



D4.3 PRACTICAL CASE STUDIES

D4.3 Practical case studies

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1. Case study (UL):

@classroommanagement; @behaviourstrategies



WHAT?

1. Introduction: Classroom Management

I am student teacher of a 4-year undergraduate teacher education degree program, and I am currently on my final ten-week school placement in a secondary school. I have 1 class in particular where I am experiencing a range of classroom management issues.

2. Problem context:

It is Thursday on Week 4 of school placement. I have a 2nd year practical class (80 minutes). During these longer practical lessons for the duration of School Placement, the class are working on a project. Students are engaged in a demonstration while I give an overview of the tasks to be completed in today's lesson. One student avoids completing any of the tasks assigned and instead, they disrupt the other students. This brings a lot of unwanted disruption to the class. This particular student has done this in previous lessons, even though last week I had spoken to the student individually after class and they said that this would not be an issue in future. I find my attention being drawn to this one student and feel like I am spending a lot of time and energy considering how I respond and manage this situation in the lesson. However, this is then taking my attention away from other students in the lesson and therefore, management of the learning environment. I feel frustrated as I believed I had dealt with this issue last week, yet I find myself here again today. I am left wondering what do I do next?

SO WHAT?

3. How did I find out more?

a. Before I approached my cooperating teacher, I decided to look further into research on classroom management to see what actions I could take to resolve the issue and what might be causing it. I also went back to lecture and tutorial notes from my college work to see what strategies I could use. Through this process, I found lecture/tutorial notes related to understanding student behaviour; the four goals of disruptive behaviour; the hierarchy of management interventions; Marzano's (2003) effective aspects of classroom management; basic prevention strategies; and Diversion/Distract/Diffusion strategies. I also recall engaging with a TED Talk on Restorative Practice which may be worth exploring again

https://www.ted.com/talks/michelle_stowe_empathy_the_heart_of_difficult_conversations/transcript.

b. It was also reassuring to find that through engagement with some literature I noted that beginning and student teachers cite classroom management as their highest concern (Evertson and Weinstein, 2006). Some useful links to classroom management include [Reupert & Woodcock, 2010](#) and [Nagro et al, 2018](#). I also listened to a number of [podcasts on classroom management](#) that were insightful.

c. I then approached my cooperating teacher to ask for advice and to seek support. Initially we discussed why this issue has arisen, from this conversation and through the literature I can see that some reasons for classroom management issues like this could be:

- Ineffective lessons – problems can almost be created before a teacher enters the classroom (in this case giving instructions at the same time students were involved in a demonstration).
- Student's work should be interesting with varied student activities
- There should be something for all students to do all the time
- Work shouldn't be too difficult or too easy
- Should be ample praise, positive reinforcement, and encouragement (Petty, 2009)

NOW WHAT?

4. Action:

To try to address the issue, I am going to utilise a number of strategies:

1. Experiment with two specific classroom management strategies, which are described below:

a) **Diversion/Distract/Diffusion:** to do this I plan on applying a variety of the questions below, particularly to the student I am having issues with:

- Ask a question as a form of diversion from disruptive behaviour, usually about the work itself
- Ask a question of the whole class – possibly with an associated response (written answer)
- Ask a disrupter for assistance e.g. "Mary, could you open a window, thank you"
- Invite another pupil to work with the disruptive pupil (but ask permission of the pupil first)
- Move close to a disruptive pupil during work time to keep the student on-task

b) **Basic prevention strategies:**

- Expectations – re-establish my expectations of the class and be specific
- Give clear instructions for all activities, preferably orally and in writing
- Study the School Behaviour Policy
- Wait for silence
- Awareness - SCAN THE ROOM

- Use non-verbal cues (smiles, thumbs up, shaking head, raising eyebrows etc.)
- Praise positive behaviour and good examples of work
- Proximity: The closer I am, the greater my effect. If there is unproductive talking or behaviour, I will move to that side of the room ([Petty, 2006](#)).
- Eye contact: Sustained eye contact while I am speaking, for greater effect, I will maintain it before and after.
- Withitness (Marzano, 2003; [Petty, 2006](#)): – vigilance, fill the room/space (presence). I will be mobile and be clever how I use the whiteboard/navigate through slides

2. Based on Petty (2006) I plan to incorporate withitness strategies into my planning and teaching:

Withitness strategies (Petty, 2006): I can use the following strategies from ‘Evidence based discipline and classroom management’ (Petty 2006) to address potential classroom management issues

1. Scanning	When working with small groups or even individuals, orientate yourself so you face the rest of the class. Periodically scan the class. Try to get eye contact with as many students as you can. This is easier to do from the edges of the classroom than from the middle. To begin, you might need briefly to stop what you are doing with the group or individual to scan. But very soon you will be able to scan and help students at the same time.
2. Intervene promptly	The moment you notice a disruption, or better something that might escalate into one, make your attention known. Fix the offending students with eye contact, and if necessary, walk over to them. Stay near them a bit (but keep scanning the rest of the class from time to time). Proximity and eye contact are often enough to stop disruptive behaviour in its tracks. Sitting on, or at a student’s desk and looking at them stops almost any disruption!
3. Use names	If you can’t get eye-contact use their name: ‘Paul?’. When Paul turns round sustain eye contact for a few seconds. If he knows what his is doing wrong, then an explanation is unnecessary, even if he says ‘what?’ in that innocent tone. Very early in the year you may not know all their names, if so say ‘Oi!’ sharply. However, it really helps with this strategy to know names.
4. Stop Instruction	Suppose you are talking to the class and one student starts talking. You could use their name as described above. However, another strategy is to wait for complete silence before starting teacher talk. The moment a student starts talking, stop talking yourself and look at the student. This is pretty startling for the student and they usually stop right away. Wait for complete silence again, and then continue from the beginning of the sentence in which you were interrupted. If you do this for a few lessons students usually tire of trying to talk when you are.
5. Use non-verbal reminders and commands	Once you have attention and eye contact with an offending student you can: <ul style="list-style-type: none"> • Stand to attention with your hands on your hips to signal displeasure • Put your finger to your lips to ask for quiet • Shake your head slowly to signal disapproval • Wave your hand in a hello-like gesture but with a frown to signal ‘stop it’. • Point while clicking your fingers or with a stage cough to signal ‘stop it’.

	<ul style="list-style-type: none"> • Point with a straight arm and a stare to show greater displeasure • Try combinations of the above! My favourite is the straight-armed point and the slowly shaking head. That nearly always got a satisfactory response! <p>If all this seems strange behaviour, arrange a visit to the classroom of someone who is good at classroom management, perhaps someone with a coaching role in your institution. They will almost certainly use such strategies. Remember the aim is to stop misbehaviour almost before it has started, so long-distance communication like this is vital, or you end up sprinting round the classroom like Linford Christie.</p>
6. Avoidance	<p>Consider the activities that can potentially lead to disruptions in your classes, for example:</p> <ul style="list-style-type: none"> • <i>Students collecting materials from the back of the room</i> • <i>A transition from group discussion to teacher talk (students tend to continue talking)</i> <p>The former may be avoided by arranging to have the materials given out. Alternatively, the disruptions may be reduced if you stand by the equipment, or if you let only one student per group collect them etc. It may not be possible to avoid the transition from group discussion to teacher talk, however a little thought might lead to a better way of managing it.</p>
7. Reminders and warnings	<p>Before a potentially disruptive activity remind students of the relevant rules. “Remember, while I’m explaining listen, no talking, and hands up for questions.”</p> <p>Setting goals before teacher talk really encourages students to listen as explained in chapter 16 and on page 7.</p>
8. Walk around	<p>Walk round the whole classroom, using plenty of eye contact, and verbal interaction with students. Keep to the edges rather than the middle of the room as explained under scanning above.</p>

3. I need to make sure that I am aware of management skills in dealing with classroom management issues:



[NIPT: Droidhead – Positive Behaviour Management – Post-primary](#)

4. I will observe experienced colleagues with classroom management in mind. I will note how they incorporate a variety of strategies to manage behaviour in the classroom. I also plan to ask a peer/cooperating teacher to observe my practice and give feedback on my use of classroom management strategies.

5. Reflection

a. What did I learn from trying out these strategies?

I noticed some success in a number of classes, whilst I am experiencing some ongoing challenges with other classes. I find that in the classes that I have infrequently (once a week) the strategies are not as impactful, not knowing all the students names at this point may be one of the issues. However, when I have classes a number of times a week I find that the strategies that I am implementing are much more effective and successful. From observing experienced cooperating teachers I noticed how they circulate the classroom and interact with students, from this I have concentrated on my presence and avoiding staying at the top of the classroom. This has led to less off task behaviour as I can implement a number of the withitness strategies (Petty, 2006) like proximity and scanning. From my peer feedback, I realised that I was not using a lot of positive reinforcement or praise; as a result, I have consciously increased my use of positive feedback and avoided always focussing on the negative. Finally, having a seating plan (as advised by my cooperating teacher) and communicating clear expectations has created a more positive learning environment.

b. How did I experience this process?

