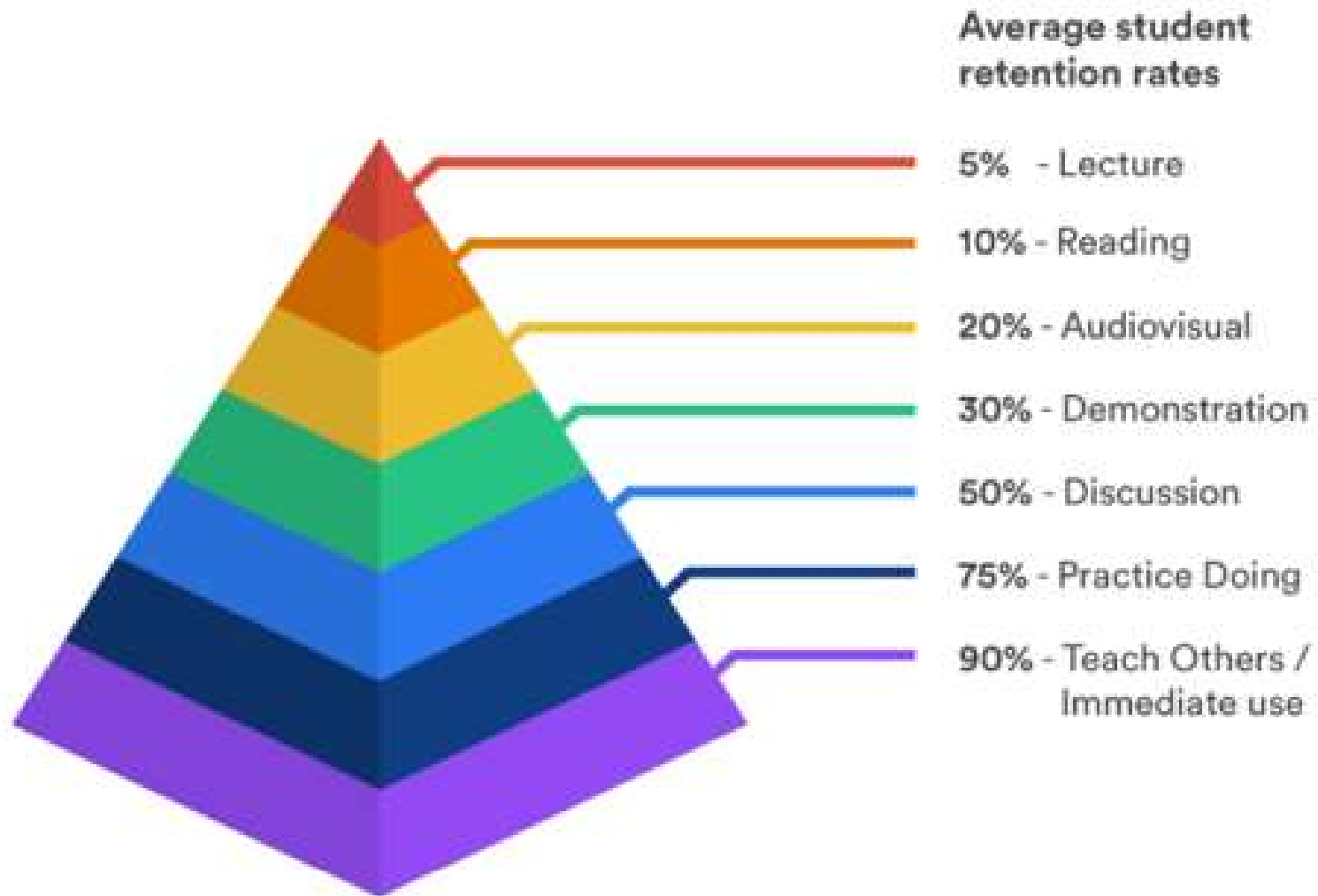


The background of the slide features a gradient from light blue on the left to light green on the right. Overlaid on this are several thick, wavy, concentric lines in shades of blue and green, creating a sense of movement and depth.

# A European School for All Children

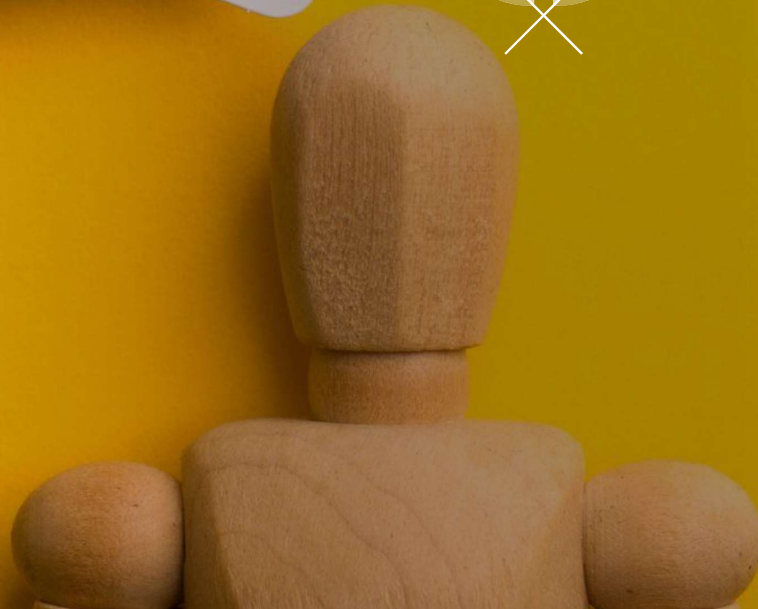
Patrick O Hare

# Learning Pyramid





Why are you here?





