Your behavior is..." and "You are...".
- Model the language, feelings and actions you wish to see in your learners. A calm teacher is calming the learner as well.
- Be direct and clear when communicating with parents or caregivers. Let them know what the problem is and be clear that you wish to cooperate to find solutions together. Bring the learner along to discuss the solutions, too.
- Teach **stress busters** and calming down/breathing techniques.

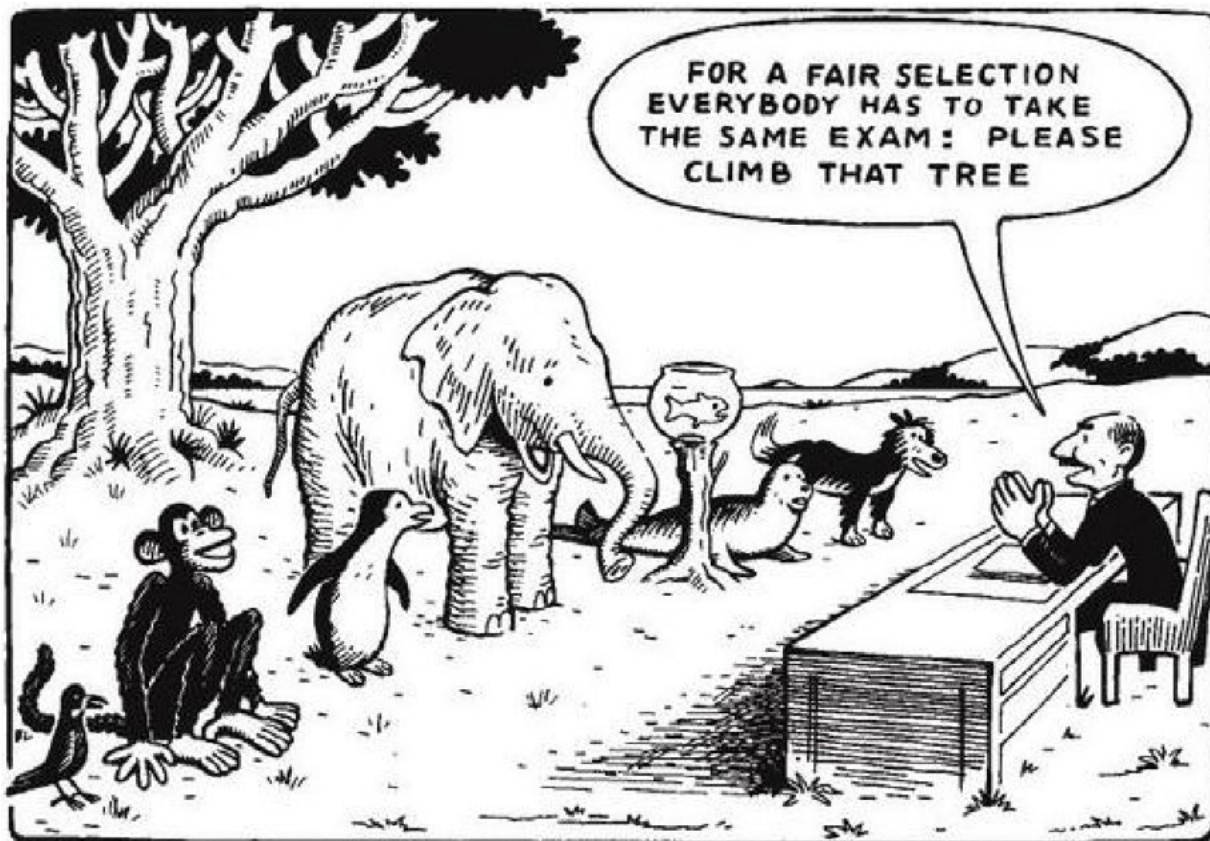
Appendix 4. Possible Ways of Making Learning and Teaching Inclusive

For Session 2.4, Activity 4. Inclusive education in a classroom

✂	
Visible structure of the day or lesson. (Show in pictures and writing what is happening during the lesson or school day, point out when moving to the next activity).	Routines that make school predictable and therefore safe (such as greetings, going through the structure of the day, breaks at certain time of the day).
Rules that are easy to follow, set and agreed together with the learners.	Simple, short instructions that focus on what the learner is expected to do and clear articulation.
Using sign language or gestures (even simple ones to support understanding).	Using visual aid such as pictures, drawings, physical items when teaching and giving instructions.
Organized classroom that supports concentration.	Allowing and appreciating the diversity of languages.
Being consistent with your reactions, consequences and expectations.	Positive discipline (encouraging correct behaviour instead of punishing the wrong behaviour).
Making sure that (unwanted) actions are followed by appropriate consequences related to the actions.	Avoiding shouting in the classroom to keep the atmosphere calm and safe.
Being a narrator when it comes to differences: "He is still practicing how to behave in social situations, but he is very good at keeping us all happy!".	Peer learning and peer groups that support interpersonal relationships and give space to mutual support and learning.
Encouragement for trying and praise on all – even little – successes.	Learner-centred activities as they allow learners to function at their own level
Differentiation = Allowing different ways of completing tasks, showing knowledge/skills, making tasks easier or more difficult to match the learner's current level, which is not too easy but is challenging enough.	

Appendix 5. Picture: Fair Selection

For Session 2.4, Activity 4. Inclusive education in a classroom



Source: Equal Opportunities by Hans Traxler (1976),
from historyof.place/the-politics-of-disability-from-6th-century-china-to-the-industrial-revolution

Appendix 6. General Tips and Examples for Teachers to Support All Learners' Executive Functions

For Session 2.5, Activity 2. Learners' executive function and self-regulation skills

How? – Tips for teachers!

- **Clear classroom planning, schedules, and routines**
 - Post schedules, directions, class rules, and expectations; make sure the student sees them.
 - Have a daily routine that changes as little as possible. Making the school and class structure and routines predictable for the child decreases stress and increases the feeling of safety – which again allows the child to better focus.
 - Remove distractions from the environment if possible, and make room for calming down (maybe a designated space somewhere outside the class?).

- **Giving instructions and assignments**
 - Give step-by-step instructions and have the learner(s) repeat them.
 - Use attention-getting phrases like, “This is important to know because....”
 - Say directions, assignments, and schedules out loud.
 - Check in frequently to make sure the learners understand the work.
 - Give simple and concrete written and spoken directions, supported with visual pictures if possible.

- **Introducing new concepts/lessons**
 - Highlight key words and ideas.
 - Give a short review or connection to a previous lesson before teaching.
 - Allow different ways to answer questions.
 - Share the test format ahead of time so the student can focus on content.
 - Give the learners an outline of the lesson (orally or in a written form if possible).
 - Give notice (when possible) about schedule changes.

- **Building organization and time management habits**
 - Help the learner(s) create a daily to-do list to track assignments.
 - Break down big tasks or projects into smaller pieces with more deadlines.
 - Provide colored strips to place under sentences or equations when reading.
 - Use signals to mark transitions from one task/activity to another or a start or an end of an activity or a topic.

- **Establish clear goals, expectations and guidelines for behavior**
 - Give learners opportunities for setting goals and managing their own behaviour.
 - Model and name desired behaviours and reinforce them to help learners internalise them. Notice and celebrate even small positive behaviours and successes.