I have found that going through this process my feelings of self-worth and confidence have grown which stems from greater competence in the area. At times, I had trouble with finding relevant sources to draw from; however, once I approached experienced colleagues in the staffroom they were more than happy

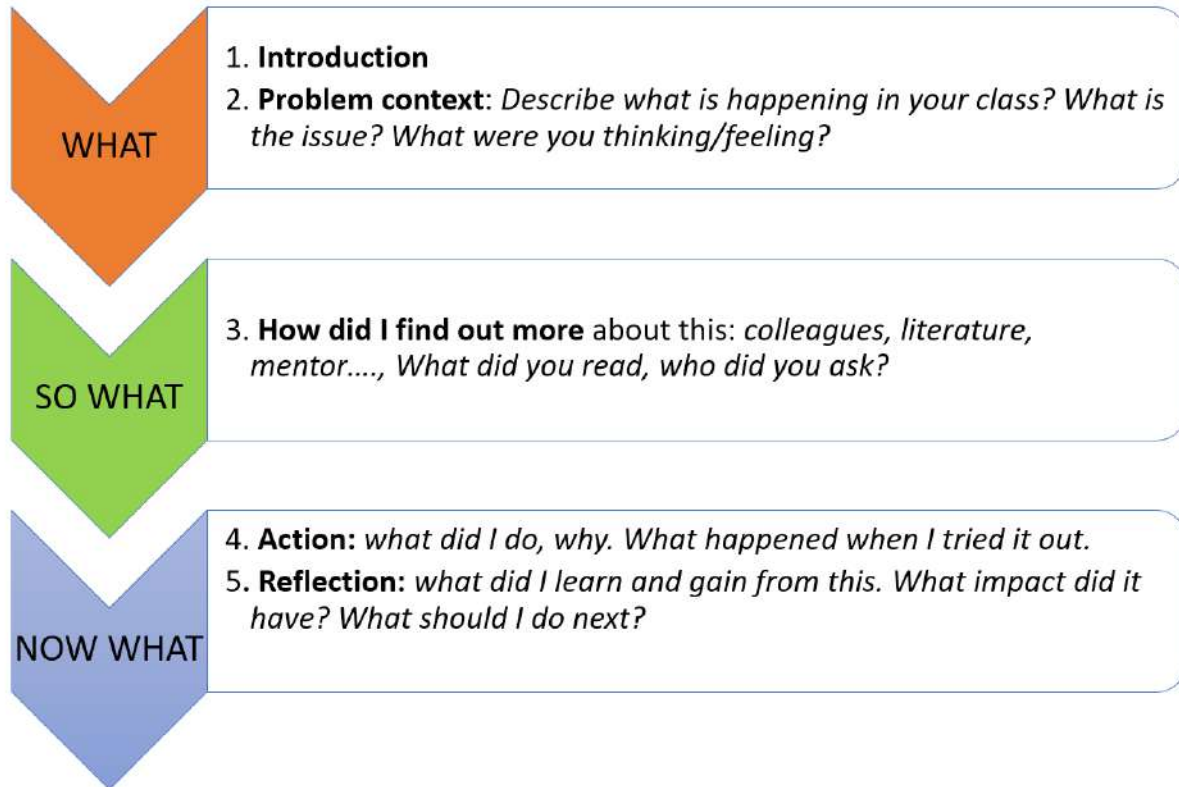
to share their wisdom but also various books, articles and websites. Returning to college materials was a useful starting point as well as these professional conversations with colleagues. I think overall, I have found this process helpful particularly from the perspective of the notion of teacher as life-long learner. This has now come into focus for me. While I heard of this concept during my college experience, I now understand how this happens in action for me with regards leading and guiding my professional learning. As to where next, I will continue to engage in reflecting on my practice and observing a range of experienced colleagues to continue my professional journey.

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1. Case study (UL):

@Observation; @ProfessionalConversations; @collaboration; @Professionallearning



WHAT?

1. Introduction: Observation and Professional Conversations

As a student teacher on my final school placement experience, the reality of stepping into the role of a professional teacher feels a little overwhelming. It is an exciting phase of significant learning, but also a confusing and stressful time. I am attempting to both understand my role in this school and the teaching and learning requirements of the curriculum, while also negotiating my expectations with the reality of placement. I have university tutors who support and mentor me throughout placement, but I am very aware of the wealth of experience of cooperating teachers and colleagues in my school.

2. Problem context:

I know that I can learn a lot from them but need to understand how to effectively observe a class and engage in professional conversations to enhance my learning to teach journey. I am also cognisant that observing my colleagues and engaging in professional conversations with them will be an excellent form of professional development. I have reflected on some areas I can benefit from when observing and these might include: lesson structure, classroom management strategies, teaching strategies, the use of questioning and feedback, assessment and student interaction/engagement.

3. How did I find out more about this?

Prior to approaching my cooperating teachers and other experienced teachers in the school, I needed to engage with literature on the topic of observation and professional conversations. I used Google Scholar to try and identify any relevant literature; I reviewed lecture and tutorial notes shared prior to school placements and I searched for any accessible media (videos/podcasts) that may help develop my understanding.

Observation:

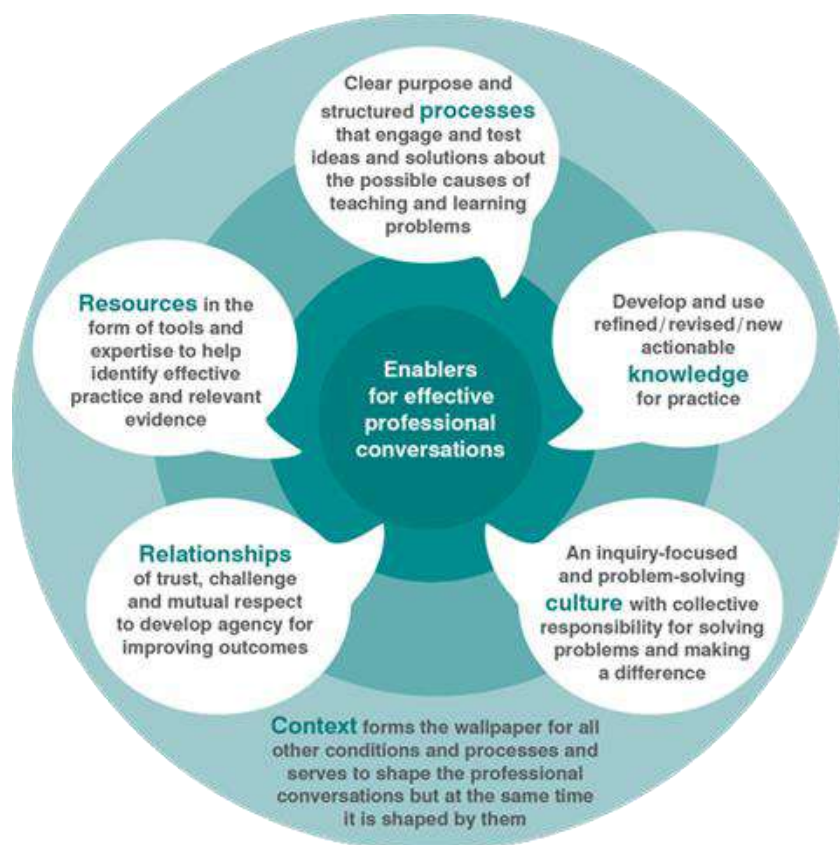
Florio-Ruane (1999) identifies observation as a key basic skill to assist student teachers in navigating the complexity of their new role. As a result, it is part of 'the beginner's job to be a participant observer in the classroom' and the broader school community (Florio-Ruane, 2002, p. 204). Certainly, I have observed what teachers do in hundreds of classes over my years as a student in the class. However, I am now repositioning myself as a student teacher and therefore, my ways of looking have a different focus. This is evident in my reading of Lortie's (1975) *Apprenticeship of Observation* (Borg, 2004). It is paramount that I observe a range of colleagues so that I do not revert to teaching as I was taught.

The following video [Classroom Observation Strategies: Peer Observation](#) highlights the structure of a positive peer observation experience. It is an easily accessible form of professional development but stresses the importance of having an agreed structure. This can include meeting prior to the class to agree what the purpose of the observation is. It also poses important reflective questions for after the lesson such as 'What did I see?', 'What did I learn?' and 'What can I do to improve my own teaching as a result of what I observed?'

[Classroom Observation in Teaching Practice \(Richards and Farrell, 2012\)](#) outlines the importance of observing your cooperating teacher (or another colleague in the school) and how it is important to have a clear focus for the observation, as sometimes we can get overwhelmed with the extent of what we see. In terms of observation procedures, the article highlights the effectiveness of using checklists, field notes and seating charts.

Professional conversations

In my reading, I found that professional conversations are a key dimension of work in schools, which is the talk that happens between teachers and/or between teachers and other professionals working in/with schools. To relate it to me I focused on teacher-to-teacher professional conversations. The linked AITSL video on ['effective professional conversations'](#) outlines a number of key features that support professional conversations. Importantly it distinguishes between 'ordinary' talk or conversation and 'professional conversations', sometimes we can overlook the critical and essential aspects that actually contribute to effective rather than ineffective professional conversations. The video (from AITSL in Australia) features Prof. Helen Timperley who undertook a major review for AITSL on professional conversation. It is accompanied by a 1-page overview of the key dimensions of 'effective professional conversations'. I also found the following podcast beneficial in understanding the development of professional conversations through community building: <https://player.fm/series/school-me-1600234/how-educators-build-community-schools>



Enablers for effective professional conversations (Timperley, 2015)

4. Action

During the first few weeks of placement, I have noticed that I lack structure at the beginning of classes and the students seem unsure of what they are learning. I am aware that my sharing of learning intentions is not strong and as a result it leads to confusion with the students. To try to remedy this I approached my cooperating teacher to ask whether I could sit in and observe one of their classes. We agreed on a class and met prior to the class to discuss the purpose of the observation and identify my 'problem of practice' as a focus, in this case introducing learning intentions (objectives) at the beginning of class. During this professional conversation we agreed that it would be beneficial to take notes on what I observed so that I can reflect on it following the class. To inform the observation process I engaged in reading literature on the topic of the importance of sharing learning intentions (objectives) at the beginning of class and effectively structuring the start of the class.

5. Reflection

During the observation, the first thing I noticed was that the students knew the structure of the introduction to the lesson, there were clear routines and expectations which led to minimal disruption. The learning intentions and success criteria were visible and discussed which led to the students being held accountable for their learning. This was followed by a student task that allowed them to be active. The task recapped previous learning and introduced the new ideas. From observing, I realise that I rush through the learning intentions and rarely address success criteria. The teacher uses names to personalise the learning and uses 'turn and talk' and 'think-pair-share' to encourage student voice, something I need to have more confidence to do.

I managed to sit down with the teacher to discuss the observation and the focus of the observation. The teacher shared how and why they structure the introduction of the class the way they do and the positive outcomes they have as a result. I noted down three ways in which the learning intentions (objectives) were shared effectively:

- The learning intentions (objectives) were shared in a student friendly manner.
- They were shared visually and orally, the teacher returned regularly to the visual cues.
- Reconnected with the learning intentions (objectives) at various points in the class and connected them to the tasks.
- The emphasis was on learning rather than doing.

