



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

*The Learning processes in diverse target groups and the Coaching Role in
the inclusion*

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

INITIAL ASSUMPTIONS

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- It is necessary to **VALORIZE** the students.
- It is necessary to **VALORIZE** what the students can do



Meaningfulness

- Giving **meaning** to the **work** of the **students** by **contextualizing**.
- Starting from the **representations** of the students, from the **acquired knowledge** to make **new ones meaningful**.



Motivate

- **Considering** both **cognitive** and **motivational** aspects.
- Considering **aspects** of **learning** and the **subject** who **learns**.

INCLUSION: PEDAGOGICAL IMPLICATIONS

Integration



- It is a **situation**.
- It has a **compensatory approach**.
- It refers exclusively to the **educational field**.
- It intervenes **first** on the **subject** and **then** on the **context**.
- It increases a **specialized response**.

Inclusion



- It is a **process**.
- It refers to the **whole** of the **educational, social** and **political** spheres.
- It looks at all the **students** (indistinctly/differently) and at all **their potential**.
- It intervenes **first** on the **context** and **then** on the **subject**.
- It transforms the **specialist response** into **ordinary**.

CREATING A POSITIVE LEARNING ENVIRONMENT

- ❖ Building a **climate** of *trust*;
- ❖ Showing an *empathic* understanding of the learners;
- ❖ Being *authentic* or **genuine** in how you **relate** to the learners;
- ❖ **Demonstrating** and **modeling** *confidence* in the learners and in **yourself**;
- ❖ **Balancing** confidence with a degree of *humility* or **modesty**;
- ❖ Showing *enthusiasm* for your **topic**, for the **learners**, and for simply **being** there for the learners;
- ❖ Demonstrating *respect* for the **learners** and for **what** you are **teaching**.

WELCOME ENVIRONMENT

Classroom **routines** are **important** to students as they set up **expectations that feel safe**. Reinforce the **routines** and **practise** them until the students know them.

Consider:

- ❖ **Displays** should be **linked** to **curriculum** and **contain** useful **props** (e.g. key words, exemplars, sentence starters).
- ❖ **Vary where** in the class **you teach** from. To get a class really **focused**, **gather** them **round close** or try a **boardroom setup**.
- ❖ If you **move** to a **different classroom** for every lesson, **set up** a **calming task** for the **first 5 minutes** to enable you to get the **register** done and **arrange things** as you want. (e.g. low-demand tasks work best as revising key words, card).
- ❖ **Carousel activities** need **prior planning** for students who **struggle** with **instructions** and **literacy**. Some of them may need **their own workstation**.

A POSITIVE PHYSICAL LEARNING ENVIRONMENT

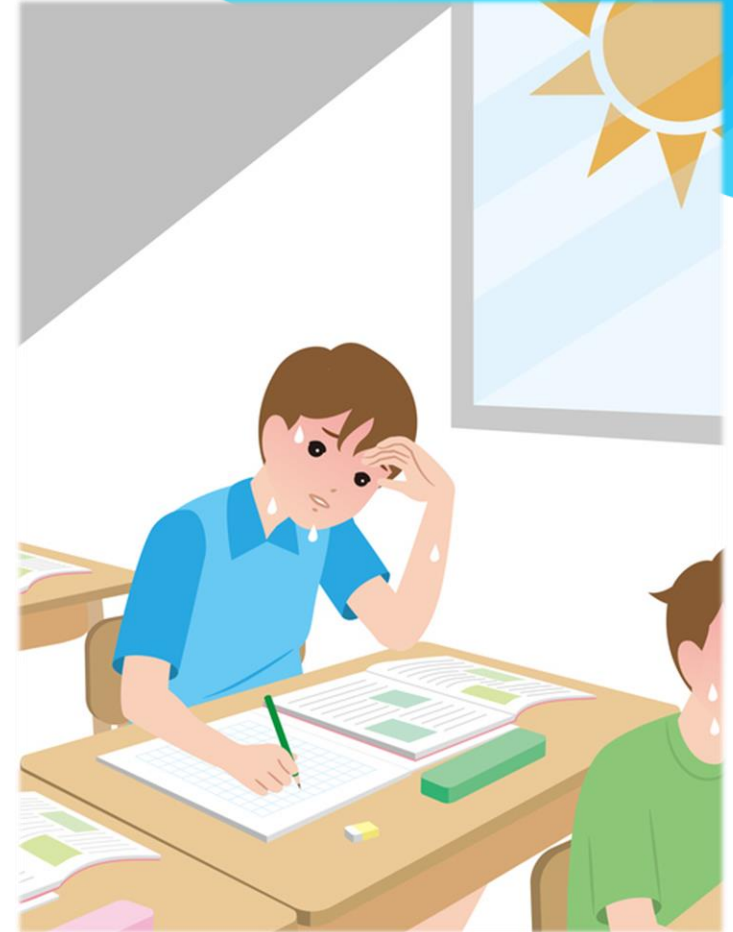
Try to provide as much **lighting** as possible.

Room temperature is a **no-win situation**.

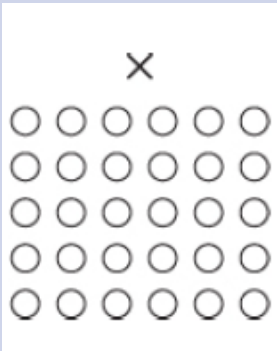
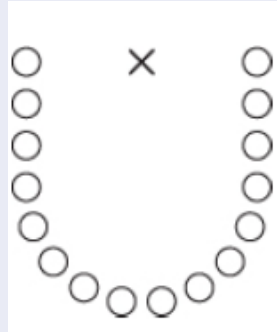
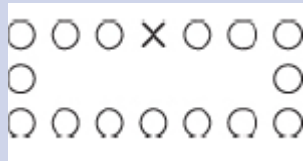
Some learners will say its too warm, others too cold.

So, just encourage learners to dress for comfort.

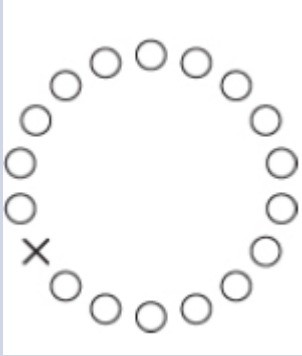
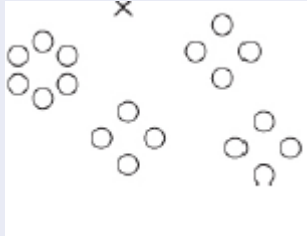
Lighting, Temperature, Acoustics, and Seats



ROOM ARRANGEMENT

| Arrangement | Considerations | Shape |
|----------------------------|--|---|
| Traditional | <p>Works best in large classes.</p> <p>Emphasizes the instructor.</p> <p>Works well when using media presentations. (for example, video or slides).</p> <p>Discourages interaction among students.</p> |  |
| U-Shape | <p>Learners face each other; encourages interaction</p> <p>Instructor at front, can see and interact easily with all participants.</p> <p>Students may have trouble seeing people on the same side of the table.</p> |  |
| Rectangle or Square | <p>Similar to U-shape, but places instructor in less conspicuous location.</p> <p>Sometimes hard to see people on the same side</p> <p>Works especially well in small seminar or boardroom setups.</p> |  |

ROOM ARRANGEMENT (1)

| Arrangement | Considerations | Shape |
|-------------------------------------|---|---|
| Circular | Especially good in setups with chairs but no tables Instructor does not stand out , but is part of the circle Stresses equality among participants Works best with small or medium groups |  |
| Individual Tables and Chairs | Ideal when doing lots of small group work Can be used with round or square tables Some participants may have their backs to the instructor By focusing only on those at one's own table , interaction with class members at other tables may be reduced |  |

CLASSROOM COHESION

This is about **generating a positive atmosphere** in class where all students **accept a level of challenge** and have the **confidence** to contribute.