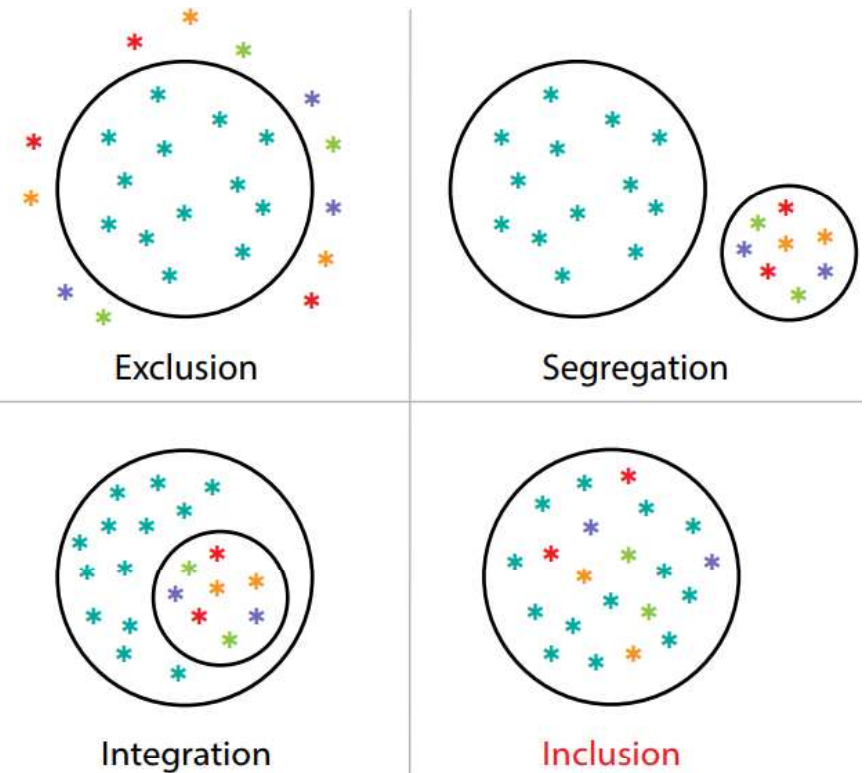
# The Culturally Responsive Teacher: Reflection



Inclusive classrooms include and support ALL children.

Every child is an equal participant in the learning process and receives the supports needed to succeed.

## What is inclusion?



A map of Afghanistan is shown in the background, with various cities labeled. Overlaid on the map is the title 'Inclusion is not a 'given'' in large white font. Below the title is a paragraph of text in white font. At the bottom left, there is another line of text in white font. The map shows the borders of Afghanistan with Iran to the west, India to the east, and Pakistan to the south. Major cities like Kabul, Herat, Kandahar, and Mazar-e Sharif are marked. The word 'AFGHANISTAN' is written in large black letters across the center of the map.

# Inclusion is not a 'given'

After their takeover of Afghanistan in August 2021, the Taliban prevented most teenage girls from returning to secondary school education, and blocked women in Afghanistan from working in most sectors outside of health and education.

Inclusive classrooms protect our core value of equality

Who would you like to include  
better at your school?

---

# Teachers are role models

---

You are following students through pivotal stages of their development

You are the adults that students spend most of their time with

You are setting their standards for how a professional adult acts

You inspire and encourage students to fulfil their potential and to strive for greatness



## The inclusive classroom

What is an inclusive classroom?

- All children have equal access to education
- All children are given the opportunity to contribute
- The focus of education is on the child's abilities, not disabilities
- Learning is a communal activity, not a competition.
- Use of various resources and assistive technologies
- Inclusive schools value the input from the whole community, not just the students



## The Inclusive Classroom

Shaping the learning environment to **establish complete equality in access to education.**

Development of democratic and non-discriminatory values.

How can we do this?