The cooperating teacher encouraged students to engage and contribute to the construction of success criteria, which makes the students more accountable. The importance of consistency and routine was discussed and how I could go about developing this. I was given the opportunity to ask questions reflecting an inquiry focused and problem-solving approach. Having the opportunity to work collaboratively with an experienced colleague has enhanced my confidence and given me ideas to try out with my own classes. This process was impactful as I feel like I'm learning from experienced professionals who know my context and students, as a result I learned much about effectively using learning intentions.

Based on my experience of observing colleagues and engaging in professional conversations I will do the following to enhance my knowledge of teaching and learning:

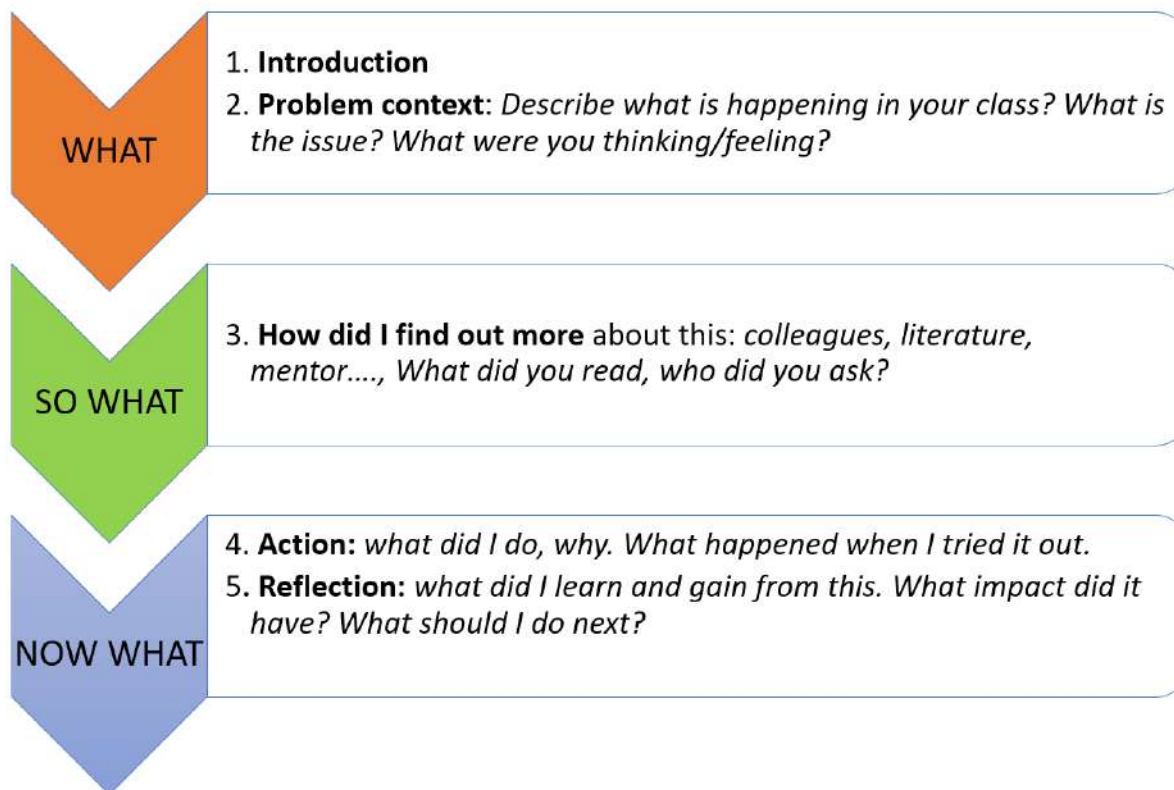
1. Observe my class groups being taught by colleagues in a variety of environments and subject areas. This will help me see if issues that I am experiencing are common across all subject areas, how teachers employ a variety of strategies and see if I can experiment in my own teaching and context.
2. Ask colleagues to observe my teaching, agree a focus of observation and engage in feedback sessions and professional conversations.

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2. Case study (UNEAT):

@diversity @inclusion @inclusiveness; @research; @implementation; @methodology
@integration



WHAT?

1. Introduction: Diversity

2. Problem context:

I teach sixth grade, and I have the incredible task of integrating two eleven-year-old Ukrainian cousins into my class. Because of the dire circumstances in their native country, the children, who were war refugees, arrived in the middle of the school year and were adopted by a local family.

The dynamics of the class have significantly changed since their arrival. Given the recent traumatic events the children have experienced, the situation has become particularly challenging for all of them. While the other, who is outgoing, displays signs of worry and anxiety, the quieter one is reluctant to participate in day-to-day activities. The other students and I are finding it difficult to assist the others in integrating because of the language and cultural barrier, which has become a challenge for the entire class.

Also, the cousins' language barrier and the fact that they enrolled in the course after it began have made it especially challenging for them to adjust to the classes. They have also been missing on a regular

basis, which has made them feel more alone and hindered their ability to actively participate in class. The fact that the kids do not comprehend what happened in the past makes matters worse, since they already struggle emotionally from the war, being away from their families, and having to adjust to a new country with different language and traditions.

As a result, I have never faced a greater challenge in my role as a teacher. The children's unique needs, particularly the language barrier that hinders their participation in activities and my ability to assist them in any way I can, leave me feeling overburdened and, to be honest, unprepared to handle them.

Moreover, the lack of psychological expertise becomes evident when I try to address the complex emotions that both cousins experience as a result of their experiences as war refugees. They obviously carry a great deal of trauma with them, and I feel helpless because I cannot offer them enough emotional support.

3. How did I find out more about this?

Since the arrival of the two Ukrainian cousins, I have been in a constant process of searching for resources to help me better understand the situation.

I started by looking through specialised literature. I looked for educational methods and emotional support techniques that could be tailored to Alex and Anya's particular requirements while reading books and articles on the integration of refugee children and trauma management. I found workable solutions to get past linguistic obstacles and deal with the psychological effects of trauma on their education.

The following are some of the books and articles that were consulted:

- **Refugees from Ukraine. Support to School Children and Teachers**
- **Refugee Education. Theorising Practice in Schools**
- **Migrants and Refugees. Equitable Education for Displaced Populations**
- **Educational strategies to support the inclusion of displaced pupils from Ukraine in Italian schools**

<https://www.sciencedirect.com/science/article/pii/S2666374023000304>

- **Ukrainian refugees struggling to integrate into Czech school social network**
- <https://www.nature.com/articles/s41599-023-01880-y>

I also looked through a number of websites from the European Union and other organisations, in addition to blogs and Youtube videos that I thought were insightful and helpful.

- **Refugee and migrant integration into education and training**
<https://education.ec.europa.eu/focus-topics/improving-quality/inclusive-education/migrants-and-refugees>
- **Promoting the enrolment of child refugees in education**
<https://education.ec.europa.eu/news/promoting-the-enrolment-of-child-refugees-in-education>
- **Building Inclusive Education Systems for Refugees**
<https://www.unhcr.org/sites/default/files/2023-09/building-inclusive-education-systems-for-refugees.pdf>
- **Factsheet - Refugees from Ukraine: Support to school children and teachers**
<https://education.ec.europa.eu/document/factsheet-refugees-from-ukraine-support-to-school-children-and-teachers>
- **Rising to the challenge: Protecting refugee children's education amid fragility, conflict and violence**
<https://blogs.worldbank.org/education/rising-challenge-protecting-refugee-childrens-education-amid-fragility-conflict-and>

- **Education and support for Ukrainian refugees**
<https://school-education.ec.europa.eu/en/insights/news/education-support-ukrainian-refugees>
- **Free educational resources for Ukrainian children**
<https://obr.education/en/free-educational-resources-for-ukrainian-children/>
- **How to strengthen support for Ukrainian refugees in schools and universities**
<https://www.facebook.com/OECDeduSkills/videos/how-to-strengthen-support-for-ukrainian-refugees-in-schools-and-universities/582627040722824/>

I also communicated frequently with the school's psycho-pedagogical division. We looked for targeted strategies to support the children's emotional wellbeing after I told them about the experiences of the kids. The implementation of therapeutic activities in the classroom and the appropriate handling of the situation's emotional aspects have been made possible by the recommendations and guidance that have been provided.

Working together with my coworkers has also been essential. I talked to seasoned colleagues who had dealt with comparable difficulties. We discussed how to modify instructional materials, create engaging activities for students, and apply effective pedagogical strategies. These conversations have been enriching and have given me invaluable insights.

The host family has been an additional invaluable source of information. I am in constant communication with them to better understand the specific needs of the children as well as their cultural preferences. To ensure a more successful integration and to personalise my approach, this direct collaboration has been crucial.

4. Action

Following the advice of my colleagues in the psycho-pedagogical department, I implemented therapeutic activities to address trauma in the classroom. I recommended, for example, that children use painting as a creative way to communicate their emotions.

On the methodological side, inspired by the experiences that other teachers had to share, I implemented a cooperative learning programme, organizing the students into small groups assigning responsibilities to each member.

Realising that each of them needed a personalised strategy. This is why I have held individual meetings with them using gestures, facial expressions, and visual aids. In addition, I have allowed them to identify how they feel by using picture cards representing different emotions.

Finally, the host family and I have maintained a close relationship, keeping me up to date with the children's development and incorporating aspects of Ukrainian culture into lessons and activities. For example, I introduced a project in which the students shared and celebrated the customs of their home countries during a social studies lesson.

5. Reflection

After overcoming the difficulty of integrating refugee students into my elementary school, I've concluded that effective integration necessitates a comprehensive strategy that addresses emotional trauma, language barriers, and fostering a sense of belonging in addition to the modification of instructional materials. In order to get across language obstacles and enable children to actively participate in sessions, it has been shown that creating a visual and sensory environment is crucial.

Methodologically, splitting up the class into smaller groups has brought attention to how crucial social contact and cooperation are to a successful integration. The adoption of personalised programmes has improved communication and given kids an atmosphere of safety in which to voice their needs and worries. It is important to acknowledge that each student has different emotions and particular needs, and customising instructional and emotional tactics is vital to their achievement and welfare.