- **Play games** that require children to follow sequences, control their impulses and movement, and concentrate, such as song/movement games, puzzles, card and board games, dancing, ball games (outside), “brain teasers”. Children can learn to adapt their thinking when games progressively get more difficult or when they need to listen or adapt to new instructions – and have fun at the same time.
- **Get to know to your learners!** Remember that learning in general is influenced by a range of different, individual factors, some more visible than others. These are individual:
 - Cognitive factors, e.g., the development of executive function skills, learning strategies, previous knowledge of a topic or a theme, and
 - Affective factors, e.g., personal motivation and goals for learning, confidence, emotions, attitudes, personality, personal experiences.
- **Parental/caregiver support and cooperation play a big role here!**
- **Support a child to learn to identify and manage their emotions in a healthy manner.** When a learner is having trouble managing their emotions or is upset, you can follow and adapt the next steps:
 - a. Keep calm and distance yourself from the emotion the child is going through. Speak in a calm voice.
 - b. **Name the behaviour and emotion:** When being upset, a child may not realize how they are acting. Be specific: “You have been complaining for over an hour” or “You seem very sad.”
 - c. Save “the pedagogical discussion” for later – there is no point in having a big educational talk with the child when the emotion is “on fire”. Wait until the situation calms down but make sure you provide a chance to resolve the situation if postponed later.
- **Add activities that foster learning** through play, creative play, relationship skills and social connection, teach the learners how to cope with stress, and provide opportunities for learning to control one’s own actions.
- **Most importantly, create and maintain supportive, reliable relationships with your learners. Show and teach empathy, being understanding and kind to yourself and others.**

Adapted from the following sources:

Classroom accommodations for executive function challenges by Understood All

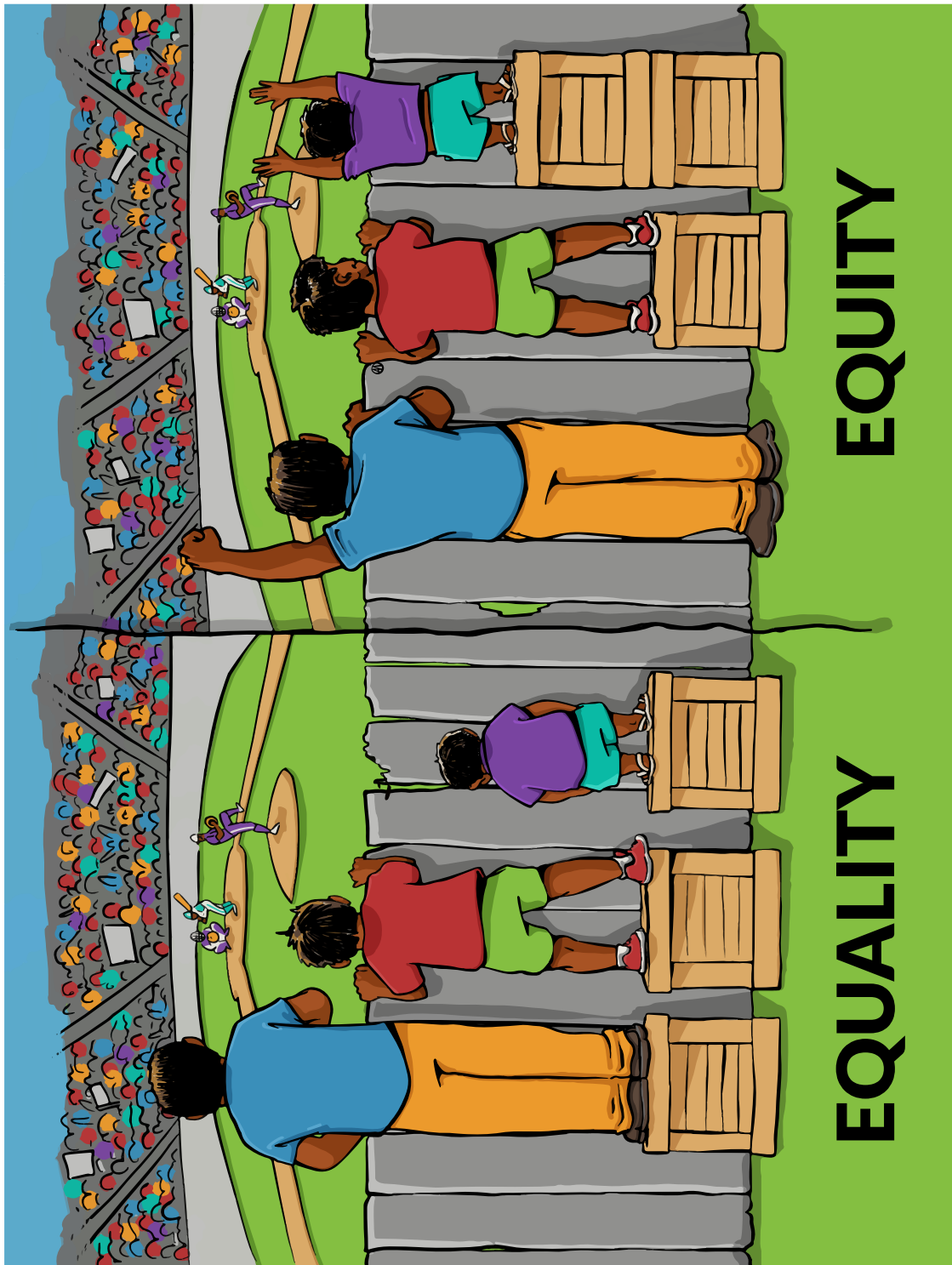
[understood.org/en/articles/at-a-glance-classroom-accommodations-for-executive-functioning-issues](https://www.understood.org/en/articles/at-a-glance-classroom-accommodations-for-executive-functioning-issues)

Executive function and self-regulation practice guide by the Australian Education Research Organisation

edresearch.edu.au/executive-function-and-self-regulation-practice-guide-full-publication

Appendix 7. Equality & Equity

For Session 2.5



A young girl with a short haircut, wearing a white t-shirt with a graphic, is smiling and looking towards an older woman. The woman is wearing a purple top and a large, colorful shawl draped over her shoulder. She is also smiling broadly. They are standing in a room with a thatched roof and wooden walls. The girl's t-shirt has a graphic of a woman's face and the text 'Janne Skop' below it.

School children attend classes at Bichulkon Primary School in New Fangak, South Sudan, on 11 March 2022.
PHOTO: ACHUOTH DENG

**MODULE 3.
POSITIVE CLASSROOM AND LEARNING
ENVIRONMENT FOR ALL LEARNERS**

3.1 Psycho-Social Learning Environment

Suggested Duration: 2h 15min

Objectives for the specific training session	<ul style="list-style-type: none"> • To identify a positive psycho-social learning environment • To help creating a positive and safe classroom climate • To identify and attend to the individual needs of all learners • To offer concrete, practical tools on how to implement the above mentioned in the school and classroom
Materials	<ul style="list-style-type: none"> • Appendix 1 printed out for participants • recycled paper • tape • big sheets of paper • markers

Facilitator: Welcome everyone, in this session we will learn and share our ideas and thoughts about learning environment from the perspective of psycho-social wellbeing.