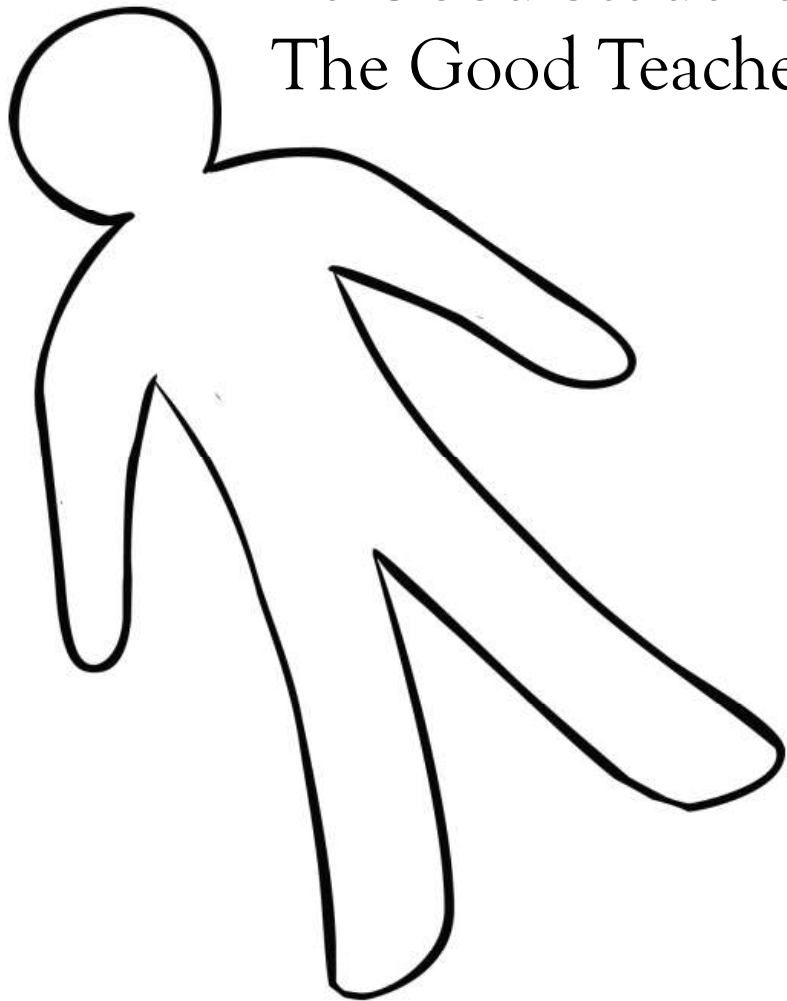




# Setting Behavioural Expectations

---

# The Good Student & The Good Teacher



Setting Expectations  
how 'to be' in class

---

Think about the **qualities or the behaviours** of a good student / teacher

---

Write them inside 'The Good Student' / teacher'

---

On the outside of 'The Good Student / teacher' write the behaviours that would be bad for our class



## Developing rules



---

Why do you think rules are important?

---

What rules do you have in your classroom?

---

How did you make the rules?

---

How many rules do you have?

---

Where are the rules displayed?

---

How do you word your rules? For example, are they specific or general?

---

Were your students involved in making the rules? Why or why not?

Do you want to give  
your students a voice  
in creating the  
classroom rules?

- **When students are a direct part of the process, they comprehend everything better.**
- **It creates a sense of community**
- **It makes them feel valued**
- **It ensures that their voices are heard**  
**When you actively ask for their opinions and thoughts, it assures them that you respect them as part of the class**
- **When students are invested in the creation of rules, they are more likely to follow them.**



## Rules: Best Practices

---

1

Have between  
5 - 7 classroom  
rules

2

Write rules  
using positive  
language

3

Teach and  
demonstrate  
each rule

4

Display the rule  
in a prominent  
spot

# Reframe RULES into 'Class Contract' or 'Classroom Agreement'

1. Ask students' opinions
2. Ask for students' ideas
3. Summarize students' ideas
4. Turn ideas into rules
5. Sign the contract
6. Review the contract



## Behaviour Matrix

A table that defines expectations in various settings

- Select 3-5 positively stated rules
- Brainstorm all the possible settings
- Clarify what expected behavior looks like for each setting

	Morning Meeting	Center Time	Guided Reading	IPad Use	Test Time
Be Respectful					
Be Responsible					
Be Ready to Learn					



The classroom behavior matrix is a living document that can be altered as needed to meet the needs of your students.



As various classroom needs are identified, the matrix may be adjusted.

	Morning Meeting	Center Time	Guided Reading	IPad Use	Test Time
Be Respectful	Raise your hand to speak	Take turns	Listen to others	Use your headphones	Remain quiet
Be Responsible	Sit in your assigned seat	Clean up after yourself	Bring required materials	Stay on approved sites	Sharpen your pencil before the test
Be Ready to Learn	Use the restroom before class	Keep discussions on topic	Be prepared to answer questions	Use tools to thoughtfully solve problems	Try your best

# Secret Strength Spotter and Classroom Management



A simple activity can reduce friction in a classroom by guiding students to focus on each other's strengths.



A shift towards the positive



Feedback from students?



'I can't wait to be caught doing good things!'

- Each student draws a name out of a hat and becomes that person's secret admirer.

## RULES

- You can't tell anyone which name you have
- Observe your classmate all week (day) and find behaviours to appreciate

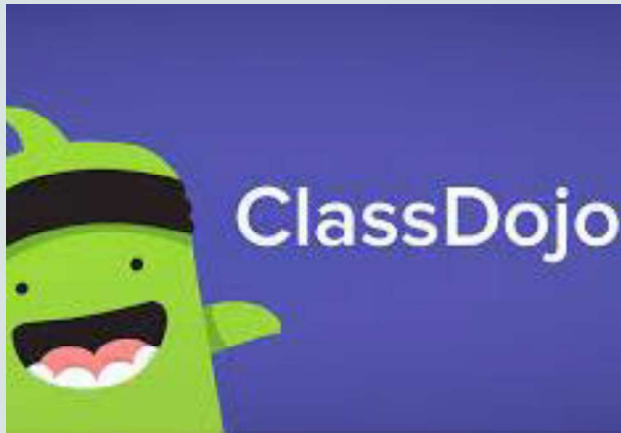
# Classroom Management Tool: Class Dojo



- Fun and motivating for students
- Easy to use
- Set up behaviours you wish to encourage and those that 'need work'
- Assign activities to students in the form of videos, tests, images, or drawings. When students submit the work, it is then approved by the teacher before being published on the profile, which can then be seen by the student (and the family).



