PAESIC Pedagogical Approaches for Enhanced Inclusion in the Classroom IO2
A guide for Teachers

Strauss, Leah; Martinez, Marina V. Marin; Kablan, Gabriela; Barthel, Ewelina; Hasterok, Rupert; Dau, Susanne; Munk, Dorthe Aabjerg; Jensen, Charlotte Heigaard; Stathopoulou, Charikleia; Gana, Eleni

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PAESIC
Pedagogical Approaches for Enhanced Inclusion in the Classroom

Intellectual Output #2

A Guide for Teachers

Developed by Leah Strauss, Marina V. Marin Martinez, Gabriela Kaplan Crossing Borders, Rupert Hasterok, Ewelina Barthel Comparative Research Network, Susanne Dau, Dorthe Aabjerg Munk, Charlotte Heigaard Jensen University College of Northern Denmark, Charikleia Stathopoulou, Eleni Gana University of Thessaly & Youth Europe Service.

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1. Introduction

PAESIC (acronym for Pedagogical Approaches for Enhanced Social Inclusion in the Classroom) is KA2 Erasmus+ project whose aim is to support primary school teachers in enhancing social inclusion in the classroom, particularly of students with migrant and immigrant backgrounds.

The project means to help address diversity, ownership of shared values and non-discrimination through education and training activities, to foster the intercultural competencies of teachers and tackle discrimination, segregation and racism. In promoting social inclusion in the classroom. It will enhance the access, participation and learning performance of disadvantaged learners, particularly learners with a migrant and refugee background and so reduce disparities in learning outcomes.

It will further support access to new approaches, particularly cutting-edge pedagogical approaches and methodologies matched to teachers' experiences and needs for enhancing social inclusion to make accessible to everybody thru an Open Educational Resource in the form of an online course and online materials. The project produces 4 outputs:

Output #1 - National Reports from each partner and a Final Guide to report all the results of some focus groups (for Primary School Teachers and School leaders) and a Desk research held in each partner’s country in order to look into current policies in primary schools for social inclusion.

Output #2 - A Guide meant to provide information aimed at teachers for promoting social inclusion in the classroom and containing specific chapters with information based on each partner country.

Output #3 - A Toolkit that will provide information on:
- How to support teachers with challenges of social inclusion in the classroom
- What support can be delivered?
- Which interventions are the most important?

Output #4 - A Moodle-based platform to contain all the learner materials from the training program for teachers as well as information for trainers and other interactive, relevant learning resources. The platform is meant to be an e-learning hub that will allow the community to share their learning process, with peers across Europe.
Regarding the Output #2
The guide is both theoretically and practically relevant to the target group of primary school teachers looking to reach all students in their classrooms. It will also be specifically designed to help teachers promote social inclusion in the classroom using the most up-to-date methodologies and approaches available and also what resources are available in the form of online tools and organizations that support teachers.

The guide will be a learning resource which teachers can use in order to gain valuable insight into use of a range of online tools, fostering greater networking and cross-classroom collaboration across Europe.

Translated in all languages, available to download as a PDF and structured as a training tool, the guide will include cutting edge pedagogical approaches for promoting social inclusion in the classroom along with Case studies and exercises plus will address intercultural issues, help teachers dealing with psychological issues of migrant and refugee children and will empower and motivate young people with migrant and refugee background.
2. Inclusive Professional Collaboration in and outside the classroom

2.1 Introduction

It goes without saying that collaboration and cooperation between various professional actors are a crucial element in promoting inclusive practices in the classroom when it comes to teaching children and young people with special needs or with a migration or refugee background whose command of the native language of their country of residence often lags behind that of their peers and is at worst inexistent.

In recent years, inclusion in the pedagogical context defined, according to UNESCO’s Inclusive Education Agenda (2008) as “a process intended to respond to students’ diversity by increasing their participation and reducing exclusion within and from education, (which) is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalized” has become an increasingly important concept.¹ Its origins go back to pedagogical debates in North America (US and Canada) in the 1970s, when it was used in contrast to so-called mainstreaming by parents of children with disabilities to criticize mechanisms of scholarly selection. Since then, advocates of inclusion have left behind the distinction between students with special needs and those without and now understand the concept as taking into account a multiplicity of personal characteristics. It has thus been stated that “inclusion implies a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils. It is based on a value system that welcomes and celebrates diversity arising from gender, nationality, race, language of origin, social background, level of educational achievement or disability.”² At the same time, inclusion has given rise to a great variety of educational practices across countries and contexts. Yet it remains an open question whether it has been implemented to a significant extent in actual teaching.

By now, the educational authorities in the four countries studied here have all at least declared their intention, and often taken steps, to reform their educational institutions to better service students with a migration or refugee background after numerous studies, such as PISA, have shown these students to lag behind in scholarly achievements. Measures announced or introduced include the promotion of linguistic skills in the national language of education (as a foreign language) and the native language of these students by offering additional courses; the elaboration of new curricula and teaching materials; the reform of teacher-training to take into account the increasing linguistic and cultural diversity in classrooms; attempts to further cooperation with other educators, psychologists and social workers; and the recruitment of teachers with a migration

¹ http://www.inklusion-lexikon.de/Inclusion_Koeper.pdf
² Mittler (2000,10) quoted in Koeper, Inclusion ”,see above.
background. Increased labour migration and the arrival of large numbers of refugees have given a new urgency to these issues.

2.2 Organization of school life and inclusion in the project partners’ countries

Greece

On the local level, this has given rise to the creation of reception classes and after-school programmes, as well as bilingual schools and nurseries. Thus in Greece, the government has, since 2010, admitted children of migrants and refugees to reception classes in – mostly urban – areas declared Zones of Educational Priority (ZEP) and, in 2016, established Reception / Preparatory Classes for the Education of Refugees (DYEP), that is after-school supportive learning courses for pupils aged 6 to 15, at certain public schools accessible from the various official refugee sites as part of the mandatory formal educational system, with teachers recruited from the Ministry of Education’s official list of “substitute teachers” and organised by Refugee Education Coordinators.

Germany

In Germany, newly arrived students attend reception classes (e.g. Willkommensklassen), run by ordinary teachers or teachers of adult education with a background of teaching German as a second language, until their proficiency in German is held to be sufficient to join a regular class. Through its “education package” (Bildungspaket), the federal government provides financial assistance to students who benefit from one of the various social transfer payments to allow for extra tuition, participation in social, cultural and sports activities, and the purchase of school supplies. Some schools, or groups of schools, also offer additional instruction in the native language of the students. In other cases, these lessons are offered by third parties. In Berlin, students’ proficiency in German is being tested upon entering the school system and monitored at later stages; those who have not reached a certain level are obliged to attend additional language courses.

It is thought that full-time day schools (Ganztagsschulen), which by now account for just less than half of the schools in Germany, better serve the needs of disadvantaged students by offering a better learning dynamics and additional forms of tuition, which can be obligatory, partly obligatory or voluntary. However, residential segregation and parents’ choices of schools for their children have resulted in some schools having large majorities of pupils with a migration background. Attempts are also being made to teach students with special needs in regular classes, sometimes with the help of school assistants for co-teaching, but Germany also has a long tradition of special needs education, and the debate how best to teach these students is still ongoing.
Italy

In Italy, the Ministry of Education, Universities and Research, has issued revised guidelines for the reception and integration of foreign students in a national protocol in February 2014. While all children up to the age of 16 have the right and obligation to participate in the national education system, preparatory classes for asylum-seeking children and children of asylum seekers are not part of the protocol. Indeed, implementation of the guidelines is largely decentralized, and each (region and) school establishes its own protocol, with some of them offering language or literacy classes and others not.

Denmark

In Denmark, current educational policy at both national and local levels is intended to promote the inclusion of all students, and particularly those with special educational needs or with a migrant or refugee background. While the school reform of 2014 affirmed values associated with the paradigm of inclusive schooling, the earlier Inclusion Law of 2012 was targeted mainly at students with special needs and introduced a needs assessment for each student that defined whether they were to benefit from additional support or not. Therefore, some municipalities have closed reception classes for migrants and refugees who were then forced to attend regular classes. The Ministry of Education provides teachers with tools to diagnose and monitor proficiency in the Danish language as well as scholarly achievements and progression. While the head of each primary school, within the legal framework and in cooperation with the municipal council and the school board, has overall responsibility for the quality of teaching and local initiatives promoting the inclusion of students with a migrant or refugee background, specially appointed DSA (Danish as a second language) supervisors are tasked with providing guidance for teachers and participating in co-teaching to supplement instruction in Danish.

In addition, DSA supervisors undertake annual assessments for fifth- and seventh graders who are not native speakers according to a national test protocol. Test results are then discussed during class conferences and provide input for a specific coordination plan for each student and for the class.

Summary

To summarize, inclusion has become an increasingly central concept in pedagogical debates and has inspired educational authorities to promote it in programmes and action plans, particularly regarding students with special needs or with a migrant or refugee background. While progress has been made at the top level of the educational systems (new guidelines, new curricula and teaching materials; teacher-training etc.),
implementation at classroom level has, however, remained patchy up to date, and inclusive practices have not yet been introduced in every school or co-exist with other forms of teaching. Interestingly, the two main target groups of inclusion mentioned have not been the object of a single strategy but are generally discussed and treated separately. Although a more systematic description of the present situation lies outside the scope of this report, it will be interesting to see how teachers, educators and other professionals involved in teaching try to promote more inclusive practices at the local level and how they collaborate in achieving this goal. This will be the subject of the next part, which will present the empirical findings of this study.

Teachers and school leaders interviewed or consulted in the course of this study confirm the overview presented above. In all four countries, they declare themselves familiar with the concept of social inclusion and generally subscribe to the values associated with it.

2.3 Circumstances, terms and conditions of peer co-operation in the project partner countries

Germany

The German teachers interviewed stressed the importance of close cooperation between teachers and educators, contrasting favourably full-time day schools, where both work together with the same class throughout the whole day and coordinate their respective activities, with other schools, where after-school programmes are organised separately and pupils often spend time in groups different from the morning class. More generally, small classes and co-teaching are thought to be crucial for social inclusion, and this is reflected by calls for more staff. However, even with co-teaching there appear to be no specific pedagogical approaches to promote social inclusion, as teachers could not name any when asked which methods were most likely to favour inclusion. Rather respondents attributed the quality of teaching to personal skills or characteristics and referred to peer support or a headmaster who created favourable conditions for teaching. Teaching methods or problems in a class are often being discussed with colleagues but never in a systematic way. Much also depends on individual needs or interests. Most respondents invoke a lack of time because they feel that everyday teaching and administrative activities leave no time for a more comprehensive form of exchange. Indeed, while official school policies often promise additional means, such as a second teacher for mixed classes, their implementation are not ensured because extra-staff and resources are not being funded. At other schools, respondents are not aware of policies targeting social inclusion. In addition, most respondents declared not being aware of special training courses for social inclusion, although headmasters would like to see their staff getting supplementary training in this field.
Because of the focus on individual teachers there is no consensus on how to best implement social inclusion in the classroom. Respondents thus invoke a variety of teaching styles that reflect different values or differences in the professional experience. Older teachers, for example, are said to stress proficiency in German as the national language of instruction and to be reluctant to tolerate the use of other languages in the classroom, while younger ones are held to be more open in this regard. There are also tensions between teachers who are fully qualified and those who, because of the shortage of teachers, have entered the profession after changing their career and only undergone reduced training. This does not mean that teachers feel they are ill-prepared for their task, but most attribute problems to external circumstances, such as the lack of funding or additional specialised staff.

**Greece**

By contrast, most Greek respondents were concerned about teachers' lack of experience when it comes to practicing social inclusion in the classroom and called for mandatory training in this field. They also advocated an evaluation of the pedagogical approaches adopted by teachers, in addition to complaining about insufficient funding and calling for more staff (teachers as well as social workers and Refugee Education Coordinators). Professional collaboration within the school is generally seen as working well, and headmasters are praised for their support and their contribution to create favourable conditions for developing inclusive educational techniques, without however citing specific examples. One teacher mentions the need for consensus to remove contradictions and tensions, but it is not clear from the quote to what extent such a consensus has been achieved.

Respondents also referred to support they have received from external bodies, such as the Reception Facilities for Refugee Education (RFRE) that in two instances provided the school with an interactive blackboard and an internet connection, thus allowing the teachers to create a real-time dictionary with images downloaded from web sites. Respondents were more critical of national and regional school policies that have led to separate classes for refugees, thereby impeding socially inclusive teaching practices. Headmasters, too, praised the good collaboration between teachers, and especially between those running the afterschool programme and those teaching the morning classes. They advocated systematic training of all teachers of the school community to make them familiar with new teaching and assessment methods and the use of new teaching materials. They deplored that, despite years of experience, only few teachers have benefitted from such training. They also called for more cooperation with organisations (from the non-profit sector) that are working with students but also with universities. A major challenge for inclusive teaching practices are negative attitudes by Greek parents who fear that the quality of teaching will suffer from the admission of
pupils with little proficiency in the Greek language. Here headmasters mentioned several examples of successful meetings between the headmaster, teachers and parents' association that were able to defuse tensions. They stated that such meetings would benefit from the participation of social workers and other experts.

**Italy**

Italian respondents stress the great diversity of situations because of the considerable local autonomy of schools. The education ministry only provides guidelines that are not implemented everywhere. In fact, each school is held to develop its own strategy for social inclusion. Thus, some schools have a specific internal body tasked with establishing a protocol, others use experts, and still others are not following a formal process or even leave this task to the individual teachers. The most intensive professional collaboration at school level appears to take place during the initial phase of enrolment (accoglienza) when several teachers cooperate in the form of project to plan a strategy of inclusion designed to accommodate the needs of each new student and monitor his progress until his full integration into a regular class. However, tools for measuring outcomes are often inexistent or are only being developed slowly, a problem emphasized particularly by headmasters. Overall teachers are satisfied with their job but would welcome training opportunities. Headmasters occupy a crucial position at the interface with the school hierarchy but also the local authorities and the parents. They take the initiative to apply for additional funding or even contracting experts for on-site training. Thus, one headmaster explained how he “had a professional expert coming once from Milan to train teachers on how to properly use their voice in the class in order to facilitate the relationship with the students and teach the words that have to be used” and that two thirds of the school's teachers participated in this training. For the solution of problems, schools also rely on cooperation with psychologists and family councillors, as well as so-called cultural mediators at the village level. Finally, volunteers also provide help.

Here in particular, the Church plays a central role in rural areas. The Italian situation is thus highly diverse, which has led on the one hand to a strong fragmentation of practices and on the other hand to new innovative solutions, with some municipalities, such as Riace and Acquaformosa having gained a country-wide reputation for their best practices.