In this module as a whole, we will cover four topics:

1. Psycho-Social Learning Environment
2. Physical Learning Environment
3. Punishment or Discipline?
4. Positive Classroom Management

Facilitator: A positive, psycho-social learning environment means a setting where all learners and staff members feel safe, welcomed and valued. The psycho-social environment is something that we can feel and sense. A positive learning environment supports learners' balanced growth.

Facilitator: Our first activity is called "Chair of Praise". It is introducing us to our topic today, but it is also an activity which you can do with your learners.

Activity 1. Chair of Praise (20')

Place a chair in front of the participants. Each participant gets a turn to sit on the chair for 1-2 minutes and receive praise and positive feedback from other participants regarding their qualities at work, e.g. "They are good at ...", "They are strong in ...". Show an example of how to praise and also praise those who are able to come up with accurate compliments.

A list of praises, for example:

- Helpful to others
- Considerate friend
- Creative with new ideas
- Empathetic
- Active at the physical tasks
- Brave at sharing ideas
- Hardworking on the tasks

! Make sure each participant really gets the chance to sit on the chair of praise, if they wish, and that they get praise, but do not force anyone.

After the activity, have a whole group discussion:

- How did you feel receiving compliments?
- How do you think a learner would feel in the same situation?
- What are the effects of receiving compliments and positive feedback inside and outside classroom?

Facilitator: A positive, safe and inclusive learning environment welcomes and supports all learners. It helps to create a conducive environment for teaching and learning. Below are some examples on how to create a safe and inclusive learning environment.

! While explaining, write on the blackboard some key words such as: 1. Listen and care 2. Individual strengths and positive feedback 3. Focus on good 4. Supportive peer culture 5. Inclusive planning.

1. Create and promote a supportive and respectful learning environment with your own example; ask how your learners are doing and **listen** to them.
2. Acknowledge and believe in your learners' abilities; give positive feedback; notice the good in your learners and **make them notice and utilize their own individual strengths** too.
3. Focus on the good. **Whenever you see something good (behaviour), name and encourage it.** Moreover, if you wish to see more kindness, attention or something else in your classroom, speak about it and identify and praise when someone is showing it in the classroom.
4. Create a supportive peer culture outside of the classroom; **encourage learners to help each other** so that no one is left alone. Make helping and working together positive and encouraged by giving positive feedback when learners are doing so.
5. Plan lessons where everyone can be included and **participate physically and socially**, for example, in pairs or in small groups.

Facilitator: Each of us has good in us, something that makes us unique. It is very important that we recognize our strengths and also strengths in each other in order to appreciate all the good in ourselves and in the people surrounding us, no matter their physical appearance or cognitive abilities. It is good to discuss with children that **we all have different abilities and strengths**, but focus on the fact that **everyone has strengths that deserve to be seen and recognized and can be fostered**. It is important to **teach the learners to recognize their strengths** and as teachers we have a good opportunity to do so.

Facilitator: Knowing and using our individual “character strengths” can improve our relationships and our overall wellbeing significantly. It can help us engage and bring meaning into our life. Knowing and using our character strengths can also help us overcome challenges in life and make us more resilient during difficult times.

Facilitator: In the next activities, we practice recognizing strengths and giving positive feedback.

Activity 2. Recognizing Our Own Strengths (10’)

📎 Attachments: Appendix 1

Deliver each participant a list of character strengths (Appendix 1) or write them down on the blackboard. Ask the participants to silently underline or write down the character strengths they feel they have. There is no need to share these with anyone. You can have a short discussion on the identification process itself.

Was it easy to think of your character strengths? Why so? How have you identified the strengths yourself or have you been supported by someone?

⚠️ Have the character strengths (**Appendix 1**) printed out before the session.

Activity 3. Paper Tower – Recognizing Strengths in Others (15’)

Divide participants in small groups and give them 15-20 sheets of recycled paper and some pieces of tape. Also, for each participant, indicate one member of the group that they must observe while performing the upcoming task. Tell the groups that they have 10 minutes to build as high a paper tower as possible by using those materials.

When the time is up, measure the towers and announce the winner group. After announcing the winner, ask the participants to share the strengths of the individual they had observed during the activity. Advise them to utilize the character strength list.

⚠️ This activity can be replaced with any other short problem-solving activity. The main idea is to give the groups a challenge and let them observe each other.

Activity 4. Rules & Positive Language (30’)

Facilitator: Now think about your classroom and school community. What are the five (5) rules that you need to repeat in your classroom the most during a school day? Is it that your learners need to listen, or be quiet or maybe they are doing something that they should not?

Ask the participants to list those five things by themselves. ⚠️ Give 5 mins. time for this.

Make a shared list with the whole group so that each participants shares one thing from their list. **How many different instructions did you get in total?**

Ask the participants to get into pairs. Ask each pair to make one classroom poster about a rule or instruction. **Try to avoid negatives, but formulate the rules in a positive way:** For example, “Keep your hands and feet to yourself”, “Please, listen” or “Respect everyone’s personal space” instead of “Don’t touch, punch or kick other learners”.



Source: papunet.fi

How could the pair **draw** a picture that would model and visualize the wanted behaviour? Ask the pairs to draw a picture of their rule/instruction on the poster, and write the instructions on the poster. (🚫 See examples above.)

Show the posters to each other and think where you could use these posters. Could you show the wanted behaviour from the poster instead of just saying it? Visualizing instructions and any spoken content makes teaching more inclusive as for someone visual presentation is the best way to understand and remember things.

Activity 5. Aspects of Psycho-Social Learning Environment (30')

Divide the participants into four (4) groups. Place four big papers are around the room with the following aspects of psycho-social learning environment:

1. Teaching methods and pedagogy
2. Teacher-learner relationship
3. Discipline methods
4. Learner participation (as listed below)

Ask the groups to go around (each group starting from a different theme) and list things that can have an impact on the psycho-social learning environment under each given theme (e.g. 3-5 mins. per theme). Give a few examples if needed. When the time is up, each group moves on to next paper/theme. After going around all the themes, share and reflect on the ideas together. The facilitator can add topics into discussion when needed.

🚫 A few examples of the aspects of the psycho-social learning environment:

1. Teaching methods and pedagogy:

- Active vs. passive (How active or passive the learners are during the lesson?)
- Teacher-centered vs. learner-centered (Are learners' minds and bodies active, are they doing most of the thinking, speaking and practicing, or is the teacher the one who does thinking, speaking and demonstrating on behalf of the learners?)
- Inclusive vs. exclusive (Are all learners able to meaningfully participate regardless of their diverse abilities, is the content and way of speaking including everyone or are the activities, content and way of speaking excluding some groups of learners?)