Learning is a **social activity**, and **teamwork** benefits all students.

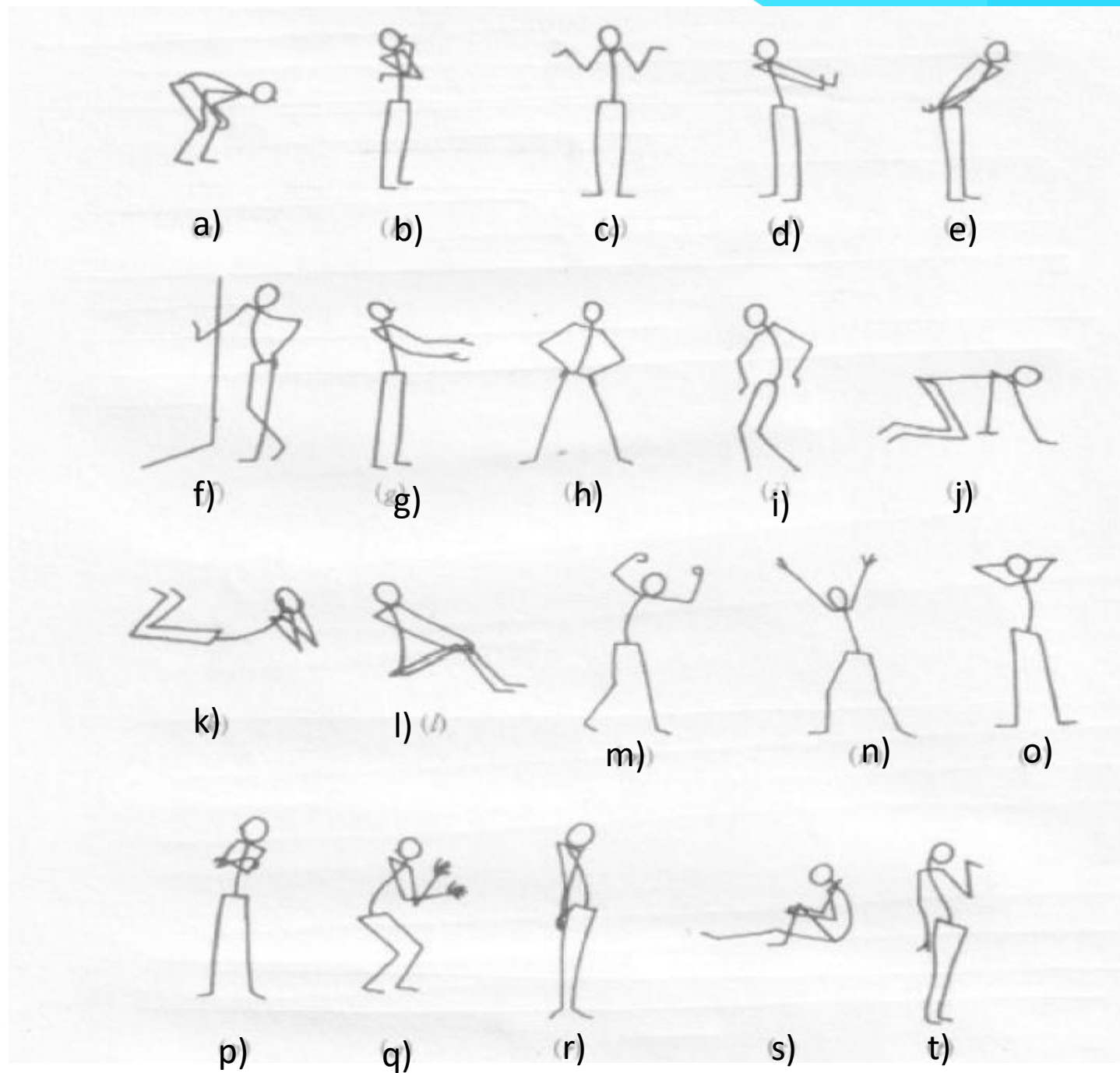


An **inclusive classroom** is a **place where** it is **recognised** that **everyone** is **unique** and that the only way to **be fair** is to **consider individual needs**.