## Main Features



---

**Classroom**, lets teachers track class points and individual student points, and to generate reports.

---

---

**Class Story** allows teachers to post images, videos, and messages for parents and guardians to see what's happening in class.

---

---

**Messages** lets the teacher directly communicate with the entire class, individual students, and parents.



# Fostering the inclusive classroom: Strategies

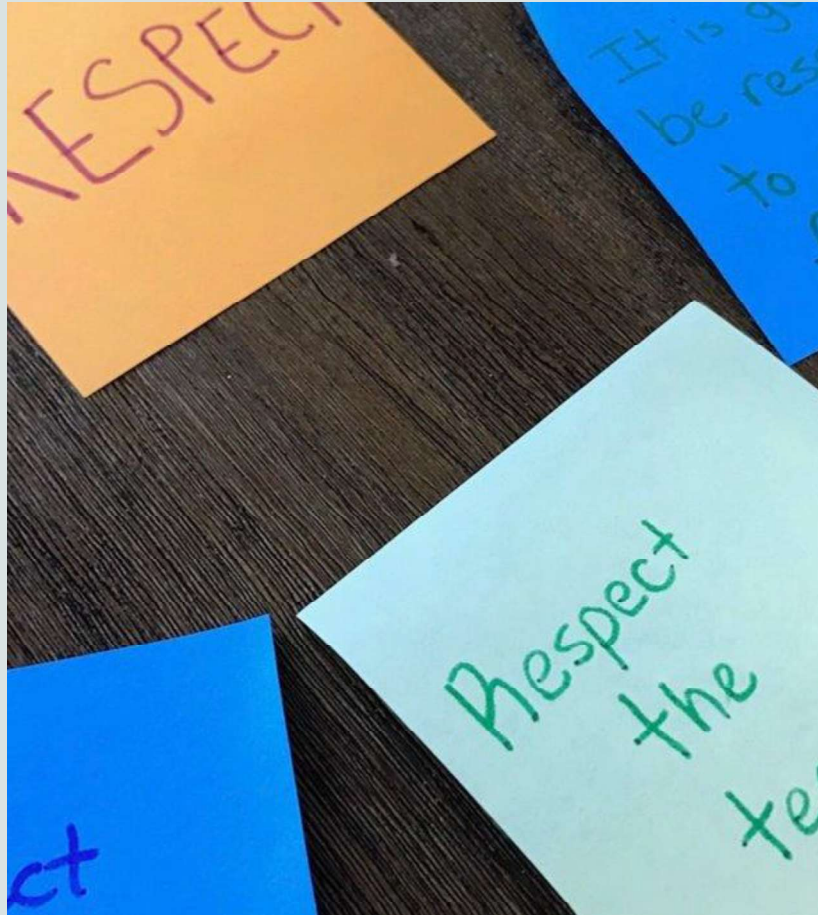


plickers

# Your students create Web Charts

- First, split your students into groups. Each group will need a large piece of paper and a writing utensil.
- Students write 'class expectations' in the centre of the paper. Show your students how to create a web chart. Then, show them how to add lines going from the centre circle to another circle.
- Students then share their ideas with the class
- Write common themes on the board and create a list of classroom expectations from what your students added to their web charts.





## Collaborative Sticky Note Activity

- Start with a brief discussion about the importance of expectations in the classroom. Write the main expectations your students discuss on the board.
- Create a sticky note for each expectation. These might be things like Respect, Be Kind, Work Hard, etc... Place each sticky note on a different table in your classroom.
- Give your students sticky notes. Then, ask them to consider each expectation. For each expectation, they write some specific ways students could follow the expectation in the classroom or why the expectation is important. Have students leave their thoughts at the corresponding tables.

# Classroom Jobs

- Increased recognition of collective responsibility.
- Better class cohesion.
- More discipline in the classroom.
- Increased sense of value and worth.
- Increased personal responsibility





# Star helpers

- The most important step in starting class jobs, in my opinion, is having your students help you brainstorm what your classroom needs.
- Providing your students with leadership roles that they care about will work wonders for your classroom organization, classroom community, and your teacher sanity!