In the end, the effective integration of refugee students enhances the educational experience for the kids involved and contributes to developing a diverse and inclusive educational environment. The key components for developing an educational community that values the range of experiences and cultural backgrounds involve recognising difference, promoting understanding, and encouraging collaboration between students and their teachers. It takes a constant process of adaptation and sharing knowledge to make sure every student, no matter what her background, feels like a valued member of the school community.

5.1. Reflective questions

Comprehending inclusion and diversity

How can I recognize and appreciate the student's different life experiences and backgrounds?

How can I make sure every student feels important and included in the classroom?

How can I modify my teaching methods to meet the particular needs of students coming from different linguistic and cultural backgrounds?

Educating traumatised learners or those who speak another language and come from other cultures

What tools and networks of support are available to me to better comprehend and tend to the emotional needs of kids who have experienced trauma or speak a different language?

What techniques can I use to provide traumatised students the confidence and support they need to pursue an education in spite of their past experiences? What about students who speak another language?

Professional development

How can I better satisfy the needs of students while improving my work by asking mentors, colleagues, and students for feedback?

How can I help my colleagues to develop a school culture that is sensitive to trauma and to different languages and cultures by sharing my knowledge and experience with them?

How can I, as a teacher working with pupils who speak another language and come from other cultures, prioritise self-care and get support?

Personalized instruction and differentiation

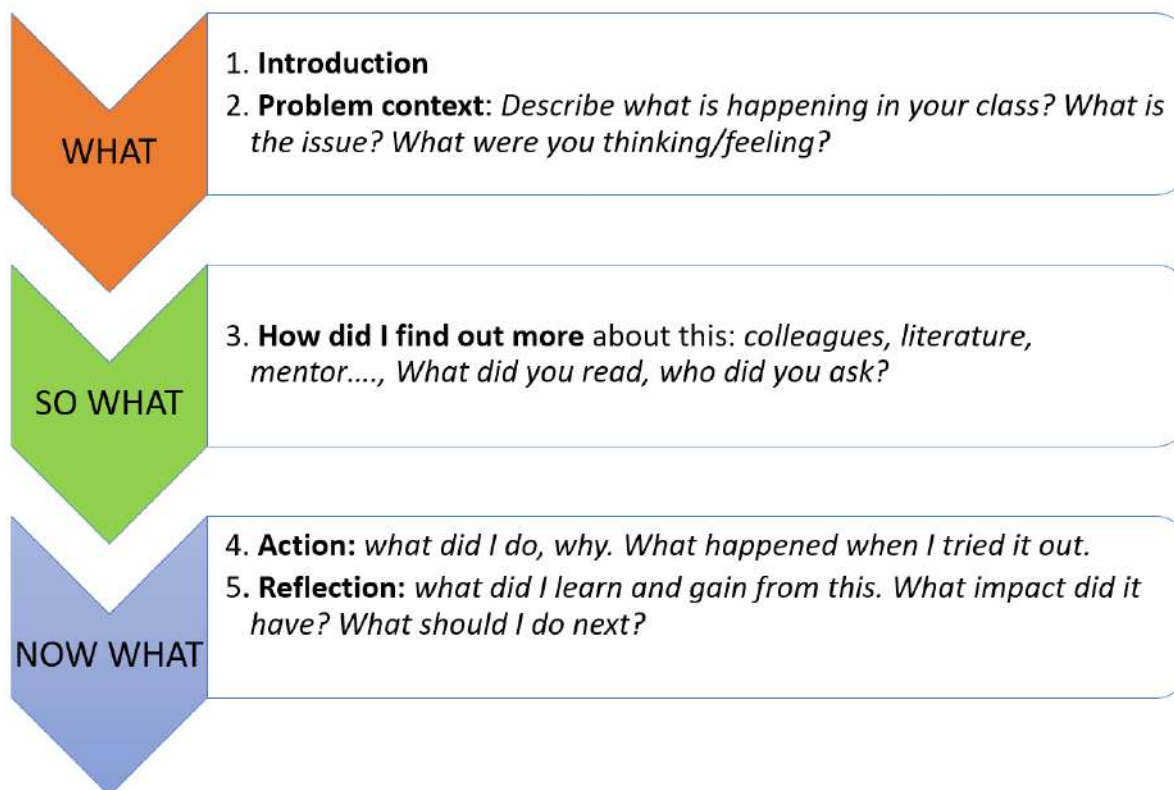
How can I adapt my teaching methods and instructional materials to meet the individual learning needs of students?

How can I provide students with ways to express themselves and take part in educational activities that have practical application?

How can I give students the confidence to take responsibility for their education and establish goals for both their intellectual and emotional development?

3. Case study (UNEAT)

@digital technology @digital transformation



WHAT?

1. Introduction: Digital transformation

The digital transformation of institutions is today an unquestionable reality, which leads many of us who are not so familiar with it, or, in other words, who prefer to use traditional methods of educational management and teaching, to be seen as weirdos, or even rebels. I am convinced that technology is useful, but I am not sure that the use proposed to me by the directors of the school where I work is the right one.

2. Problem context:

I am forced to use Moodle, an educational platform that, in the words of many experts, is very efficient and popular in the educational field, but I am not so familiar with its use. I am not afraid to learn, but I feel that it is something that will take a lot of my time, that the students will not use it as much and that the result will be worse if I use it. I learned the traditional way and I think it was good and efficient: taking notes, going to the library, using a file, making outlines, organizing my own information. All this leads to cognitive processes that promote proper cognitive development, but also makes the student value more his learning process. **Now everything is easily and quickly obtained, even knowledge, and if that wasn't enough, I have to structure it in the form of user-friendly content on an educational platform that is not so user-friendly. If I don't force my students to make an effort to find their own information and build their own learning, am I really a good teacher?**

3. How did I find out more about this?

When talking to fellow teachers, they tell me exactly the opposite of what I think: that they think the technology is great, that Moodle is very friendly, that their students will learn much more and, far from reassuring me or wanting to adapt, I turned to written sources of information to learn more about the use of platforms in education.

I did a deep dive on the topic of digital platforms in education and came across the following.:

- There are many types of platforms and they are very useful. It's not just Moodle
- The use of technology, in an appropriate way, really enhances student learning
- Virtual learning platforms save time and money, and allow better targeting of resources
- They allow some level of flexibility, for example, for students to work at home when they can, or when something happens that prevents them from coming to school.
- They offer a variety of resources, which can allow for diversified learning..

This in general, but in scientific literature I found the following:

Educational freedom is one in which the activities of choosing, connecting, producing, accumulating, representing and learning are regulated through the norms of performance and character/potential. Reflecting on these issues, the operation of a careful, relentless and empirically vigilant digital gaze is considered useful to ensure a very specific educational experience for the learner.

Decuypere, M., Grimaldi, E., & Landri, P. (2021). Introduction: Critical studies of digital education platforms. *Critical Studies in Education*, 62(1), 1-16.

In basic education, educational platforms are present in both academic and administrative activities and their use has been increasing in recent years. Velezmore, G. A. B., & Carcausto, W. (2020).

Herramientas digitales en la educación universitaria latinoamericana. *Revista Educación Las Américas*, 10(2), 254-264.

The analysis concluded that the Moodle educational platform is an accurate, functional, versatile, motivating and motivating tool that promotes self-learning, and has the advantage of being free, adaptable to the needs of users because it is free software..

Martínez, R. E. S., & Huamaní, C. G. A. (2021). Plataformas educativas: herramientas digitales de mediación de aprendizajes en educación. *HAMUT'AY*, 8(3), 66-74.

Quality indicators in training processes in virtual environments encourage the useful use of statistics, especially those that allow defining the context in which the implementation and evaluation of quality is carried out; therefore, the intelligent use of indicators that allow assessing the adequate use of an educational platform should be proposed.

Ardila-Rodríguez, M. (2011). Indicadores de calidad de las plataformas educativas digitales. *Educación y educadores*, 14(1), 189-206.

4. Action

I tried to get rid of my prejudices to open myself to the possibility of using educational platforms in the best way, especially Moodle. I recognized its advantages and took a training course for the effective use of this platform. There I discovered not only its multiple functionalities, but that it really can be combined with traditional methods prioritizing meaningful learning. I also investigated other tools and platforms that will eventually enrich my professional practice, but without abusing it. I comply with the times of use of the platform and I know that if I decide to use it a little more, it is not bad, as long as I do not lose the teaching objective. I forced myself to break paradigms and I feel good about it because

I realized that much of what is said is exaggeration and that everyone has to experience the use of technology in the classroom to appreciate advances and setbacks.

5. Reflection

I think he had an intrinsic fear of being replaced, on the one hand; but also of promoting something inappropriate for the students, on the other. This is not the case. Technology is a tool and not the end in itself. It is good that students use it and learn through it, but they must be clear that it is only a complement in the educational process. In general, I can say that the use of technology has certain advantages:

1. **Immediate and unlimited access to information and educational resources:** students can explore different sources, research topics of interest and access interactive materials that enrich their learning.
2. **Personalized and adaptive approach:** students can learn at their own pace, address their individual needs and receive immediate feedback, which improves their understanding and retention of information.
3. **Interactive and participatory learning:** through interactive tools, educational games, simulations and online collaboration platforms, interaction, teamwork and creativity are encouraged, creating a stimulating and motivating learning environment.
4. **Development of digital skills:** students learn to use different tools and software, search and evaluate information, communicate effectively in virtual environments and solve problems using technology as a resource
5. **Preparation for the world of work:** students acquire critical thinking skills, problem solving, online collaboration and adaptability to new tools and technologies.
6. **Increased motivation and engagement:** the incorporation of multimedia elements, gamification and interactive learning experiences capture their attention and involve them more actively in the educational process.