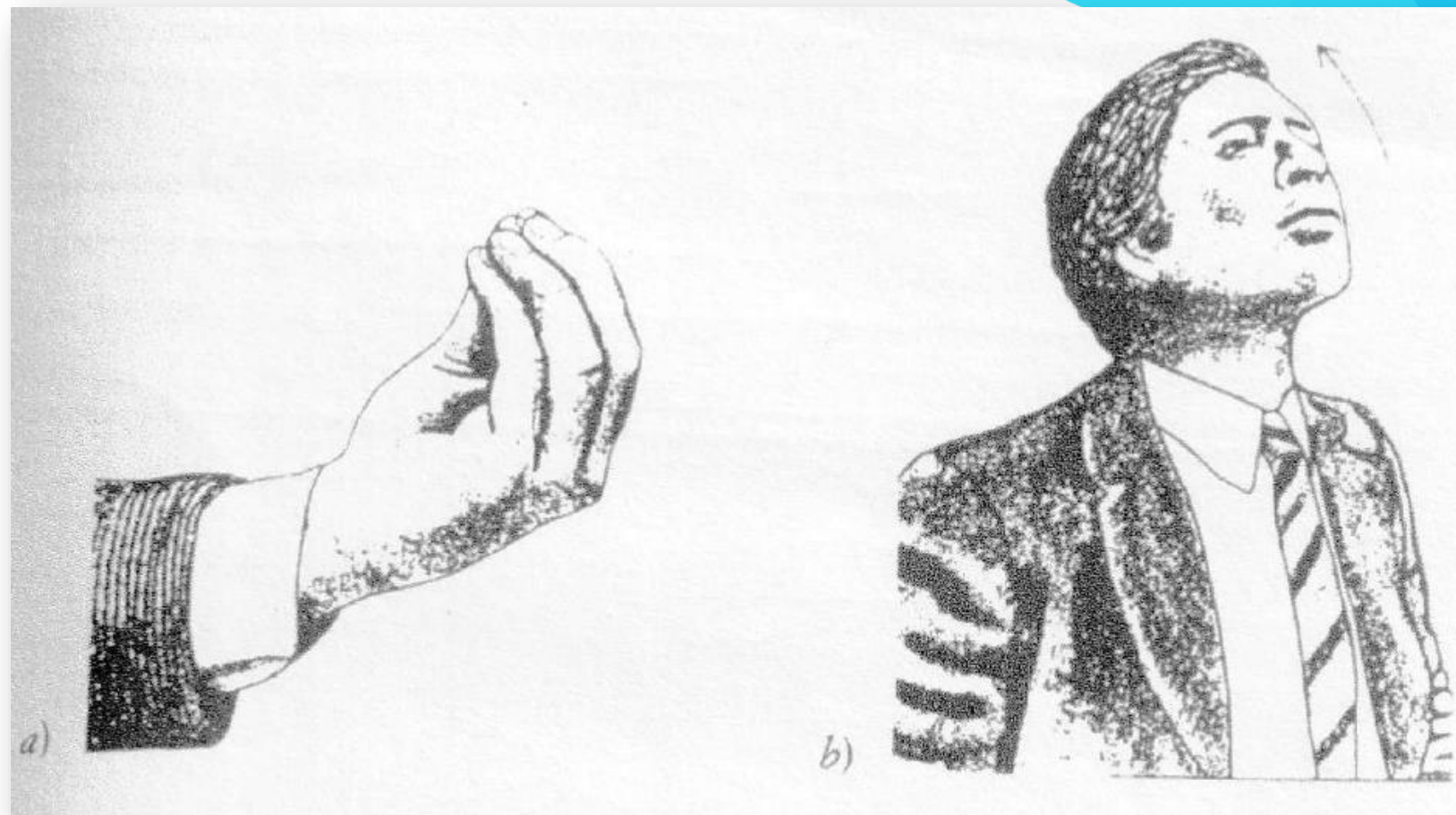


Keep your **body language open** and **stay optimistic**.

Non verbal
communication:
posture



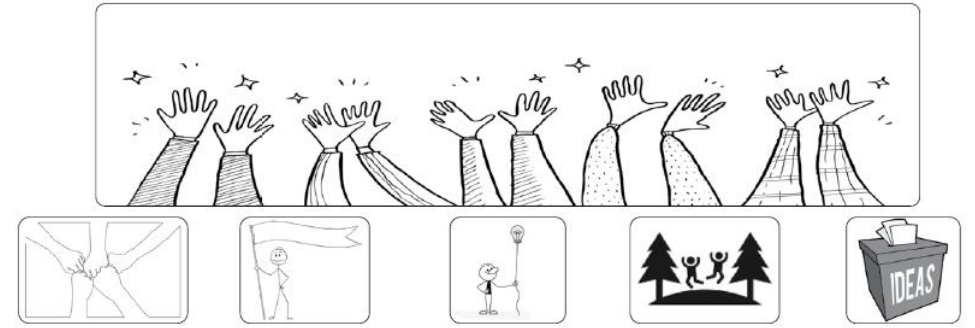
***Symbolic
gesture***



CLASSROOM COHESION

Teaching **style** is unique and individual, **but** there are **some general approaches** that can be considered:

- ❖ **Starting the day or lesson** with an **anchoring activity** can create a **safe routine** that helps students **feel settled** in the class.
- ❖ Get to **know** the **class** and help students **learn about each other** using **personal** and **social activities**, but **be sensitive** about students with **difficult home circumstances**.
- ❖ **Teamwork** – Vary **groups** and **pairs** and set up **activities** that depend on teams working together to achieve.
- ❖ **Community** – Invite visitors to class who can share history or a skill, or do something as a class for the community.
- ❖ **Social interaction** opportunities will help **bonds** in **class** – make opportunities to be social together, both **in** and **outside** the **class**.
- ❖ **Feedback** – Let students have a **voice** in **class** but **frame** it as **feedback** on **routines** or **activities**, rather than person (teacher or peer) related.
- ❖ **Recognition** – Celebrate successes.
- ❖ **Laugh** – a lot. Bring **jokes** into **learning**, laugh at yourself, tell stories, share mistakes with humour and show students we can laugh **with**, not at, one another.



CREATING A POSITIVE LEARNING: SOMETHING TO BE CONSIDERED

1. Assume that your **students** have a **diverse range** of backgrounds and **experiences**.
2. Don't **avoid discussing differences** just because it may **feel uncomfortable**.
3. **Treat all students** in an **equitable** way. It's a **subtle difference**, but it would be **better to emphasize equitable** rather than **equal treatment**.
4. Don't **single out students** because of their **gender** or **race** and **expect** them to represent “the **view**” of women or **minorities**.
5. Be **sensitive** to the **needs** of **students** with **disabilities** without **singling them out**.

RELATIONSHIPS AND BEHAVIOUR

Students will be more **receptive** to learning well when classrooms are **calm** and **skillfully** managed.

Behaviour is one of the ways through which **students communicate unmet needs**.

Behaviour is **contextual** and **interactive**.



SOME CONSIDERATIONS

- ❖ Learn **names** early and glean **information** about students' **interests, strengths** and **weaknesses**.
- ❖ Try and find out **potential triggers**. **Scan** and **observe**.
- ❖ Use **non-verbal body language well**.
- ❖ **Shouting** can be **uncomfortable** for many students; **avoiding** this will **create** a more **respectful** and **safer environment**.
- ❖ **Try and learn empathic listening**; this is good for clarifying and solving problems collaboratively without blame.
- ❖ **Humour** – Avoid sarcasm.