## Examples of jobs

- **Pencil Patrol:** sharpens pencils each day, picks them up off the floor, refills the pencil jar
- **Device Duty:** plugs all Chromebooks and iPads in each day
- **Clean-up Crew:** makes the classroom look EXACTLY like their teacher says it should!
- **Trash Collector:** makes the floor and room spotless
- **Mailbox Delivery:** puts \*most\* student work in mailboxes and reminds the class to retrieve their mail
- **Teacher Assistant:** Does everything! passes out papers, run errands, does any little thing I may need help with throughout the day
- **Lights Manager:** turns the lamps and twinkle lights on and off each day
- **Librarian:** makes the class library area look perfect for the next day
- **Desk Checker:** checks that all desks are neat and tidy (lets people know to clean them if not) and makes sure they are in line with their table group
- **Supply manager:** checks that community supplies are neat and table/student desk supplies are organized and in place



## Discussion in groups of 3

- **Do you believe in assigning jobs for your students? What, in your view, are the benefits and drawbacks of assigning jobs?**
- **What jobs do you assign for your students?**
- **How do you do it? Do you have a job station?**



# Establishing Caring Relationships

- Research has shown that students who perceive their teachers as caring and respectful are more likely to CHOOSE to:
- Students who feel their teacher cares about them are more likely to choose to behave

01

Engage in  
prosocial and  
responsible  
behaviour

02

Adhere to  
classroom rules  
and routines

03

Engage in  
academic  
activities



**Think back to when you were a student.**

**Think of a time when a teacher upset  
you.**

**Share the experience with your group.**

**What did this experience teach you  
about being a teacher?**






**Think back to when you were a student.**

**Think of a teacher that you admired.**

**Share the experience with your group.**

**What have you learned from that teacher  
about being a teacher?**



SEL Activity

Have you ever? Jump in/jump out

•

## **Finding connection and accepting difference**

• Activity

If you want to teach your students about.....

Group 1 Empathy

Group 2 Controlling your emotions

Group 3 Working Collaboratively

What choices would you offer them?

# Heaven is where....

**Heaven** is where

the police are British,  
the chefs French,  
the mechanics German,  
the lovers Italian,  
and it's all organised by the Swiss

**Hell** is where

the police are German,  
the chefs British,  
the mechanics French,  
the lovers Swiss,  
and it's all organised by the Italians

*Would you agree with  
how these nationalities  
are depicted?*

*What characteristics  
would you give to your  
own country?*

# Culture

*“Culture is a shared, learned system of values, beliefs and rules that shapes and influences perception and behaviour.”*

*“Culture is the collective programming of the mind which distinguishes the members of one human group from another.”*

Geert Hofstede

How does your school  
celebrate religious  
events?





## THE CULTURAL ICEBERG

### SURFACE CULTURE

Food  
Music Games  
Holidays Fashion  
Dances Language  
Festival Literature

### DEEP CULTURE

#### Communications Styles and Rules:

Facial Expressions Body Language  
Eye Contact Personal Space Gestures  
Handling and Displaying of Emotion

#### Notions of:

Courtesy and Manners  
Friendship Leadership  
Beauty

#### Concepts of:

Time Family Self  
Past and Future  
Fairness and Justice

#### Attitudes toward:

Senior Citizens Children  
Rules Work Age  
Cooperation vs. Competition  
Authority Animals  
Death

#### Approaches to:

Religion Courtship  
Raising Children Marriage  
Decision-Making  
Problem Solving

By Edward T. Hall



# The Culture Map

Key Ideas

**euro  
pass** teacher  
academy

A close-up photograph of several people's hands and forearms stacked together in a circular formation. The hands are of various skin tones, representing diversity. The background is blurred, showing more people in a group setting. The text "Embracing diversity" and "8 Activities" is overlaid in the center in a white, sans-serif font.

# Embracing diversity 8 Activities

# Bullying

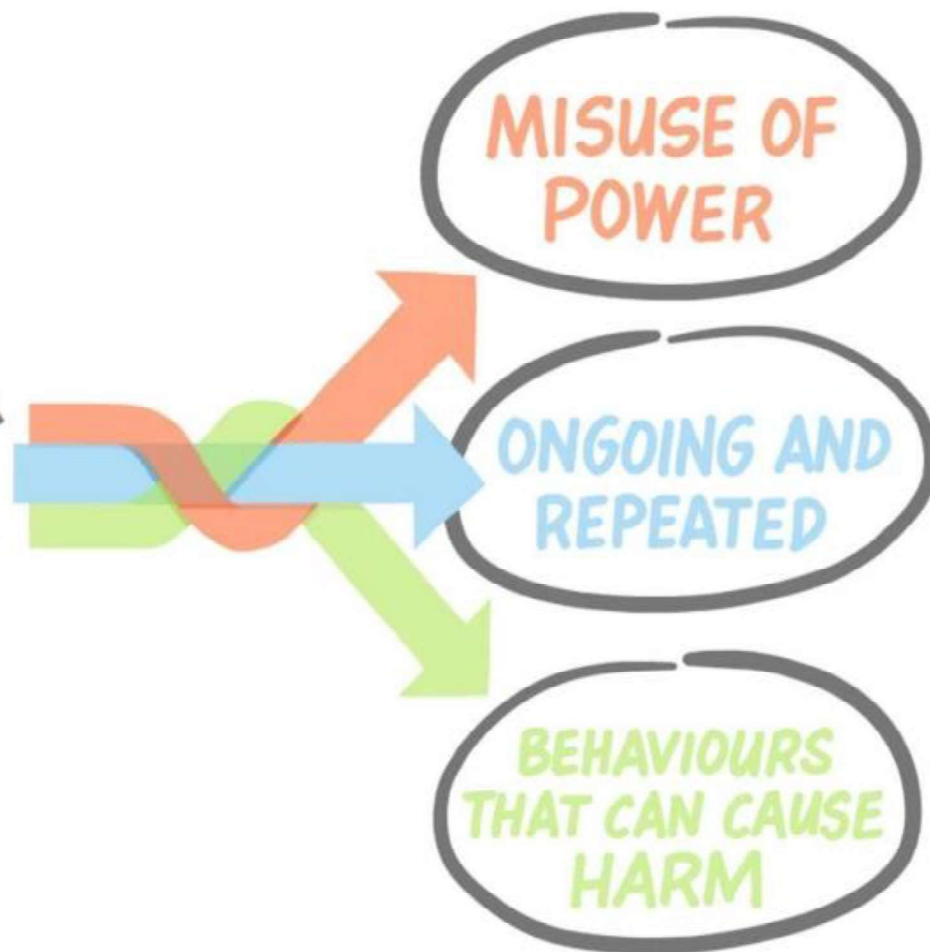
## WHAT IS BULLYING?