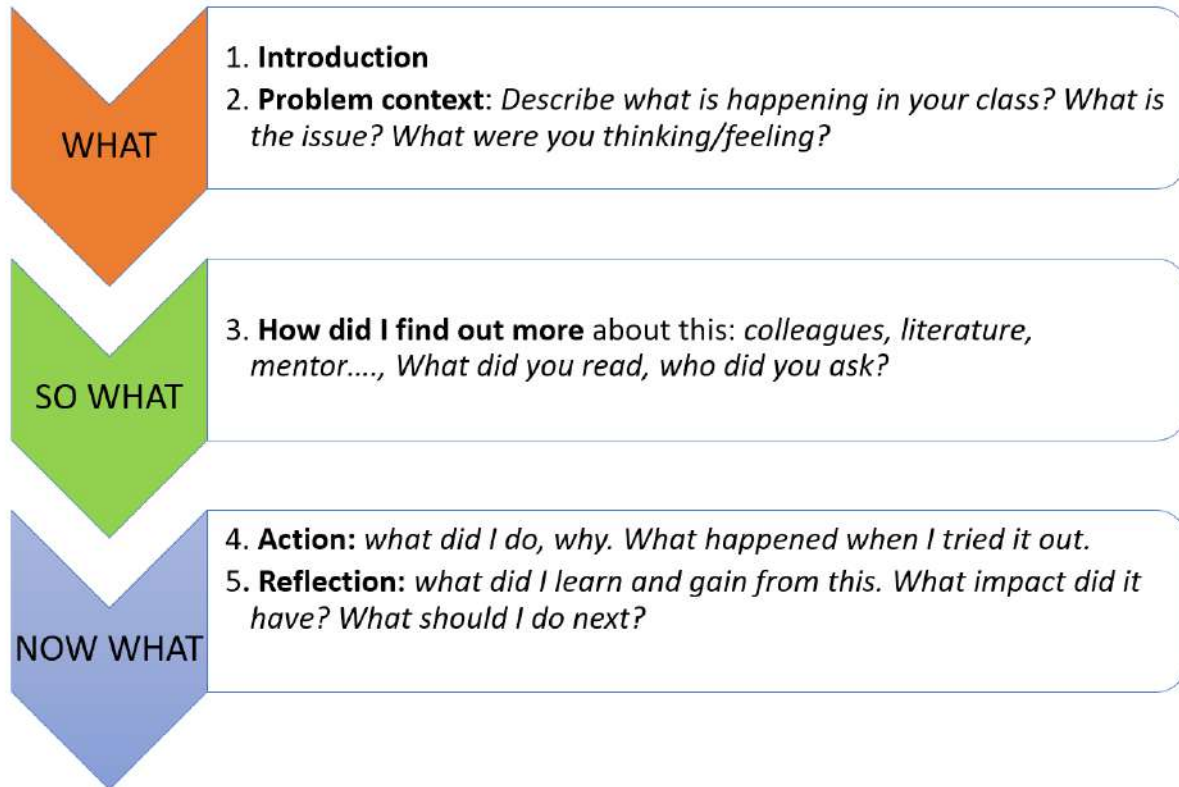
Technology in education also promotes creativity and innovation. Through digital tools, students can create multimedia content, design interactive projects, and present their ideas in new ways, stimulating their creative thinking, giving them the opportunity to express themselves in unique ways, and fostering their entrepreneurial spirit.

This stimulates their creative thinking, gives them the opportunity to express themselves in unique ways, and fosters their entrepreneurial spirit. Finally, technology in education contributes to educational inclusion and equity.

By overcoming barriers to access, it provides equal opportunities for students from different backgrounds and circumstances, allows learning to be tailored to individual needs, and offers a more personalized educational experience. This ensures that all students have access to quality educational resources and opportunities.

5. Case study (UPOL):

@gifted pupil @individualisation @enrichment



WHAT?

1. Introduction: A gifted pupil

I 'm a student teacher in the last year of programme Mathematics and Physics at Primary Schools. In the seventh grade of primary school, where I'm placed to do my practice, there is a gifted pupil called Janek in the class who excels in both of my subjects. I see his education in mathematics and physics as challenging. It seems to me that he is not motivated to learn with others and even if I prepare extra tasks for him, he seems not to be enjoying the work within the class. I feel not sure how to meet the individually set learning goals but also keep him included within the collective of others in the class.

2. Problem context

Janek is quite critical, works only on tasks that he enjoys. He often asks intrusive questions and seems to already know everything. He quickly finds connections and draws conclusions. When he is interested in something, he can be very focused on it. He often shows his emotions and disinterest. When he is bored, he can be very disruptive in the class and does not pay any attention to my instructions. He does not get along very well with the children in the class. Janek feels better with older children or adults. Generally, he doesn't feel well at school. The teachers fear that he will have disciplinary problems in the future.

I want to get a deeper insight into working with Janek in my subjects Math and Physics and understand educational strategies in the development of gifted students. From the lessons at university I remember, that gifted students often have different educational needs than other students. They need stimuli so that they do not get bored and that their education does not become stereotyped. I need to learn how to individualize Janek's education and develop his potential, but I also need to work with the whole class and focus also on Janek's social skills.

According to the National Association for Gifted Children, pupils with gifts and talents perform, or have the capability to perform, at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification to their educational experience to learn and realize their potential. [What is Giftedness? \(nagc.org\)](https://www.nagc.org/) I got acquainted with a more detailed description of gifted children in the source: Recognizing Gifted Students: A Practical Guide for Teachers by Sandra Manning. Available at this link: <https://files.eric.ed.gov/fulltext/EJ724632.pdf>

As a great source for study this topic, I found e-journal on gifted children led by National Institute of Pedagogy, where I can read experience of a good practice [Aktuální číslo a archiv \(talentovani.cz\)](https://www.talentovani.cz/) I learnt, that gifted child can be developed in disharmonic way. This means that in some areas he or she is early ahead of other children (e.g. intellect), but in others, like emotional experience and social interactions, or the development of fine motor skills, may be delayed. Additionally, gifted pupils may have other problem symptoms like increased hyperactivity, reduced social adaptation, reduced self-confidence, reluctance to submit to external authority, reluctance to accept defeat, perfectionism or hypersensitivity. This information is important to me for work with Janek, as I cannot just focus on developing of his talent, but also on areas that are challenging for him and help him to find strategies to deal with. In the Czech Republic, educational and financial conditions are dealt with by the Decree on the Education of Pupils with Special Educational Needs and Gifted Pupils, which sets specific conditions for the search (identification) and the way of working with gifted pupils and the tasks of educational and psychological counseling centers and schools. [vyhlaska č. 27 .pdf, MŠMT ČR \(msmt.cz\)](#) The pupil's education can be adjusted and anchored in an **individual education plan**, which contains documents specifying the needs for the education of a gifted pupil.

Janek is educated in the **individual-based teaching form**, which means that he is in a regular class. Here, Janek can feel isolated and lonely as he might miss a peer of similar focus. The work of the teacher is also challenging, as they must individually work with the gifted pupil as well as the rest of the class with different abilities. The teacher may tend to use the gifted child as a 'leader' of the class or as an assistant to weaker students. Such a child then becomes more like an assistant to the teacher instead of developing their own abilities. Some of the examples of a good practice show the efficiency of a **group-based teaching form** where more gifted children from a given grade are placed in the same class in some subjects, like Math or Physics. By being grouped together, gifted children gain equal partners for communication and collaboration in solving individual and group tasks.

SO WHAT

3. How did I find out more?

While having discussion with more experienced teachers in the school and school psychologist, I learn that Janek prefers to be given freedom in choosing subjects in the curriculum and it is necessary to support him for a divergent approach to solving tasks. Janek often prefers individual work, maximally works in pairs. Teachers support his efforts to solve the tasks perfectly. His favourite topic are robots and inventions.

Janek's education of Math and Physics should be individualised in following areas:

Content enrichment and extension	Enrichment and extension opportunities that go beyond the regular curriculum of the curriculum is perceived as pivotal. The goal of enrichment is not only to deepen, expand and enrich the curriculum with additional information, but also to stimulate the processes of discovery and search for other contexts and connections that the given topic offers. This is therefore an extension, a deepening of the content beyond the curriculum. I can provide enrichment and extension by using guest speakers, field trips, mentorships, competitions, clubs, and online resources.
Task differentiation	In a heterogeneous class, pupils are unique in many ways, so their perception and pace of learning are also different, therefore it is necessary to take into account the specifics of individual pupils, their talents and skills, performances, interests, pre-concepts. The purpose of differentiated instructions is to enable joint education of children with different levels of ability and at the same time respecting these differences. I can differentiate instruction and tasks by using Bloom's taxonomy, independent projects, flexible grouping, learning contracts or we can give choice of presenting a task.
Teaching methods	I can include heuristic methods where pupils apply previous knowledge and skills, predict and draw new conclusions. Inquiry-based learning as a student-centred approach, which involves posing questions, problems, or scenarios that spark curiosity and investigation. It encourages pupils to use their higher-order thinking skills, such as analysis, synthesis, evaluation, and creativity. Information and communication technologies (ICT) can help to support the involvement of students. Furthermore, there are staging methods (students learn mutual tolerance and the use of adequate ways of acting, help to positively develop some affective characteristics of a gifted student and strengthen his position in the team, didactic games for the development of communicative skills, creativity, response to stimuli (puzzles, encrypted texts, anagrams, riddles, crosswords). Group and cooperative teaching, as well as individual student work, brainstorming or project teaching is also recommended.
Assessment	The assessment should foster a growth mindset by using praise, feedback, and assessments that focus on the process of learning, not the product or the outcome. A growth mindset is particularly important for gifted students because they are at risk for both under-achievement and perfectionism, which may hinder them from reaching their potential. They need to develop their abilities through learning from their mistakes. Verbal, criterion and self-assessment methods are possible. Specific adjustments are further determined according to

	support measures and levels of support. http://ncsss.org/images/journals/ncsss-journal-2014.pdf (ed.gov)
Results	Modification of the expected educational results: on the one hand, it is a question of exceeding the scope of outputs and on the other hand, tolerance of lower performances caused by the uneven development of the pupil's personality.

More sources of information that I found interesting:

- NPI (National Institute of Pedagogy, Prague) www.npi.cz,
- Mensa of Czech Republic www.mensa.cz - clubs, magazine, summer camps, Czech Republic Children's Mensa www.deti.mensa.cz,
- ECHA-International Organisation www.echa.info,
- Talnet www.talnet.cz,
- Centre of giftedness www.centrumnadani.cz,
- Centre of gifted child development www.nadanedeti.cz,
- Some work sheets paid database might be found here:
<https://www.qiido.cz/obohacujicimaterialy/pracovni-listy-qiido/>.