- Friendly vs. distant
- Mother tongue vs. second language (Are all languages accepted and allowed to be used?)
- Move around the classroom, if possible, so that the distance between you and the learners reduces (physically and socially)

2. Teacher-learner relationship:

- Positive vs. negative (Does the teacher focus on positive or negative sides of the learners?)
- Close vs. distant (Is the teacher creating an atmosphere of personal sharing and caring, or acting in a distant/hard-to-approach, authoritarian role?)
- What kind of attitude does the teacher show towards diversity amongst learners?
- Learning the learners' names is the first step in creating a comfortable classroom atmosphere that will encourage learner participation, too. It will also show the learners you are interested in them as individuals.
- Be available: Allow time to talk with the learners, tell them you are available for example 10 minutes after the class if someone has questions for you.
- The more approachable you are in terms of your manner and genuine interest in your learners, the more likely the learners will be comfortable in seeing you, talking with you and listening to you in a large class setting.
- Remember to always remain professional in your encounters with the learners! Sometimes it is good to have another adult join you for a discussion with the learner and allow the learner to bring a friend if they so wish.
- Never intimidate your learners verbally or physically. Remember that a touch on the shoulder or the head may seem innocent to you, but not necessarily by the learner! It may make the learner uncomfortable and unsure of your intentions, damaging the trust you have built.
- Come to class early to talk with the learners to let them know you care for them as a person and are interested in their lives outside of your classroom. The least you can do, is to greet everyone upon arrival and departure – this will reduce the social distance in the classroom.

3. Discipline methods:

- Positive vs. negative (using positive discipline such as praising and reinforcing the correct behaviour and expressing clear rules vs. focusing on incorrect behaviour and criticizing)
- Consistent vs. irrational (Does the teacher respond to a certain way of behaving by the learners in a consistent way or do they randomly change their responses – which creates unpredictability and insecurity among learners?)
- Learners need to know their limits but also their rights and responsibilities in the classroom.
- Involve the learners in creating shared classroom rules.
- Penalties should be based on **positive discipline**, not punishment. **Corporal punishment and violence should never be allowed by teachers or by learners.**
- Formulate the rules through the positive, rather than the negative: For example, *“Keep your hands and feet to yourself”, “Please, listen” or “Respect everyone’s personal space”* instead of *“Don’t do that”*

4. Learner participation:

- Learners' voices are heard vs. suppressed (Do the learners have authentic, meaningful ways to have a say and impact on e.g. decisions made in the classroom and school, and share their opinions, or not?)
- Discussive vs. silencing environment (Do the learners have real opportunities and platforms to share their opinions and thoughts, and interact meaningfully with their peers and teachers, or are their opinions, thoughts and interactions silenced by the teacher?)

Adapted from: Haddad, C. (edit.) (2006). Practical Tips for Teaching Large Classes: A Teacher's Guide. UNESCO: Bangkok.

Activity 6. Notice Your Strengths: 5-Finger Exercise (10')

Facilitator: Grab your fingers again one at the time and reflect (silently) and answer to the following questions in your mind. At the end of the exercise, you can write down your answers.

1. **Thumb:** What strengths have you noticed today?
2. **Index finger:** What strengths have you used today?
3. **Middle finger:** What strength are you grateful for?
4. **Ring finger:** What more strength would you like right now?
5. **Little finger:** What strength would you like to give as a gift to your colleague?

The participants can share a few of their reflections with the person sitting next to them if they wish.

Facilitator: Thank you for sharing and learning together.

3.2 Physical Learning Environment

Suggested Duration: 1h 20min

Objectives for the specific training session	<ul style="list-style-type: none"> • To advocate for every child’s right to safe, accessible physical learning environment • To identify which groups are included in the physical learning environment • To explore ways how different aspects of the physical environment can foster learning • To identify and attend to the individual needs of all learners
Materials	<ul style="list-style-type: none"> • Big sheets of paper • markers • optional: copies of Appendix 2 printed out, flip chart

Facilitator: Welcome everyone, in this session we will learn and share our ideas and thoughts about physical learning environment.

Activity 1. Blind-folded Walk (20’)

Facilitator: This activity will demonstrate how important it is to think the inclusive aspect of the physical learning environment.

Participants are paired up and one is blindfolded. The other one starts directing the blindfolded partner by giving verbal directions such as “left, right, bend down, climb a little bit”. Safety must be prioritized but encourage participants to give the blindfolded person challenging routes to go. The game can be played both inside and outside. After some 5 mins. swap roles.

Facilitator: When thinking of physical learning environment, **safety and access** must come first. As teachers and schools, it is our responsibility to make sure that the physical learning environment in and outside the classroom is safe and accessible for all learners. This means for example ramps, inclusive and gender-sensitive latrines and wash facilities, adequate cleaning of classrooms and school yards, organizing the classrooms and school safety plans that take into account learners with all kinds of disabilities. However, now let’s think how the physical environment can foster learning.

Activity 2. Physical Learning Environment (15-20')

📎 Attachments: Appendix 2

Facilitator: Positive physical learning environment motivates learners to learn and engage with the teacher, each other and the learning content. The classroom can almost work as an assistant teacher – there can be class agreement, posters about learning or some specific subject, and the learners' own pieces of work on the walls, to remind them of the learning process, and make the environment more inviting for learning. At the same time, it is good to keep in mind how much distractions you might have on your classroom walls, as too many decorations might affect the learners' focus. It is important to note that **physical learning environment can be outside or inside the school**, not only within the classroom.

Ask one of the participants to come to the board/flip chart and give them a marker. Ask the other participants to call out **aspects of the physical learning environment in the school** – one by one. The person writing, will capture the key words into a list on the board visible for everyone.

Follow-up question(s) to discuss with the whole group:

- How can these aspects be utilized to promote learning?
- How can the physical space be arranged for engaging the learners?
- Remember to think about disability inclusion.

⚠ Below are examples of aspects of the physical learning environment, if the participants need ideas or supporting themes. You can share a copy of **Handout 1 (Appendix 2)** with the participants before or after the activity.

1. The classroom:

- Floor, walls, ceiling, chairs, desks, floor mats, books, etc.
- Place learners sitting in small learning groups with space around them (not in even rows that fill up the floor space).
- Develop plans how the learners will enter/exit the classroom (for example, learners sitting in the back can enter first, then those sitting in the middle, last those sitting in the front).
- Use the walls to display learners' work. This supports especially the visual learners and makes the classroom more child-friendly when the learners see their own products on display.
- Attach wall-to-wall strings (can be made out plastic bags or other recycled material) or string hanging from the ceiling to hang the papers.

2. The school yard:

- Sports' field, trees, fences, walls, etc.
- Different areas of the school yard can serve as activity centres to support what is being learned about a subject in the classroom.
- Make it a game: For example, when learning about colours, the learners can go outside to spot as many colours as they can see and gather as a group under a tree to write them down, then return to the classroom.

3. The nature around the school:

- Natural materials: stones, twigs, clay, fruit seeds, etc.
- If the classroom is congested, outside space can also serve as learning space for individual or group work (i.e. under the tree, utilising sand for writing/drawing etc.)

4. Involve your learners:

- Learners can help to manage or change the classroom's physical space.
- What is comfortable for you, might not be comfortable for the learners – ask their opinion!
- Include the learners to come up with ideas about the seating order or other problems.

Adapted from: Haddad, C. (edit.) (2006). Practical Tips for Teaching Large Classes: A Teacher's Guide. UNESCO: Bangkok.

Activity 3. Improving Our Schools (30-40')

Instruct the participants from the same schools to form small groups or pairs. Give them big sheets of paper and markers. Each group/pair will choose a school they know especially well/ are working in/have worked in to focus on. Each group should come up with an issue related to the physical learning environment they wish to improve in their school – it can be something very practical and small – and then make “an action plan” including concrete steps how to improve the physical school environment in this target school.

