

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

*Inclusive teaching for students' integration into the classes*

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

# WHAT IS EFFECTIVE TEACHING?

*Effective teaching leads to successful learning!*

An effective teacher in **seven words**:

- Trust
- Empathy
- Authenticity
- Confidence
- Humility
- Enthusiasm
- Respect



**(1) Seven essential qualities or attributes** of an effective teacher.

**(2) Four keys** to effective *teaching*.

# TRUST

This is essential in **building** a **climate conducive** to **successful learning!**

It helps create a **“safe” learning environment**, where **learners** feel **free to explore ideas** and **share their views** without **fear of criticism** from the teacher or other learners.

The **opposite** of this is a climate of **fear, intimidation**, and **mistrust**, which can result in students **not** being willing to **take risks** in order to **reach** their **fullest potential**.



# WHAT CAN YOU DO TO CREATE TRUST?

1. Giving **students** the **space** to **try out ideas** and to **share freely** is a part of this.

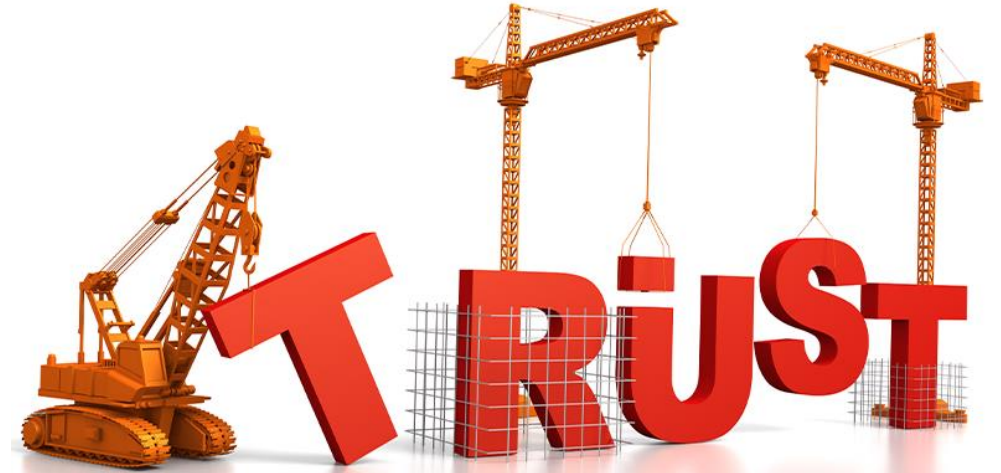
(**Adult**) Sometimes it also means that **you share** your **own experiences** with the **learners** so they can **make connections** to the **experiences** in their own lives.

2. You can make sure that **you are clear** about **expectations** for the **learning activity** or **class**.

Avoid **surprising students** with **unexpected assignments** that can **create anxiety**.

3. You need to be **willing to trust the process** and the **students**.

Sometimes it might feel as **if things aren't going well**, but **before** you **change** direction, **be sure** that the **problem** is not just a temporary glitch that will resolve itself **if you just trust the process**.



Encourage them to **try new things**, even if they are **unsuccessful** the **first** or **second** time.

This is part of the **learning process**, and taking this **approach** should **help** the **learners** trust you, just as you have trusted them.

# EMPATHY

It is an **important skill** in nearly any **form** of **human interaction**.

**Empathy** involves **connecting** with **another person** and **having** a **special understanding** of what she is **experiencing**, while still **retaining** a certain **degree** of **detachment**.

A **therapist** can show **honest concern** for and **understanding** of a **client**; yet need **not “take on”** the **person's situation** as her own.

This is the **difference** between ***empathy*** and ***sympathy***.



An effective teacher is one who is able to understand a learner's feelings and to convey this understanding to the learner.

It is important, though, to avoid crossing the line and trying to assume responsibility for the learner's feelings.

# WHAT CAN YOU DO TO CREATE EMPATHY?

1. By **listening carefully** to what the **learner** says.

Be **sure to clarify** that you **understand** the **meaning** of what is being said **by asking** such questions as **“I hear you saying that ...”** and **“It sounds to me as if you... .”**

2. By **asking for clarification** in this way, you are **communicating** that you **care** about what the **learner** is **saying** and that you want to **develop a deeper understanding** of the **feelings** being conveyed.