**Denmark**

In Denmark, social inclusion in teaching appears to be most advanced with regard to students with special needs, thanks especially to the 2012 Inclusion Law that provides stable funding for those in need of more than nine weekly hours of support, based on a nation-wide assessment procedure. A similar assessment system has been established for students with a migrant background. Here DSA supervisors offer counselling to teachers
and are involved in co-teaching. These supervisors also annually carry out national tests for fifth- and seven-graders to monitor the acquisition of the Danish language and then, together with the class teachers, plan the further course of teaching for individual students. Some headmasters in the focus group voiced, however, criticism of the mandatory national assessment for its exclusive and even marginalizing implications and because it was thought to use up resources which would better be employed for improving the quality of teaching. In addition, one teacher interviewed reported that a training course on Danish as a second language introduced by the municipality found little resonance with the local teachers, possibly because these were not interested or, more likely, felt already overburdened by other tasks. By contrast, respondents highlighted the positive impact of a similar training course for pre-service teachers. They also called for possibilities to benefit from professional coaching and knowledge sharing within professional learning communities. Headmasters often crucially succeed in obtaining means-based additional funding to provide various forms of support, such as supplementary language teaching.

2.4 Conclusions

Originally confined to students with special needs, social inclusion in the classroom has over the last decade become a mainstream concept in the professional world of education. This consensus is reflected in the concept's increasing importance in official guidelines, educational strategies and teacher-training but also in a general commitment of teachers and other professionals involved in schooling to the values associated with it. This cannot be said of its implementation in teaching practices which to a large extent seems to depend on local initiatives or teachers' personal interests. There are yet no well-established standards or teaching methods nor has there been an assessment of the outcome of the various teaching practices. On the other hand, new innovative approaches have seen the light of the day in all four countries studied, partly because schools enjoy a certain autonomy when defining new strategies and protocols. Socially inclusive teaching has given rise to new specializations, such as the school assistant in Germany, the Refugee Education Coordinator in Greece or the DSA supervisor in Denmark, to name but the ones that have received institutional recognition.

Interviews with schoolteachers and headmasters show that social inclusion in the classroom can only be achieved through the participation of a wider range of actors, including educators, school psychologists, family counsellors and social workers, along with volunteers such as cultural mediators. It is a labour-intensive form of teaching, as witnessed by increasingly practiced co-teaching. This has led to closer professional cooperation. Examples of this are the closely coordinated after-school programmes in German full-time day schools, the closely monitored insertion of newcomers in Italy during the initial period called *accoglienza*, efforts by Greek Refugee Education
Coordinators to ensure that large numbers of refugee children have access to schooling or the advisory and supervisory role of DSA supervisors in Denmark. There remain, however, several hurdles. Almost all educational actors complain about insufficient funding and the lack of staff, while appreciating the progress already made. Another important issue raised has been that teachers already feel already overburdened by their teaching and administrative schedule, which leaves little time for additional training and for more formalised opportunities to exchange knowledge about socially inclusive teaching practices. Professional collaboration is thus often limited to informal peer support within a school or to personal initiatives by headmasters when it comes to the participation of actors from outside the school. The latter is seen as particularly important, because all parents have yet to be convinced of the better scholarly outcomes of socially inclusive teaching.

2.5 Case Studies

School assistance

Volunteers or professionals?
School assistance: Volunteers or professionals? Overview of the practice

In Germany, school assistants are persons who assist children and young people with physical or mental disabilities to allow them to attend regular classes or, in other cases, classes of a school for pupils with special needs (Förderschule). Legally the claim to support is enshrined in German Social Law (Sozialgesetzbuch) and defined as an individual measure based on an assessment of the specific needs of a person in the field of learning, behaviour, communication, medical care and/or coping with problems in everyday life within the context of curricular and extra-curricular activities. There exists no overall term for these assistants; other designations are Schulbegleiter, Integrationshelfer, Individualbetreuer and Schulhelfer. The forms of support vary according to regional legislation.

Practice

School assistants are distinguished from health professionals working for schools who are allocated to a single person; they provide support for a single or several classes depending on demand. Parents have to submit an application for their children to benefit from this form of support which, if granted, leads to the hiring of assistants by the parents themselves, by the school or by one of the competent administrative services responsible for persons with special needs. This variety of employment situations is increasingly seen as problematic, and efforts are being made to unify conditions. On the background of the relevant UN convention for persons with special needs, it is expected that school assistance will play an increasingly important role for social inclusion in the classroom. While legal scholars stress that these assistants may not be considered as “secondary teachers” in practice this distinction is hard to maintain because the support provided ranges from coping with everyday activities to teaching assistance.

Transferability

While it is easy to conceive of a transfer of school assistance to other countries or to other fields, such as teaching students with a refugee or...
migrant background, the institutional barriers seem formidable, as suggested by the complexities of setting up a legal, administrative and pedagogical framework for this practice. The best way appears to be through model projects as there exist already the rudiments for this kind of institutional support in the countries studied.

Towards professionalization
At present school assistants do not need any particular qualification. They are frequently recruited among members of one of the national voluntary services or through organisations of the non-profit sector. But the complex tasks they are often accomplishing, especially as assistant teachers, has raised the question of the need for a certification process at least for those whose activities are not confined to help with everyday problems, such as assisting pupils to get from their home to the classroom. This is already the case for persons tasked with purely medical care. The federal state of Thuringia has thus started a model project, called QuaSi, to ensure a basic unified qualification for future school assistants. Similar training projects are being discussed for school assistants already active. The aim is to establish several levels of assistants, ranging from unqualified assistants to auxiliaries and to professionals in order to offer the most appropriate help to students, based on their specific needs.

Outcomes
Unfortunately, systematic research on the results of hiring school assistants is sadly missing, particularly to what extent this has promoted the social inclusion of students with special needs.
2.6 Exercises

SHORT TEAM BUILDING EXERCISES

The exercises are used by the Comparative Research Network but have been published earlier on the blog “Catalyst Poland” in Polish. The translations are provided by the PAESIC team.

Curious Combinations

**Purpose:** Finding communalities, learning about the interests, experiences and knowledge of your peers.

**Application:** The exercise can be used in any set-up or meeting, no specific materials needed.

The main purpose of this team building exercise is to unite the team. Curious Combinations consists of writing down each pair of words on separate sheets of paper - for example 'salt' and 'pepper'. Then each participant has a piece of paper glued to his back and has to guess what it is, ask 'yes' or 'no' to other participants. After guessing what they are, they must find their pair.

The real value comes when participants locate their pair and when they have to discuss how they complement each other and what similarities exist between them. This team building exercise highlights that even people with very different personalities are similar in one way or another. Setting up the game is very easy and quick, making it one of the most versatile options on this list.

Negative to Positive

**Aim:** learning about perspectives and opinions of the peers you work with.

**Application:** Any meeting setting, no specific materials needed.

This exercise requires very little equipment and requires a much more reflective approach to development. Negative to Positive is about seeing the good things and lessons that we would normally see as negative. To start this exercise, each participant should be paired with another member of the team with whom they have shared their work experience - for example a previous project, task or activity. Then one of the participants should mention the negative aspect of their shared experience and his partner should highlight the positive aspects. Then the couple should swap roles.

This task is best done with a team that has many different experiences, because it helps the team members to get to know each other better and at the same time encourages them to think positively in the face of adversity. For additional development, change partners after each experience together.

A Knot of Hands

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3 [https://www.catalystteambuilding.pl/artyku%C5%82y/blog/blog-engaging-team-building-activities](https://www.catalystteambuilding.pl/artyku%C5%82y/blog/blog-engaging-team-building-activities)
Aim: This exercise is coming closer to an icebreaker and might be used in situations, where new teams or groups come together and start an initiative

Application: no materials needed

This exercise is very short and perfect if you want to unite the team and help them relax. The idea is very simple - ask the participants to stand in a small circle in front of each other and then let each participant stretch out his hand and grab the hand of someone on the opposite side of the circle. After doing this, ask the participants to do the same with the other hand, this time holding another person’s hand on the opposite side of the circle. Now challenge the team to untangle without letting go.

This is a surprisingly difficult challenge that requires team organization, exceptional communication and good leadership, while forcing all participants to get involved. Ideal for building unity in the team, encouraging leaders and giving employees a topic to talk about for the next few days.

Personal Logo

Aim: raising self-awareness, discover aims, expertise, interests or experiences

Application: No specific materials are needed

Another short and extremely affordable team building exercise is the Personal Logo challenge. Participants are asked to empty their pockets of small and other trinkets and then, using all these items, they must create a personal logo. The value of this exercise is not creativity, but self-awareness and discovery.

After all participants have created their personal logo, they must present it to the group, explaining each part of it and why they chose it and how it represents them. Awards are given to the creators of the best and most creative logos that most accurately represent them. This allows the team to get to know each other better, without having to invest in countless resources or a lot of time.

Involving actors from in- and outside the classroom in a systematic way – the Spiral approach

The Spiral Model of Collaborative Knowledge Improvement (SMCKI) provides a tangible structure for one operational collaborative activity design beginning with brainstorming and a structured process of constant knowledge improvement. The model focuses on democratic knowledge sharing as well as cycles of individual, group and class knowledge enhancement.

The five stages as laid out by Wenli Chen (et al.)⁴ are:

I: Individual brainstorming: peers individually construct argument with claims and evidences of the phenomena (in our case social inclusion). The argument represents the best knowledge of the individuals.

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II: Intra-group synergizing: Peers discuss, synergize and consolidate group members’ work by deleting, adding, modifying arguments. A group graph-based argumentation diagram is created which represents the best knowledge of the group.

III: Inter-group peer assessment and critique: Peers go to other groups to provide quantitative ratings and qualitative comments by identifying the strengths and areas for improvements, extending the initial groups and synergizing ideas and knowledge.

IV: Intra-group refinement: Peers go back to their own groups and refine the group work based on other groups’ ratings and feedbacks. After further verbal negotiation, they were required to seek consensus and finalize their group idea.

V: Individual idea perfection: Individually, peers write a reflection report to explain the topic.

Stage I – IV can be repeated as many times as necessary, involving an extending circle of peers, stakeholders, colleagues and other interested persons, involved in the work in or outside of the classrooms.

As a teacher you should formulate a common mission statement as:

"By proposing to build a shared vision of social inclusion in classrooms based on the words of each person, then to reflect on possible actions and to implement them, in consultation with public and private actors in their area of life, the SPIRAL approach attempts to lay the foundations of the co-responsibility."

When you have a satisfying mission statement you should look for common principles. Discuss with the peers which principles should guide the process.

Principles can be:

- Social inclusion is the ultimate goal of society.
- Classrooms for all is understood to be inclusive and cannot be achieved at the expense of others or future generations.
- Social inclusion is a common good: individual and collective well-being are inseparable.

Everyone in the group settings can say or is in capacity to identify what makes him/her feel included / excluded regardless of age or societal context. It ensures an equal right to speak for everyone. If you want to establish a dialogue outside of the school/classroom, make the link between everyday concerns and public strategies and connect to stakeholders in the next spiral.

Principles of co-construction of shared knowledge

The methodological principles adopted to guarantee the authenticity and validity of the approach are as follows:

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5 This part of the description was provided by the French organization Ipso-Facto. We want to thank them for their contribution.
1. The direct expression of interested parties
   Ensuring direct expression of stakeholders and peers: everyone speaks for himself or herself, never for others. This is the basis for direct democracy without intermediate representation.

2. Equal right to speak for all
   Ensuring an equal right to speak for all by preventing those who speak more easily from speaking for or influencing others. A phase of individual expression before moving on to collective expression.

3. Open processes
   The idea here is not to impose an a priori point of view but to prefer totally open questions. These open processes constitute a fundamental difference with classical surveys and statistics with closed questions and involve a process of semantic analysis and not only statistical analysis.

4. Introspective and prospective approach
   The starting point is not the problems, as in many participatory approaches, but what constitutes inclusion or exclusion for oneself or "living well together" (introspective) and what it implies in terms of what I can do and what should be done (prospective).

5. Building a shared vision
   Aim at building a shared and collective vision, thus constituting a fundamental difference with individual approaches to inclusion (as applied in companies for example).

6. Inclusive summaries of the diversity points of view
   Taking all points of view into account, unlike the summaries designed as reductions to what has been most often repeat, de facto eliminating minority views.

7. Participatory and transparent preparation of syntheses
   Allow for participatory and transparent elaboration of syntheses, hence the need to elaborate them with the group.

8. The elaboration of syntheses at different levels
   To allow easy elaboration of different levels of synthesis: from groups to territories of co-responsibility, regions and countries in order to elaborate a global synthesis, according to the principles of the bottom-up approach.

9. Towards concerted action
   Produce knowledge of sufficient detail to lead directly to concerted action.

10. Self-replicating and self-expanding results
    Produce attractive results that bring real added value to those involved and can be easily disseminated and reproduced. The respect and the concretization of these 10 methodological principles which are at the heart of the SPIRAL approach aim to allow
dialogue between the extremes through the expression and the meeting in a horizontal way of the different groups present in society.

Regardless of its starting point, the approach involves the following key steps:
- Setting up a multi-stakeholder platform to facilitate the process.
- Debate pedagogic and social issues within the platform and broaden the participating actors.
- Involve peers, parents, students and other citizens based on a needs assessment.
- Analyze the results together and design pilot actions.
- Carry out the proposed actions with the help of the above mentioned “outsiders”.
- Evaluate the impact of these actions on the social inclusion of their beneficiaries and actors.

**Methodological framework**

The proposed methodological framework consists of eight phases, forming a cycle going from knowledge to action and which is repeated a certain number of times. At the lowest level (collective actors) we consider three successive cycles, which each time widen the circle of actors involved in the process, like a spiral.
They are part of a process involving all stakeholders/peers sharing the same territorial or institutional life space, ranging from knowledge to action, its implementation and its evaluation.

1. **Organisation, mobilisation**: organisation of the process and mobilisation of stakeholders/peers concerned.

2. **Co-design of the goals**: stakeholders/peers co-define the objectives of the process they are considering, referring to the societal progress towards the social inclusion of all through co-responsibility.

3. **Ex-ante co-evaluation**: stakeholders/peers take stock of the current situation in relation to the objectives they have set.

4. **Projection, comparison**: reflection, projection on the future with different possible scenarios and hypotheses of action; and comparison of possibilities.

5. **Co-decision, commitment**: choices are made and result in commitments and decisions, especially in terms of resource mobilisation and partnerships to implement.

6. **Acting together**: implementation of the actions that were co-decided.

7. **Ex-post co-evaluation**: stakeholders/peers evaluate together the results and impacts achieved and draw lessons for the rest of the process.

8. **Revision, preparation of the next cycle**: stakeholders/peers review the process and prepare the next cycle of progress.

**The 3 cycles of progress**

Each of the three cycles marks a progress towards co-responsibility for the social inclusion of all, both in terms of number of stakeholders and peers involved and clarification and smoothness of the process.

- **First cycle (appropriation/preparation)**: the process is launched together with stakeholders/peers who are already mobilized or can easily be mobilised, in particular those who are taking an active part in the coordination group. This is an opportunity to establish well the process so that the coordination group can fully appropriate it.

- **Second cycle (mobilisation)**: aims at progressively widening the circle of persons taking part in the process to all the inhabitants and stakeholders of the territory, especially through the formation of homogenous groups and their multiplication.

- **Third cycle (consolidation)**: consists in going beyond the limits in the life space to create links with other territories or life spaces.