❗ The groups can choose just one or two of the aspects from Activity 2. Above and focus on them. It's not needed or beneficial to try to cover them all in this short exercise.

Allow some 15-20 minutes for planning, after which ask some of the groups to present their action plans to the others. Agree on the follow-up of the action plans.

Facilitator: Thank you for your active participation!

3.3 Punishment or Discipline?

Suggested Duration: 1h 55min

Objectives for the specific training session	<ul style="list-style-type: none"> • To define and differentiate the concepts of punishment and discipline. • To reflect on and model, how to use discipline and act constructively in challenging situations in the classroom.
Materials	<ul style="list-style-type: none"> • Appendix 4 printed out • optional: Appendix 3 printed out

Welcome the participants in this session “Punishment or Discipline?” and introduce the topic and the objectives of the session.

Warm Up – Four Corners (15’)

In this game you will need a room with four spots from each other, those spots might be, for example, the corners of the room. The facilitator gives a statement and four options for answers, the participants move to the spot that fits best with their ideas or opinions.

! Example of statements:

1. What is your favourite ice-cream flavour? *Vanilla, strawberry, chocolate or coffee...*
2. What is your favourite animal? *Dog, cat, cow or goat...*
3. What was your favourite subject in school? *History, mathematics, languages, physical education...*
4. What do you like to do in your free time? *Cook, read books, meet friends or do sports...*
5. How do you feel today? *Happy, excited, tired, energetic...*

Facilitator: This game can be used as a method of formative assessment in schools for example by asking fact-related questions.

Activity 1. Reasons Behind Unwanted Behaviour (20’)

Facilitator: Today we are reflecting on the difference between punishment and discipline. Before going into the topic, let’s first discuss the unwanted behaviour which teachers have to pay attention to.

First ask participants: *As a child, did you ever misbehave in school? What was the reason behind it?*

Allow a few participants to share their answers. Then, ask participants to think in small groups or pairs: *What reasons can be behind unwanted behaviour?*

After 5 minutes, ask some participants to share their thoughts. Write down the reasons they have come up with on the blackboard.

Facilitator: As a teacher, it is important to understand that all behaviour happens in relation to the surrounding social and physical environment. Children behave and react to different situations using their social, emotional and cognitive skills the best they can. In other words, **there is always a reason behind the unwanted behaviour** and this reason can be simple or complex. It is **never because of learners' bad character or their fault** if they misbehave! The learner might for example lack skills that are needed to manage situations faced in the classroom, or skills to monitor own impulses or emotions. In that case the correct response is to teach them these skills (🚫 These executive functions are discussed more in the session 2.5 Supporting Every Child's Growth and Learning).

Write down some of the following reasons on the blackboard if they are not written there yet, and go through them with the participants asking their experiences and thoughts:

🚫 **Other reasons include but are not limited to:**

- The learner lacks skills to control their emotions (i.e. disappointments, anger), impulses or concentration
- The learner lacks the skills to communicate their thoughts and needs in a constructive, socially accepted way and gets frustrated
- Sensory reasons: The learner is feeling cold, hot, hungry, thirsty, the clothes are feeling irritating, the learner is sick etc.
- The learner is very sensitive to different stimuli such as light, sound, proximity of people
- The learner has problems in social relationships such as with family or friends
- The learner has mental health problems
- The child is neglected, abused or mistreated
- The learner has low selfconfidence or selfesteem
- The learner has learning problems
- The learner does not understand the language
- The learner is scared or anxious

Facilitator: The best response to misbehaviour is thus to act according to the reason(s) behind the unwanted behaviour. We might not always know the real reason, but we can aim to understand them. If the child lacks some skills, you as a teacher are responsible for teaching these skills to help the learner to manage different situations in the future. If you suspect the learner is neglected or faces mental challenges, remember your responsibility to refer the child to the right services.

🚫 **Write down some of the most important reasons on the board to facilitate understanding. You can also write the quote from Janet Lansbury ("In my world there are no bad kids") and/or Micere Keels ("Behaviour is the language of trauma") on the blackboard and discuss it with the participants.**

"Behaviour is the language of trauma."

Micere Keels

"In my world there are NO BAD KIDS, just impressionable, conflicted young people wrestling with EMOTIONS & IMPULSES, trying to communicate their FEELINGS & NEEDS the only way they know how."

Janet Lansbury

Activity 2. Difference Between Punishment and Discipline (20')

📎 Attachments: Appendix 3

After the discussion, ask the participants to take a look at the following chart by UNESCO¹ (**Appendix 3**), and read it through in peace. After reading the text, make a **mind map** on the board with two circles – one with the word “**discipline**” and one with the word “**punishment**”. Ask volunteer participants to come and add to the mind map continuing from both circles and trying to define either one of the words in a few words. After there are different ideas written on the board attached to both of the words, read the definitions aloud and ask someone to elaborate or explain first the word “discipline”, then “punishment” in brief.

❗ If you cannot project the chart onto a screen, make sure you have enough copies of the chart to share with the participants (e.g. a copy for a pair) so that everyone can read the text.

The facilitator can provide more information and clarify the difference as needed:

- **Discipline** is often a misused word, especially when it is mistakenly equated with punishment. To many of us, discipline might mean the same as punishment which it is not.
- **Punishment** is meant to **control** a child’s behavior.
- **Discipline** is meant to **develop** a child’s behavior. The ultimate goal of discipline is for children to understand their own behavior, take initiative, be responsible for their choices, and respect themselves and others.
- **Corporal punishment** is always a violation of children’s rights and often forbidden by law. Corporal punishment should **NOT** be used in any learning environment under any circumstances. Corporal punishment encompasses everything from slapping on the ears to kicking and hitting with a stick.
- Punishment can also mean **verbal abuse, humiliation and intimidation**. Intimidation includes mental stress, violence, abuse and discrimination. These are **NOT** accepted under any circumstances.
- The culture of punishment **must be replaced** by positive reinforcement and a solid system of positive discipline.

Facilitator: Note, a learner’s wellbeing is closely connected to positive behaviour in school and commitment and motivation to learning!

¹ UNESCO (2015). Positive discipline in the Inclusive, Learning-Friendly Classroom. A guide for Teachers and Teacher Educators.

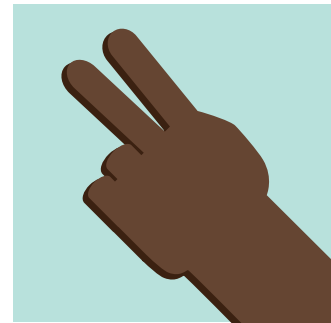
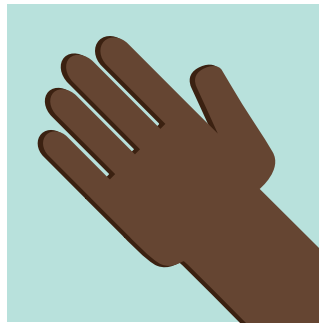
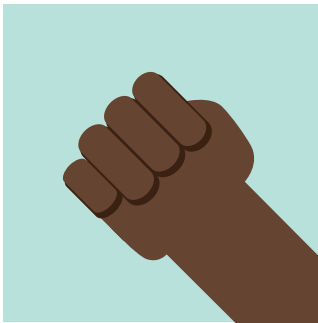
Activity 3. Argumentation (45')

Divide the participants into groups of six people (6). Each person or a pair in the group is given one of the below statements on a piece of paper (**! Appendix 4** printed out and cut into pieces, everyone gets a different one!). They have a few minutes to prepare how to explain and justify why the argument is true to the other participants in their group. After a few minutes each participant/pair takes turns to read the statement and argue on behalf of it. The others in the group can present counterarguments and challenge the views of the presenters.