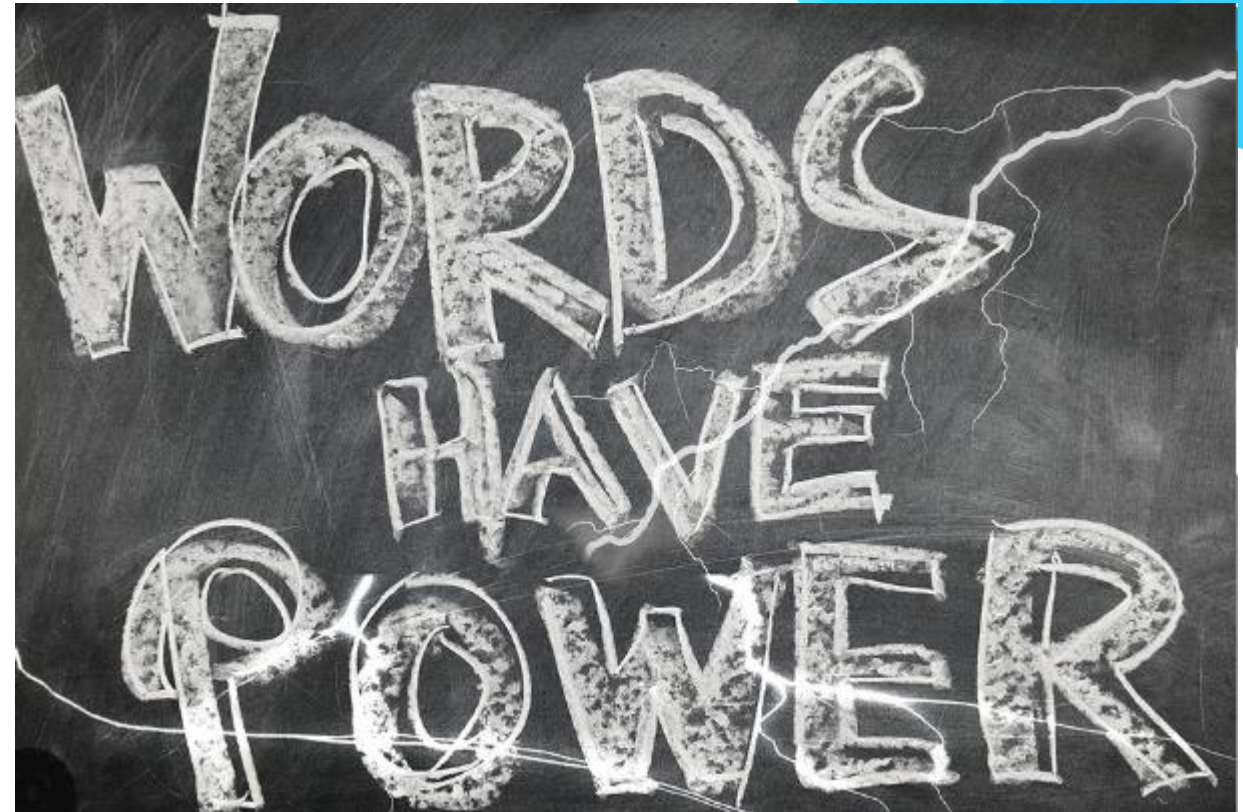


LANGUAGE AND BEHAVIOUR

Language can be **positive** and **optimistic**,
emotive and **misunderstood**.

Avoid asking students why they **are doing** a
behaviour – probably they will have no idea.
Frame your language around the **behaviour**
you **want to see**.

Actions such as a **smile**, a **thumbs-up** and a
'thanks' will **redirect** students towards
positive choices – *hopefully!*



LANGUAGE AND BEHAVIOR: SOME STRATEGIES

- ❖ For **helping** to steer **resistant students** in the right direction, try the **'broken record' technique**.

State **positively** what you **want** a student to **do** and **wait**; **repeat** the **instruction** and **expect** compliance, adding a **'thanks'** and **repeat again** if needed.

- ❖ **Language of choice**.

Provide the students with **two** or **three choices**, all of which are **appropriate**. This gives students back a **sense of control** and an **opportunity not to go into battle**.



STRATEGIES

LANGUAGE AND BEHAVIOR: SOME STRATEGIES

- ❖ **Catching** students making **good choices** and specifically **praising** them **works** well for **all ages** and can be used to **teach self-regulation**.

Most students **seek affirmation**, so **praising on-task** behaviors has a ripple effect, because students see what is **required to receive praise** and **follow suit**.

It works because it **reinforces** your **expectations** and **gives attention** to the students living up to your expectations.



STRATEGIES

USE THE TECHNOLOGY

- ❖ Because of **technology**, you can **communicate** with your **learners** at **any time** from **anywhere**.
- ❖ Use technologies that will best **help** you **reach** your **students**, but be careful to **avoid overkill**.
- ❖ Always **try out** your **technology before** you unleash it on your class.
- ❖ Have a **backup plan**.
- ❖ Don't be afraid to ask for help.

SOFTWARE FOR INCLUSIVE LEARNING

- ❖ <http://www.coolmath-games.com> (English) *logical mathematical games*, section with games for the study of the *English language* (reading and spelling), *science* and *geography*.

The screenshot shows the homepage of Coolmath Games. At the top, there is a navigation bar with a "GO AD-FREE!" button, the "Coolmath Games" logo, and a user profile section that says "GET YOUR USER PROFILE FREE | Earn XP | Level Up" with a "Log In" link. Below the navigation bar is a menu of game categories: STRATEGY, SKILL, NUMBERS, LOGIC, TRIVIA, MORE (with a dropdown arrow), PLAYLISTS, RANDOM!, DAILY GAMES, and ALL GAMES A-Z (with a search icon). The main content area features several sections: "NEW GAMES" with a "See More" link, "QUIZ OF THE WEEK" with a "See More" link, and "TOP 10 GAMES". Under "NEW GAMES", there are three game cards: "Quadrata" (Move two squares to one goal.), "Sand Drawn" (Dig out the perfect tunnel!), and "Bad Soccer Manager" (Can you coach your team to the top?). Under "QUIZ OF THE WEEK", there is a card for "What Sport Is That For?" (See the gear, name the game.) with a "Take The Quiz!" link. Under "TOP 10 GAMES", there is a card for "Run 3". On the right side, there is a banner for "Hexa" (New multipl...).

SOFTWARE FOR INCLUSIVE LEARNING

- ❖ <http://www.do2learn.com> (English) site specializing in autism; games to learn numbers, colors, vocabulary.

The screenshot shows the Do2Learn website homepage. At the top, there is a navigation bar with the Do2Learn logo and several menu items: Disabilities, Academics, Social Skills, Behavior Management, Picture Cards, JobTIPS Student, and Products. Below the navigation bar is a blue banner with the text "Do2Learn™ - a resource for individuals with special needs".

The main content area is divided into two columns. The left column features a red background with the heading "Disabilities" and a large checkmark icon. Below the heading, there is a paragraph of text: "This section offers information on the evaluation process, describes the characteristics associated with specific disability areas, and presents an array of strategies to promote communication, social, academic, and behavioral skills." To the right of the text is a circular diagram showing a process flow: "Referral submitted by parent, educator" leads to "Evaluation", which leads to "Eligible for services - Yes or No?", which leads to "Reevaluation", which loops back to "Referral submitted by parent, educator". Below the diagram is a "Click here to go to Disabilities" link. At the bottom of this section are seven numbered buttons (1-7).

The right column has a blue background with the heading "WHAT WE DO". Below the heading, there is a paragraph of text: "Do2learn provides thousands of free pages with social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material, and transition guides for employment and life skills. In addition, we offer premier products including View2do, JobTIPS, and books for purchase." Below the text is a "read more" link.

Below the main content area is a "Popular Areas:" section with five icons and labels: "Shovel Snow" (Picture Cards), "Songs & Games", "GoFAR!", "JobTIPS Student Toolbox PRO" (Do2Learn Products), and "View2do".

SOFTWARE FOR INCLUSIVE LEARNING

<http://www.eslprintables.com> (English) The website where English Language teachers exchange resources: worksheets, lesson plans, activities, etc.

