Photo by RODNAE Productions: https://www.pexels.com/photo/gold-and-silver-compass-on-person-s-

# GPS - Generating Partner Support for Inclusion: Professional Learning Package Enhancing Teachers' Interprofessional Collaboration to Support Inclusive Learning Environments

Professional Development Strengthening Competencies to Teach All Learners in an Inclusive Learning Environment - ProuD



# MODULE 2

| Project Title: | Professional Development Strengthening Competencies to TeachAll Learners in an Inclusive Learning Environment - ProuD |
|---|---|
| Project Acronym: | ProuD |
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| Publication date | February, 2023 |
| Site to download | https://proudtoteachall.eu/en/professional-development-package |

## CONTENT

# In our training, you'll learn to…

- **share** with your peer-coaches your experiences with practicing coaching and feedback skills to reach the ProuD 4 objectives aimed at creating inclusive learning environments and developing inclusive pedagogies, practices and policies in the community. You explore what succeeded and what turned out to be difficult.

- **share** what you have learned from it about reachable goals, reinforcing strengths and feasible actions. You reflect on possible options to share your learning results with the wider school team and community, so that you become stronger together.

- **learn** to look back on the added value of the PDP for everyone's personal competence growth, as well as for the wider school community and to look ahead towards a further plan of action.

- **give** feedback to peer coaches from PLCs in other countries, reflect together on what could be adjusted or changed and what could be extra resources or options to support the inclusive learning processes in their communities.

# Learning goals

1. You will learn what an inclusive pedagogy is and how it can benefit your practice
2. You will learn what coaching is and how it can benefit your practice
3. You will learn how to start a Professional Learning Community
4. You will learn how (the) resources (of this project) can support you doing so

# HUMAN BINGO!

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| Goal | This activity is used to encourage coaches to communicate and as ice-breaker activity |
| Description | Find someone in the room for each of the boxes. Get the person you find for each thing to sign the box on your bingo sheet. Ask the person to tell you a little bit about what they remember. The winner is the first person to get all boxes sign AND feedback on what they were told. |
| ICT tool | Prepared worksheets (Find example on www.proudtoteachall.eu website/ **Professional development package** |
| Example |  |

# 10 HABITS OF INCLUSIVE TEACHERS

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| **Goal** | Find the inspiration to be inclusion teacher |
| **Description** | Go to http://www.proudtoteachall.eu/ **Inspiration centre** and listen to podcasts of teachers, parents, professionals on their experience. |
| | Can you think of a teacher you have encountered that embodied any of the '10 Habits'? What did they do and what difference do you think this made to learners? |
| | Are there any of the 10 habits that you would personally remove or change? Are there any additional ones that you would add? |
| | Do any of the 10 habits raise any questions for you that would be valuable to explore in further discussion? |
| | Which of the 10 habits do you feel most strongly about? Which ones do you think feature in your own practice as a teacher? Which ones do you see every day? Are there any that you would like to develop or work on? |
| | How might a teacher be supported to develop in relation to these 10 habits? |
| **ICT tool** | www.proudtoteachall.eu website podcasts |
| **More information** | Go to website proudtoteachall.eu |
| | Look at **Inspiration centre** |

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# DILEMMAS

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| **Goal** | To explore dilemmas in personal practice |
| **Description** | Think about dilemma you have experienced: <br><br> • Choose of a situation that you would deal with differently if you were to experience it again (a regret) <br> • What was the professional dilemma in this situation? <br> • What did you do? <br> • What went well and what didn't go so well? <br> • What did you learn? <br><br> Write or draw a picture about your dilemma. <br><br> Share your dilemmas in groups. <br><br> Use your phones to record: <br><br> • What dilemmas did you discuss in your group? <br> • What did you learn from listening to the dilemmas, about inclusive practice? |
| **Tools** | Paper, pencils, markers, phones |
| **More information** | Go to website https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2021/04/exploring-and-learning-from-educational-complexity/ and read Rachel Lofthouse blog entry "EXPLORING AND LEARNING FROM EDUCATIONAL COMPLEXITY THROUGH DILEMMA-BASED COACHIN" |

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# SEVEN SKILLS OF A COACH (Clement,J., 2017)