National Definition for Schools



# Bullying





As a teacher:

What should you  
do?

&

What should you  
not do?

# The Do's

## ***Stop the bullying immediately.***

Stand between the bullied student and the bully(ies), blocking eye contact. Don't send any bystanders away. To avoid escalating the tension, wait until later to sort out the facts. Talk to the parties involved separately once they are calm.

## ***Refer to school rules regarding bullying.***

Speak in a matter-of-fact tone of voice to describe what you heard or saw. Let all students know bullying is always unacceptable.

## ***Support the bullied child.***

Do this in a way that allows him or her dignity and to feel safe from retaliation. Make a point to see the child later in private if he or she is upset. Increase supervision to assure bullying is not repeated





### ***Offer guidance to bystanders.***

Let them know how they might appropriately intervene or get help next time. Tell them you noticed their inaction or that you're pleased with the way they tried to help.

### ***Impose immediate consequences.***

Wait until all parties have calmed down. Do not require that students apologize or make amends that may be insincere. The consequences should be logical and connected to the offense. A first step could be taking away social privileges i.e. recess or lunch in the cafeteria.

### ***Notify colleagues and parents.***

Let the bully know he or she is being watched.

### ***Follow up and intervene as necessary.***

Support the bullied child and the bully, enabling them to vent feelings and recognize their own behavior. The bully may need to learn new methods of using his or her power and influence in the classroom.

# The Don'ts



## ***Do not confuse bullying with conflict.***

Bullying is a form of victimization, and addressing it as a "conflict" downplays the negative behaviour and the seriousness of the effects. Educators should strive to send the message that "no one deserves to be bullied," and to let the bully know the behaviour is wholly inappropriate.