This framework gives each school group the opportunity to identify their situation and what interests them according to their context and history. It is therefore a sharing and
exchange tool with indicative and non-prescriptive scope. In other words, it is not necessary to follow them in the order indicated, but to choose, depending on the local context and the achievements, which deserve to be achieved as a priority. It may thus be more interesting to go directly to certain cycles or stages, to skip some, even if it means going back later. However, the very first step (constitution of the multi-stakeholder platform or coordination group) is essential for the whole process.

The multi-stakeholder platform is representing all actors of the living space at stake (in this case schools in a specific area). This platform is indispensable, it’s the place that allows the sharing of everyone’s responsibility and the implementation of concerted and co-responsibility actions.

**Principles steps**

1. Préparation
   - Multiactors Platforme building
   - Structuring actions implementation
   - Preparation of the meeting with peer groups
   - Creation of homogenous groups
   - Collect criterias of inclusion/exclusion by the involved
   - Conception and implementation of an action plan,
   - assessment of the actions

2. Mobilisation
   - Platform extension
   - Definition indicators of well-being
   - Measure of well-being

3. Consolidation
   - Territorial plan of co-responsibility and expanded actions

The platform is indispensable because it defines the scale, governance and ambition of the project and implements the first (demonstrative) co-responsibility action plan. It sets the course.

Before starting the process, the platform is formally installed and receives "training":

- The implementation can be progressive with, at the beginning, a main core that is expanded to include more the diversity in a second phase.
- It can of course rely on an existing pre group (steering committee, local action group, development council, etc.). In this case, it will be necessary to check that no essential component of the diversity of necessary components has been forgotten.

The spiral process needs time. It is not a quick approach, where general ideas are shared, but a structured approach to involve many stakeholders and groups. It needs good-will and active participation, but as well the ability of the initiator to let the process run independently and not always anymore in their own hand.

Still by involving as many peers as possible, a better understanding of a topic can be created, and an institutional change can be addressed.
By involving in every cycle more and more stakeholders, the impact of the proposed solutions is increasing, the knowledgebase is increasing, and meaningful conversations can be launched.
At the same time as an individual, there is in every cycle the chance to self-reflect and collect individual findings, without the need to stay involved until final conclusions are found.

2.7 References

2. Mittler (2000,10) quoted in Andreas Köpfer„ Inclusion “, see above
3. Differentiation

“Even though students may learn in many ways, the essential skills and content they learn can remain steady. That is, students can take different roads to the same destination”
- Carol Ann Tomlinson

3.1 What is differentiation?

Not all students are the same. In any given classroom, students with a range of abilities, interests, learning styles and profiles are grouped together and expected to learn certain material in a given amount of time. The fact that students are different from each other in such profound ways poses one of the greatest challenges for educators everywhere. How can teaching be done in a way that reaches all students, regardless of their differences? Differentiation is a teaching framework and philosophy that aims to address that question.

Differentiation, also known as differentiated instruction, provides different pathways to learning that meet students where they are at. In other words, it is a framework that allows teachers to move closer to personalized instruction based on individual student needs. The main tools of differentiated learning include creating organized, flexible lesson plans with different tasks, expected outputs, and assessments for different sets of students based on their level, interest, and ability at a given time (Tomlinson, 1999).

There are many ways in which a teacher can differentiate instruction for students. “Differentiation starts from the assessment of students’ prior knowledge and skills and the setting of individual learning goals” (Munro, 2012). It involves a constructive response from the teacher to what students know, providing different learning pathways to give appropriate learning opportunities (Ibid).

In a differentiated classroom, the teacher builds upon the premise that learners are different. Therefore, teachers must be ready to engage students in instruction through different learning modalities (Tomlinson & Moon, 2013).

3.2 Where does it come from and why is it important?

Differentiated instruction has deep historical roots all over the world - though it may not always have been known by that name. The one-room schoolhouse, which has existed or continues to exist in most parts of the world, requires differentiation by virtue of the
variety of age groups represented in a single classroom. Today, many educators across the world practice differentiation, perhaps without even realizing it (Gundlach, n.d.)

However, as a contemporary, academic framework, differentiation finds its roots in 1975 U.S.A. when congress enacted the Individuals with Disabilities Education Act which included guidelines for differentiated instruction for students with special needs. This triggered a trend in research and practice which has since become a more normalized part of education (Weselby, 2014).

Differentiated instruction has come a long way from its roots in disability education. Today, it is used to address all types of diversities that may exist within the classroom, including the needs of migrant and refugee students. These students often face unique challenges such as lack of speaking, reading, or writing abilities in the local language or missed years of schooling generally. Other challenges, such as problems with social integration, can be faced by any student, but may be particularly pronounced with migrant or refugee youth, especially when compounded with other challenges. While there is no single story of a migrant or refugee student, these youths may come with certain challenges such as:

- A different classroom culture from their home country
- Lack of language competencies in the language of the classroom
- Age differences due to missed school years
- Problems with social integration
- Psychological issues related to past traumas (EURYDICE et al. 2019).
- Negative perception and discrimination by school staff and peers (Swan, 2016).

Through increased focus and planning based on accommodating individual student needs, differentiation can be a helpful tool towards creating a more inclusive classroom for students of all backgrounds.

For more information on the basics of differentiated instruction, watch the videos below:
1. Differentiated primary school classroom in Australia
2. Differentiation: It’s not as hard as you think
3. Five Key Aspects of Differentiated Instruction with Carol Ann Tomlinson

3.3 Core Ideas

Flexibility
Flexibility is a central idea for the differentiation method. To address the various needs of the students, teachers employ flexibility in pacing, materials, and grouping. Flexible grouping means that sometimes the entire class can work together, while other times
small groups can be more effective. For this, it is central to keep groups dynamic depending on the purpose of the lesson. For example, grouping students together at the beginning of the year is ineffective. Well implemented, flexibility will provide the students with the opportunity to work with others that have similar learning styles, readiness and interests (Cox, n.d.).

**Student choice**

Choice is a great motivator for students to engage their individual interests. Teachers can provide different options based on student’s interests and learning styles. Those options can include activities, learning centres, independent study, small groups, or others. Some strategies to provide more choice in the classroom are:

- negotiating alternative tasks, assessments and products
- planning open-ended tasks
- designing tasks based on student interest
- permitting a diversity of modes of communication (NSW Government, 2019)

**Modification of content process and products**

In order to understand and facilitate the implementation of differentiation methods, teachers can separate lesson plans into three categories: content, process and products (Tomlinson 1999).

Content refers to what students have to learn and the materials or mechanisms through which that is accomplished. By adjusting the content, teachers deliver different parts of the curriculum to different students depending on their starting level.

Differentiating content includes using various delivery formats such as video, reading, lecture, or audio. Content may also be delivered through graphic organizers or addressed through jigsaw groups or other forms of group work.

Process describes activities designed to ensure that students use key skills to make sense of essential ideas and information (Tomlinson, 1999). It relates to how students make sense of the content. Processing helps students assess what they do and don’t understand. It’s also a formative assessment opportunity for teachers to monitor students’ progress (McCarthy, 2015).

Examples of differentiated processes include journaling, dialoguing with another classmate or the creation of interest-based corners. These activities can work for the entire class while still allowing students to process different parts of the class curriculum based on what they find personally interesting (McCarthy, 2015).

Products are vehicles through which students demonstrate and extend what they have learned (Tomlinson, 1999). Product differentiation can be done in two ways:
- Students pick from multiple product formats provided by the teacher
- Students propose their own product designs

Teachers may use rubrics that match the varied skill levels of the students and allow students to pick their own product, for example. Alternatively, teachers can encourage students to create their own product assignments. Students may also be given the choice to work alone or in small groups on their products. These strategies give students options of how to express themselves, leading to higher engagement in the classroom (Boutelier, 2018).

The different curricular elements presented above should be adapted based on the students' differences only when:
- There is a student need
- When the modification will increase the likelihood that the learner will understand and use the important ideas more thoroughly.
3.3 General differentiation strategies in action

Multiple activities and tiered assignments

Creating multiple, tiered assignments is one of the most common methods of differentiated instruction. This strategy is a form of process or product differentiation that gives students the opportunity to work on the same concepts and ideas, but at different levels of proficiency.

In short, teachers set a series of tasks of varying complexity which are assigned to students according to their individual needs. All students should be focused on the same content or curriculum objective, but the process or the product is flexible depending on student readiness and ability. Students are able to choose their starting point and can therefore work within their zone of proximal development and, with the support and feedback of the teacher, gradually progress to the more challenging task at their own rate (Differentiation in Action!, n.d.).

Create a differentiated learning environment

This differentiation technique changes up the physical layout of the classroom. The idea is to organize the classroom into flexible workstations. This often requires moving furniture around in order to create space for both individual and group work (ClasstimeBlog, n.d.) For example, teachers can create tables for group work in one corner and a teaching table for teacher-led instruction in the other. Every workstation should be focused around different material.

The teacher-led table can be focused on more challenging and new material, while student-led areas can be more targeted towards practice work, for example. This strategy offers teachers the opportunity to present the same information in a variety of ways that engage all students, increasing the changes to reach every student in the class (Cox, n.d.).

Build, Act, Write, or Draw (BAWD)

This technique allows students to show their understanding of a concept. Students can choose to either build a model, act, write, or draw a representation of what they have learned. This technique can be used to either assess prior knowledge or knowledge gained after teaching. It is applicable for any content area, age group and class size and is based on the idea that students differ in how they express their knowledge. Through this strategy, teachers will provide different options for students to show comprehension in a creative way (Boutelier, 2018). At the end of this chapter, there is a sample lesson plan demonstrating how this technique can be applied to a biology class.
Use of Information and Communication Technologies (ICT)

In itself, the use of ICT is not a differentiation strategy. However, ICT is a flexible tool that can facilitate a differentiated learning environment and support other activities. ICT is especially relevant for the differentiated classroom because it simplifies self-paced learning for students by giving more time for learners to complete activities and allowing for repetition. It also allows the use of multisensory teaching material, opening multiple pathways for students to understand content, process ideas and develop products (Differentiation in Action!, n.d.).

3.4 Differentiation strategies specific to migrant & refugee students

Differentiating for students who lack basic language skills in the local language can be a major challenge. However, findings from PAESIC’s IO1 report suggests that learning through music, art, role-play, storytelling, and debate can be useful tools in aiding the social integration of migrant and refugee students. Utilizing these different forms of creative learning has been found to support peer-to-peer relationships, hinder stigmatization, and provide affirmation of students’ identities (Reynolds & Bacon, 2018). Finally, it may be necessary in some cases for schools to establish local-language classes specifically for refugee and migrant youth. The use of in-class bilingual helpers is another strategy to assist students struggling with language. However, research warns that these techniques, though useful for language acquisition, tend to increase the isolation of students (Usman, 2012). For this reason, it is suggested that teachers prioritize creative learning methods, such as those listed above, along with other forms of interactive learning and play, such as group work, exchanging seats, digital learning, and encouraging mixed-group games on the playground.
3.5 Challenges

Where do I find the time?

A frequently cited challenge with differentiation among teachers is time management. Finding the extra time to differentiate can feel daunting, especially when the idea is first introduced; however, this can be partly explained by the fact that differentiation is often misunderstood.

Differentiated instruction does not mean that the teacher must create personalized content for every student. Instead, the idea is to provide respond to student needs by providing multiple pathways towards a common curriculum. In fact, some teachers have reported that the shift to differentiation has freed up their time in the classroom by incorporating more student-led activities. At the core is awareness and responsiveness to students (Westwood & Westwood, 2016).

Explaining to students and parents

Differentiation can be tricky to explain to students and parents. Students will surely perceive that sometimes their work is “harder” or “easier” than that of their peers. If the concept has not been previously explained, they may feel like this different treatment is unfair. Teachers can help students understand that “fair” does not necessarily mean “the same” (Giddens, n.d.). As for parents, it is important to ensure them that all students will be appropriately challenged in the differentiated classroom.

More generally, research highlights the need for initiatives that include teachers, families and students in collaborative conversations where teachers act as the link between families and the school system. This role is especially important when it comes to migrant families, who may be unfamiliar with local educational customs (Rodriguez-Valls & Torres, 2014). For both students and parents, it is important to create a clear understanding of how the classroom will operate and success will be measured.

In general, strong relationships between teachers, parents, school administrators, and the community can help create trust and facilitate the integration and learning process for the student. In terms of differentiation, these relationships can help teachers to better understand student needs and what kind of educational and social norms the student is used to. That way, the teacher can better identify moments of intervention and create more nuanced differentiation techniques (Baak, 2019).
Accurate differentiation

Differentiated instruction is all about meeting the needs of every student - but what are those needs? Research shows that teachers and other school faculty may unconsciously expect different things from different students based on factors such as race, culture, gender, age, or immigration status, leading them to treat students differently. This can lead to inaccurate differentiation that is helpful to no-one. This is why it is important for teachers to reflect on their unconscious biases and to make continual assessments of their differentiation strategies. Talking to students, asking them what they need, and providing flexible options also ensures that student needs are being accurately assessed and met (Staats, 2016).

3.6 Case Studies

Differentiation in Danish classrooms
Co-teaching: a viable path to teaching differentiation

This case is taken from a school in Aalborg where, over the course of three years, school staff has worked with co-teaching as a strategy to develop primary school teachers’ competences in language-based teaching.

General information on the practice

At the school there are 450 pupils from grades 0 to 9. Out of these students, 180 have another linguistic background than Danish and a total of approximately 30 nationalities are represented. The 70 educational staff collaborate in smaller teams known as Professional Learning Communities (PLC). With the support of a specialized staff supervisors, each PLC works together on ensuring the pedagogical goals for two or three grade levels. The PLC teams design weekly plans for their classes. The teams strive to base their plans on the individual learning goals for each student and upon clearly formulated methods. The emphasis upon individual learning objectives ensures that school staff do not plan, teach, or evaluate lessons based on the idea of an average student.

At the school, PLC’s have been used over the past 3 years to develop differentiation methods in real-time for teachers and to support the implementation of a cross-subject pedagogical approach in which language learning is incorporated into all classes. In this case study, this approach will be known as "linguistic pedagogy".

Co-teaching, differentiation, and linguistic pedagogy requires the
participation of both individual subject teachers and co-teachers in all phases of the teaching process.

Competences and Skills

It is the school's assumption that a pedagogical focus on linguistic competences is essential for both native and non-native Danish speakers. According to Head of School, the school believes that "the integration of bilingual students has great value in that it develops large and broad inclusive communities" and that "inclusion and language pedagogy is also social training".

Practical Implementation

The school has developed a multi-level framework for creating dialogue between teachers and between teachers and supervisors who work together in PLC's. The framework has helped teachers and educators at the school to uncover and develop their capacity to create inclusive teaching practices and to implement the linguistic pedagogy at a school-wide level. Level one of this framework is the initiation phase. Teachers or other school staff begin a school-wide conversation about developing and implementing a cross-subject linguistic pedagogy. Second, teachers work to identify the linguistic goals related to their class subject with an emphasis on vocational and pre-vocational vocabulary. Third, systematic work beings on student's language development in the classroom. This may come in the form of language tutors in the classroom, the implementation of language-development courses for all teachers, or the integration of academic and linguistic learning objectives on a school-wide scale, or other forms. The fourth level is about follow-up. Dialogue continues at a school-wide level and conversations about language-learning are regularized. Finally, the fifth level is the full integration of linguistic pedagogy into the school culture.