To have a better overview, I visited a special class in Olomouc where gifted students receive their education. At the Halkova Elementary School in Olomouc, they have established classes from 1st grade to 5th grade, attended by gifted and exceptionally gifted students who have undergone diagnostic assessment in the Pedagogical-Psychological Counseling Center and have been recommended for education in classes with an expanded curriculum in certain subjects. The school has a long-standing commitment to inclusivity, paying close attention not only to students with special educational needs but also to gifted and exceptionally gifted students. During my visit to Halkova Elementary School, they showed me functional and proven models for organizing the education of gifted students, as well as the school's overall approach to addressing their needs. They also explained the possibility of introducing the role of a school coordinator for gifted support and the scope of their work. This example of best practices was very beneficial and informative for me.

NOW WHAT

4. Action

After the visit of Halkova school I felt more ready to implement the knowledge I learned about enrichment and extension to my lessons with Janek. For mathematics, I prepared several advanced tasks that went beyond the regular curriculum. I wanted to encourage Janek to focus more on geometry and went through more complex geometric problems which Janek attempted to solve. Janek worked more independently and self-directly. For this purpose, he used different sources and also modelling programmes recommended to me in Halkova Elementary School. He was excited because he had the opportunity to explore something deeper and more challenging. As for Physics, I implemented a problem-based learning approach with the whole class. In groups, we conducted experiments and together we explored physics principles like mechanics. The groups presented the use of mechanics in real life situation. Janek and his group presented a robot with various original functions. Assessment was also important. I tried to assess not only the final results but also the learning process. I encouraged

the whole class not to give up when facing mistakes and emphasized how we could improve through learning from errors.

5. Reflection

Every day, Janek tried to catch me with his questions. The preparations were quite demanding, and I constantly had to come up with new ideas. I think it would be great if there would be some free database of materials, so I do not have to create everything by myself. I could observe a deep working flow when Janek dealt with for him interesting topics, like new inventions. On the other hand, in the group work, Janek could be very affectionate when discussing his ideas with the others. To work on his emotional self-regulation would be a long term goal for teachers in all subjects.

During my practise with Janek I realised, how important is to have systematic support for the work with gifted pupils, so that their potential is not wasted. Current trends in the education of gifted pupils include the use of individualization and differentiation to meet their needs and providing challenging curricula and opportunities for further learning. Gifted pupils often spend most of their time in regular classrooms, which can lead to boredom and a loss of interest in learning. I really appreciated the approach of Halkova Elementary School and their divided classes for gifted children. They are placed into regular classes but in some subjects like Math, gifted kids are put into one class where they can better work together. At the end of my practise, I finally understood the term “enrichment of the content”. The child receives something extra, but it's not based on increase in the number of ordinary tasks, rather it's about going more into breadth or depth. It's important for teachers to consider the interests of the specific child. They are unique in that they often have quite unusual interests or hobbies that are not common for their age, such as an interest in academic matters. This could be archaeology, space, astronomy, optics, or they might have deep knowledge about various animal species. In these areas, they often delve quite deeply and have a long-term interest. And this is what their education can be built upon.

In addition, there is a shift towards an inclusive approach to education and focusing on responding to individual educational needs. Individualization involves tailoring education to suit the specific strengths and needs of gifted pupils. This can also be achieved through the use of technological tools, additional distance and online education, and hybrid educational models. Differentiation, on the other hand, focuses on providing diverse and challenging educational experiences to gifted pupils. It can be implemented using information and communication technology and utilizing their ICT talents. I learned about other trends in gifted education from this source. He assured me that the neurological findings should be applied; information technology, promote critical thinking and higher order thinking (Shaughnessy, Michael F. S. Persson, S. (2009).

Questions for self-reflection

What specific problems did the gifted pupil Janek have?

Describe the characteristics of a gifted student.

How specifically was Janko's teaching individualized?

Describe in detail the teaching methods used?

What educational and educational strategies did the student prepare for Janko?

References:

Manning, Sandra (2006). Recognizing Gifted Students: A Practical Guide for Teachers by Sandra Manning. Available at this link: <https://files.eric.ed.gov/fulltext/EJ724632.pdf> [accessed 21 Mar. 2024].

Shaughnessy, Michael F. S. Persson, S. (2009) Observed Trends and Needed Trends in Gifted Education. *International Handbook on Giftedness*. DOI: 10.1007/978-1-4020-6162-2_67 Available: https://www.researchgate.net/publication/226057685_Observed_Trends_and_Needed_Trends_in_Gifted_Education [accessed 21 Mar. 2024].

Národní pedagogický institut České republiky (NPI) [National Institute of Pedagogy, Prague] deals with the issue of gifted children. Available: <https://en.npi.cz/> [accessed 21 Mar. 2024].

Mensa České republiky offers clubs, a magazine, summer camps and a program for children Mensa Czech Republic - Children's Mensa. Available: <https://deti.mensa.cz/> [accessed 21 Mar. 2024].

Evropské chemické agentury (ECHA) (<https://echa.europa.eu/>). [accessed 21 Mar. 2024].

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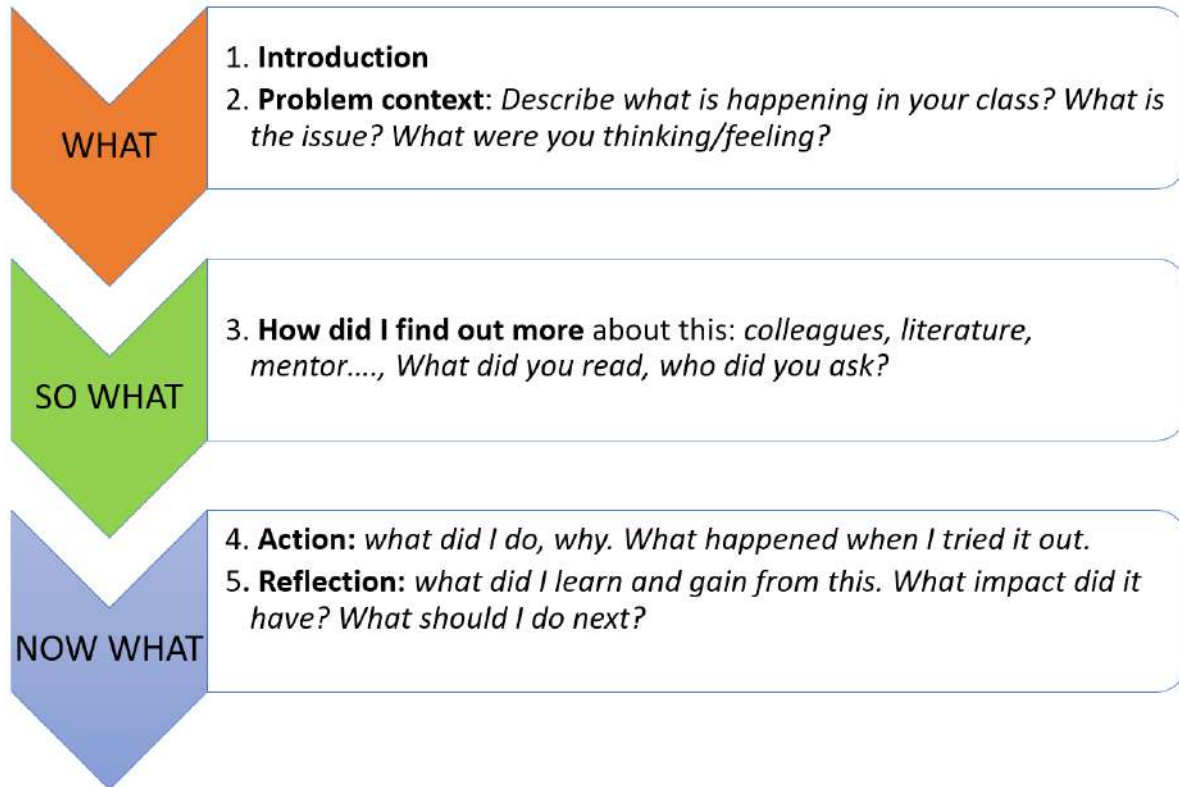
Centrum nadání, z. s. provides information and services for educators and parents of gifted children. Available: <http://www.centrumnadani.cz/> [accessed 21 Mar. 2024].

Worksheets for gifted children can be found on the website of the Center for Development of Gifted Children, z. s. Available: <https://www.nadanedeti.cz/o-nas-uvodem> [accessed 21 Mar. 2024].

A paid database of worksheets for gifted children may be available on QIIDO - Enrichment Materials. Available: <https://www.qiido.cz/obohacujici-materialy/pracovni-listy/> [accessed 21 Mar. 2024].

6. Case study (UPOL)

@individualisation @Asperger's syndrome @individual educational plan



WHAT?

Introduction: A pupil with Asperger's Syndrome

My name is Jitka and I'm starting my three-week practice as a student teacher in the 5th grade of primary school. I have a boy in my classroom who has been diagnosed with Asperger's Syndrome, which is part of the autism spectrum disorder. For the purpose of this case study, the boy is nicknamed Patrick. He is now 10 years old. Although I have studied Patrick's Individual Educational Plan carefully, I feel frustrated that I actually do not understand, how to individualise the lesson and include him within the class.

Problem context

Patrick comes from a family of high socio-economic status. His parents are university educated (his father is an IT specialist and his mother is a doctor). The boy has a younger sister who is in the third grade of the same primary school. The boy's parents are very supportive and try to provide him with the best possible education. They often help the boy with his homework and also try to spend as much time with him as possible. The boy has been attending our school since first grade. In the first years of his schooling, his educational results were in the average range of the class.