# AUTHENTICITY

An **authentic teacher** is one **who does not put on a front or try to be something that she is not.**

*Shakespeare's Hamlet, "To thine own self be true"*

Just **be yourself** and **use what you possess** to the **best of your ability.**



# CONFIDENCE

It **means** having a **sense of self-assuredness** that should **transfer** to the **learners, helping** them, in **turn**, to **be confident** that what they are being taught is **relevant, important, and correct**.

Students (adult) are confident about **what they know** and **how** to **share** it with **others**.

**Confidence grows** with **experience**.

**Praising good efforts** and **correcting incorrect answers** in a **non-intimidating way** can go a long way to building learner confidence.



However, **confidence** is a **double-edged sword**.

**Too little confidence** will mean that **learners won't have faith in your teaching**.

**Too much confidence**, and you risk coming across as **arrogant** or as a **“know-it-all.”**



# HUMILITY

An **effective teacher** is one who is **able** to **demonstrate mastery** of a **topic without** coming across as **self-important**.

It is **synonymous** with *modesty* or *down-to-earthness*.

*(Merriam-Webster dictionary)*



**Humble teachers** do **not** take **themselves** too **seriously** and, in fact, are **willing** to **turn** **humor** or a **story of failure** on themselves to **show their own vulnerability**.

# ENTHUSIASM

One can **possess** each of the **other qualities**, but **without** an **ability** to **demonstrate enthusiasm**, it will be nearly **impossible** to reach the learners.

The **enthusiastic teacher** gives a **clear message** that “**I love what I am doing** and **am happy to be here doing what I am doing.**”

It is **contagious**, but so is a **lack of enthusiasm**.



# RESPECT

It means that we **appreciate** and **value** the **learners**, even though we **may not share** the **same beliefs** or **ideas**.

You are **not going to like** every **one** of your **students**. It is not **necessary** that you like every student you encounter, or that **every student like you**.

What *is* crucial is that **you demonstrate** an **unconditional positive** regard for every **person** as a **learner**.



# FOUR KEYS TO EFFECTIVE TEACHING

What do I need to KNOW in order to be an effective teacher?

## 1. Content

## 2. Your students

- *What separates adults from younger learners is the experience.*

## 3. Teaching

## 4. Yourself

- *the place where effective teaching starts and ends is inside each of us.*



# INCLUSIVE TEACHING

It is about **planning** and **creating** great **lessons** in which **everyone** can **learn** and **engage**.

The approach **meets everyone** in class where they are, and **allows teachers** to provide **choices** and **options** for students in how **they absorb information**, how they **make sense** of it and how **they express** or **record** what they have learned.

Inclusive teaching **pays attention** to **social** and **emotional outcomes** as well as **academic progress**.



# INCLUSIVE TEACHING

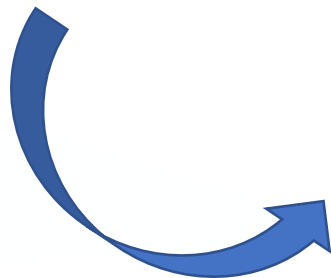
**Inclusive teaching** is about **recognizing strengths** and **barriers to learning** so that we can **adapt**, **remove** or **work around the barriers**.

The **barriers to learning** that teachers are most likely to come across **include**:

- **attention** difficulties;
- **language** and **communication** difficulties;
- **poor working memory** or **slow** processing speed;
- **literacy** and **numeracy** difficulties;
- **social** and **emotional** difficulties.



**Lack of inclusive teaching** itself can be a barrier.



# WHO NEEDS INCLUSIVE TEACHING?

In Italy, a **child or person** has a **special need** if they have a **learning difficulty or disability** which means they **need different and/or additional provision** school.



