



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 1



Co-funded by the
Erasmus+ Programme
of the European Union

PR  **UD**
TO TEACH ALL

Project Title:	Professional Development Strengthening Competencies to TeachAll Learners in an Inclusive Learning Environment - ProuD
Project Acronym:	ProuD
Project Number	2020-1-BE02-KA201-074764
Intellectual Output	4
Module	1
Authors	Marijke Wilssens, Hannah Boonen, Peter de Vries, Sofie Sergeant, Lāsma Ulmane-Ozolina, Dina Bethere, Monica Silveira Maia,, Teresa Aquiar, Rachel Lofthouse, Hanne Touw, Mhairi Beaton, Tracy Edwards, Inge Van de Putte
Publication date	February, 2023
Site to download	https://proudtoteachall.eu/en/professional-development-package

CONTENT

CHECK IN	4
AN INTRODUCTION TO INCLUSIVE PEDAGOGY	5
WHAT IS OUR ROLE AS A COACH?	6
WHAT IS COACHING?	7
VIGNETTE OF LEARNERS	8
WARM-UP EXERCISE –	9
HYPERACTIVE LADY BIRD	9
GPS FOR INCLUSION – GENERATING PARTNER SUPPORT	10
About ProuD	11



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained



In our training, you'll learn to...

- **build out** a professional learning community aimed at an inclusive pedagogy;
- **facilitate** collaborative learning and a professional dialogue within a group of educational professionals;
- **develop** shared ownership for professional development;
- **challenge** exclusionary beliefs and assumptions about teaching all learners;
- **strengthen** collaborative skills to involve families, learners and other partners;
- **advocate** for policy recommendations to overcome barriers to inclusion

Learning goals

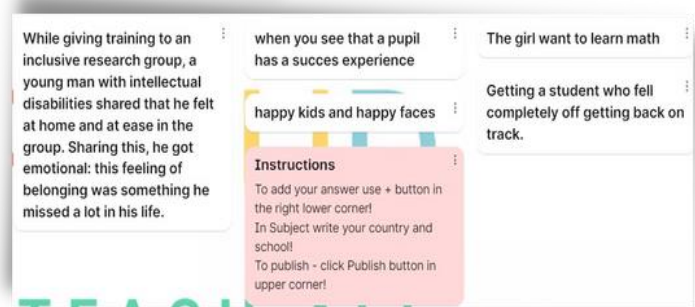
1. You will learn what an inclusive pedagogy is and how it can benefit your practice
2. You will learn what coaching is and how it can benefit your practice
3. You will learn how to start a Professional Learning Community
4. You will learn how (the) resources (of this project) can support you doing so



ACTIVITY 1

CHECK IN

Goal	This activity is used to encourage coaches to communicate and asice-breaker activity
Description	Answer the question: <i>What is your ProuDest teaching moment since the beginning of the school year?</i>
ICT tool	You can use Padlet, for example, or other digital wall tool.
Example	



ACTIVITY 2

AN INTRODUCTION TO INCLUSIVE PEDAGOGY

Goal	Introduction to Inclusive pedagogy to set common context
Description	Watch the video of Tracy Edwards on Inclusive pedagogy
ICT tool	<i>Video link</i> https://studentarteveldehsbe.sharepoint.com/:v:/s/ProjectPotential/EXL1g_I2_ONMn3zErbSTIL0B4I67Ww0PIM_o_OIZ_getHg?e=IGKAcC
More information	Go to website proudtoteachall.eu Look at Guide for coaches



ACTIVITY 3

WHAT IS OUR ROLE AS A COACH?




Goal	Introduction to coach role
Description	Talk about: <ul style="list-style-type: none">• What is coaching for you?• Ever been coached yourself?• How do you see a 'good coach'?• What would you do as a coach, to strengthen the inclusive competencies of these teachers and other colleagues in or around the school? ,,,,,,
More information	Go to website proudtoteachall.eu <u>Look at Guide for coaches</u>



ACTIVITY 4

WHAT IS COACHING?