The screenshot shows the homepage of ESLprintables.com. At the top, the logo "ESLprintables.com" is displayed in a stylized font. Below the logo, a welcome message reads: "Welcome to **ESL Printables**, the website where English Language teachers exchange resources: worksheets, lesson plans, activities, etc. Our collection is growing every day with the help of many teachers. If you want to download you have to send your own contributions." Below this, a status update says: "Today, 27-11-2022, we are 1075410 registered users and we have 744182 printables, 87568 powerpoints and 16315 online exercises." A navigation menu includes links for "Rules and instructions", "Register", "Send a printable", "Send a PowerPoint", "Make an Online Exercise", "Tutorials", "Templates", and "F.A.Q.". A prominent Adobe Creative Cloud advertisement banner is present, offering a 40% discount. The main content area features the text "ESLprintables presents" followed by a large black box with the white text "Enrich your worksheets". Below this, a link to "Liveworksheets.com" is provided with the description: "Online worksheets with interactive exercises, sounds, video and self-correction." A "Site search" section includes links for "Search documents", "Search users", "Search bookmarks", and "Forum search". At the bottom, there are filters for "Level: any", "Age: any", and "Type: any". On the right side, a "New worksheets" section displays a preview of a worksheet titled "IF LANGUAGE (22 words)". On the left side, a partial login form is visible with fields for "username:" and "password:" and a "Log in" button.

SOFTWARE FOR INCLUSIVE LEARNING

<http://www.onestopenglish.com/> (English). The website where English Language teachers exchange resources: worksheets, lesson plans, activities, etc.

The screenshot displays the One Stop English website interface. At the top, there is a navigation bar with the Macmillan Education logo and links for 'MACMILLAN ENGLISH', 'ONESTOPENGLISH', and 'DICTIONARY'. Below this is a dark blue header with the 'one stop english' logo and user options: 'Register', 'Subscribe', and 'Sign In' with a user icon. A secondary navigation bar lists categories: 'HOME', 'CHILDREN', 'TEENAGERS', 'ADULTS', 'PROFESSIONAL DEVELOPMENT', and 'ONLINE TEACHING'. A search bar is prominently featured with the text 'Search our resources' and a search icon. To the right of the search bar are several filter buttons: 'Optional keyword', 'Language / Skill', 'Level', 'Format', 'Age', and 'All filters'. A green 'SEARCH' button is located at the end of the filter row. Below the navigation is a large white box with a 'Close X' button in the top right corner. The box contains the following text:

Welcome to onestopenglish

With more than 700,000 registered users in over 100 countries around the world, Onestopenglish is the number one resource site for English language teachers, providing access to thousands of resources, including lesson plans, worksheets, audio, video and flashcards.

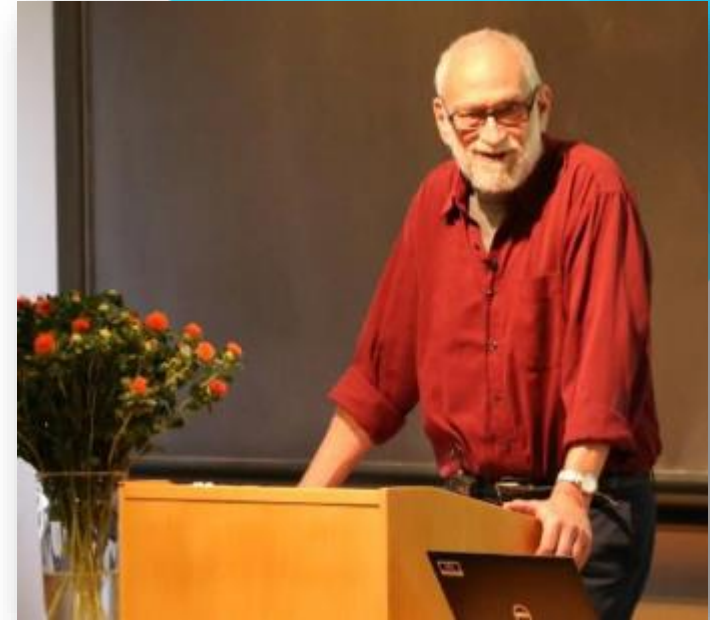
Subscribe for just £21 per year (€21+tax / \$28)* to get full access. Monthly subscriptions also available.

RESISTANCE TO LEARNING

Knud Illeris, an educator from Denmark, writes about **situations** when **learning does not occur**:

1. The **first** of these is ***mislearning***, where a **person** simply **learns** something **incorrectly.**” The **problem** here is that **once** we **mislearn** something, its **very** hard to ***unlearn***.
2. A **second situation** is what He calls ***defense***. This is when **learners** may **reject ideas outright**.

It can **occur** in **situations where long-held beliefs** are being **challenged** or when **someone** just **does not want** to **learn a new way** to do something.



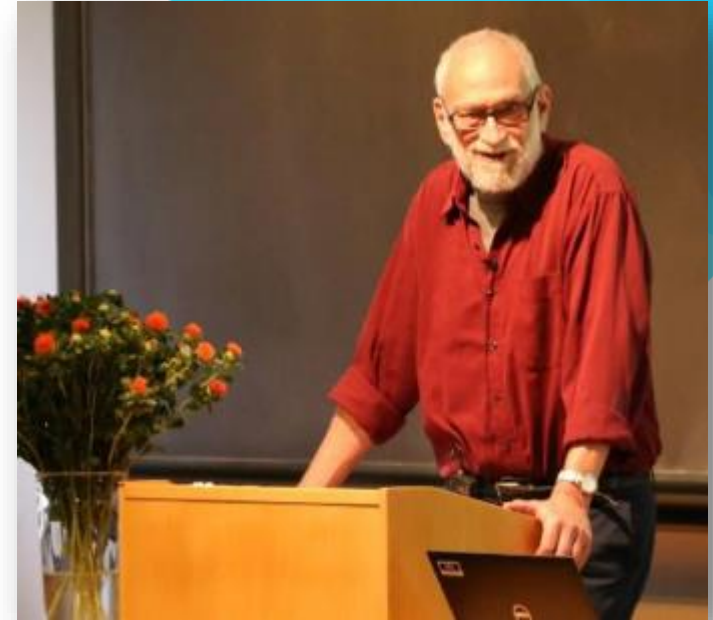
3. The **third situation** He describes is ***resistance***.

RESISTANCE TO LEARNING



NEGATIVE

Negative resistance is what typically comes to **mind**; these are forces, like the wind in the above example, that **restrict** or **restrain forward movement**.



POSTIVE

When we are **bombarded** with **information**—the Internet, social media, twenty-four-hour news cycles, and the like— we have to **make choices** about **what** we **pay attention** to and **what** we **choose to ignore**.

REASONS FOR RESISTANCE

- ❖ **Previous negative experiences.** Many students come to you with a history of negative past experiences.
- ❖ **Situational factors.** Sometimes, **resistance** can be caused by **factors** that have **nothing to do** with the **topic, content, or teacher.**
- ❖ **Mandatory participation.** While we know that most **adult learners choose** to participate **voluntarily**, there are times when **they are required** to attend **training**, workshops, in-service programs, or other educational activities.
- ❖ **Choosing not to learn.** Learning is a **choice** that each of us **makes**, and **sometimes**, we may **simply** choose **not to learn** about **something.**



- ❖ **Perceived irrelevance.** One of the most frequent **problems** that can lead to learner resistance is the **belief** that **what one is learning** is of little **value** and will not **make a difference.**

WHAT CAN YOU DO?