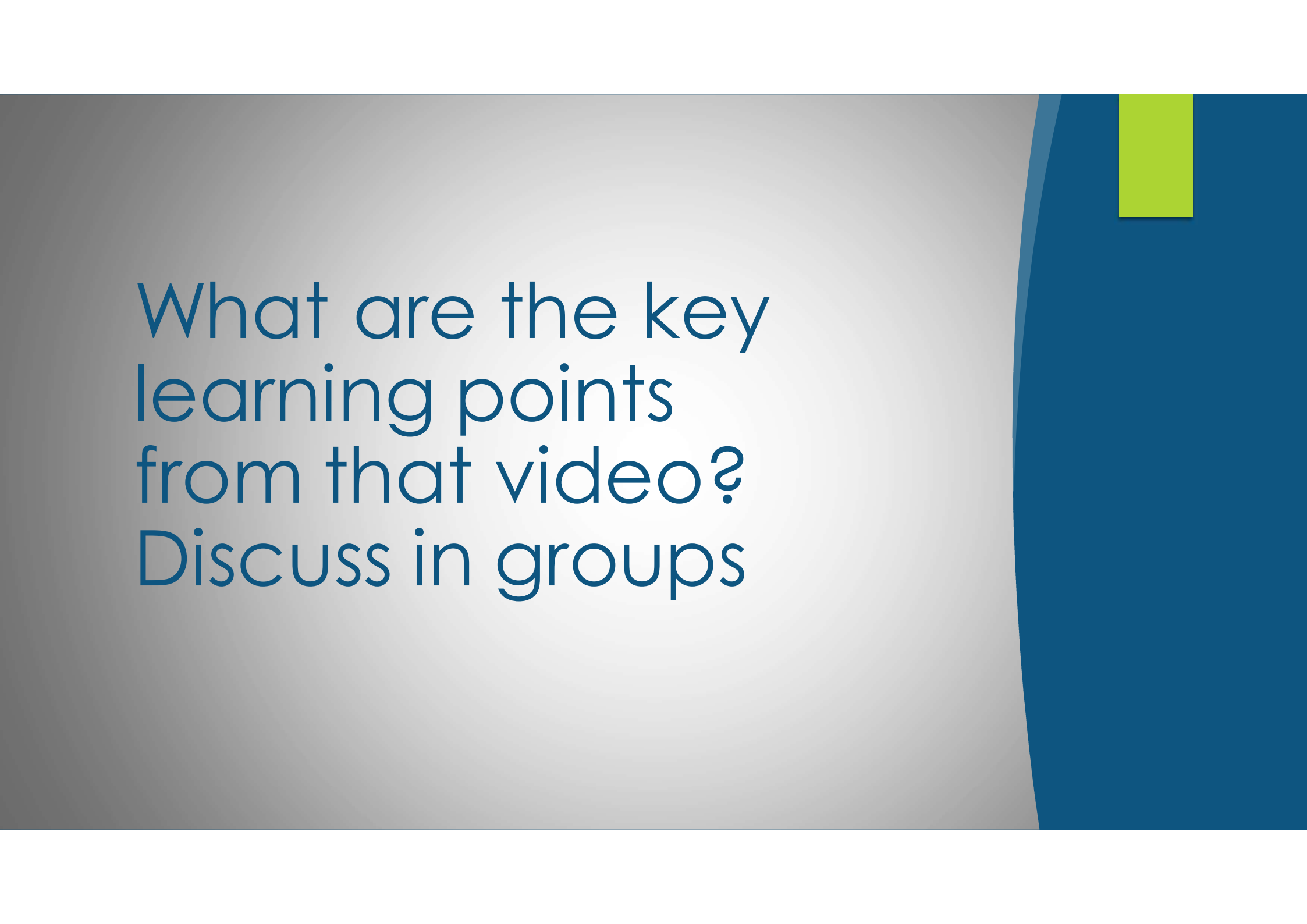


Bystander Effect

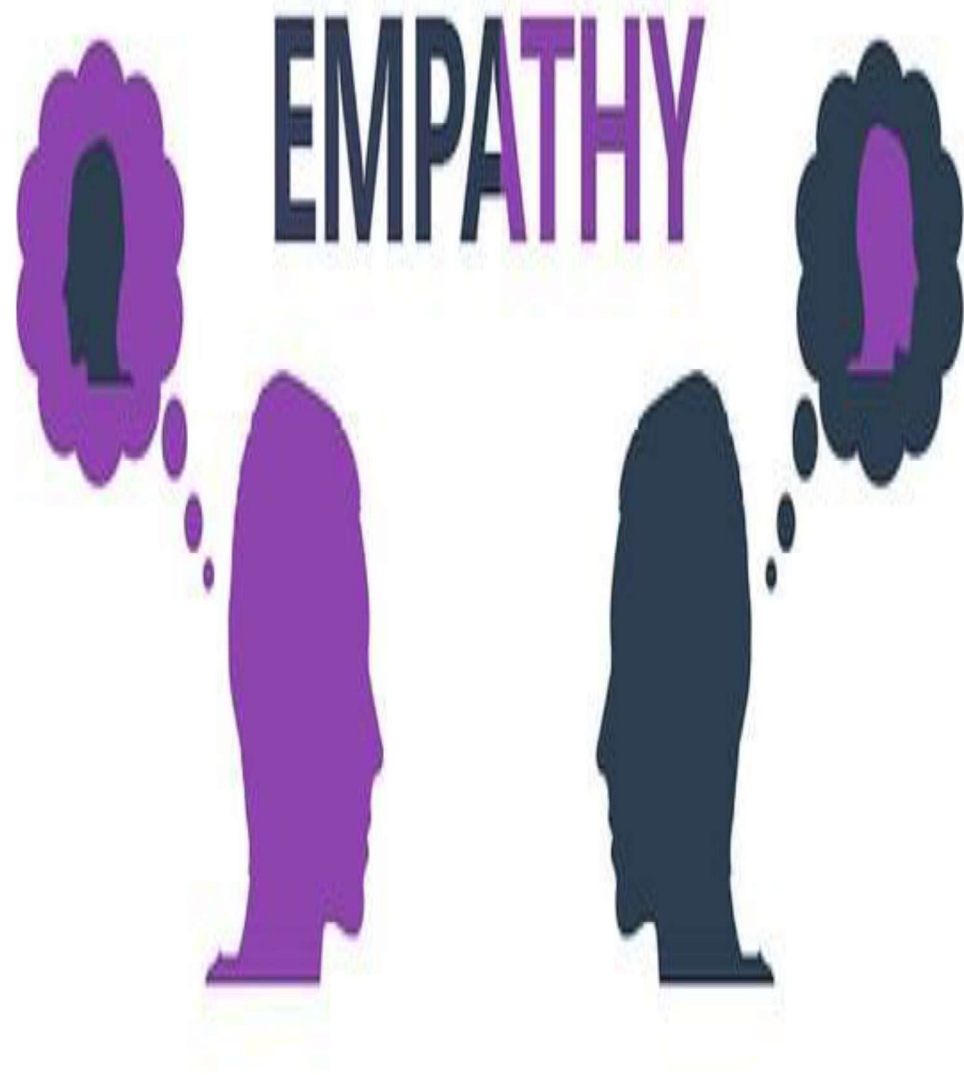
How is this  
relevant to  
bullying?



## How to stop a bully



What are the key  
learning points  
from that video?  
Discuss in groups



## Part 1 - I'm a teacher not a psychologist! But I can...

Dealing with the shame/embarrassment of the bullied student....

1. I see what you are going through....
2. I see how hard this is for you....
3. I care about you and I want you to be happy in my class....
4. I'm so sorry you have to go through this....