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| **Goal** | Introduction to coaching |
| **Description** | Go to proudtotechall website and explore the seven skills of a coach (Clement, J., 2017).<br>Mirror: exchange with your neighbor:<br>• How do you already apply the seven skills in your professional learning community and/or your interprofessional collaboration with learners, parents and other partners in the team?<br>• How would you like to further develop the seven skills in order to contribute to a learning climate that :<br>  1. is explorative (through the exploration skill),<br>  2. welcomes feedback (through the skills of appreciation and engaged confrontation)<br>  3. stimulates creativity (through the skills of challenging and inspiring)<br>  4. is relaxed (through the skills of giving/allowing space and relaxing)? |
| **ICT tool** | proudtoteachall.eu website |
| **More information** | Go to website proudtoteachall.eu<br><br>Look at **Guide for coaches/** What skills does a coach need to guide a collaborative learning process?<br><br>https://proudtoteachall.eu/en/guide-for-coaches/guide-for-coaches-detail/what-skills-does-a-coach-need-to-guide-a-collaborative-learning-process?from=3 |

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# PRACTISING COACHING SKILL 1: EXPLORING

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|---|---|
| **Goal** | Practicing coaching skill |
| **Description** | Use GRROW model<br><br>Use two instruments – asking questions and summarizing<br><br> |
| **Steps** | 1. One coach explores a learning question about professional learning for inclusion of a colleague, using GRROW (20 min). In this, you could use the questions of guided intervision to inspire you.<br><br>2. Mirror: coach and coachee reflect in turn (10 min)?<br><br>• What worked well (certain questions, summaries,…)?<br><br>• What could have been better? |
| **More information** | Go to website proudtoteachall.eu<br><br>Look at **Guide for coaches/** How do we bring purposiveness and structure into our PLC meetings? |

# PRACTICING COACHING SKILL 2+3: FEEDBACK

| | |
|---|---|
| Goal | Practicing coaching skill |
| Description | Use GRROW model |
| | Use two forms of feedback – appreciate and reinforce and confront and stay connected |
| Steps | • Make a list of at least 3 people. |
| | • Write down what you appreciate in them. Make it small and concrete. |
| | • Give your appreciation. |
| | • If needed, help the other(s) to accept it. |
| |    • Think at someone for whom you have a certain criticism. Make small and concrete what you have to say. |
| |    • Write down your concern too: why did you hesitate to give this criticism so far? |
| |    • Give both your concern (connect) and your criticism. |
| |    • If needed, help the other(s) to accept it. |
| More information | Go to website proudtoteachall.eu |
| | Look at **Guide for coaches/** How do we bring purposiveness and structure into our PLC meetings? |

# MAPPING YOUR SOCIAL NETWORK

**Goal**

This learning activity will help you to explore your social network for support

**Description**

Exploring your social network focuses on three questions:

• To whom do I usually ask for support to be able to teach all learners OR to make the learning environment powerful and accessible for all learners?
• What types of interprofessional collaboration do we have?
• How can I use this collaboration to achieve my goal?

**Steps**

1.  Everyone visualises their social network for themselves.

Write down on post-its the names of people you usually ask support from to teach all learners. This could be colleagues within the school, learners and families, but also partners outside the school (from your local community, youth care, health organisations,…).
Stick the post-its around a post-it with your name. You can also affix the names to small dolls, cubes, sugar cubes or other items representing the people. The people you most often ask support from are placed more towards the middle. Those to whom you ask this support least often, place them more to the outside.

2.  Reflect individually or exchange in duo/trio using the following guiding questions:

•   What do you notice? Do you have many or few people in your network? How diverse are these people? Are they especially close to you or rather distant from you?
•   As a teacher, what do you need to realise inclusive practices? Is this for instance emotional support, information, didactic material or just an extra pair of hands in the classroom? Can you find what you need effectively in your network? Who could you ask for that kind of support? How could you approach this?
•   Which collaboration do you feel has effectively helped you to realize inclusive practices? What makes that precisely this collaboration have had this effect? What can you learn from this towards other collaborative practices?
•   What does your ideal network look like? What would you like to see different? What do you need to make it happen?

**More information**

Go to website proudtoteachall.eu

Look at **Professional development package/** activity Mapping your social network

# About ProuD

'ProuD To Teach All' is an ambitious transnational project for supporting teachers and school leaders to effectively work with learners from a variety of backgrounds and work with a range of learning differences. It is funded by the European Commission Erasmus+ programme.

As part of 'ProuD To Teach All' teachers from five European countries (Belgium, Latvia, Portugal, Netherlands and the UK) are engaging in professional learning activities related to inclusion. Their reflections are based on classroom practice, and the perspectives of young people and their families.

The project also involves collaboration between schools and universities in the partnership, to establish innovative resources, and unique approaches to "teaching all".

More information? www.proudtoteachall.eu – social media #ProudToTeachAll– project page Artevelde University of Applied Sciences http://bit.ly/proud4all

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