- ❖ Ask whether the **resistance** is **justified**.
- ❖ **Sort out** the **causes** of the resistance.
- ❖ **Involve** students in **planning**.
- ❖ **Explain** your **intentions** clearly.
- ❖ **Involve** former **resisters**.
- ❖ **Work** to build **trust**.
- ❖ **Strike** a **bargain** with total **resisters**.



INCREASING LEARNER MOTIVATION: THE ARCS MODEL

The instructors can increase learner **motivation** by **paying attention to four things:**

Attention

Relevance

Confidence

Satisfaction



John Keller, model

THE ARCS MODEL

In order to be a **motivating instructor**, you must use strategies that will

- (1) **Get the learner's attention;**
- (2) **Demonstrate that what you are teaching is relevant to the learner;**
- (3) **Build confidence that the students can learn what is being taught;**
- (4) **Demonstrate that there is a “payoff” for the learner.**

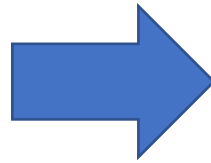


STRATEGIES TO KEEP THE MOTIVATION

Getting and keeping learners' **attention** is **essential** to successful **learning**.



One **strategy** is to arouse curiosity *using controversy or conflict*.



Sometimes, saying **something provocative** will get **attention quickly** and will start a **discussion**.

By **doing something** that is **out of character for you**, which learners will notice **right away** and it will **grab** their **attention**.

Another way to get attention is **by using humor**. Now this is a **tricky** one because it can **come with risks**.

Using an **activity** or **asking a question** that can **lead to discussion** turns the **focus** on the **learners**, and they are likely to respond by **paying attention** and **contributing** to the **activity**.

If you can **connect** what **you are teaching** to the life **experiences** of the **learners**, they should **immediately** see the **value** of the **topic**.

Let **learners see** that the **topic is relevant** to them is to let them **know** what they will be able to “**take away**” and **use immediately**.

Make the learning relevant is to give learners the **chance** to **make choices** whenever possible.



To **increase** the learners' **expectations** that they can **succeed**, your **job** is to **find ways** to **help build confidence**:

- ❖ **Be clear** about **what is expected**.
- ❖ Another aspect of **confidence building** is the **question of difficulty**.
- ❖ Providing **opportunities** for **learners** to be successful.
- ❖ Consider the **learners' experience**. The more the learner is **able to exercise control**— *such as engaging in problem-solving activities or projects that involve making choices*—the **greater the opportunities for building confidence**.



There is an **important distinction** between **intrinsic** and **extrinsic motivation**.

Intrinsic motivation is when **rewards** come from **within** the **learner** (*e.g. sense of achievement, confidence in being able to apply what was learned, curiosity about learning more about the topic, and satisfaction with what has been learned*).

Extrinsic motivation is when **rewards** come from **outside** of the **person** (*e.g. grades, praise, or incentives such as pay raises or promotions*).



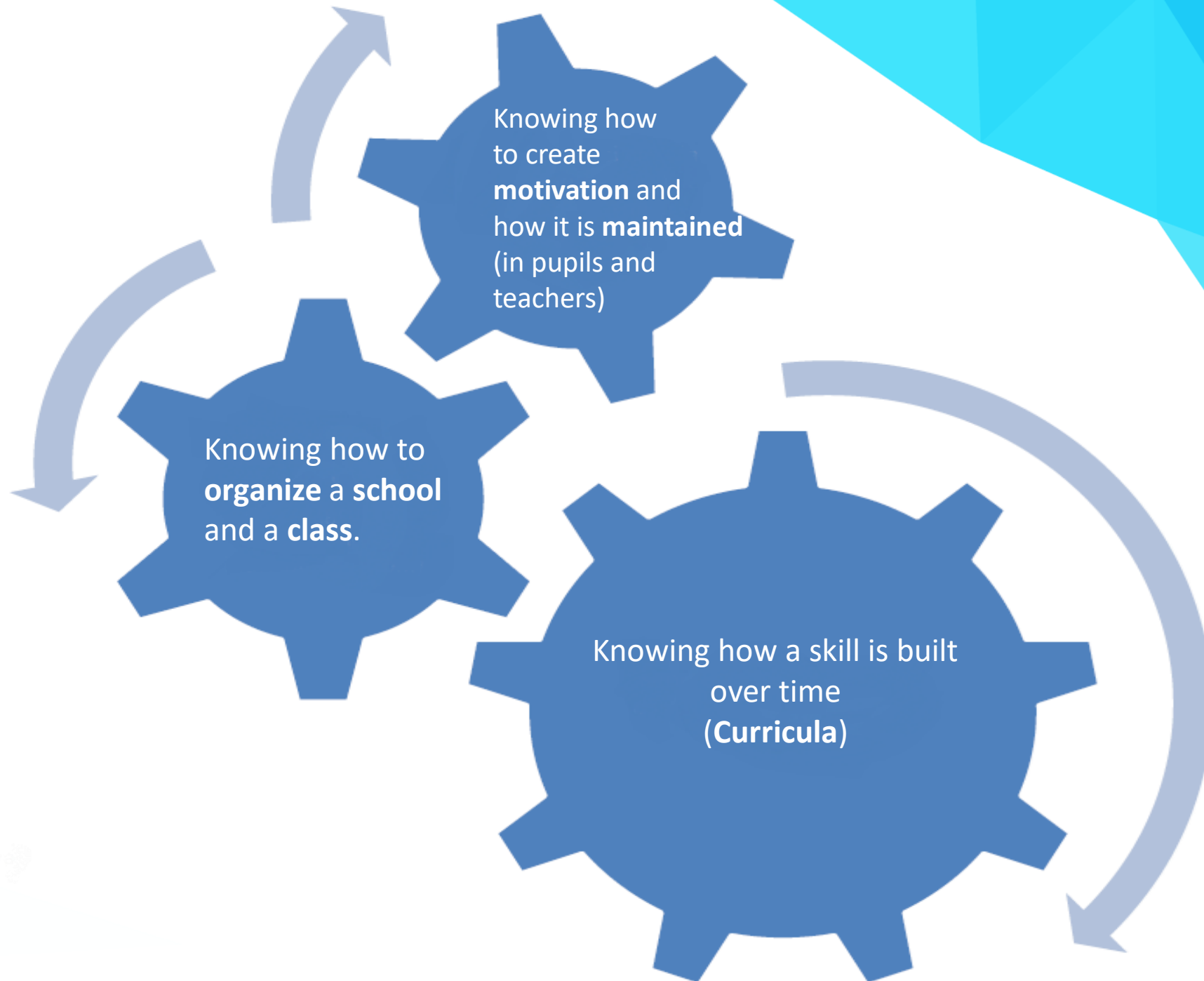
TOOLS FOR AN INCLUSIVE TEACHING

The **class** and/or
group are the
resource.