# WHO NEEDS INCLUSIVE TEACHING?

In England, there are **four categories of special need**:

**Communication and Interaction – Speech and language needs and autistic spectrum disorder.**

**Cognition and Learning – Learning needs (moderate or severe) and specific learning difficulties (dyslexia, dyscalculia and dyspraxia).**

**Sensory and Physical – Vision impairment, hearing impairment and physical difficulties.**

**Social, Emotional and Mental Health Difficulties –**

Including conditions such as **attention deficit hyperactivity disorder (ADHD)** or **attachment disorder.**





# HOW MIGHT WE IDENTIFY STUDENTS WITH SPECIAL NEEDS?

All **students** are **expected** to make **progress**, and students **progress** at different rates, but **inadequate progress** may be the **first step** to **identifying** a **special need**.

1. Many **students** with a **disability** are on the **SEN** register, but some students with a **disability** may **not** be **designated** as having **special needs**.
2. **Students** with **medical needs**.
3. **Students** whose **first language** is not **English**.



4. **Students** whose **birthdate** makes them **younger** than most of their peers, often means they start **school less mature** than most of their peers or **have had less experience** of being in education compared to other children.

# WHAT IS INCLUSIVE TEACHING?

Inclusive teaching **offers a more positive and engaging experience for vulnerable learners.**

It considers **everyone's needs and strengths**, and strive to **package** their **curriculum** in a way that all **students** can **access and engage** in.

**Engagement** is a key **component** in a student's **motivation and resilience.**



# WHAT IS INCLUSIVE CLASSROOMS?

The **teaching** can be **adapted** so that **tasks** are **open ended** and **scaffolded** or **supported**.

An **ambitious curriculum** should also recognize that sometimes the **teacher** must **take a step backwards** to **reinforce** previously covered **skills** or **knowledge**, **abandon content** because it is not relevant at the stage the student is at, or steam ahead because the **students** have made **amazing progress** and reached a higher level than **they** had originally planned for.

The **content** can be **explicitly taught** in order to **close the gaps**, or the content can be **worked** around –

*e.g., for students working significantly below the level of the class, a **parallel** but **equally valuable** set of objectives can run alongside the main lesson.*

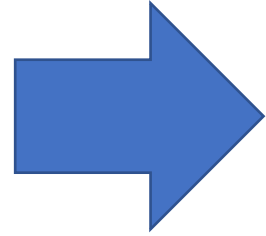


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# INCLUSIVE TEACHING FEATURES

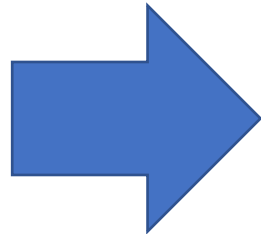
**Structure and routine** are very much part of the **foundations** of **inclusive teaching**.

Inclusive teaching is **caring**.



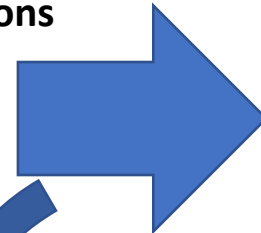
**Caring** is about being **responsive** and **non judgemental**.

Inclusive teaching is **creative**.

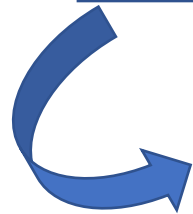


**Engagement** is key to **learning**.

**Inclusive teaching** should be about **connections**

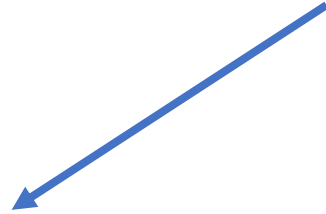


Knowing the **starting points** of **students** can **enable teachers** to make **links** with their prior **knowledge**, and **revisiting** these **connections** **builds** the **learning** for **students** who need **frequent over teaching**.

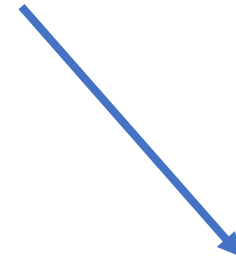


**Problem solving** for how we are going to **deliver content** in an **accessible** and **interesting way** keeps lessons fresh.

# INCLUSIVE TEACHING NEEDS



Teachers who are **willing** to do some **research**, observe their **vulnerable students**, try out **different approaches** and **reflect** on their **own practice**.