Goal	Introduction to coaching
Description	Watch video together. Talk about - what is coaching and what is not?
	 A YouTube video thumbnail titled "What coaching is (E1)". The image shows a cartoon fox on the left and a cartoon bear on the right, both in a forest setting. A large red play button is centered over the bear. At the bottom of the thumbnail, there is a black bar with the text "Watch on YouTube" and a small YouTube logo. Below the thumbnail, the text "thought that might work" is partially visible.
ICT tool	Youtube https://youtu.be/Esh75mbmucY
More information	Go to website proudtoteachall.eu <u>Look at Guide for coaches</u> / What skills does a coach need to guide a collaborative learning process?



ACTIVITY 5


VIGNETTE OF LEARNERS

Goal	Learning from each other by way of case supervision
Description	<p>This vignette describes a student whose school indicates that there is a significant challenge in providing this student with an appropriate education. On the basis of 10 questions, this pupil is portrayed. This is done anonymously.</p> <p>1: Complete the vignette, possibly doing this with a colleague who knows this student well. Do this anonymously. In some cases, it is advisable to take this step in preparation for an exchange.</p> <p>2: Determine what the need is during the discussion or exchange of this case pupil. Four options are possible here. Determine together which choice has the most interest among the participants in the exchange:</p> <ul style="list-style-type: none">• Tips, ideas and advice for the <u>teacher</u>• Tips, ideas and advice regarding <u>cooperation with the parents and the pupil</u>• Tips, ideas and advice regarding <u>cooperation with others</u> (inside and/or outside the school)• Exchange: what is common within your context? Who can be appealed to? What are possible procedures or routines within and possibly outside the school? <p>Think of other possible angles to discuss this vignette or this case description with each other.</p>
More information	<p>Go to website proudtoteachall.eu</p> <p><u>Look at Professional development package/ Activity Vignette</u></p>



ACTIVITY 6

WARM-UP EXERCISE – HYPERACTIVE LADY BIRD

Goal	To observe the case; To perform the analysis of observations; To develop guidelines for an individual program for a learner.
Strategic aim	To encourage participants to work in a team; To promote the idea that each child can learn, and that each learner has his/her strengths.
Description	Watch the video and evaluate the competencies of the subject of observation 
Steps	<ol style="list-style-type: none">1. Organization of groups of participants (preferably mixed groups).2. Observation. Watch an animated video about the socialization of hyperactive subjects.3. Reflection of the Observation. Fill in the table, find out the learner's strengths. <p>Discussions about the guidelines of individual socialization programs</p>
More information	Go to website proudtoteachall.eu <u>Look at Professional development package/ Warm-up exercise- Hyperactive lady bird</u>



ACTIVITY 7

GPS FOR INCLUSION – GENERATING PARTNER SUPPORT

Goal	This learning activity will help you to explore the resources you can use to create inclusive learning environments.
Description	<ol style="list-style-type: none">1. Set a goal: local exchange2. Kind of resources:<ul style="list-style-type: none">• Didactical material• Emotional support• Information or knowledge• Observation and feedback• Supervision, intervision or coaching• Co-teaching/team teaching• Learning support in the classroom• Learning support outside of the classroom3. Find the support:
More information	<p>What or who could bring this kind of support?</p> <div data-bbox="651 1200 1174 1451"><p>Thoughts that support a growth mindset A critical friend Knowledge and information</p><p>Colleagues and partners in your social network Families and learners</p></div> <ol style="list-style-type: none">4. Starting point: Who or what seems like an interesting starting point to me? <p>Go to website proudtoteachall.eu</p> <p>Look at Professional development package/ activity <u>GPS for inclusion- generating partner support for inclusion</u></p>



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>



Co-funded by the
Erasmus+ Programme
of the European Union