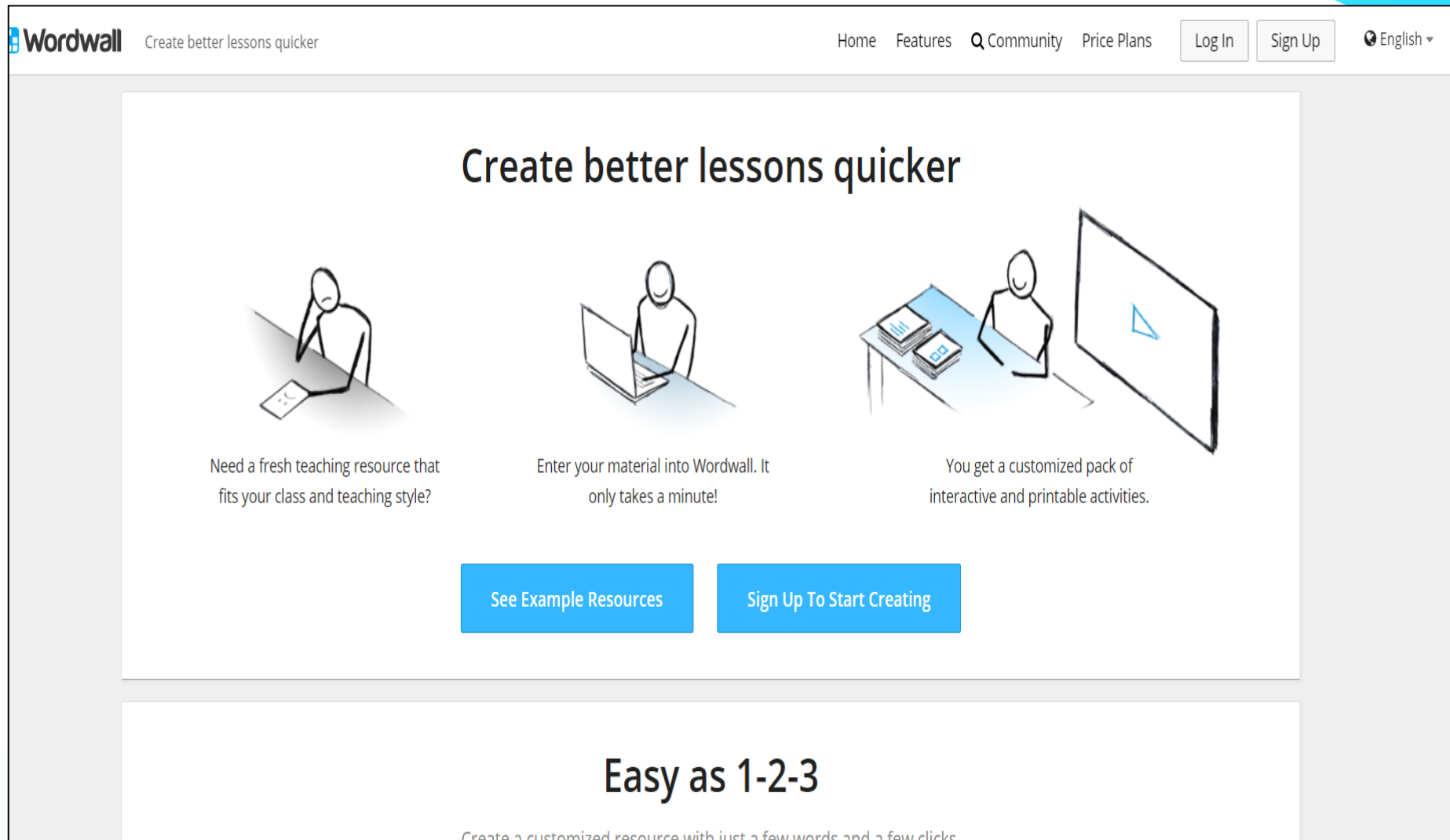
The **methodologies**
make the **difference**.

Reflection





Teacher can easily **create lessons, educational activities**, exercises and **online games** to be carried out mainly in the classroom using the **IWB**. <https://wordwall.net>



The screenshot shows the Wordwall website homepage. At the top left is the Wordwall logo with the tagline "Create better lessons quicker". To the right are navigation links for Home, Features, Community, and Price Plans, along with Log In and Sign Up buttons. The main content area features the heading "Create better lessons quicker" and a three-step process:

- Step 1:** An illustration of a person thinking at a desk. Text: "Need a fresh teaching resource that fits your class and teaching style?"
- Step 2:** An illustration of a person using a laptop. Text: "Enter your material into Wordwall. It only takes a minute!"
- Step 3:** An illustration of a person at a desk with a large screen showing a triangle. Text: "You get a customized pack of interactive and printable activities."

Below the steps are two blue buttons: "See Example Resources" and "Sign Up To Start Creating". At the bottom, the text "Easy as 1-2-3" is displayed, followed by the subtext "Create a customized resource with just a few words and a few clicks".

<https://www.thinglink.com/>

<https://www.youtube.com/watch?v=nXOc86zm7bY>

For **quickly creation** of **interactive images** and **communicate** effectively by involving **students**.

thinglink..

SOLUZIONI ▾ TARIFE ▾ BLOG ARTICLES SUPPORTO

ACCESSO TRY

Spiega idee, prodotti o servizi complessi con contenuti visivi interattivi e raccogli dati sul coinvolgimento

START NOW SCOPRI DI PIÙ

< >



- ❖ It is **able to read aloud the written text** and choose the **sentences to be pronounced** based upon the **vocal answers** of the user.
- ❖ It is specifically **designed to quickly and directly** provide the **functions** and improved **practical usefulness** that are requested by this kind of program.

Balabolka is a **Text-To-Speech (TTS)** program. All computer voices installed on your system are available to **Balabolka**.

<http://www.cross-plus-a.com/balabolka.htm>



The screenshot shows the Balabolka website interface. At the top, the title "Balabolka (version 2.15)" is displayed in blue and orange text. To the right of the title, there is a language selector set to "English" with a dropdown arrow and a small RSS icon. Below the title, a navigation menu on the left lists various categories under "CROSS+A" and "BALABOLKA". The main content area features a paragraph describing Balabolka as a TTS program, a list of supported text file formats, and a cartoon character of a yellow smiley face wearing a headset. To the right of the character, there is a paragraph explaining the use of Microsoft Speech API (SAPI) and a link to "Download Balabolka". At the bottom of the main content area, the file size (16.5 MB) and version (2.15.0.686) are listed, along with a link to the "Changelog".