# Share your experience



Part 2 - I'm a teacher not a psychologist!  
But I can...

Share personal experience in a way that helps students who are being bullied

Why?



# Students feel like they are the only one



Bullied students feel isolated, ashamed and reluctant to talk. Sharing personal experiences can help but must be done right



We should be careful with this because we don't want to dump our pain on our students



Here are some tips on sharing personal experience

# How to share personal experience part 1

- ▶ Find an experience in your life that is somewhat similar
- ▶ Say something like... 'when I was (being left out or picked on) this is how I felt.... (lonely, rejected, sad)
- ▶ This shows students that they are not the only one
- ▶ Important: This should be a story that has been fully emotionally processed. If it is a story that still brings up pain this would not be appropriate.
- ▶ Model behaviour: Being vulnerable with emotions – working through them and processing them – sharing them with others - feeling better and working towards solutions

# How to share personal experience part 1

- ▶ Emphasize that these feelings (the ones from your story and the feelings your student is feeling) are normal
- ▶ Emphasize that other students feel these feelings too
- ▶ Every student experiences being lonely, isolated or rejected in some way – maybe not at school, maybe at home
- ▶ Loneliness, isolating, rejection are normal human experiences
- ▶ 'There is nothing wrong with you for feeling these feelings'
- ▶ You have these feelings because you are going through something hard, it doesn't mean that there is anything wrong with you, your feelings while tough, are normal

# It's not your fault



Part 3 - I'm a teacher not a psychologist!  
But I can.....

People who are bullied assume it's their fault.

1. A bully's behaviour is not about you, it is connected to their own pain.
2. Problems inside a bully are like garbage, when they are mean they are dumping the garbage on you.
3. Think about the bully. What is their life at home like? Do they feel insecure?
4. What do you do when you feel pain? E.g. reject people before they reject you?

## Part 4

### How to empower victims of bullying

Students who are bullied feel powerless, unlikable and that it's never going to end.

What can we do?


Help students to find their power.





Show them that they have  
the power to change what  
they are going through

How can we do this?

A large orange shape on the left side of the slide, consisting of a rectangle with a quarter-circle cutout on its right side.

'You have  
power over  
your  
reactions'

We can't help what people are doing to us but  
CAN decide how we respond to it.

As soon as your students start understanding  
that the sooner the whole situation starts to  
change for them.





'If you do something different things WILL change.'

Throwing a ball. If you don't throw the ball back they are going to get bored and do something else. What represents 'throwing the ball back'?


You want to re-enforce that it's not fair that they have to be the one to change – the other person *should* be the one to change. BUT we don't want your students to get stuck in that sense of unfairness.

Even though the other person (the bully) *should* be changing; your students still have the power to do something different

Changing reaction => Changing the dynamic => process of empowerment

A large orange shape on the left side of the slide, resembling a quarter-circle or a large 'C' shape, with a white text overlay.

'What can  
you do?'

- Help them brainstorm this
  - What are some different reactions you could have?
  - What are some different ways you can handle this?
  - What can you do to feel a bit better?
  - When they are bullying you can you turn it into a joke? Can you walk away?
- 
- A yellow dashed line in the bottom right corner, consisting of several short, curved segments.

It doesn't really matter what they pick as long as they're doing something different that they have chosen they will start to see that they have power.

A power that has nothing to do with what the other person is doing.

They will start to see that their actions can become completely independent of what the bullies are doing





## SEL Activity Self Awareness/Social Awareness Into the Spotlight

---

Students form circle, teacher calls out things like everyone with glasses, and then all students with glasses step into the centre.

Then the teacher calls out something else, like: everyone who has been in the US. Students with glasses that have been to the US remain in the circle, the others step out, and those who have been in the US but do not have glasses step

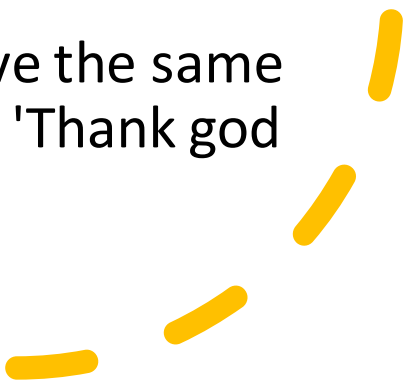
A large orange shape on the left side of the slide, consisting of a rectangle on the left and a quarter-circle on the right.

'Find friends  
that  
appreciate  
you'

It's much easier for students to get perspective when they find a peer group that understands them and shares their interest and values

Suddenly, they realise that they don't have to listen to those people that are being mean to them **because** they have the support of people validate who they are as a person

When students meet people who have the same interests as them there is huge relief. 'Thank god I'm not the only one'

A yellow dashed line in the bottom right corner, consisting of four short, curved segments.

The background of the slide features a close-up photograph of several hands of different skin tones gently cupping a large, vibrant pink flower. The lighting is soft and warm, creating a sense of care and connection. The overall composition is centered and balanced, with the hands and flower occupying most of the frame.

## **SEL Activity Gratitude**

What three things are you grateful for this morning?

Write them down.

Share with your partner

## **SEL Activity Social Awareness & Empathy**



# SEL Tool – Self Awareness/Appreciating difference/setting goals