However, according to **the school documents and discussions with other teachers**, during the 3rd and 4th grade, his educational performance began to deteriorate. He began to struggle more and more in his classes. He had difficulty understanding abstract concepts, organising his work and completing tasks. Verbal aggression and anxiety began to occur in his behaviour when he was unable to complete learning tasks. He was often in conflict with teachers and classmates. Patrick's parents were concerned about his declining performance and especially about his increasing problem behaviour not only in the classroom but also at home. In the middle of the fourth grade, the boy's parents requested an examination by a **clinical psychologist and the Special Education Centre**. Both services diagnosed autism spectrum disorders with a diagnosis of Asperger's syndrome. This diagnosis was confirmed by a paediatric psychiatrist at the end of the fourth school year.

When I look into the report of the Special Education Centre Patrick has been classified as a pupil with special educational needs, which requires the provision of level 3 support in order to meet his educational needs. Patrick's education is now carried out in accordance with the School Educational Programme of our school and my cooperative teacher has developed **the Individual Educational Plan**. Patrick has a support of **a teaching assistant**. The Special Education Centre states that the boy has a markedly uneven distribution of the various components of intellect, generally in the average range, with a slow psychomotor pace, the quality of attention is diffuse with weakening. There are particular problems in the social, emotional and communicative areas. Social understanding is particularly impaired, and the ability to adapt to change is reduced. Learning is largely affected by psychomotor restlessness, with impulsive, inappropriate behaviour under stress. There is impetuosity in speech and communication, emotional and social behaviour, imagination. There are problems with fine motor skills, interests and play.

Individual points were incorporated into Patrick's IEP. The subjects where the IEP was applied were Czech language, Mathematics, English language, Geography, Biology and Work activities.

SO WHAT

How did I find out more

I started to study more in the literature, what is the main purpose of IEP and how it might be approached.

According to the literature I found, IEP allows the student to work at an individual pace according to their abilities and to be taught and assessed according to those abilities. The pupil is therefore not subjected to the constant stress of being compared with classmates and has the opportunity to experience support from the teacher. Fundamentally, IEP development requires the collaborative partnership of parents, teachers and pupils to exchange information and develop a mutual understanding of the pupils' abilities and needs. This video might help to understand the main idea of IEP: [What Is an IEP? | Individualized Education Program Explained \(youtube.com\)](#)

However, as IEP is a legislative document, I also found out that to make IEP, teachers have to follow a specific legislative rule of each country. Very interesting point of view on current trends in the education of pupils with special educational needs is offered in following article: [Inclusive Education of Pupils with Special Educational Needs in Czech Republic Primary Schools \(sciencedirectassets.com\)](#) The basic requirements for the IEP are set out in Sections 3 and 4 of Decree **No.27/2016 Coll., on the Education of Pupils with Special Educational Needs and Gifted Pupils**. The Decree contains, among other things, the IEP form [Vyhláška č. 27/2016 Sb](#)

Together with my cooperative teacher we had also an interview **with the special pedagogue and psychologist** of our school who explained what is necessary to focus on:

Content of education:

- For Patrick, it is necessary to adapt the scope and difficulty of the curriculum to his individual needs. In specific cases, the necessary curriculum may be completely modified or replaced.
- It is necessary to use such methods and forms of teaching that are based on a specific way of learning, or methods and forms that support the student's motivation to learn. The special pedagogue recommends illustrative aids and visualizations, handing over the subject matter in small parts, explaining the subject matter step by step, providing enough time to process the subject matter, working procedures divided into sub-steps,
- Working in smaller groups or individually.
- In the area of evaluating student results, use individual criteria. To apply formative assessment methods, especially student self-assessment and peer assessment.

Social and emotional skills:

- Specific adaptations and measures in this area include support in communication, understanding of social norms, support in the area of adaptation to new situations and stress management.

Classmates

- According to the school psychologist, it is necessary to focus on providing information to classmates about Asperger's syndrome,
- The classmates themselves can support Patrick in communication and the development of his social skills.
- An accurate plan for the organization of joint activities for Patrick and his classmates is important.
- Structured program is recommended to develop social skills, promote acceptable behavior and prepare for future life.

To understand Patrick's difficulties, I found out the most important information about Patrick's diagnosis - Asperger's syndrome. A general understanding of the characteristics of Asperger syndrome is needed, but it is necessary to be put into combined with a functional analytic approach to developing positive behavioral support. I found out everything I needed on the website [Supporting Students with Asperger's Syndrome Who Present Behavioral Challenges: Articles: Indiana Resource Center for Autism: Indiana University Bloomington](#)

In the literature I found that current science recommends a number of interventions for the education of students with Asperger syndrome [Positive behaviour support](#). These interventions include evidence-based practices (EBP) eg PBS- Positive Behavior Support. A PBS plan can be developed and consulted with a certified behavior analyst. Research on school-based instructional interventions and research-based principles and practices can be drawn upon. The aim is to promote satisfactory social interaction, enabling individualised teaching and learning. The effectiveness and quality of educational practice is influenced by research in this area, which identifies these interventions as effective and scientifically validated. The aim of the intervention is to address the curriculum, social, emotional and behavioural development of Patrick. By implementing these interventions, educators can support the unique needs and idiosyncrasies of Patrick and help him understand and respect his uniqueness.

NOW WHAT

Action

On the basis of interviews with my cooperative teacher, the school psychologist and the special pedagogue of the school, I started to understand why and how to individualize Patrick's educational goals:

- **Social skills:** Patrick needs to develop social skills.
- **Behaviour issues:** Patrick needs to learn to manage his behaviours such as verbal aggression and anxiety.
- **Pedagogical communication:** Patrick needs to better understand the rules in pedagogical communication between the teacher, himself and his classmates.
- **Communication:** Patrick needs to understand the meaning of abstract words he hears or reads. The boy needs to maintain and appropriately engage in conversation with others.
- **Cognitive knowledge:** Patrick needs to master the minimum outputs of elementary school, which are defined in the School Education Program of our school.
- **Psychomotor skills:** Patrick needs to develop both gross and fine motor skills.

During my three-week practice, I followed my cooperative teacher's instructions and together we implemented individualisation through the following support measures:

- **Group work:** Patrick was placed in a small group of pupils within his core class where he had the opportunity to work with his peers. The group was led according to the established schedule by a special pedagogue who helped the boy develop social skills according to the intervention plan. In the group, we provided the boys with opportunities to practice completing appropriate learning tasks. We guided him to understand assessment methods through group assignments. We used self-assessment and peer assessment methods.
- **The pupil's work with a teaching assistant:** Patrick was accompanied by a teaching assistant who helped him to complete learning tasks in the classroom and manage problem behaviour. The teaching assistant created an organized and structured environment (used clear instructions, a fixed schedule, and clear expectations). A schedule, plans of individualized learning tasks, tables of learning tasks for the subject matter were created. A motivational system was introduced with graduated rewards for completed assigned learning tasks in teaching. The system was based on the Token economy methodology. [Token economy](#)
- **Special pedagogical interventions:** We supported the understanding of the rules in pedagogical communication (visualization of situations). We provided clear and concise instructions, used visual aids and provided opportunities to practice Patrick's communication skills. We focused on practicing situations in which Patrick could interrupt others when he needed something during the lessons.
- **Adaptation of educational content:** Patrick had difficulty understanding abstract concepts or even complex concepts. The curriculum was reduced to the minimum outputs of elementary school. We have adapted the educational content to his needs. We used visual aids, divided the curriculum into smaller parts and provided enough time to process the information.
- **Adaptation of learning goals:** Learning goals were formulated in connection with the minimum expected results of the pupil's education (School Education Program). The adjustments were aimed at ensuring that the pupil achieves the minimum output requirements of primary school, and at the same time they were in line with the individual needs of the boy. The learning objectives were formulated mainly with the requirement of adequacy, clarity and controllability. Their coherence represents the steps of Patrick's learning.
- **Modification of teaching methods and organizational forms:** conceptual maps were used to visualize the curriculum. For the development of social skills, a cooperative and group organizational

form, open teaching (e.g. selection of learning tasks according to their level of complexity) were included. These forms support the social inclusion of Patrick and create positive attitudes towards cooperative learning, acceptance of Patrick by his classmates. Short tutorial videos have been created for some topics. These videos were also used for repetition in home preparation.

- **Adaptation of assessment of pupil 's learning outcomes:** teachers used assessment visualizations such as pictures, symbols or tables for understanding. They were giving Patrick information about the assessment (how he would be assessed, what would be assessed and what the criteria for his success would be). The teachers provided enough opportunities to practice the subject matter, verifying the understanding of the assessment methods. The evaluation of educational results was accompanied by a reward system (token economy). Teachers monitored Patrick's understanding of the assessment requirements and methods. They used feedback from Patrick and his parents to make necessary adjustments to the assessment methods. I mainly specified the assessment criteria and the assessment scale, made criterion adjustments to the assessment, included verbal assessment, formative and summative assessment of the pupil, I supported the autonomous assessment (self-assessment) of him and all assessment elements that increase Patrick's motivation to learn. I significantly took into account the social context of the assessment.
- **Social and emotional support:** social and emotional support was provided through practicing social skills in and out of the classroom, we provided information about social norms and understanding emotions. For example, Patrick worked in groups, participated in games and discussions, or participated in school class projects. We gave him opportunities to express emotions and act in different situations. We encouraged Patrick to ask for help when he did not understand something.
- **An intervention behavioural plan that is based on the science of Positive behavioural support.** The plan included the following elements: Analysis of problem behaviour: the goal of the analysis is to identify the causes of problem behavior. The analysis included cooperation with parents, the school psychologist and the student himself. Intervention goals (specific, measurable, achievable, relevant and time-bound). The intervention itself is based on evidence, aimed at eliminating the causes of problem behavior. The intervention focused on strengthening the student's positive behavior. The plan consisted of proactive and reactive strategies. We taught the boy substitute (acceptable) behavior, we reinforced what we wanted to see more often in his repertoire, on the contrary, we did not reinforce behavior that we did not want to see in the repertoire. Due to the main function of the behavior - self-stimulation, there had to be a blocking of this behavior in order to remove it from the repertoire. I found great sources of monographs on this topic here: [PBIS.org](https://pbis.org/) | [Ebooks & Monographs](#). I also recommend PBS videos and other guides from the Challenging Behavior Foundation website [Positive Behaviour Support - Challenging Behaviour Foundation](#).