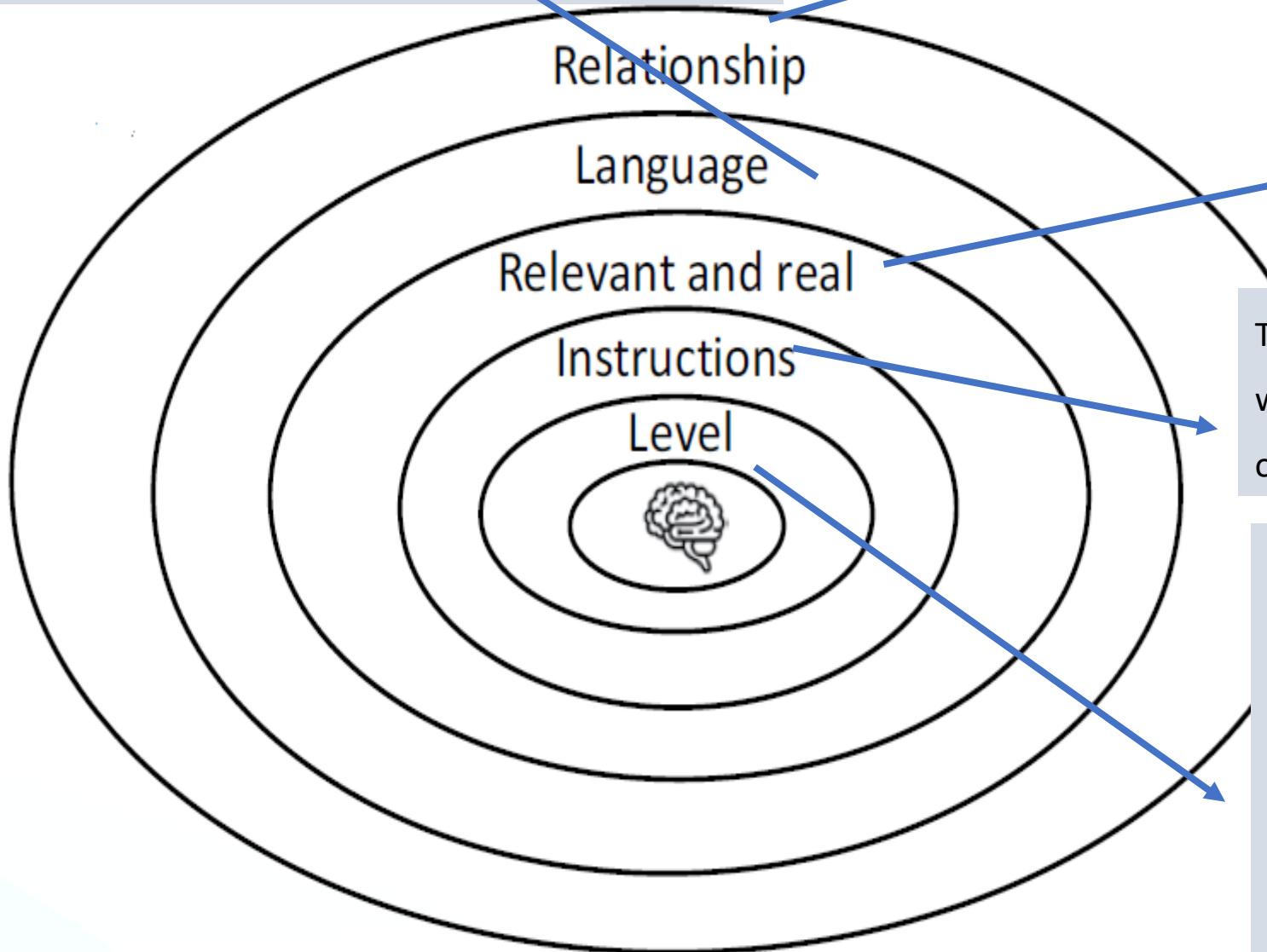
**School systems** that **support teachers** to be inclusive – with **resources**, **time** and a **culture** and **philosophy** that **welcomes diversity**, however obstructive the **financial** and **accountability systems** might be.



# OBSTACLES

The **language** used with **students** is important for **helping them** see themselves as **successful learners**, and **introducing** new **vocabulary** early **builds confidence**.

**Knowing** each student's **starting points** is essential.  
**Know** your student's **interests** and **triggers**. **Pre-empt** difficulties.