Facilitator: Let's finish this session with a game where we learn to encourage each other and keep the spirit high. Remember, the safer and more socially included the learner feels in the classroom, the fewer problems are likely to occur.

Activity 4. Fan Game (15')

! First teach the rules for the Rock-Paper-Scissors, and then the rules of the Fan game. The pictures in the trainer's book help you to understand the game better.



Rock-paper-scissors: Two participants face each other. They count to three and simultaneously throw one of the hand signals that represent a rock, paper or scissors. The rock is a closed fist, paper is a flat hand with fingers extended and scissors is a fist with the index and middle fingers extended toward the opposing player. Rock wins against scissors, paper wins against rock and scissors win against paper. If both players throw the same hand signal, it is a tie, and the game continues until there is a clear winner.

Fan Game: Participants play rock-paper-scissors game in pairs. The loser of the pair game becomes a fan for the winner while the winner will find a new participant to play with. The fan of the winner encourages their winner in the next game(s) by for example clapping and calling their name whenever they are playing. Whenever the person wins, their fan team expands, and all losers join the fan group of the respective person.

Continue the game until there is only one winner and all the other participants are their fan people.

! To end the session, you may share the following quote:
 “Flourishing children create a flourishing future.”

Facilitator: Thank you for your participation!

**“Flourishing children
 create a flourishing
 future.”**

3.4 Positive Classroom Management

Suggested Duration: 1h 45min

Objectives for the specific training session	<ul style="list-style-type: none"> • To identify and learn concrete methods for positive classroom management • To learn to create a positive and encouraging atmosphere in the classroom • To learn to reinforce positive behavior in the classroom
Materials	<ul style="list-style-type: none"> • Appendix 5 printed out • A ball • Optional: Appendices 6 and 7 printed out

Facilitator: Welcome to the session about positive classroom management! Let us start with a small exercise, looking into the positive side of life.

Activity 1. Notice the Good: 5-Finger Exercise (15')

Grab your fingers one at the time and reflect (silently) and answer the following questions in your mind. At the end of the exercise, you can write down your answers.

- 1. Thumb:** What has gone well today?
- 2. Index finger:** What is going well in your life right now?
- 3. Middle finger:** What things make you feel good?
- 4. Ring finger:** What good are you still waiting for today?
- 5. Little finger:** How are you feeling right now?

How could you apply this with your learners?

Facilitator: Evidence shows that children respond better to positive approaches rather than punishment. Feeling safe and comfortable enables learning while feeling anxious, worried or scared can hinder the learning process notably. As we learned last time, different emotions can be a reason for misbehaviour in the classroom. In order to use positive discipline in the classroom, the teachers should be aware of the classroom management methods they are already applying and whether those methods are positive or negative. The teacher has a responsibility to ensure the safety and wellbeing of their learners while at school. This also means that **teachers are required to raise any child protection worries or cases** through the **local child protection referral mechanism** to the relevant authority or partner.

Facilitator: **Child protection** is defined as the prevention and protection of, and response to abuse, neglect, exploitation and violence against children. As teachers and persons working with children, we have an obligation to ensure that child protection is ensured and implemented at our places of work, and to set a good example in our communities and societies, outside of working hours, too.

Activity 2. Discussion: Creating a Positive Approach through Classroom Management (30')

📎 Attachments: Appendix 5

Divide the participants into pairs or small groups. Share the two pieces of text (Appendix 5) including comments from two teachers for each pair/group. Ask the participants to read through the texts and identify the different methods and ways of creating a positive approach in classroom management from the teachers' comments. They can name and highlight different areas. After the pairs/groups are done, share your notes together as a whole group.

⚠ While the pairs/groups are sharing their findings, you can write/summarize some of these as key words and even on the board.

Text 1. Quote from a teacher at Rwamwanja Refugee Settlement, Uganda

“When I teach in my class it is through positive feedback. Also talking to children personally and asking others to clap and give flowers for them when they are performing well. That motivates the learners. You appreciate the pupil who has tried and then you guide or ask another one to answer. You can say for example: ‘You almost got it’. You cannot say: ‘This answer is wrong’. You have to encourage the learners to keep on participating in class. We have different tribes here. We say you are all school children. The whole schools’ idea is to emphasize that all pupils are just school children.” For example, when a child is feeling distressed, I call that child and I try to share with him. So that I can find out why he’s feeling distressed. We also have to be flexible. For example, when you are teaching and you find the child is crying, eventually I have to stop for a bit and solve his problems first and then continue teaching.”

Text 2. Quote from a Nepalese teacher (on the use of child-friendly methods)

“The teachers now address their students in a more positive way, promote their confidence levels and are managing their classes much more effectively. The students have been equipped with essential life-skills including how to reduce stress and fear, how to make friends and the importance of sharing their problems with helpful people.”

Source: Finn Church Aid, [Improving Wellbeing Through Education - Integrating Community Based Psychosocial Support into Education in Emergencies | INEE, \(2018\)](#).

Facilitator: Let’s have a look at these ways and methods to create a positive approach in classroom management. Looking at the key words on the board, could we group these ways under five different areas?

! Be ready to show the five (5) areas listed below on a flipchart or distribute as a hand-out (Appendix 6) to all participants. You can first brainstorm the options together make the groups and identify items below each area.

1. Set clear classroom routines and expectations

- a. Classroom rules
- b. Daily schedule visible
- c. Seating order
- d. Assign weekly “classroom organizers” (learners who are responsible for different tasks in the classroom)

2. Teach routines and expectations

- a. Explain and model what is expected from the children
- b. Repeat routines (writing daily schedules on board, having certain activities at certain times etc.)
- c. Describe and model appropriate and desirable behavior: For example, “Everyone quiet down now, please.”

3. Determine how you will reward positive behavior

- a. What would work or what has worked with your students? “Coin” jar with set level for classroom party/field trip?
- b. Online reward and feedback apps such as Classdojo? Football/playtime?

4. Reinforce the positives

- a. Verbalize and thank when learners do something according to the expectations, even small things such as cleaning up after themselves, making a nice line, helping the teacher or another student
- b. Make eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award).
- c. Notice the good in each of your learners, help them to identify their own strengths. Encourage them trust their own strengths and use those at school too.

5. Be specific with your praise

- a. Don’t just say “Well done” but specify what the student did correctly, “Well done for helping your friend to finish the task, that was very friendly!”
- b. Discuss about what you would like to see, and make even small moments of success visible.

Facilitator: What else? Can you relate to the teachers’ comments (in the texts)? Are you maybe using some of these ways already? How? Why not?

Activity 3. Role Play with Classroom Management Methods (40')

🕒 Attachments: Appendix 7

Divide the participants into eight (8) small groups or let the participants continue in the same groups as in the earlier activity. Give each group one of the below listed classroom management situations and (Appendix 7) to demonstrate as a role-play. Each group plays a situation where the method is practiced.