Transferability

The school's experience with the three-year project indicates that shared responsibilities between teachers and supervisors produce the most effective results. Co-teaching can support the development of differentiated teaching methods within the school’s context through these shared responsibilities and consistent dialogue. However, co-teaching alone does not replace the guidance and support of school leadership and supervisors. The support of these actors is essential in instituting a co-teaching program, developing differentiation methods, and implementing a language-based pedagogical approach that
transcends specific subjects, ultimately leading to a more inclusive school environment.

Implementing systematic language-based learning and differentiated teaching for all students

https://unsplash.com/

General information on the practice

The project creates systems and sets distinctive goals for teachers that work with strengthening the linguistic development of multilingual students and thus raise the academic skills of the group. Approximately 600 students attend this primary school. 20% have a different ethnic background than Danish.

In this school, employees work in autonomous teams or professional communities which, in collaboration, organize, implement and evaluate the teaching.

The interviewee works as a Danish-as-a-second-language counsellor (DSL counsellor), guiding teachers in their work with inclusion.

She emphasizes the importance of creating structures for teachers to facilitate the learning and welfare of students including the work in refugee children and young people’s integration.

Competences and Skills

“They (the students) need to be involved (...) and they must feel that the teaching is based upon their previous learning and experiences”. They do this at the school by working with a comprehensive structure for teaching and thus for educational differentiation:

• Before – during – after
• Distinct educational, personal and social learning objectives
• Distinct language pedagogical goals in all subjects

Educational differentiation is a didactic principle. At the school the teachers strive to proactively adapt the teaching content and methods for all students in all classrooms.
Practical Implementation

At the school, language instruction must be included in all subjects. In order to differentiate and organize inclusive teaching, the subject teacher must:

- Consider the academic and linguistic goals of the student in the current teaching
- Have knowledge of the student’s academic and linguistic pre-requisites
- Select tasks and types of activities that allow for both professional and linguistic learning
- Organize teaching for professional and linguistic progression

Example of DSL counsellor tasks:

- To disseminate new knowledge and research on DSL as well as multilingual and cultural diversity.
- To disseminate new knowledge and practice-related themes for the development of linguistically stimulating learning environments.
- Observing, teaching and counselling colleagues on language tasks, differentiation and inclusion.
- To coordinate collaborative efforts to create visions, goals and concrete Actions and opportunities in multilingual and cultural environments.

Transferability

Crucial to the implementation of a linguistically stimulating environment is that in all classrooms systematic work on language is carried out. The school should cooperate on a fixed structure for the language assignment. Language education, bilingual didactics and integration of refugee and immigrant children should continuously be on the agenda of all team meetings.

In all subjects, clear academic, personal and socially differentiated and progressive learning goals should be developed for all students.
Reflections for differentiation in a Danish Classroom

General information on the practice

This case presents the professional experience of a Danish primary school teacher and her experience with differentiation in the classroom. For her, differentiation creates an environment where “it’s ok that there are different levels, different activities for each student and they feel confident working at different paths.” Differentiation is a common, almost universal practice in Denmark. “In Denmark, all teachers are obliged to use it. When we study to become teachers, they train us to do it. But in practice, not every teacher is doing it”, reflecting, she adds, “we all work in different ways, it is very difficult to hit the perfect level of differentiation”.

Competences and Skills

Based on the experience of the interviewee, it is central to have a close relationship with the students, understanding their personal motivation and relationships in the class. Therefore, differentiation techniques vary and are adaptable as class dynamic evolve. “I know very
well my students, so I know how to motivate them according to their abilities. It is important to recognize who needs extra attention or help to regulate the tasks properly, as for example the level or the amount of the readings.” The interviewee expresses a general perception of not having enough time to create and adapt material to all the students, Therefore, internet material is one of the strongest pillars of her teaching. “You never get to do as much as you want, but there is a lot of on-line material” she states.

Practical Implementation

Practically speaking, the interviewee suggested using student choice with regards to tasks, but to consider having working-groups predetermined to avoid classroom tension.

“I recommend preparing different tasks and let them choose. It is very important to explain the overall frame of work, to avoid students feeling stupid for choosing tasks that might seem easier.”

“It is also very important to reflect on how to make the groups, they usually want to go with their friends, not with the ones that they work better. So, to avoid insecurity and popularity to get in the middle, I usually make the groups before.”

She also emphasizes that it is important for differentiation to happen at all levels, including end-of-year evaluations and exams. Ideally, national and school policies should be aligned to make differentiation most effective and thorough. “First of all, this way of teaching depends a lot on the formal grading systems. If at the end of the year all the students will face a national exam, it doesn’t make sense to create an individual grading system during the course.”

Transferability

These techniques are highly transferable, especially when teachers are given liberty to make decisions about their classroom and curriculum based on the needs of the specific class.

“It is important as well that teachers have freedom to decide on the materials that are used. If the curriculum is too strict, teachers cannot implement this method properly.”

Thus, under the proper conditions, differentiation in this manner can be achieved in any classroom.
3.7 exercises

1. **Welcome letter to new parents**

   Aim: to secure a good and inclusive welcome of newly arrived children
   
   Application: Appropriate for all primary grade levels
   
   A. How would you modify the welcome letter outlined below for your new student? What would you keep/add?
   
   B. Would such a welcome letter work in your school? Why/why not?

   It is important to ensure that parents of newly arrived students receive the necessary information about their child’s education. It is important to create a common foundation for a close dialogue and collaboration between newly arrived parents and teachers at the child’s school. Collaboration with parents builds on an understanding of how the relationship and collaboration between the child’s home and school increases safety, well-being and learning for the child when the child needs to mobilize resources to learn and enter into new relations with both children and adults. Teachers and parents can have different understandings of what the purpose of going to school is and what is expected from the parental collaboration. Especially for newly arrived parents can the content and purpose of the collaboration be unclear. Every parent wants the best for their child; they all have competencies and life experience and are interested in supporting and contributing to their child’s development and well-being. This knowledge is a good foundation for you, as teachers, to be able to support the parents’ possibility to collaborate with you about the child’s learning and development.

   The school’s professionals must work on establishing a relation to the parents that is characterized by openness and clarity. Already at the first meeting between the parents and the school these relations start to be cultivated, and your reflections and considerations about this meeting can contribute to shaping the foundation for a good parental collaboration in the future. It is important that the school and the teachers are well prepared to welcome the newly arrived children. “*It requires knowledge about the student. We need to have knowledge about the student’s language and academic competencies, literacy and numeracy, previous schooling, interests and expectations*” (DSA-counselor, IO1, 2019). The DSA-counselor emphasizes the importance of a holistic, resource-focused and conversation based approach.

   In the day-to-day life there can be different things that the newly arrived parents, of good reasons, don’t have experience with, and it is here the professionals’ job to stay open, curious and inviting. The asked DSA-counselors emphasize the importance of being able to differentiate the collaboration, but that the newly arrived families often need support that goes beyond the school’s normal practices. A DSA-counselor says:
“It takes preparation to be able to control the dialogue and collaboration with the parents. Diversity is huge, and newly arrived parents have different prerequisites and needs e.g. religion, culture, language, education and economic.” (Interview, IO1, 2019). It is not a matter of course that newly arrived parents can participate in the collaboration between parents and teachers: “(...) so therefore we need to do more than what we usually do. Maybe there is a need for a text message, translation of a message, assistance from an interpreter, home visits, and more controlled dialogues on the parental meetings. And then it takes an increasingly degree of ‘diversity-thinking’ among the teachers.” (DSA-counselor, IO1, 2019). If you as a parent have a foreign educational background, there can be many things that puzzle you and don’t seem natural. So consider how to best organize the meeting with the new parents.

**A good welcome requires that:**

- The school is prepared
- The student’s class is involved
- The first day of school is carefully planned
- The student’s parents feel welcome

A point of departure for a good first meeting with the parents of a newly arrived student can be a welcoming letting, that is translated into the parents’ native language as well as an invitation to a kick-off meeting about the basic elements of a good collaboration between the school and the parent. Here is an example:
Dear ... (parents)

Welcome to ... (school name)

**Monday the 10th of August 8.30 am Samira will start in 3rd grade.**

We are excited to get to know her and you. To ensure a good welcome of Samira and you we would like to invite you to participate in the 3rd grade the first two days. In this way, you will meet the class’s teachers and students, be introduced to the subjects and teaching as well as experience some of what characterizes ... (school name). This will also help Samira feel safe, as many things are probably new and different to her.

**On her first day of school Samira should bring:**

1. A school bag
2. A pencil case with a pencil, rubber and pencil sharpener
3. Packed lunch

With this welcoming letter I have sent an information folder about ... (school name) and 3rd grade’s timetable.

I will meet you on the school’s office the 10th of August at 7.50 am.

**Parents-teacher meeting:**

Wednesday the 19th of August from 4 – 5.30 pm we want to invite you and Samira to a meeting, where we will tell you about our school, show you around the school and talk to you about Samira’s previous schooling as well as hers and yours expectations of us and our expectations of you.

The following will participate in the meeting:

(Name) class teacher and (name) second language counselor

Kinds regards,

...
arrived parents, and what information that can wait until the later and continuous communication between the school, parents and teachers.

Checklist for the kick-off meeting:

- Parent-teacher meeting
- Continuous contact between the school and the parents
- Year plan with activities and meetings
- Name list and contact information
- Networks and contact persons in the parental group
- Information about the school board
- Class arrangements, birthdays and play groups
- Before- and after-school care facility
- Information about the school (values, subjects, traditions, schedules and daily routines, homework and homework assistance
- A list over the necessary content of the school bag
- Information about outdoor clothes, slippers, gymnastics clothing, lunch box
- A photo of the class with names of the student’s new classmates
- Assistance from an interpreter and language barriers
- Phone numbers and contact persons
- Invitation to meet the student’s new teachers, second-language counsellor and if necessary, an interpreter

2. Peer tutoring and peer mentoring

Aim: to create a collaborative learning process and facilitate supportive relations between students (both same-age and cross-age)

Application: Appropriate for all primary grade levels, depending on the structure of the exercise

To Teach is to Learn Twice – Peer Learning and Students Collaboration on the Assignment

The students have as peers a big influence on each other’s learning. Learning is strengthened through a collaborative process, where relations between students in the classroom is the force that can create social inclusion and a desire to learn. Peer learning is learning through interaction with peers and can be an effective method to foster social inclusion of newly arrived students.

1. Peer tutoring: Students teach each other
• Same-age tutoring: The students are in the same grade and one student teaches the other in a given topic e.g. in 10-15 minutes. The teaching student should have preparation time. It can also be that the two students receive an assignment each with the message that they shall teach each other, and that this cannot last more than 10 minutes per student.

• Cross-age tutoring: is when an experienced student teaches younger students. This can be through friendship-classes, where an older class teach a younger one.

2. Peer mentoring is when an experienced student supports a less experienced student in settling down, orient one self and obtain an increased level of well-being. No matter which tutor approach is used, this way of teaching creates a stronger academic gain for all students as well as trust, knowledge and a positive interaction between students. An interaction that doesn’t just stop when the exercise is over, but that evolves and becomes a condition for community. This is the essence of social inclusion – that all students have and experience equal opportunities at the school. Writing next is collaborative writing where the students work together to plan, write a draft, revise and edit their written work.

1. The student’s qualifications
Pre-understanding, knowledge about genres and writing, language, language use, grammatical skills and knowledge about layout.

2. Resource checklist

   a) Time
b) Number of teachers: e.g. one teacher and one second language teacher

c) Materials and aids e.g. model texts, writing templates, computer, paper, it-aids for dyslexics etc.

3. Targets for the students

- In relation to the curriculum, the year-plan for the subject and the students’ prerequisites and learning needs.

4. Composition of the groups

- The students work as writing-partners in the same-age tutor-groups, where they can challenge each other both academically and socially.

5. Implementation

1. Let one student pick a model text (the teacher has a selection of good, authentic texts with an exemplary language use that the students can choose from)

2. Let the writing-partner find out how this model text fits in the writing template (the class has a collection of writing templates, that all fits a genre – see example below)

3. Let the writing-partners in collaboration find examples of language features in this type of text based on their knowledge about the genre. Here it might be relevant for the students to have access to an overview with genre features and examples.

4. ‘Second language’ students need to see and hear teachers and tutors think out loud, find examples and apply concepts.

The tutor-pairs hereafter collaborate on:

a) The interaction between the writer and reader: who is the writer? What role does the writer have (journalist, author, a 15-year old student?)? Who will read this? Who is the target group? Etc.

b) Content: what is relevant? What do we know about it? Where can we find more information?

c) Text structure: what framework fits this type of text? Which paragraphs should there be?

d) Language use: how should the sentences be connected? Should it be present or past tense? How is should the sentences be constructed? Which words
should be used – everyday words or words that signal knowledge and expertise?

e) Layout, spelling, and punctuation: which construction should there be? This process should be divided into a before-, during- and after-phase, where you summarize and instruct; if convenient this can be done after each phase to make sure you follow the students’ work. It can also be a good idea to give the students the opportunity to see each other’s texts for inspiration and knowledge sharing. Finally, you can also write a joint model text with the students before they start writing themselves.

5. Let them help each other in writing a finished text from a framework.

6. When the students are done, another tutor-pair can give feedback based on the elements in the writing process.
3. **Lesson plan**

   **Aim:** to create a differentiated lesson plan constructed around the class dynamics and chosen subject area

   **Application:** Appropriate for all primary grade levels when differentiated

Using the format on the next page as an example, create a differentiated lesson plan using your own classroom dynamics and preferred subject area.
**Lesson Plan:**

### Concept

Students research the content of an important historical speech and present findings to the class.

### Objectives

Students comprehend the main ideas of the speech, why it is important, and the literary techniques used.

### Content

Greta Thunberg’s 2019 speech at the United Nations:

Students can choose either:
1. Read speech
2. Listen to speech
3. Read speech with teacher

### Process

Students choose one of the following options:
1. Identify key points
2. Apply to daily life
3. Summarize speech in own words
4. Imagine how Thunberg would respond to X situation
5. Argue for and against speech content

### Product

Students create the following products depending on which process they choose:
1. Create graphic organizer and list key points
2. Illustrate how speech applies to daily life
3. Write a summary of the speech
4. Write an alternative ending of the speech
5. Present a debate arguing for and against the speech

### Implementation

1. Journaling intro activity for whole class: “think of someone who has inspired you”. Write down: who, what they said, how it inspired.
2. Divide the glass into working groups based on differentiated process activities, make sure the space in the room is set up appropriately.
3. Presentation of all products

4. **Questionnaires for students and parents**
   
   **Aim:** to increase the teacher’s knowledge and understanding of both students and parents
   
   Most appropriate for younger children (grades 1 – 6), but also applicable in the older classes when differentiated.
1. Imagine you are at the start of the year with a new class. You want to utilize the differentiation method, but need to get to know your new students, and their families, better before you get started. With this in mind, create (1) a short questionnaire that you could use as a guide to better understand your students' needs, which you can direct to your students individually and (2) sample interview questions for parents that can help you gain insight into your student’s family situation and background. *Keep in mind your school’s privacy policy and sensitivity of the subject—use your discretion and consider the individual context and circumstances.*

**Questionnaire to understand students’ needs**

*Example question: Draw a picture of your family / your favorite thing to do with your family.*

*Example question: Circle the face (very smiley, smiley, sad, very sad); How do you feel about your school?*

1. 
2. 
3. 
4. 
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7. 
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9. 
10.
Questionnaire for parents

Example question: Have you heard about the language program at the school that is on offer for your child?

