

***Promoting Social Inclusion and Integration through Student-Centered  
Learning and Educational Coaching Tools***

*Inclusive teaching and coaching: individual educational plan*

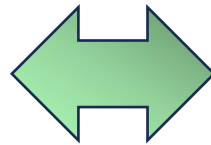
*04/03/2024 - 09/03/2024  
Terracina (Italy)*

# INCLUSIVE TEACHING VS COACHING

Feature	Inclusive Teaching	Coaching
<b>Primary Focus</b>	Creates a <b>welcoming</b> and <b>engaging learning environment</b> for all students in the classroom.	Provides <b>individualized support</b> to help students achieve their <b>full potential</b> .
<b>Instructional Delivery</b>	Uses differentiated instruction to cater to diverse learning styles and needs.	Does not directly deliver instruction but may offer suggestions or resources.
<b>Student Collaboration</b>	Encourages collaboration and peer support among students in the classroom.	Works one-on-one or in small groups with students.
<b>Goal Setting</b>	Sets clear learning objectives for all students in the classroom.	Collaborates with students to set personalized goals.
<b>Assessment</b>	Uses formative and summative assessments to gauge student learning and adjust instruction as needed.	May not be directly involved in formal student assessment but can help students develop self-assessment skills.

# INCLUSIVE TEACHING VS COACHING

Feature	Inclusive Teaching	Coaching
Relationship with Students	Builds <b>positive relationships</b> with all <b>students</b> in the <b>classroom</b> .	Develops a <b>strong rapport</b> with <b>students</b> they <b>coach</b> to <b>understand</b> their <b>individual needs</b> and <b>goals</b> .
Professional Development	Continuously seeks professional development opportunities to improve inclusive teaching practices.	May offer professional development opportunities to teachers on coaching techniques.



# COACHING DEFINITION

Coaching is **not typically linked** to a **career transition** and does **not** involve a **hierarchical relationship** where the **coach** is in a **position of line management** over the **coachee**.

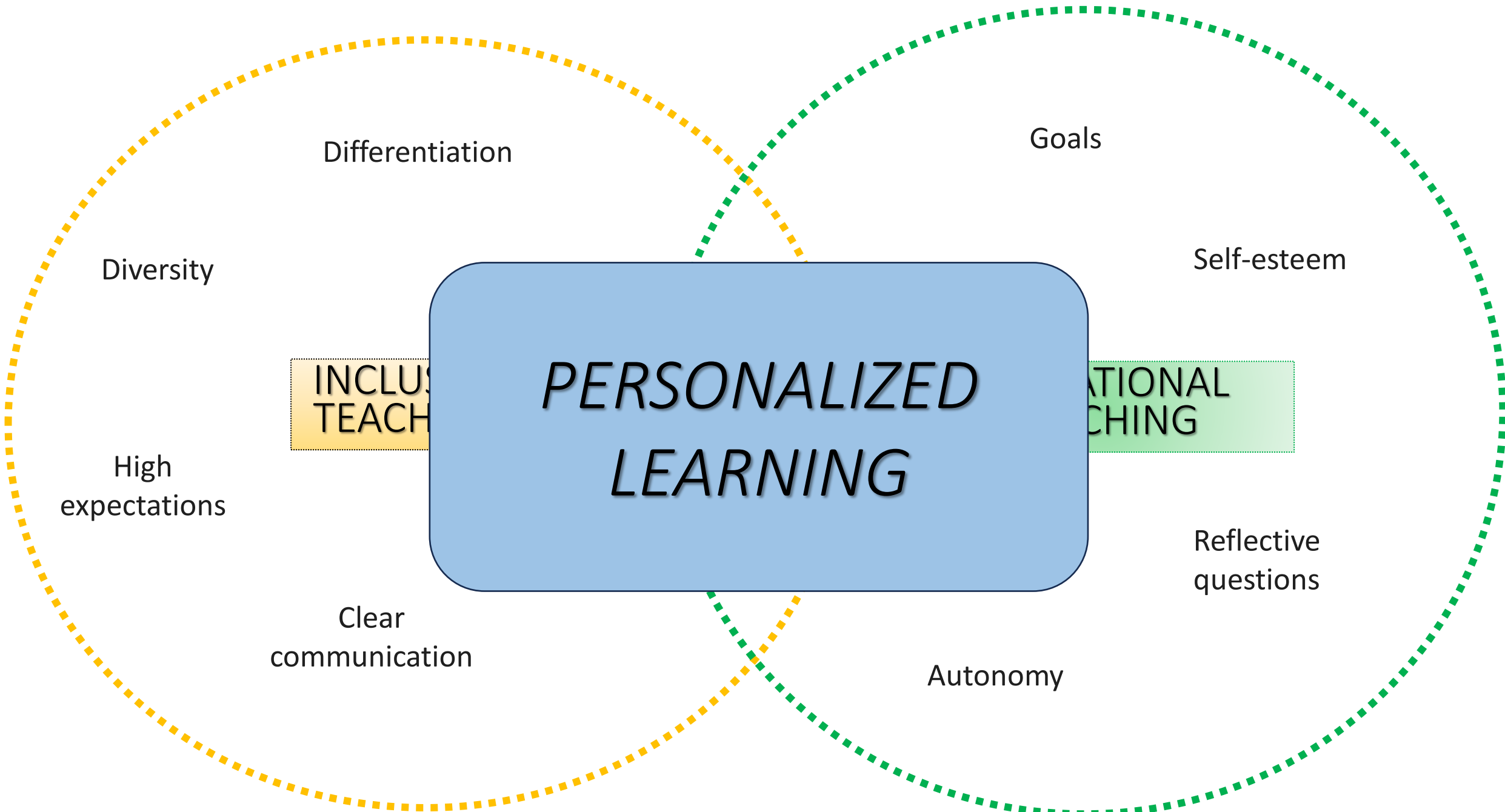
**Coaching aims to support** the coachee in **improving** their **teaching practice** through **reflective dialogue**, **problem-solving**, and targeted **skill development**.



# CREATING CLASSROOMS WHERE EVERYONE BELONGS

- Develops **strategies for differentiation** to **meet individual student needs**.
- Promotes a **sense of belonging** and **value** for all learners.
- Builds **strong relationships** for **positive learning outcomes**.





*PERSONALIZED  
LEARNING*

*INCLUSIVE  
TEACHING*

*PERSONALIZED  
TEACHING*

Differentiation

Goals

Diversity

Self-esteem

High expectations

Clear communication

Autonomy

Reflective questions

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