Balabolka (version 2.15)

English

- ❖ CROSS+A
 - ❖ Overview
 - ❖ Download
 - ❖ Order
 - ❖ Proverbs
 - ❖ Sudoku
 - ❖ Nonogram
 - ❖ Puzzles
 - ❖ Puzzle Variations
 - ❖ Puzzle of the Week
 - ❖ About Us
 - ❖ F.A.Q.
 - ❖ Screenshots
 - ❖ Version History
 - ❖ Online Help
- ❖ BALABOLKA
 - ❖ Description
 - ❖ Portable Version
 - ❖ Command Line Utility
 - ❖ Text Extract Utility

Balabolka is a Text-To-Speech (TTS) program. All computer voices installed on your system are available to **Balabolka**. The on-screen text can be saved as a WAV, MP3, MP4, OGG or WMA file. The program can read the clipboard content, view text from documents, customize font and background colour, control reading from the system tray or by the global hotkeys. **Balabolka** supports text file formats: AZW, AZW3, CHM, DjVu, DOC, DOCX, EML, EPUB, FB2, FB3, HTML, LIT, MOBI, ODP, ODS, ODT, PDB, PRC, PDF, PPT, PPTX, RTF, TCR, WPD, XLS, XLSX.



The program uses various versions of **Microsoft Speech API (SAPI)**; it allows to alter a voice's parameters, including rate and pitch. The user can apply a special substitution list to improve the quality of the voice's articulation. This feature is useful when you want to change the spelling of words. The rules for the pronunciation correction use the syntax of regular expressions.

Balabolka can save the synchronized text in external LRC files or in MP3 tags inside the audio files. When an audio file is played with players on a computer or on modern digital audio players, the text is displayed synchronously (at the same way, as lyrics for songs).

[Download Balabolka](#)

Size: 16.5 MB

Version: 2.15.0.686 [Changelog](#)

<https://tobloef.com/text2mindmap/>

It generates **mind maps** by converting a **list** with **titles** previously **created** with the help of a **small editor** and allows you to **download maps** obtained in jpg format.

The screenshot shows the Text2MindMap web application interface. The top bar includes "Untitled Document", "File", "Mind Map", and "Subscribe to newsletter" with GitHub and Twitter icons. The left panel contains the following text:

```
Text2MindMap
Turn tab-indented lists into mind maps
  Press Tab to indent lines
  Press Shift + Tab to unindent lines
Drag nodes to re-organize them
This project is based on the now dead site Text2MindMap.com
```

The right panel displays a mind map with a central node "Text2MindMap" connected to four peripheral nodes: "Press Tab to indent lines", "Turn tab-indented lists into maps", "Drag nodes to re-organize them", and "This project is based on the now dead site Text2MindMap.com".

WHY COACHING FOR INCLUSIVE TEACHING? TEACHER BENEFITS

➤ Professional Development:

Coaching provides **ongoing, targeted professional development** for teachers, helping them refine their instructional **techniques** and stay **current** with educational **trends**.

➤ Individualized Support:

Coaches work **individually** with teachers, providing tailored **support** based on their **unique needs, strengths, and areas for growth**.

➤ Skill Enhancement:

Through **coaching**, teachers can **enhance** their **instructional skills, classroom management strategies,** and other **aspects** of their **teaching practice**.

➤ Collaborative Learning:

Coaches **foster a culture of collaboration** among **teachers**, providing opportunities for **sharing best practices**, collaborating on projects, and learning from one another.



WHY COACHING FOR INCLUSIVE TEACHING? TEACHER BENEFITS

➤ Reflective Practice:

Coaching encourages **teachers** to engage in **reflective practice**, fostering self-awareness and a **deeper understanding** of their **teaching methods** and their impact on **students**.

➤ Increased Confidence:

As **teachers** receive **positive feedback** and **guidance** through **coaching**, they often **experience** an **increase** in **confidence**, leading to a more effective and **enjoyable** teaching experience.



WHY COACHING FOR INCLUSIVE TEACHING? STUDENT BENEFITS

➤ Individualized Support:

Coaching allows **teachers** to **address** the **specific** needs of **individual students**, providing **personalized** support **tailored** to their **learning styles** and **challenges**.

➤ Inclusive Education:

Coaches can support **teachers** in **implementing** **inclusive practices**, ensuring that the **diverse needs** of all students, including those with **special needs**, are **met**.

➤ Increased Academic Achievement:

Effective coaching can lead to **improved instructional** strategies, **helping students** better **understand** and engage with the **curriculum**, ultimately **enhancing** academic **performance**.



WHY COACHING FOR INCLUSIVE TEACHING? STUDENT BENEFITS

➤ Enhanced Learning Strategies:

Coaches can **collaborate** with **teachers** to **implement** and **model effective learning strategies**, empowering students with **tools** to become more **effective** and **independent learners**.



WHY COACHING FOR INCLUSIVE TEACHING? STUDENT BENEFITS

➤ Improved Classroom Environment:

Coaching may contribute to a **positive** and **inclusive classroom environment**, fostering a sense of **belonging** and **promoting** a conducive atmosphere for learning.

➤ Increased Engagement and Motivation:

Coaching can help teachers design engaging lessons that capture **students' interest**, increasing their **motivation** to **participate actively** in the learning process.

➤ Enhanced Communication Skills:

Coaches can assist teachers in **developing effective** communication skills, creating a **classroom atmosphere** where **students feel comfortable** expressing themselves and **engaging in discussions**.

➤ Social-Emotional Development:

Coaches can work with **teachers** to **integrate social-emotional learning** into the **curriculum**, supporting students in **developing crucial skills** such as self-awareness, empathy, and responsible decision-making.



WHY COACHING FOR INCLUSIVE TEACHING? FURTHER CONCERNS



Limited Resources:

Concerns about the **availability** of **resources**, both in terms of **personnel** and **materials**, to support the implementation of coaching in the school.



Inadequate Leadership Support:

Lack of support from school leadership can be a major concern. If administrators do not actively endorse and promote coaching, teachers may question the legitimacy and value of the initiative.



Resistance from Colleagues:

Teachers might face resistance or skepticism from their colleagues who are not accustomed to a coaching culture or who view coaching as unnecessary.



Measuring Effectiveness:

Concerns may arise about how the effectiveness of coaching will be measured and whether it will lead to tangible improvements in teaching and learning outcomes.



Mismatched Expectations:

Misalignment between the expectations of teachers, administrators, and coaches may lead to frustration and dissatisfaction with the coaching process.



Cultural Shift:

Implementing coaching requires a cultural shift towards a more collaborative and reflective teaching environment. Concerns may arise about the feasibility of making such a shift.



SOLUTION-FOCUSED MODEL

- **Focuses on the future and desired outcomes:** Helps students identify their goals and aspirations, not dwell on past problems.
- **Future-oriented questions:** Uses questions like "What would success look like?" or "What small steps can you take towards your goal?" to guide self-discovery.
- **Strengths-based approach:** Builds on students' existing strengths and resources to achieve their goals.
- **Collaborative partnership:** Coach and student work together to develop solutions and action plans.
- **Small, achievable steps:** Breaks down goals into manageable steps to build confidence and momentum.
- **Focus on exceptions:** Identifies times when the student has already been successful, even if in a limited way, and builds upon those experiences.

Thank you for attention!
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