Example question: How can we at the school better support your child’s needs?

1.
2.
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7.
8.
9.
10.


3.8 References


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4. Language Education Issues

4.1 Introduction

A great number of students who attend school nowadays have a migrant/refugee experience of some from minority groups such as Roma students (IPODE 2003-2004, IMEPO 2004). Even if educational inclusion of people who belong to minority communities is a right for these specific “vulnerable” groups and the state’s obligation, school socialization is a very difficult task for them and the school community. The restricted proficiency of these students in school language, the low school achievements (Skourtou 2005), the prejudices in relation to language and to the community they come from, the discrimination (Piller 2011), the ideological negation towards the presence of minority languages in the schools (Bauman & Briggs, 2003), the insecurity that teachers experience regarding handling communication and the teaching process are some of the parameters that describe the current educational condition.

On an institutional level, in the countries of the European Union, various projects have been implemented that refer to issues of school inclusion of students with a first language that differs from the school language (see for example https://www.coe.int/fr/web/language-policy/migrants). In addition, Zones of Educational Priority (ZEP) are being established that aim at boosting students’ attendance and performance. Despite the secondary differences among the countries, in most of them there are a) reception classes, mainly for migrants/refugees as newcomers where they are taught the basic skills of the host country language, b) educational classes of “supportive teaching” on school curriculum contents, with an emphasis on the language lesson. In some cases, and only in specific schools with an explicit intercultural orientation, courses for teaching the students’ first languages are proposed.

This institutional planning on the level of implementation, though, does not always respond to an adequate understanding of language’s changing state as a communicative resource and a teaching and learning tool. In contrast with the current theoretical perception concerning language communication and learning in bilingual/multilingual environments, traditionally, second language immersion programs, language compensation programs, as well as transitional bilingual education have adopted the (ideological) assumption of monolingualism. Language is perceived as a stable, closed system always realized in the same way, students’ cultural/language resources are systematically ignored, and in the context of school
communication (educational material, educational processes, interactions between teacher-students, among students) exclusively one language is used – the formal language or/and the target-language of language teaching. Any form of hybridization in language use is considered to be a barrier that hinders the educational prosperity of students with a migrant background. As Spotti & Kroon (2016: 3) point out, monolingualism that is adopted in these educational conditions functions as “an instrument for the production of monolingual children in multilingual classrooms”.

In current literature about intercultural communication and learning, the effort to establish an inclusive policy for minoritized communities of students is a constant fight of moving from a monolingual to a multilingual habitus. Thus, it is obvious that multilingualism in education and society may be considered as a resource, a positive element for learning and the development of all the students (Kroon & Vallen 2006 as cited in Spotti & Kroon 2016). Oppositional pairs that have traditionally been used for language descriptions and teaching practices [e.g. first versus second or third language (L1 vs. L2/L3), monolingual versus bilingual individuals, or oral versus literate societies, etc.] are theoretical constructs that offer the final points of reference for something that is actually a continuum of various characteristics (Hornberger & Link 2012). These specific characteristics shape each student’s repertoire, which remains inactive within the “monolingual” classroom. This condition reproduces a narrative that results into the conclusion that students with a migrant (or/and refugee) experience need support in order to improve their performances at school both in the language lesson and the rest of the subjects (Skourtou & Kazouli 2015). Would we claim the same thing though if teachers’ practices were more inclusive or/and if they used all the language-cultural features of their students during the lesson?
4.2 Language at school

Texts, language resources that exist in the space of the school and shape the linguistic landscape, do not usually reflect the super diverse reality, which is presented in detail in the following diagram.

![Language Map in a classroom](image)

Figure 1:  SEQ Figure 1: ARABIC 2 Diagram 1: Language Map in a classroom

In the language classroom there are the following “categories” of languages:

- **School language**: it is usually about the official language or the official languages of a country. It is about the language upon which academic discourse is constructed, that is the desirable type of students’ development at school. School language may refer to:
  - language/languages that the school adopts in order to teach all or most of the subjects, such as mathematics, history, physics, etc.
  - language/languages as a teaching/learning subject. In this case there is the following distinction:
    - Teaching-learning school language, namely the dominant language (e.g. of the Greek or the Italian language). This case is part of everyday school reality for some of the students but also part of the everyday life or/and communication with the family for other students. It is important to note that for some students learning the school language is one of the alternative ways of educational and social inclusion.
    - Teaching-learning one or more foreign languages. Foreign language is exclusively part of the curricula that teachers and students who attend school ought to follow. The relationship of foreign languages with students’ everyday
Life cannot be characterized as intimate. Learning foreign languages is mostly realized in the context of developing language skills that will help students in their future professional route.

The language of the immediate family environment: it is usually about the language(s) that students use at home, in the spaces they live with their parents and their family. Although it is evident that the contact with these languages is crucial, as well as the students’ relevant language skills development, as part of their identities and their everyday lives, they often remain invisible in the classroom.

This categorization is not so strict, if for example we refer to informal communicative events that happen during the lesson or, mostly, during the break. In these cases, it is noticed that students mix linguistic structures, linguistic features, pronunciations etc. in order to communicate, to share their secrets, to react, to get angry (see Farmer & Prasad 2014, Prasad 2015, Tsioli 2019).

Bilingual and multilingual students

Bilingualism is a complex phenomenon, which characterizes groups of students and in order to define it we need to take into consideration parameters such as the necessary time for acquiring one or more languages, the place, the age, the level of language skills’ development etc. (Baker 2011). There is though a commonly accepted categorization by the scientific community as follows:

- The first language (L1): refers to the language children have learnt as a first language; they know this language and use it more comfortably; it is the most common language they use in their everyday life (Skutnabb-Kangas 1984: 12-57). It is also the language of their thoughts and dreams (ibid.).

- The second language (L2): refers to the language that children learn after acquiring the first language. Usually, learning this specific language is part of the students’ inclusion (Baker 2011) in a new country.

The relationship between the first and the second language, the linguistic, psychological and social processes with which their use and learning is related, and the way mediate teaching/learning in the school context are issues of constant concern for the research and educational community. Cummins (2001) refers to two models, namely to two different perceptions about developing language skills, and consequently teaching/learning processes. a) The separate underlying proficiency model, and b) the common underlying proficiency model.
4.2.1 The separate underlying proficiency model

This model perceives language as a closed and unique system that is not influenced by other languages. The two languages function separately each language does not influence the other one. This process is represented with the metaphor of the two balloons in the brain of the bilingual speaker that have a discrete function. The skills that develop when we learn a language, are not relevant to the skills in the other language. This concerns a monolingual model according to which one language is a burden for the other one, and which in the educational context shapes three secondary assumptions (Cummins 2007):

1. The “direct method” assumption according to which teaching-learning must be realized exclusively in the target-language.
2. The “no translation” assumption, according to which, “translation” among languages (linguistic interferences, code mixing etc.) is not taken into consideration in the teaching-learning process.
3. The “two solitudes” assumption: the two languages-in the case of bilingual education- are approached as separate systems.

4.2.2. The common underlying proficiency model

This model takes a distance from the model of the separate, competing languages and perceives language as a part of a greater whole shaped each time by different parameters. The basis of the specific model is the interaction between languages that compose the speaker’s repertoire and the relations that are formed among them. In this context one language transfers elements to the other one. As Baker notes (2011), speakers’ experience regarding a language may influence their skills’ development in another language as well (see Image 3).
The current scientific studies on bilingualism adopt and develop the common underlying proficiency model where two languages co-exist in the same space and feed each other. This specific approach of bilingual competency is represented by the metaphor of the iceberg (Cummins 2001). In this case the peaks of the iceberg “reflect” the surface features of the languages (L1, L2) while the basis of the iceberg “reflects” a common underlying language competence, as a storage of skills and competences that are used in any language the speaker uses.

In every case, it is important to underline that the first and the second language are not invariants. They may change across time and based on children’s experiences. It is the same concerning languages in the school context (see Image 1). For example, for a student the language of his/her broader family environment may coincide with school language or not. Additionally, a language such as English or French that are taught as foreign languages is possibly language of their family environment for some students. It is though important to point out that the categories mentioned above, in language education but also in every other lesson, do not receive such discrete limits. It is obvious that relations and characterizations of languages are fluid, complex and on the move, like students’ fluid and complex identities. Critically approaching the latter conclusion, it is noticed that fluidity, mobility and complexity that is emerged by the everyday life or/and from a more socio-political approach of language and language education, it is not taken into consideration in the curricula and teaching (Tsioli 2019).

This condition has been characterized by Tsokalidou (2005) as “invisible” bilingualism/multilingualism, a term she has used to describe exactly the absence of using the students’ bilingual skills. This concerns, in other words, the establishment of a forced monolingualism in the multilingual landscape of school, which comes into contradiction with the scientific results about the ways bilingual/multilingual students function and learn.

Nevertheless, the monolingual paradigm that rules in the multilingual school, shapes a covered condition of injustice (Tsioli, 2019) that leads to the limited development of students’ (language) skills, and potentially to cognitive or school failure (Duarte 2011, Skourtou 2005).
4.2.3. Discerning between conversational and school/academic language skills

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are commonly used in the discussion of bilingual education. These concepts arise from the early work of Cummins (1984), in which he demonstrated two principal continua in second language learning. BICS describes the development of conversational fluency in second language, whereas CALP describes the use of language in the decontextualized academic situations. Many teachers who teach students with other linguistic backgrounds, often find a disparity between the language these students use for conversation and that which is used for school purposes (Baker 2011, Cummins 2001, Skourtou 2005). Bilingual students coming in everyday contact with the second language-as the dominant language of the place they live, develop interpersonal skills in a short time that is approximately 2 years, but it takes 5-7 years to become proficient in the context-reduced language which is used in the classroom.

Cummins (2001) points out the importance of distinguishing between everyday fluency and academic language proposing three dimensions of language proficiency, which must be taken into consideration by educational policies, so as to be cultivated and developed during teaching-learning. The objective of his proposal is to give prominence to students’ existing knowledge and to use them in the educational process.

On this basis we discern three aspects of language proficiency (Cummins 2001 as cited in Cummins 2005: 103):

1. Conversational fluency: Refers to the language competency students develop in their second language through their exposure to it in the schooling or broader social environment. It includes their ability to engage in everyday conversations.

2. Discrete language skills: Refer to the knowledge of writing, reading, language structure etc that students acquire through formal but also informal types of learning.

3. Academic language proficiency: Refers to the language skills that relate to the formal school context. These skills include students’ ability to handle the “decontextualized” in relation to immediate experience discourse of school practices. On a language level, academic language proficiency is connected to vocabulary of abstract concepts and complex linguistic structures which are usually not used on everyday discourse.
Consequently, an inclusive school ought to take into consideration students’ existing knowledge, and therefore the linguistic features they bring into the classroom. Two main concepts play a key role in giving prominence to these features and legitimizing their use in the educational process: the concept of repertoire and the concept of translanguaging. Both concepts draw from sociolinguistic research on language education in multilingual environments and are used in the current literature regarding the transformation of the formal school practice to “culturally sensitive teaching” (Kleyn & Garcia, 2019).

4.3 The concept of repertoire

The concept of repertoire has its roots in Gumperz’s definition (1964 as cited in Busch 2012: 2) according to which repertoire is connected to a speech community and includes all the linguistic resources that are available to a speaker facilitating him/her in the process of creating a message and communicating. Hymes (1972/1986 & 1974) expands the term bringing into surface a more active version. He supports that having a specific repertoire means that you know how to combine and use different resources (as cited in Blommaert & Backus 2013: 12). Different resources may regard languages, linguistic features, dialects, practices of language communication etc., which may be part of speakers’ biography or part of their learning experience (Blommaert & Backus 2013). Students have the abovementioned elements in their disposal and based on each communicative event they choose those ones that are appropriate (Busch 2012). The ways that a student may use elements of his/her repertoire differ. For example, a student may know a language without using it, he/she may recognize certain words, etc. (Blommaert & Backus 2013: 14).

The conceptualization though of repertoire that since its appearance it has been immediately related to the verbal aspect, has, like many other approaches and concepts, adapted to the new local and global socio-political conditions. Busch (2012) discusses about a turn of the linguistic repertoire that she relates to the concept of locality, i.e. the need to include in the teaching practice linguistic features that emerge in the moment of (language) learning. In this context, through other scientific studies, she identifies the following types of repertoire (Busch 2012: 4):

- The repertoire as presented through the concept of metrolingualism, Otsuij & Pennycook 2010: 248) is related to language ideologies, practices and language features.
- The polyglot repertoire (Blommaert 2008: 16) focuses on the element of movement, of the mobile resource (Blommaert 2010 as cited in Busch 2012). This aspect distances the relation between language and state and points out the relation between language and students’ routes (Blommaert 2008).
4.4. Translanguage as a device and as communicative practice

In current literature, the concept of linguistic repertoire is productively related to the concept of translanguaging that introduces a different perception of bilingualism/multilingualism. As Kleyn & García (2019) mention, during the translanguaging practice speakers go beyond the named languages (García & Li Wei 2014; Li Wei 2011 as cited in Kleyn & García 2019), choosing those linguistic features from their repertoires that help them communicate. Namely, instead of the co-existence or interaction of two different or more linguistic systems, translanguaging places bilingualism/multilingualism within a space where languages and linguistic features are blended. It concerns a process that blends languages with students’ complex realities, with their experiences in different spaces such as home and school (García 2009). Especially in school, the two or more languages that compose students’ repertoire are applied “in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning.” (Baker 2011: 288). Translanguaging has been researched in many contexts and for many reasons, it has been adopted in many researches and educational interventions. Most of the scientific studies agree on the following:

- That translanguaging is not based in approaching language as an absolute linear system. On the contrary, a more active approach of language is adopted, that is based on the concept of languaging: namely as a process that is in constant change and is co-shaped by speakers and the environment (Jørgensen 2008).
- On a different conception of bilingualism/multilingualism, namely instead of the co-existence or the interaction of two different entities, translanguaging places bilingualism/multilingualism within a space that languages and linguistic features are mixed. It refers to a device that mixes languages with students’ complex realities, their experiences in different spaces such as home and school (García 2009).
The perception of translanguaging proposes that the classroom which includes students with different cultural and language backgrounds is asked to transform the classroom into a *third space* (Bhabha 1994) or a *translanguaging space* (Li Wei 2011: 1222) within which different language identities, and discourse practices not only co-exist but also engage into dialogue the different experiences, ideologies, knowledge of the students, allowing this way for new identities, values, and practices to emerge (Busch 2012: 3).