After the demonstrations, discuss and reflect on the methods together with the whole group: *What would work in my school/classroom and why? Why not? Could we make it work? What other kind of methods do I use already, or could we use?*

Classroom management methods:

1. “Catch” the learners being good; praise them when they are not seeking attention and misbehaving.
2. Ignore negative behavior when possible (if not offensive, disruptive or dangerous to self or others, then always make sure you deal with that), giving the learner **positive attention** during good behaviour.
3. Teach the learners how to ask for attention (for instance, make “Notice me, please” cards or other visual aid (could be natural materials found from the nearby environment) that they raise when they have a question or need help.
4. Stand/move close to your learners rather than staying far away (there’s no need to try to seek the teacher’s attention if you are standing near to them).
5. Do the unexpected, such as lower your voice, change your voice, talk to the wall, dance or sing a song!
6. Distract the learner from negative behaviour, such as ask them a direct question, ask for a favor, give choices, and/or change the activity.
7. “Target-stop-do” -method:
 - a. Target the learner by name (by calling their name)
 - b. Identify and name the behaviour you wish to be stopped
 - c. Tell the learner what they are expected to do at that moment, explain the possible consequences and let the learner make the decision about what to do next.
8. Use different techniques to calm down the class. For example, instead of calling “Be quiet”, you can make it a competition: Who notices first?! Usually no one wants to be the last one, so the learners will make an effort to notice when the teacher is using these techniques:
 - a. Count slowly from 5 to 1 in a loud voice: “5-4-3-2-1” to give the learners time to calm down – by the number one, they should be quiet.
 - b. Raise up your hand with your thumb up – any learner who sees you doing that should do the same (so also raise their thumb up) and stop talking – when all the learners notice and do the same, the classroom should be fully quiet.
 - c. Raise your index finger close to your lips and make a “shhhh” noise – every learner should do the same (stop only until everyone is doing it) and when you end, it should be quiet.

Activity 4. Celebrating Achievements And Learning (20')

Have a ball (can be, for example, scrap paper scrunched up) ready which can be thrown from one person to the next. Ask the participants to come together into a big circle. Each participant will share one thing they have achieved and/or learned during today or in the course of the training as a whole, when the ball is thrown to them. The facilitator can begin to show an example. When the facilitator holds the ball, they name one thing they have achieved and/or learned today. Others applaud and celebrate. After that they will throw the ball to someone else in the circle. Now it is their turn to share something they have achieved and/or learned. Continue until everyone has been able to share once.

Facilitator: *Could you do this once in a while with your class/learners, too? How about regularly with your peer teachers as well?*

Facilitator: Thank you all for your participation in this session, and for sharing and learning together.

! If this is the last session for the whole training, make sure you have **training certificates** (see the appendices) for the participants with you and nice closing words prepared.

**“Success is best
when it’s shared.”**

Howard Schultz

Appendices for Module 3

Appendix 1. Character Strengths

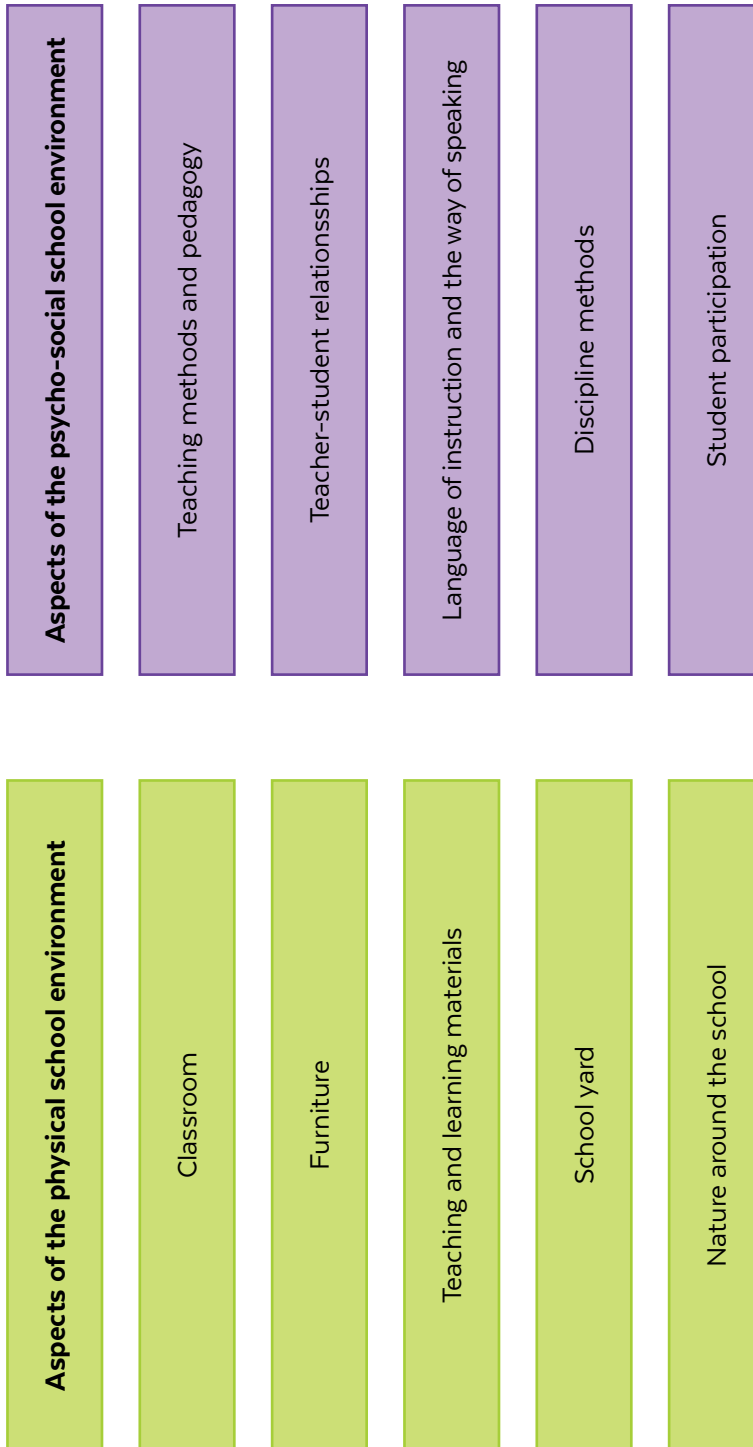
For Session 3.1, Activity 2. Recognising our own strengths

CHARACTER STRENGTHS AND SELF-KNOWLEDGE SKILLS

Gratitude	Calmness	Bravery
Creativity	Vividness	Fairness
Grit	Sense of Humour	Forgiveness
Joy of Learning	Compassion	Humility
Spirituality	Commitment	Social Intelligence
Joyfulness	Drive	Teamwork
Leadership	Confidence	Zest
Self-Regulation	Consideration	Prudence
Perspective	Patience	Love
Hopefulness	Sensitivity	Judgement
Perseverance	Goal-orientation	Honesty
Friendliness	Appreciation of Beauty & Excellence	Curiosity