All **students** learn **best** when **tasks** are **designed** to be **accessible**, **challenging enough**, but also **relevant** and **authentic**.

The inclusive teacher **delivers instructions** with **clarity** and **brevity** to **minimize impact** on **working memory**.

Teachers need to **consider** the **curriculum content** and **select** the **level appropriately**, so that students can **work as independently** as possible to **achieve their next steps**.

Teachers can **adapt tasks** and **provide a choice of ways** in which **students** can **participate**.

# TEACHER EXPECTATION

**Expectations** about:

- *standards;*
- *quality of teaching;*
- *behaviour and culture, etc.*

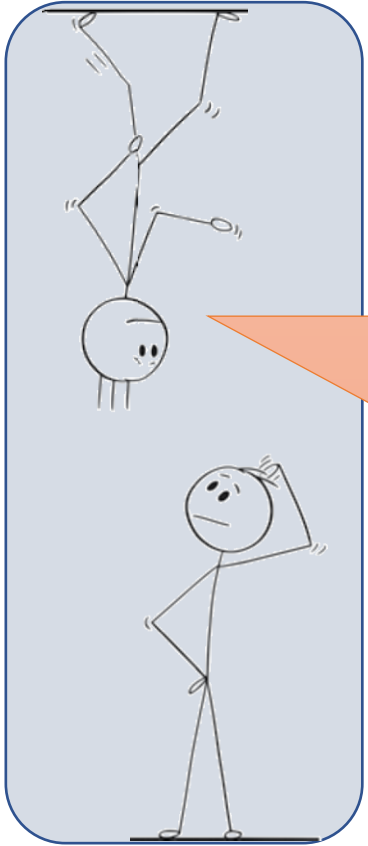


We need to **become more self-aware** as teachers, **recognizing *when*** we are **influenced** by **external stereotypes**.

# STEREOTYPES







**Don't set a ceiling on potential:** support, challenge and scaffold each **students's** learning journey.

*What works?*



**Teacher expectation**

Teacher expectation – what you **believe** a student can achieve. High expectations are important to **unlocking potential**. **Aspiration** - what you **hope** they will achieve. Lift the quality of your teaching to meet different needs of the class. **Acknowledge** your own **unintentional bias** and **challenge your thinking**.

## Relationships

Encourage family to aim high.

Students with **special needs** and **additional needs** seen as **diverse group** - not homogenous.

**Inclusive classroom practice** - the small adjustments with big impact.

**Shared** and **reflective** approaches to extreme emotions.

**Staff supporting** each other.

**External advice** and support.

**Access** to appropriate curriculum.

**Expectation** that every student has strengths.

**Expectation** that everyone can make changes and learn from their mistakes: fresh start culture .

# SIX ASSUMPTIONS RELATED TO THE STUDENTS



## Need to Know

**Younger students:** “What Do I Need to Know?”

**Adults** “Why Do I Need to Know It?”



## Self-Concept

**Younger students:** their self-concept is **dependent** from **others**.

**Adults:** more **self-directed**.

As learners begin to **develop confidence**, they are likely to become **less dependent** on the **instructor** and **more self-directed**.



## Learners' Experience

**Younger students** are often thought of as an “**empty vessel**” waiting to be **filled** with **knowledge**.

**Adults:** their **experience** is an important **resource** that **helps** them **make connections** to their **own lives**.



## Readiness to learn

**Younger students** are required to **attend compulsory schooling**,

Adults **usually decide** when they **are ready to learn**.



## Orientation to Learning

**Younger students** are in **formal school** settings spend their time studying “**subjects**” like **history, math**, etc.

Adults are **most often undertake learning** in order to **solve an immediate problem**.



## Motivation

**External** motivation

**Internal** motivation

# SOME RECOMMENDATIONS

## Students

**Help** the learners **understand why** they are **learning** and **not** just **what** they **will be learning**.

**Assist** learners to **develop knowledge, skills,** and **attitudes** that will help make them more ready **to take a role** in directing **their own learning**.

**-Take steps** to ensure that **what** is being **taught** is **practical** in **helping** learners to solve the **problems** that **brought them** to the **setting** in the **first place**.



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