García, Johnson, and Seltzer (2017 as cited in Garcia & Kleifgen 2018: 110-111) discern between three interrelated choices that shape translanguaging pedagogy, the combination of which may result into a multilingual ecological approach, that teachers adopting it ought to:

- To approach classroom as a space that encourages mixing discursive practices, different beliefs, ideas, elements coming from different social spaces (e.g. broader family environment, home, etc.).
- To design the lesson in a way, so that it gives prominence to using multilingual resources, translanguaging as a process of meaning-making and students’ participation, or even the adoption of translanguaging evaluation.
- To take into consideration what happens in the classroom during the language lesson and to redesign and transform the educational processes responding to the needs of their students.

Additionally, two important dimensions that shed light on and encourage translanguaging are:

- Multimodality: accepts the existence and influence of many parameters for teaching-learning language and developing literacy (Garcia & Kleifgen 2018). Linguistic, visual, aural, kinaesthetical and spatial elements are included in
those specific parameters (Espinosa, Ascenzi-Moreno & Vogel 2016: 14 as cited in Garcia & Kleifgen 2018)

- Synaesthesia (Skourtou 2002, Lvovich 2012): which according to Tsokalidou (2016) is immediately related to translanguaging. “Synaesthesia does not just refer to a multimodal expression through the use of various senses but to the blending of senses creating this way a variety of trans-aesthetic combinations” (Lvovich 2012: 216 as cited in Tsokalidou 2017: 24). Therefore, teachers may accept expressions of students, who can see music, who combine colors with personalities (ibid.), colors with languages, languages with smells, etc.

4.5. Linguistically Appropriate Practices

4.5.1. Translanguaging as a pedagogical practice

- In the context of reflexive processes (Meierkord, Staring & Day 2018: 13) students choose to consciously or not use different language-cultural characteristics either as language learning support or for a successful communicative event. For example, they translate words, they mix languages, they write the words of a language using the writing system of another language, they compare linguistic structures, conventions and practices, they read in a language but they communicate the meaning they have constructed in another one, etc.

- Teaching through “identity texts” (Cummins & Early 2011). Students create visual, written, oral or multimodal texts, monologically or interactively (e.g. in simulations), in order to express meanings related to their personal experiences: for example, they refer to individual or family characteristics, spaces and practices (e.g. names, descriptions of home, formal, everyday - or professional practices, social roles in the family etc.), cultural realities (e.g. food, stories, social or imaginative symbolisms), migration experiences (e.g. countries they have crossed, means they have used, positive or negative events they have experienced etc.), personal visions (e.g. scenes of the life they envision).

- Teachers can supply graphic organizers like KWL charts, so students may highlight phrases, words and questions in multiple languages to share what they knew about a particular topic even if they have not yet developed the skills to express themselves independently. Students can also work with students, who share a common home language to construct first drafts of persuasive or

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6 The title of this unit is influenced by Roma Chumak-Horbatsch’s book (2012).
informational writing pieces. Students discuss the topic in groups and take notes in their shared language. They could discuss the topic; make a list of words they know in their shared language and determine a number of words or phrases they want to learn and use in their English writing. When it is time to compose a text, students may both work individually or in groups and freely use their linguistic resources to facilitate the composition process. This process may look different for students of varying language levels competence. Students who are newcomers and beginners may compose an entire first draft in their home language concerning what they knew about a topic in their new language (source: Schulze, Ittner, & Marquez – Translanguaging in the Multilingual Classroom)

Relevant links:

- CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) https://www.cuny-nysieb.org/
- Translation and Translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities (TLANG) https://tlang.org.uk

4.5.2. Multiliteracies

The pedagogical framework of multiliteracies takes a distance from conventional approaches to language and literacy, since it adopts and points out different ways/modes of communicating and meaning-making. These ways/modes may include the visual, aural/audio, language, spatial, etc. As the term evolved, Kalantzis, Cope, Chan & Dalley-Trim (2016) support that if we want that the practice of multiliteracies responds to the condition of “now” we ought to take into consideration two aspects:

- The changing nature of meaning-making in different cultural, social, or special contexts and their influence by various parameters, such as culture, gender, experience, etc.
- The relation of meaning-making to new information and communications media and the multimodality they “impose” (oral, visual, audio, gestural, tactile and spatial patterns).

Relevant links:
https://newlearningonline.com
4.5.3. Critical Multilingual Awareness Programs

This specific practice points out a more social character. The concept of critical is related to the concept of children’s awareness concerning “the actions for social, racial, political and financial struggles” which defend the variety of languages and their uses (see also Fairclough 1992 as cited in Garcia & Kleifgen 2018). Such a dimension facilitates students to reflect on the causes why some languages are excluded (Shohamy 2006) from school, in the linguistic choices of their classmates, or even in their personal choices and attitudes towards languages and the relevant approaches, such as “other”, “foreign”, or “deficient” (Flores & Rosa 2015, Garcia & Kleifgen 2018).

Relevant links:
Association for Language Awareness: http://www.languageawareness.org/

4.5.4 CLIL (Content and Language Integrated Learning)

This practice relates language learning to school subject contents. It is widely adopted an educational and language inclusion practice of students with a migrant experience. Knowledge of the content and the processes that are offered in courses of the curriculum, such as history, mathematics, etc. are connected to the vocabulary and grammar structures and the textual applications that is adopted by the cognitive are they refer to. A systematic and explicitly driven teaching of connecting conceptual contents and language structures is included. This practice may be implemented in every educational level and may be adopted by language teachers as well as by teachers of other subjects (Coyle, Hood & Marsh 2010).

Relevant links:


4.6. Applications

This unit refers to practical applications that are based on the theoretical background discussed in the previous units. The applications proposed here in relation to theory are expected to play the role of proposals that will be implemented with the objective to facilitate and encourage students’ social inclusion.
4.7 Case Studies

Identity Texts
Valuing and empowering students’ identities

General information on the practice
This practice addresses students who are going to create identity texts in cooperation with their teachers aiming at giving prominence to these elements of their identities, that are not usually used due to policies and approaches adopted by teachers that result into their invisibility. Identity texts may be created in different points of the educational process, namely at the beginning, during or at the end of the school year based on students’ needs and the aim of this activity’s application in each case.

Competences and Skills
The aim of this practice is to empower students appear/share language-cultural characteristics of their identities using various ways of expression.

Competences
- Activation of pre-existing knowledge, interests, even students’ desires.
- Development of language skills
- Development of academic language knowledge that students have already developed or are currently developing.
- Cultivation of language-cultural awareness through reflexive processes that will be realized
- Creating processes of relating everyday discourse (languages used at home) to academic discourse (languages used at school).

Skills
- Development of metalinguistic skills that will facilitate students talk about and present important aspects of their biography.
- Cultivating multimodal skills, since it allows the use of haptic, audio and kinaesthetic elements.
- Development of skills of imagination and creativity.

The results of this specific practice are interpreted qualitatively based on students’ narratives. ‘Identity texts’ is a practice that encourages invisible characteristics of students to appear within the context of the classroom. These characteristics are part of students’ experiences and identities. According to relevant studies, sharing identity texts with their classmates and teachers, students receive positive feedback and acceptance. Such a dimension may be a type of inclusion.
in the school and the broader social environment.

**Practical Implementation**

For preparing this practice white A4 papers are necessary (alternatively you may use students’ notebooks sheets). If the activity is realized in the school classroom having a multimodal character, students should be asked the previous day to bring helpful materials with them. Necessary material: A4 sheets, glue, scissors, pencils, markers, pc, speakers, etc. (the materials may differ according to the ways students may choose to express themselves). For the activity’s application: in the school classroom as an activity or as homework students are asked to take into consideration experiences that relate to language, cultural, religious, tasteful, audio etc. characteristics and express aspects of themselves. Students consequently and through reflexive processes represent through various ways aspects of their identity that they desire to share with the team. The text may receive various forms (written text, collage, poem, video, etc.) based on the ways that students may choose to express themselves. It is noted, finally, that the wording each teacher uses, may vary, since it depends on the objective that he/she has when adopting this practice.

**Transferability**

This activity may be implemented following the steps described above in all the school environments in any country. In addition, applying identity texts may be practiced in informal educational contexts, such as the family environment. Children with parents or/and the broader family members may co-create identity texts and share them.
Language & cultural portrait

General information on the practice
This practice may be implemented by teachers but also students. It may be implemented in different moments of the educational process based on the group’s needs:

a. Starting courses as a tool for the emergence of linguistic, cultural and other characteristics that compose students’ repertoires. In this case the duration is two teaching hours.
b. At the beginning, in the middle or at the end of the classes with the aim to observe and identify possible changes in the languages that students wish to appear in the classroom.

Competences and Skills
Competences:
- Activation of language-cultural elements that usually remain invisible
- Cultivation of reflexive practices for completing the portrait
- Development of mediation skills for narrating their choices and the new language-cultural elements that emerge from the students’ portraits.

Skills:
- Development of imagination and creativity skills
- Development of metalinguistic skills in order to talk about and present the
languages. Languages with which they come in contact with.

The results of this practice are interpreted qualitatively based on the students’ narratives.

“Language & cultural portrait” is a practice that encourages the appearance of characteristics that are invisible in the school classroom, which though are parts of students’ experiences and identities. Through this perspective, it may be a type of including elements that are usually excluded from the school space, as well as the school lesson.

Practical Implementation

For the preparation of this activity, it is necessary to print the portrait (Busch 2010) in A4 sheets according to the number of the students who will participate.

The necessary materials: A4 sheets, many different colours (pencils, markers).

For the implementation: Students are asked to think which language/s they wish to represent on the portrait. Their choices may relate to languages they know, they are currently learning, they would like to learn, they have met in the school, family or broader social environment.

Consequently, they are asked to combine one or more colours to each language and then they place it, i.e. they colour a certain part of the language portrait body. Students’ choices shall be conscious and are expected to be based on their experiences or desires.

Finally, students narrate their choices individually or/and in groups.

Transferability

This activity may be implemented according to the steps described above in every educational environment. Taking into consideration the target-group’s needs, it may be adapted accordingly changing the figure, focusing on a specific body part, adding a dialogue cloud etc.
4.8 Exercises

1. A Culturally relevant Learning Environment

A culturally relevant teaching can be described as a pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impact knowledge, skills and attitudes (Gloria Ladson-Billings, 1994). It actually means that the teachers can use their students’ backgrounds to build knowledge bridges.

Strategies that teachers can follow in order to raise the awareness of the students on the different languages and create a school environment that celebrates students home languages and cultures are as follows:

- Expand the content area curriculum to include other cultures
  There are many creative ways and opportunities to make connections between the social studies (e.g. geography, history and governments) of other cultures. Furthermore, teachers can take advantage of the science and math and try to give a real-world application that is culturally relevant to their bilingual students.

- Choose culturally relevant texts
  Research shows that when bilingual students read texts that can connect to and that are culturally relevant to them their reading proficiency is greater and they are more engaged. (Ebe, 2010; 2011; 2012).
  With the use of culturally relevant texts in teaching helps the bilingual students draw upon their background knowledge, or schema, to comprehend what they are reading. These texts are also a powerful way to validate and celebrate the cultural experiences of the students in your class, while improving their literacy skills.

Teachers can use a “cultural relevance rubric” to determine which books your bilingual students identify with the most. Keep in mind that the more relevant the books are, the greater your bilingual students’ reading comprehension and engagement will be.

- Write identity texts
  This pedagogical strategy has bilingual students create a bilingual text in English and their home language as a way to share their cultural and linguistic identities and experiences. As Cummins explains: “Students invest their identities in the creation of these texts which can be written, spoken, visual, musical, dramatic, or combinations in multimodal form. The identity text then holds a mirror up to students in which their identities are reflected
back in a positive light. When students share identity texts with multiple audiences (peers, teachers, parents, grandparents, sister classes, the media, etc.) they are likely to receive positive feedback and affirmation of self in interaction with these audiences” (Cummins, 2005).

![Figure 1 Adapted from Ebe, A. (2010). Culturally relevant texts and reading assessment for English language learners. Reading Horizons 50 (3), 193-210](image)
2. Dialogue Journals for enhancing writing skills

‘Dialogue Journals’ is a written dialogue between teacher and student or between students (Kim, 2011; Peyton, 1993; Schwartzer, 2004; Staton, 1987, Stillman, Anderson & Struthers, 2014). Dialogue journals can also be kept between parents and children (Wollman, 2000). Throughout all of these arrangements, children can utilize their entire linguistic repertoire. This tool is very useful in helping students develop the home language, and English as a new language.

The benefits of this exercise are:

- It is a low-stakes tool for writing and an opportunity to write down ideas (Linnell, 2010).
- It helps students develop stamina and love for writing.
- The teacher gains insights about the student that no other writing tool might provide (interests, wonders, passions, current life events, past experiences, etc.) (Staton, 1987).
- Students can use it to develop relationships with others.
- It allows the student to learn that one writes with a particular audience in mind.
- It positions writing dialogically (or through dialogue).
- Students develop the ability to clarify what they mean as they engage in a written conversation.
- Teachers can use this tool to assess student writing informally, to help them develop mini lessons, and to get to know the students through his/her own words.

Implementation of the exercise:

The student writes an entry in the form of a letter. Since it is a written dialogue, the responding writer may ask questions, make comments, or shares information as a response to the student’s entry. The original writer reads the response and writes back by responding to questions and sharing additional information. When possible, the teacher encourages the writer to utilize his/her entire linguistic repertoire. In addition, the teacher and children dialogue about the importance of composing a dialogue journal entry keeping in mind the home language of the audience, for example, when the parents and the child keep a dialogue journal, they should write in the home language of the parents. It can be used at the beginning of class or as an exit slip. It can also be a regular writing engagement during the week or even as a home-school connection.
4.9 References


Τσιώλη, Σ. (2019). Towards the post-qualitative inquiry for language education: the mediation of linguistic-cultural features and the valorization of primary school students' capabilities (Doctoral dissertation, National and Kapodistrian University of Athens) [in Greek].

5. Inclusive parent engagement

5.1 What is parent engagement in schools?

Parental engagement has a large and positive impact on children’s learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children’s education or who are not involved at all.

Parent engagement in schools can promote positive behaviours among children and adolescents. For example, students who feel supported by their parents are engaged in school and in learning. In addition, school efforts to promote migrant students’ inclusion have been shown to be more successful when parents are involved. For instance, interventions with a parent engagement component have shown to increase positive behaviours. When parents and schools work together, they can deliver clear, consistent messages to children, encourage physical and academic development.

5.2 How were these strategies developed?

Across the EU, children with a migrant background tend (both first, second and higher-order generation), on average, to perform less well in school and are more likely to be early school leavers than their native counterparts. A number of intersecting reasons may have some bearing on this trend, including potential socio-economic disadvantage, social isolation and issues with the language of instruction. It is worth noting that some of these challenges are not endemic to migrants. While cultural and linguistic factors can play a role in a child’s success, and their social and educational integration and progression, other factors, such as socio-economic disadvantage are critical and should be given due attention.