Appendix 2. Aspects of Physical and Psycho-Social School Environment

For Session 3.2, Activity 2. Physical Learning Environment



Appendix 3. Discipline and Punishment

For Session 3.3, Activity 1. Difference between punishment and discipline

Discipline is:	Punishment is:
Giving children positive alternatives	Being told only what NOT to do
Acknowledging or rewarding efforts and good behaviour	Reacting harshly to misbehaviour
When children follow rules because they are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respectful of the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive
Logical consequences that are directly related to the misbehaviour	Consequences that are unrelated and illogical to the misbehaviour
When children must make amends when their behaviour negatively affects someone else	When children are punished for hurting others, rather than shown how to make amends

Discipline is:	Punishment is:
Understanding individual abilities, needs, circumstances, and developmental stages	Inappropriate to the child’s developmental stage of life; individual circumstances, abilities, and needs are not taken into consideration
Teaching children to internalize self-discipline	Teaching children to behave well only when they risk getting caught doing otherwise
Using mistakes as learning opportunities	Forcing children to comply with illogical rules “just because you said so”
Directed at the child’s behaviour, never the child – your behaviour was wrong	Criticizing the child, rather than the child’s behaviour – you are very stupid; you were wrong

Source: UNESCO (2015). Positive discipline in the Inclusive, Learning-Friendly Classroom. A guide for Teachers and Teacher Educators

Appendix 4. Statements

For Session 3.3., Activity 2. Argumentation



Using corporal punishment harms the classroom's psycho-social environment and does not encourage learners to learn from the teacher. Corporal punishment is illegal and a violation against human rights.

Corporal punishment can cause physical, emotional, psychological, behavioral and developmental harm to children.

Corporal punishment is meant to control a learner's behaviour, whereas positive discipline is meant to develop the learner's behaviour.

Corporal punishment undermines the child's confidence and decreases a child's trust in adults. If you are interested in helping children learn and grow in harmony, corporal punishment will not assist you in achieving that aim.

Corporal punishment is counterproductive - it brings harm and fear to children rather than growth. It does not help a child learn what was wrong with their behavior or how they can change their behaviour.

Respect is earned by giving respect, role-modelling strengths and helping children see for themselves the wisdom of respecting those around them.

Appendix 5. Quotes

For Session 3.4., Activity 2. Discussion: Creating a positive approach in classroom management

Text 1. Quote from a teacher at Rwamwanja Refugee Settlement, Uganda

“When I teach in my class it is through positive feedback. Also talking to children personally and asking others to clap and give flowers for them when they are performing well. That motivates the learners. You appreciate the pupil who has tried and then you guide or ask another one to answer.

You can say for example: ‘You almost got it’. You cannot say: ‘This answer is wrong’. You have to encourage the learners to keep on participating in class. We have different tribes here. We say you are all school children. The whole schools’ idea is to emphasize that all pupils are just school children.” For example, when a child is feeling distressed, I call that child and I try to share with him. So that I can find out why he’s feeling distressed.

We also have to be flexible. For example, when you are teaching and you find the child is crying, eventually I have to stop for a bit and solve his problems first and then continue teaching.”

Text 2. Quote from a Nepalese teacher (on the use of child-friendly methods)

“The teachers now address their students in a more positive way, promote their confidence levels and are managing their classes much more effectively. The students have been equipped with essential life-skills including how to reduce stress and fear, how to make friends and the importance of sharing their problems with helpful people.”

Appendix 6. Positive Classroom Management in a Classroom

For Session 3.4., Activity 2. Discussion: Creating a positive approach in classroom management

1. Set clear classroom routines and expectations

- a. Classroom rules
- b. Daily schedule visible
- c. Seating order
- d. Assign weekly “classroom organizers” (learners who are responsible for different tasks in the classroom)

2. Teach routines and expectations

- a. Explain and model what is expected from the children
- b. Repeat routines (writing daily schedules on board, having certain activities at certain times etc.)
- c. Describe and model appropriate and desirable behavior: For example, “Everyone quiet down now, please.”

3. Determine how you will reward positive behavior

- a. What would work or what has worked with your students? “Coin” jar with set level for classroom party/field trip?
- b. Online reward and feedback apps such as Classdojo? Football/playtime?

4. Reinforce the positives

- a. Verbalize and thank when learners do something according to the expectations, even small things such as cleaning up after themselves, making a nice line, helping the teacher or another student
- b. Make eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award).
- c. Notice the good in each of your learners, help them to identify their own strengths. Encourage them trust their own strengths and use those at school too.

5. Be specific with your praise

- a. Don't just say “Well done” but specify what the student did correctly, “Well done for helping your friend to finish the task, that was very friendly!”
- b. Discuss what you would like to see, and make even small moments of success visible.

Appendix 7. Positive Classroom Management Methods

For Session 3.4., Activity 3. Role-play with classroom management methods

Classroom management methods:

1. “Catch” the learners being good; praise them when they are not seeking attention and misbehaving.
2. Ignore negative behavior when possible (if not offensive, disruptive or dangerous to self or others, then always make sure you deal with that), giving the learner **positive attention** during good behaviour.
3. Teach the learners how to ask for attention (for instance, make “Notice me, please” cards or other visual aid (could be natural materials found from the nearby environment) that they raise when they have a question or need help.
4. Stand/move close to your learners rather than staying far away (there’s no need to try to seek the teacher’s attention if you are standing near to them).
5. Do the unexpected, such as lower your voice, change your voice, talk to the wall, dance or sing a song!
6. Distract the learner from negative behaviour, such as ask them a direct question, ask for a favor, give choices, and/or change the activity.
7. “Target-stop-do” -method:
 - a. Target the learner by name (by calling their name)
 - b. Identify and name the behaviour you wish to be stopped
 - c. Tell the learner what they are expected to do at that moment, explain the possible consequences and let the learner make the decision about what to do next.
8. Use different techniques to calm down the class. For example, instead of calling “Be quiet”, you can make it a competition: Who notices first?! Usually no one wants to be the last one, so the learners will make an effort to notice when the teacher is using these techniques:
 - a. Count slowly from 5 to 1 in a loud voice: “5-4-3-2-1” to give the learners time to calm down – by the number one, they should be quiet.
 - b. Raise up your hand with your thumb up – any learner who sees you doing that should do the same (so also raise their thumb up) and stop talking – when all the learners notice and do the same, the classroom should be fully quiet.
 - c. Raise your index finger close to your lips and make a “shhhh” noise – every learner should do the same (stop only until everyone is doing it) and when you end, it should be quiet.



CERTIFICATE OF PARTICIPATION

TRAINING IN INCLUSIVE EDUCATION

Time: _____

Content of workshops (_____ hours):

Purpose and Potential of Education

Inclusive Education

*Identification of and attending to
Special Educational Needs*

*Positive Psycho-Social
and Physical Learning Environment*

Positive Classroom Management Techniques

Trainers:

FINN CHURCH AID

THIS TEACHER TRAINING MANUAL on Inclusive Education is developed by Finn Church Aid (FCA) and Teachers Without Borders (TWB) Finland. The manual supports teachers and other education personnel's continuous professional development in inclusive, quality education especially in diverse low resource contexts and is adaptable for use anywhere in the world.

The training manual consists of three (3) training modules that can be used flexibly:

1. Education, Teacher and School Community,
2. Inclusive Education, and
3. Positive Classroom and Learning Environment for All Learners.

The content design allows you to pick individual modules or sessions and adapt the training content according to the context's needs. We hope you find it useful!

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