Therefore, a range of complementary policies and approaches are possible at different levels (national, local, etc.) and need to include a range of stakeholders (for example, school administrators, educators, parents, politicians, third sector). This policy brief highlighted some levers and policy options for consideration that could enable success and perhaps reduce attrition in education among migrant children. These measures include providing instruction in the host language, building and maintaining relationships with migrant children’s parents, dedicating more resources to schools with a high concentration of migrants to allow them to be flexible to students’ needs, ensuring access to ECEC (Early Childhood education and Care) and dis-incentivizing segregation practices linked to ability and socio-economic factors.
Some EU Member States have already adopted measures focused on the integration of migrant children within their education system. Clearly, initiatives within the education system can have effects on migrant children’s educational success, helping migrant children to reach their full potential. However, an ever-growing evidence base on what works for migrant children’s education is needed to enable education systems, practitioners and migrant families to effectively respond to the challenges facing migrant children across the European Union.

Attempts by schools to engage parents in their children’s learning are unlikely to be successful if they represent a ‘bolt-on’ to mainstream activities. A parental engagement strategy, therefore, should be integrated into a whole school approach to parental engagement. A school-based family and parent support activities should have the improvement of children’s learning as a clear and consistent goal.

The recommended strategies and actions are based on the Guidelines published by the MIUR (Ministry of Education, Universities and Research) for the reception and integration of foreign students – February 2014 - “Guidelines for the reception and integration of foreign students. The involvement and participation of families”.

The number of students with non-Italian citizenship in schools has in fact passed from 430,000 in 2006 (the year in which the latest guidelines were issued) to 830,000 in 2014 and in 2017 with a percentage of 7%. Their distribution is also changed, which has progressively shifted from primary school to first and second grade secondary schools. In particular, 200,000 students with non-Italian citizenship are enrolled in the second grade, 80% attend technical and professional institutes. The distinctive feature of the file is that of offering the best practices already put in place to receive and accompany in an optimal way the ever more numerous children of non-Italian origin who attend them. Below are some summary elements, concerning above all aspects concerning the involvement and participation of families.

The involvement and participation of families
The moment of reception and the first insertion is fundamental for a correct process of integration, because in this phase the foundations are laid for a positive educational path. Thus, in addition to information on the pupil and the organizational and administrative aspects, the relationship with the families of the students takes on considerable importance. It is in fact necessary for the school to establish a listening relationship with the family to understand its specific conditions and needs.

Welcoming the family and accompanying them to a gradual integration is to involve them and make them participate in the school’s initiatives and activities, sharing a pedagogical
project that enhances the pupil's specificities. In this path the school can make use of cultural mediators or interpreters, to overcome linguistic difficulties and also to facilitate the understanding of the school’s educational choices. Experience shows that it is useful to create an information sheet, translated into different languages, that explains the organization of the school and the various educational options, containing the calendar of school-family meetings and a brief summary of the skills assessment methods, etc.

Parents associations are also important for the correct integration of the students. In this context, in fact, the mutual exchange of experiences and suggestions between families, one in support of the other, can provide a positive contribution to the integration of the entire family group (see document MIUR: Guidelines "Parental participation and educational co-responsibility "of 22 November 2012).

The involvement of families and information in different languages is of crucial importance particularly in the transition from the first to the second cycle.

Activities for newly arrived pupils: For linguistic needs of non-Italian-speaking foreign students, quality time, tools and resources are needed. Particularly, in the first phase, an effective intervention should include about 8-10 hours per week dedicated to Italian L2 for an active participation the linguistic laboratories that remain the decisive link of the whole system of integration. Experience tells us that "language courses" often prove to be ineffective due to the lack of expected hours, but experience also shows that targeted teaching for small groups and with the active participation of parents should be favoured.

The prevailing model in Europe of teaching second languages to alloglotti students, and considered positive and effective (Eurydice, 2004 and 2009) is the integral one. Pupils acquire the language to communicate more quickly and effectively, especially in daily interactions with peers.

This path certainly represents an intense pedagogical and didactic craft. It is also an opportunity for every student, Italian and foreigner, as well as the entire school community and families, to familiarize themselves with learning our language as an opportunity for intense confrontation between cultures within the young generations living in our country.

In these years, in our schools, some awareness and attention have spread that must be consolidated.

Among these:

- the importance of knowing the linguistic situation of pupils
- the visibility that must be given to the pupils’ native languages in the school spaces (indications, notices, timetables, multilingual messages)
the enhancement, when possible, of linguistic diversity, through moments of narration, availability of bilingual texts and books, laboratory-based writing proposals, comparison between pupils and families on "how to say", "how to spell", etc...

In this direction, the Council of Europe has taken a further step forward and proposes a "Guide for the development and implementation of curricula for plurilingual and intercultural education" (Council of Europe 2010). The Guide reads: "Multilingual and intercultural education responds to the right of every individual to a quality education: acquisition of skills, knowledge, strategies and attitudes; diversity of learning experiences; construction of individual and collective identities.

The Migrant Integration Portal: Access to information is a further development factor linked to the whole learning world. The Migrant Integration Portal, in particular, is a project co-financed by the European Integration Fund which is born under the coordination of the General Directorate of Immigration and Integration Policies of the Ministry of Labour and Social Policies.

5.3. Why is parent engagement in schools important?

In Italian schools, the relationship between schools and families is generally referred to with the term "participation". Interestingly, this concept of participation is actually enshrined in the Italian Constitution which speaks of the duty of the state to remove economic and social obstacles that constrain "the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic, and social organization of the country".

Carlina Rinaldi, author of “In Dialogue with Reggio Emilia: Listening, Researching and Learning” (Routledge, 2006), in an article by the title of "Participation as Communication," speaks of participation as fostering "forms of cultural mediation" and producing "new cultures that contend with the dimension of the contemporary world and globalization."

The interaction between parents and school is important primarily for preventing minority students from leaving the educational system at an early stage. The growing presence of the children of immigrants in European school systems is one of the most striking demographic and social changes in the past few decades. Children of immigrants are increasingly important in European societies and in schools many children have a migrant background nowadays.
The article aims to define to what extent both school context and parental background and involvement in school can be helpful to shape the educational expectations of immigrants and natives in four European countries: Belgium, Ireland, Italy, and Portugal. School and family are supposed to cooperate in the aim of giving to every child the chance to pursue his/her ambition, it’s important then to build a strong cooperation between these two institutions. To the best of our knowledge, no existing studies focus on the relationship between parental involvement or school resources and educational expectations. It’s fair to assume that an encouraging family and school environment can stimulate children to develop academic ambitions.

Researchers confirm a positive relationship between school-initiated practices to inform, empower, and involve parents and the children’s educational results. It is clear, that potentiating school resources and parental involvement is a good way to reduce the inequalities that arise from family background.

The quality of educational resources and the presence of high qualified teachers in the school are crucial. It must be noted that also the role of the parents’ educational level seems to be determinant.

In schools that provide good resources, in fact, the gap in educational expectations between natives and immigrants is reduced. School resources are decisive in supplying the resources that immigrant families need, that are often scarce due to the migratory process.

As expected, parental involvement, as an indicator of inclusion in the society, reduces the differences between native children and immigrants’ children. Policy makers must consider that the two main barriers to getting immigrant parents involved in the schools are language problems and culture differences between the schools and families.

Infant schools with a high presence of pupils and pupils with background of migration can actually be a good example of educational heterogeneous groups. According to the MIUR data of the academic year 2016/2017, as far as regards the nursery school “the percentage of school units with a presence of foreign students above 30% is equal to 6.7%.

It is often highlighted by teachers how the nursery school can compete today, in socially contexts and culturally heterogeneous, to promote forms of cohesion, and because it is increasingly called upon to play, alongside a role exquisitely educational, also an educational function shared with families.

It has been often emphasized also what we could call the value of heterogeneity as a pedagogical opportunity, for fostering dialogue, learning, reflection on the meaning of teaching practices, as well as the use of a plurality of methodologies (In the recent
Data collected during an empirical study in Lombardy – a region in the North of Italy which counts a large number of foreign students residing in Italy – carried out in 2006 on a sample of young immigrants attending several types of educational institutions demonstrates that in Italy the role of the family and the role of school environment are very important in order to work effectively on social inclusion.

The presence of immigrant students appears concentrated in certain areas, in large cities, and in Italian schools; on the other hand, the presence of foreign minors is also widespread in small and medium-sized cities and towns that make up the primary poles of attraction for immigrants in Italy.

Some consistent elements are now consolidated in the literature, such as the key role played by the family and schools in the paths and projects of new generations.

The family represents the point of contact of different generations, the place of continuity between the adult world of the labour market and the paths of children, where country of origin and host society intersect. The educational trajectories of immigrant children can thus only be understood as existing within family projects, be these supportive and enabling or limiting and constraining.

Family background plays various roles during the integration process of foreign youths, such as:

a) shaping significant daily experience (influenced by descending/ascending mobility tracks due to migration),
b) providing the set of resources (rich or poor) which shape part of the offspring’s destiny,  
c) providing the set of values oriented to sacrifice and redemption which are a great motivational support for young immigrants.

5.4. How can school increase parent engagement in school?

Building partnerships with parents of migrant children: Parental integration can affect migrant pupils’ attainment and parental involvement in education can benefit student achievement and better education outcomes.

Due to a variety of factors (such as language difficulties, weak knowledge of the education system, or a lack of time/money), parents of migrant children are less likely to seek
contact with schools and are less involved in their children’s learning and school activities than native-born parents.

In order to encourage migrant parents’ engagement, Nusche (“What works in Migrant Education? A review of evidence and policy options” OECD Education Working Papers, No. 22, OECD Publishing, 2009) suggests that schools should proactively reach out to these parents and offer support. With the aim of building parental capacity to support their children, this support to parents can be organised through cultural mediators or social interpreters at parent/teacher consultations, as well as during home visits and other events. Sirius researchers (http://www.sirius-migrationeducation.org/) say that this support should be developed and funded through public services, rather than relying on voluntary organisations, as this would create a more welcoming environment and ensure better communication between the school and parents.

At the same time the literature produced about the topic states that migrant parents mostly offer socioemotional support and not practical. Therefore schools (and teachers) should focus more on supporting migrant children on the practical aspects in order to compensate for this deficit.

It is commonly acknowledged that educational settings have a great role to play in the integration process of children with a migration background in host societies. At the same time, Nusche argues that professionals who are responsible for integration efforts (schoolteachers, nursery staff, specialised educators, etc.) are not well paid and these jobs, in general, are hardly considered as desirable career choices.

A parental engagement strategy: Parental engagement must be planned for and embedded in a whole school or service strategy. The planning cycle will include a comprehensive needs analysis; the establishment of mutual priorities; ongoing monitoring and evaluation of interventions; and a public awareness process to help parents and teachers understand and commit to a strategic plan. Parental engagement requires active collaboration with parents and should be pro-active rather than reactive. It should be sensitive to the circumstances of all families, recognise the contributions parents can make, and aim to empower parents. Staff should have a good understanding of parents’ needs, backgrounds and cultural norms and expectations. The evidence shows the value of parental and community involvement at all levels: parents should not be merely consulted but included in the planning, presentation and evaluation of engagement programmes. A parental engagement programme is often led by a senior leader, although leadership may also be distributed in the context of a programme or cluster of schools and services working to a clear strategic direction. School staff should receive training in parental
engagement, in the context of initial teacher training or continuing professional development

Parental engagement with children’s learning is effectively supported when parents receive clear, specific and targeted information from schools. Building home-school links through out of hours’ clubs, parenting classes, extended schools and outreach work is a powerful lever for improving children’s achievement.

Support and Training for Parents Benefits: Significant outcomes of parental support programmes include: Parents’ acknowledging that a problem exists, gaining knowledge and skills to manage children’s behaviour, and the confidence and empathy to use these skills effectively.

And parental support programmes which focus on both academic outcomes and training in parenting skills are more effective than interventions that do not include such training. In all cases, parents need specific, detailed guidance on programmes and on their expected contribution.

The evidence confirms the importance of a parental needs analysis, along with understanding what parents already do with their children and how they are most likely to respond positively to attempts to engage them (further) in their children’s learning. Programmes should therefore be targeted at particular groups of parents, showing sensitivity to cultural norms and expectations, and including specific, detailed and directive advice and guidance.

Schools open to parents: be inspired by the good practices implemented realized

- Create a multilingual signage to promote knowledge of school spaces
- Use multilingual material for the dissemination of information and/or in the communication of activities and services to parents
- Ask the school council for the possibility of using one or more classrooms in the afternoon
- Enhance the skills of parents in identifying the activities to be carried out in the classrooms
- Disseminate information within the school and involve pupils, parents and teachers in the initiatives
- Make the school an open space beyond school hours, by organizing themed cultural evenings.

Encouraging a co-planning of the after-school spaces, compatible with the availability and needs of families, can enable us to respond to various objectives: to foster support in language training for minors and families in need; involve migrant mothers in activities and workshops that break the sense of isolation in which some of them live; create
opportunities for self-employment; respond to the risk of dropping out of school especially for some age groups of minors.

### After-school care for parents: a space to be exploited

- Opportunities for informal confrontation between teachers, parents, children outside school hours
- Services for study support and socialization (e.g. sports, cultural activities) for secondary school children of first and second degree
- Initiatives by mothers of foreign origin, also as opportunities for self-employment (e.g. tagesmutter)
- Italian language courses and foreign language courses simultaneously for parents and children

Open and Participated Schools represent in Italy realities in which the educating communities live their educational challenge to the full, through alliances between educational institutions, families (through the Parents Associations) and territory. In the belief that with the cooperation of all educational agencies, best practices and strategies can be generated educational for the inclusion of every child and every child - and their family - in the enhancement of the multicultural nature of belonging and knowledge.

At the present time, great attention is paid by the institutions to the theme of Open Schools, seen as a key tool for inclusion through a strengthened educational alliance between family schools and the territory. In this regard, see the PON (National Operational Plan) published in 2017 by MIUR (Ministry of Education).

Parent Associations for co-planning work and defining their work plan. In addition to this, this tool can be useful to local authorities and institutions to have an evaluation tool, and to promote and facilitate the Open and Participated School pathway in other institutions and territories at national level, in order to create a vision shared and minimum standards of what an inclusive and participatory school should be.

### 5.5 Conclusion

The school and the family represent the two education systems a kid can rely on during the years of his/her upbringing. It’s very important that these two systems communicate to each other.

This dialog has been very difficult in the last years. The process of inclusion and engagement of parents inside their kids’ schools has been challenging and problematic for both parents and teachers.

They both declare that there are conflicts, misunderstandings and mistrust.
This is even more problematic when inside the schools there are immigrant students. In schools with a high proportion of students who do not speak the language of instruction at home, school heads report less parental involvement (PIRLS 2016 - Progress in International Reading Literacy Study - suggests that in these schools, parents do not participate very actively in any European education system. At European level, based on the perceptions of school heads, parents’ involvement in their child's education is rated as 'medium').

Based on research and practices held all over the world - not only in Europe - it is known that the poor involvement of families with migrant/refugee background is cause of poor performance of students and school early leave for many students’ migrant/refugees. It is crucial then to involve parents in the educational path of their kids and to know how to do it at the best.

Parental engagement is never the only solution but should be part of a broad strategy that implies also other practices/use of different pedagogical methodologies and approaches. Case studies about this approach implemented in schools so far demonstrate that it takes a lot of efforts in planning, training and small and big changes in the school system, but it can be strongly effective in reducing the differences between native children and immigrants’ children with a strong benefit to social inclusion.

5.8 Case studies

Case-study: a research action in Bologna
A brief overview of the practice
The case study refers to a Research-Action held over a period of 2 years (2013 - 2015) in a few pre-schools and primary schools in the city of Bologna. The Research-Action is part of a European project named Empac (Engaging Children and Migrant Parents) that involved schools in 3 European cities: Ealing (UK), Usti (Czech Republic) and Bologna (Italy). The schools involved in the project had a high number of foreigner students (from 50 to 90% of the total number) and Italian students belonging to low middle class: the kind of schools in which families are poorly involved in the activities and the dialog between teachers and parents is difficult because of reciprocal biases and mistrust. Thanks to the project it was designed a process to explore and experiment praxis and strategies to engage
parents in the school life and build and nurture a culture of participation with the aim to help students to be successful and to become active citizens.

This process has been designed cooperatively by teachers, researchers (by the Dept. of Education Sciences of the University of Bologna), pedagogues and school principals. The research has covered 2 sections of pre-school and 3 classes of the primary school located in a neighbourhood of the city of Bologna where many immigrant families live. In the pre-schools on 25 students 64% was foreigners. In the primary school 3 classes were involved in the research with respectively 28%, 40% and 80% of immigrant students on total number. The immigrant students were from: Bangladesh, Pakistan, China, Ukraine, Moldavia and Romania.

The main goal of the project was to promote strategies to improve school performance in students with immigrant/refugee background though stronger involvement of their parents in school life.

Single specific objectives of the research-action were:

- to improve school performance in students using specific methodologies
- to involve parents in the learning process of their children and enhance parent engagement and participation to school life
- to promote Italian language learning for the students’ mothers

The research method

How the success was measured

In order to detect and track the change and progress during the process of research instruments were used:
- **FEA (Family Engagement Audit)** questionnaires (delivered in the beginning and the end of the process)
- **IPDA (Early identification learning difficulties)**

FEA was proposed by the Tavistock Institute that was partner on project, while IPDA is an instrument designed by a few professors of the Psychology Institute of the University of Padova.

The focus groups instead were delivered in order to detect the sentiment of both teachers and the parents towards the process and its results.

Practical Implementation

An overview of the process

The steps of the process were:
The team was first defined and the research process was designed and shared among all participants through many meetings during the entire process. The part related to teachers and parents referred to:

- Teachers’ training (to prepare them since the beginning and during the 2 years)
- Parents involvement in school life
- Learning improvement in students (especially in primary school)

Every insight produced an action and every action taken was examined to identify strengths and weaknesses.

TEACHERS TRAINING
It was necessary to understand approaches and methodologies to use with both students and parents. The first step of the process was dedicated to analyse the praxis in use with parents to understand the limits and potential changes. Teachers together reflected about how parents were involved in the school life and about all relational and communication aspects in order to understand how effective and useful these praxes were. They reflected a lot about language, and this all resulted into the following:

- Excessive use of formal and technical language during the meetings with parents with a lot of space for misunderstanding about the details of the learning process and the school system’s rules.
- Analysis of the proxemics and how this influence the relationship between people (how to better use the space during the meetings with parents and how to interact with them).

PARENTS INVOLVED IN MEETINGS
Immigrant families tend to participate to informal meetings (Christmas celebrations...) and not to formal meetings (class and school meetings ...) during which they get informed by teachers and school principals about the learning process and the instruments used (laboratories, assessment, school and extra school activities...). Formal meetings are the chance for teachers to explain how the school works and parents must pay attention and ask for clarifications. During these meetings teachers use formal and technical language and stand in front of the group of parents. The research group realized that this position doesn’t help with eye contact and interaction. So, they asked themselves:

- how to make parents active participants during these meetings?
- how to make these meetings a place of dialogue and mutual knowledge?

Some changes were implemented on this purpose:

- Use of a simpler language during the meetings and for all written communications addressed to families also using images to make
complex content more understandable.

- Meetings were not frontal anymore. They became circular to make sure that all participants could see each other and easily interact among themselves. In this way the meeting room is transformed into a working space where parents confront themselves with the others and talk about the topics.

- The big group was broken into small groups to prompt parents to produce content to deliver to the rest of the attendees and express their opinions and feelings. In this way all participants could share their thoughts and emotions and work as a community. The teacher is a kind of director that gives inputs and the group is active. The role of the teacher is to facilitate the meeting and the communication among all the components of the group and he/she is not the only one to talk.

INVOLVE PARENTS IN HOMEWORKS AND SCHOOL ACTIVITIES WITH THEIR CHILDREN

As a result of the research, parents of students with immigrant background were involved in homework and lab activities along with their kids. Special tasks were assigned to both students and their parents to perform together (designing shirts, prepare a cake, short trips in the city...). Thanks to these activities, parents were actively involved in the learning process of their children and learn with them and become aware of all the steps of the process (observing, transforming, documenting...). At the same time students were asked to bring to the class proofs of the activity and to explain what they did. This helped them improve their cognitive competence and was perceived by kids as a beautiful experience because it enabled them to nurture emotions and feelings with their family members. Kids were happy, enthusiastic and positive. Some parents found these activities very challenging, but the majority enjoyed them.

ITALIAN LANGUAGE CLASSES FOR IMMIGRANT MOTHERS

As a result of the research-action Italian language classes for immigrant mothers were implemented. In Bologna immigrants can rely on Italian language classes offered by the municipality and mainly held in the libraries of the city. Often mothers cannot attend these classes because they don’t fit in their family schedule. The schools involved in the project decided then to offer Italian language classes inside their premises during school hours. 2 language labs were implemented. Both the labs were conducted by cultural mediators and teachers. The women who attended felt reassured and the initiative was successful. It was necessary to do a change in the institutions in order to host adults inside the schools.
In this way the school opens towards immigrant family’s needs and gives a contribution to help women to become more independent and involved in their family inclusion. It’s known that the language gap between immigrant parents and their kids is a major issue and can generate difficult communication (children tend to act like they are parents to their own parents) that becomes critical when they are adolescents. Mothers usually stay with their kids longer than fathers. Many of them do not work and stay at home. It’s important that they know the adoptive language to be able to help their children with school (homework) and relationships. In addition, being fluent in Italian language helps them to gain authority over their children.

COOPERATIVE LEARNING
As a result of the research-action process in the schools involved in the project was implemented the cooperative learning method in order to help students with immigrant background having difficulties with the adoptive language and being unable to cope with teachers using oral language and formal language to communicate with the class. The cooperative learning gives specific roles to each component of the class and asks kids inside the classroom to work together and then enables them to help each other improve their social and relational skills. Teachers have seen an increase in collaboration among students and significant improvement in self-esteem (concentration, understanding of deliveries, knowledge of contents) and relationship in those students presenting difficulties in learning. Dealing with other students (in a peer to peer modality) made it easier to learn the adoptive language.

RESULTS
By results of FEA questionnaires (submitted to school principals and referents of the neighbourhood in the beginning and the end of the process) it emerged an increase in the number of projects aimed to enable family involvement in the school activities. Based on results of IPDA it emerged in all students involved in the research a significant improvement in social and cognitive skills (language and math) and the 50% of students with migrant/refugee background involved in the project showed a significant improvement in language skills. The conclusion of the research team was that:
The improvement in learning for students is linked to many aspects together and the involvement of parents in the education process is surely among them. Referring to the teachers they said that the new practice had helped them to understand the expectations of families about their children’s education and a deeper relationship with families had helped them with conflicts and challenges with both students and parents. Referring to the feedback of the parents it was positive too. They were happy to feel themselves involved in and aware of the education and didactic choices made by the teachers and happy to be part of the school activities. Some of them in the end were still doubtful but most of the parents were happy.

Transferability

How the practices can be implemented in other contexts/countries/classrooms

The practice of this Research-Action could be easily transferred/implemented to any other school no matter the context and the country where the school is located. The new actions implemented after the research were shared and discussed among all the people involved in the project. They were simple and effective:

- new approach towards the families and the parents
- stronger attention to their needs and expectations
- smoother communication based on a simpler use of the adoptive language

The method of a research-action enables the school to design the process in a collaborative and immersive way in which all participants are involved: Teachers, school leaders, cultural mediators, students and parents. It’s a co-creation process and this has an impact on the community in which the school is located. The research-action activated a process of think tank to build an intercultural dialog between teachers and families creating a link between formal knowledge of school and different national cultures and education systems.

As a result of the think tank the teachers were more motivated to create a participative culture where both schools and families collaborate to help kids in their intellectual growth and share the same commitment and spirit work together to get to a real inclusion.
5.6 Exercises

1. School-based Parent Café

Parent café is an idea and a tool of parental involvement that seems to have found its dissemination in many countries. They first appeared at the beginning of 2000 and experienced changes over time.

Parent cafés seem now to have become an attractive format of cooperation between parents and schools. Along with workshops, school events and project days, parent cafés can really strengthen the inclusion in school systems nowadays. The parent café offers a suitable framework especially to those parents who are difficult to address through "traditional" parent involvement. Access is low-threshold, culturally responsive, gender-conscious and voluntary.

Figure 3Unsplash, Ingridi Alves Photograph@ingridi_alves

The Process
School leaders organize along with teachers and families meetings on a weekly or monthly basis. The idea is to host at school an informal meeting to be scheduled in

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7 This activity is based on the example of the Europa school Gymnasium Hamm in Hamburg, Germany and based on: Good Practices for Migrant Parent Involvement in education Toolkit COLLABORATIVE NETWORKS FOR MIGRATION PARENT EMPOWERMENT (ALFIRK) - Prepared by Koehler, C.; Bauer, S.; Lotter K.; Maier, F.
advance that shouldn’t gather more than 15 people in order to let everyone feel free to express and share their experience.

Implementing this kind of initiative is not difficult at all.

It goes without saying though that the school-based parent café needs professional and culturally responsive facilitators. They should be integrated into the school system as a "neutral" player, have access to information, maintain contact with the teaching staff and have a profound knowledge of school life.

Once the school has decided to have a space and staff dedicated to this initiative, what’s necessary is just to draft a calendar, to negotiate dates with parents and meet them.

**The Objectives**
The primary aim is to establish a positive contact with parents and to make them interested in further actions. In the café parents get informed about current events and news about the school and the community. Parents get acquainted with relevant educational, social and cultural institutions, also by visiting them in the context of field trips. Activities depend on wishes and needs of parents. Thematic meetings and information workshops on relevant topics could regularly take place. Parents who need counseling or mediation between them and the school have time and place to take advantage of it.
The point of having informal meeting is for the parents with different cultural background gathered with other parents and school staff is:

- To get informed about all important school events and school life in general
- To have the chance to ask questions and exchange their experiences on such issues as school life, education, parents-children-interrelations, communication, career guidance, etc.
- To express their needs for counseling
- To be present at school, to be motivated and to take advantage of further activities
2. Lesson plan
Aim: to create a lesson plan inspired by the methodology of inclusive Parent Engagement for classes with students with migrant/refugee background
Application: Appropriate for all primary grade levels

Base on the actual literature about Inclusive Parent Engagement a good way to put into practice this methodology is to engage parents in home-works or school activities with their children. Thanks to these activities, parents can be actively involved in the learning process of their children and learn with them. At the same time, they can become aware of all the process of learning (observing, transforming, documenting...) and see the outcomes in their kids. As a result of this kind of activity students should be asked to bring to the class proofs of the activity shared with their family members and to take it as a chance to explain what they did. This can be helpful to them to improve their cognitive competence and to nurture good emotions and feelings. They learn to be proud of their family and their culture of origin, positive in showing their culture to the rest of the class and feeling diversity as strength rather than a weakness.

https://unsplash.com/@lolygalina
CONCEPT

Students are asked to plan and do an extra curriculum activity with their family (parents and siblings) and in a second step to describe the activity in front of their class using the tools they prefer (pictures, drawings, text...) or mixing different tools. During presentation they are allowed to use the hosting country’s language. Their parents are supposed to be part of the activity and to be engaged in it and in the presentation as well. The activity requested is a family fun trip: on a Sunday students and their families are expected to visit a heritage site, a park or any other location they choose among the options offered by the city/town they live in and to report the trip in front of the class.

OBJECTIVES

The object of the activity is to have all students parents and in particular parents with different cultural background engaged in an activity required by the teacher to their kids and involved in the entire process from the planning (what to visit and when) to the presentation to be delivered in front of the rest of the class and to take it as a chance to describe to other students coming from different countries (the hosting country or different ones) their own culture and their way to be a family.

CONTENT

Along with the teacher each student can choose how he/she prefers to articulate the activity and how to tell it. Each student decides what to tell to the class, what media to choose to describe it, what to write.

Based on all these decisions he/she can:

1- Prepare the presentation
2- Deliver the presentation in front of the class

PROCESS

Students perform following actions:
* Identify where to go on a family trip
* Go with his/her family on a family trip
* Take pictures or draw scenes from the family trip
* Decide what to tell about the activity
* Prepare the presentation
* Deliver the presentation

PRODUCT

Students perform the following activities:
1- Create a paper dashboard as tool to deliver the presentation
2- Illustrate the presentation with visual and texts

IMPLEMENTATION

1- Introduce the activity
2- Let the class to assist to all presentations
3- Have the parents to assist to the presentations
5.7 References

- Education of migrant children: Education policy responses for the inclusion of migrant children in Europe
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- Italian Society of Pedagogy- necklace direct from Simonetta Polenghi p 205 XVII. Heterogeneous contexts as a pedagogical opportunity - Davide Zoletto Interpreting social inclusion of young immigrants in Italy - Maddalena Colombo, Mariagrazia Santagati -
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-
6. Final Summary

The present guide is a learning resource that teachers can use in order to gain valuable insight into use of a range of online tools, fostering greater networking and cross-classroom collaboration across Europe.

Concluding, inclusion has become an increasingly central concept in pedagogical debates and has inspired educational authorities to promote it in programmes and action plans, particularly regarding students with special needs or with a migrant or refugee background. While progress has been made at the top level of the educational systems (new guidelines, new curricula and teaching materials; teacher-training etc.), implementation at classroom level has, however, remained patchy up to date, and inclusive practices have not yet been introduced in every school or co-exist with other forms of teaching. Interestingly, the two main target groups of inclusion mentioned have not been the object of a single strategy but are generally discussed and treated separately.

For the above-mentioned reason, the present guide has been specifically designed to help teachers promote social inclusion in the classroom using the most up to date methodologies and approaches in teaching and try to promote more inclusive practices.

The most valuable resources, teaching methodologies and approaches from Denmark, Italy, Greece and Germany have been presented and are available in order to support teachers to enhance their teaching approaches for the further improvement of social inclusion in the classroom.