According to the teachers, parents and classmates, the effects on Patrick after IEP implementation was during the school year as following:

The effects of individualized and differentiated teaching on Patrick: There was an improvement in educational results: the boy began to understand the subject matter better, mastered the assigned learning tasks and achieved better grades. Improved social skills: better participation in group work, better communication with classmates and teachers, he began to build friendships. Behavioural improvement: Patrick began to show less problem behavior such as hyperactivity, verbal aggression, or self-stimulation. Changes in the methods of evaluating educational results have proven to be functional.

Effects on the classroom: Enhancing cooperative learning and positive classroom climate: The inclusion of cooperative games and school projects made the classroom more cooperative and improved the classroom climate. Increased understanding of Asperger's syndrome: Thanks to a conversation with the school psychologist, classmates learned more about Asperger's syndrome and better understood Patrick 's needs.

Reflection

What have I learnt? During gathering information about problem context, I have realised that it is necessary to base the IEP on the following principles: to build on the diagnosis of the specialist workplace, to build on the pedagogical diagnosis of the teachers, to take into account the results of the discussion with the pupil's parents and the pupil himself, to prepare IEPs for those areas and subjects where the pupil's disadvantage requires it most, to submit the IEP to those who will base their work on it, i.e. the teachers of the subjects in question.

Together with my cooperative teacher, I focused on the use of an organizational form of individualization of education, which was supposed to help Patrick with the fulfilment of educational needs and to compensate for the identified performance gaps. The IEP should be a fully binding curricular document to ensure the individualization and fulfilment of the special educational needs of the pupil. The IEP should be based on the school education program and should be part of the pupil's documentation in the school matrix. I found that once the IEP has been created, it is not systematically used by some of the teachers in their lesson planning. It is interesting to note, that teachers of the school of my placement follow the approved school educational programme (SEP), even if the pupil with IEP has clearly been failing in real terms for several years. Instead of returning to the basic key competences of the pupil, teachers usually continue with the content of the lessons, which the pupil has no chance of mastering, precisely because the basics are missing. The revised IEP should be binding for all school teachers. For this, it is necessary that teachers are familiar with the IEP and that they understand this document. It is important that the school is dedicated to the development of inclusion. This includes not only educating teachers about inclusion, but also fostering collaboration between parents, educators and other professionals. It is necessary for the school to focus on the development of the social skills of the pupil with Asperger's syndrome. This can be realized through individual work with the pupil, group work, cooperative teaching or involvement of the pupil in school projects.

Questions for self-reflection

1. *What diagnosis was Patrick dealing with?*
2. *What difficulties did Patrick face in the context of his diagnosis?*
3. *List specific difficulties that occurred for Patrick during 3rd and 4th grade.*
4. *In which subjects was the individual education plan developed and implemented?*
5. *List specific modifications in the individual educational program in the educational content.*
6. *Explain the term PBS.*
7. *In what areas were Patrick's individualized learning goals individualized?*
8. *Describe the modification of teaching methods and forms.*
9. *Describe the effects of individualized and differentiated instruction at Patrick.*
10. *In points, summarize the basic knowledge you learned while working with the case study.*

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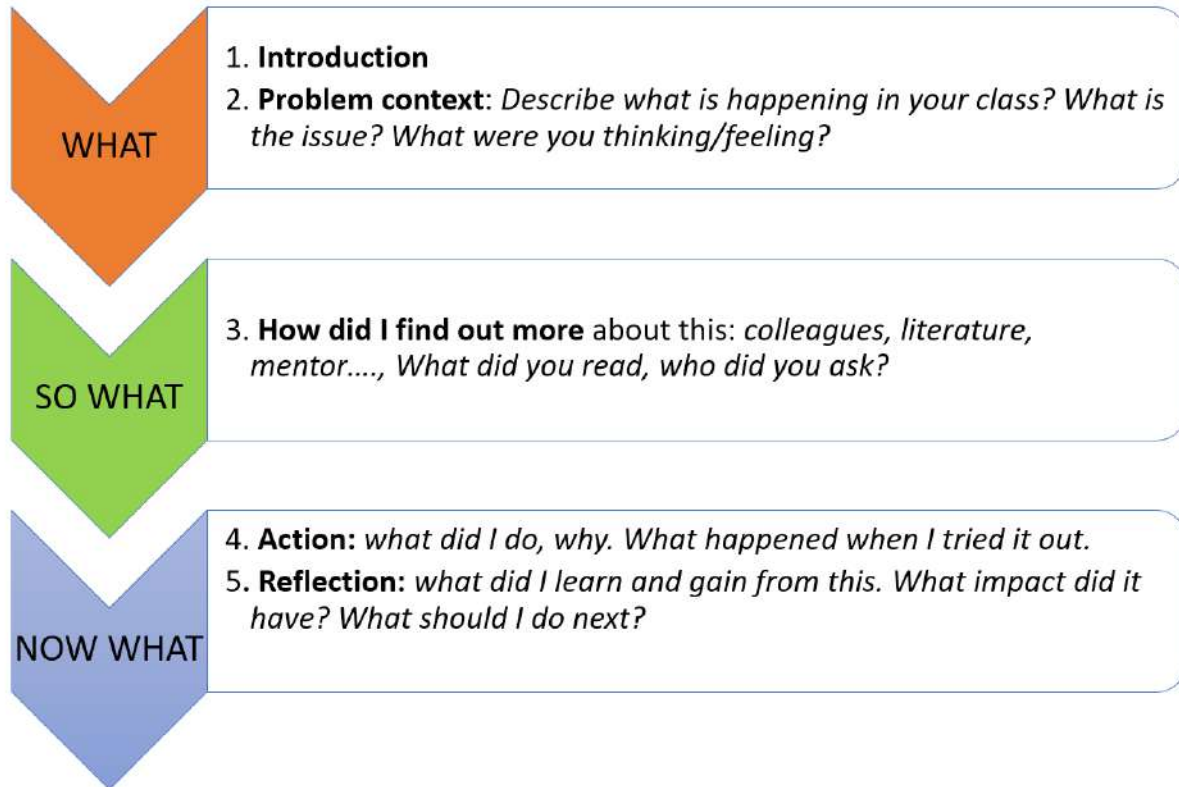
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7. Case study (UJK)

@projectbasedlearning; @collaboration



WHAT?

Introduction: Planning Professional Development

I am a newly qualified teacher (NQT) in a primary school. I have no experience in curriculum design at all and a little experience in planning lessons. I am a teacher that totally relies on prepared worksheets or handouts and is not able to adapt any teaching resources for the class's needs. I do not have any autonomy in course design or even expect having a teacher's handbook to help me run my classes.

What is more, I have not worked much in a team with other pre-teachers at my university. I think I prefer working individually.

Problem context:

I have been invited by the headmaster to join a group of 5 teachers to prepare a cross curricular course for students in the fourth grade. The school is taking part in a competition for "an innovative school

award”. We are expected to design a course curriculum and I am responsible for introduction of a foreign language into the curriculum.

SO WHAT?

How did I find out more?

At the beginning of my work, I was skeptical towards the idea of collaboration. But I quickly changed my opinion after reading some literature about group work and cooperative actions in schools. I found out that groups are more effective if a team of people believe that through their unified efforts, they can overcome challenges and produce good results. In schools, when teachers believe that their combined ability influences their students results, there are significantly higher levels of academic achievement. The pattern in human behaviour is called “**collective efficacy**”. ([Bandura, 2010](#)). And I found that collective efficacy is even positioned at the top of the list of factors that influence student achievement ([Hattie, 2016](#)). What is more trying a new teaching approach is one of productive behaviours of collective teacher efficacy (CTE) ([Donohoo, Katz, 2017](#)). I realised that our cross curricular course might be an example of the innovation and a new teaching approach.

I also looked for some information about the way teacher collaborate effectively and I found the term **collaborative planning (CP)** that suits perfectly to my needs.

Collaborative planning

In my reading, I found out collaborative lesson or course- planning gathers teachers to work face-to-face or online. Their discussions are usually focused on typical element of a lesson scenario, such as the stages of the lesson, introducing the new content or input, explanation and mediums of delivery, teachers’ resources, and aids, and assumed problems. In planning a course, the additional element is a sequence of the lessons. Collaboration should support professional conversations between teachers to develop their subject knowledge, diversify their teaching methods, and help use teaching aids effectively ([Ford, 2023](#)). I also learnt about the common approaches for collaborative planning that is resource-driven. They are ([Ford, 2023](#)):

1. dividing up the task of resource creation between teachers. The resources can be shared, but not necessarily,
2. dividing the units among teachers.

In my reading I also studies some benefits of collective planning, which I show below ([Ford, 2023](#)).

1. When there is space for developing understanding and for building confidence in concept delivery and structure, teacher’s workload eases.
2. Promoting a culture of collaboration boosts team ethos and promotes professional conversation.
3. Every student is receiving the same high-quality delivery regardless of which class they are in.
4. Teachers who feel supported with their subject knowledge, resources, and classroom strategies, will have better self-efficacy and job satisfaction which will itself lead to better teaching.
5. Leaders can expect to see consistent high-quality explanations and discussion in lessons, with misconceptions anticipated and addressed.

6. Consistency rather than homogeneity is apparent from class to class in the approaches. Lessons are different from each other as they are appropriate to the needs of the students in each class.
7. If teachers know how a concept has been delivered, it is easier to make links that are relevant to the student and to build on their prior learning.
8. CP positively impact students transitioning from one year to another as all teachers have a shared understanding of approaches and methods within classrooms.
9. Planning discussions based on conceptual understanding facilitates teachers' skills at doing this.
10. Effective teaching is responsive and tailored to the class' needs and how best to support student learning.
11. CP encourages teachers to focus on effective differentiation, anticipate misconceptions, and consider alternative approaches that students may bring to the lesson.
12. Personal benefits: teachers feel valued, invested in and secure knowing what is being expected of them in class time.
13. Professional teachers will be enthused by developing their skills and effectiveness, communicate how this approach is valued and planned as an investment in their skills.

I also studied some examples of collaborative planning used at schools. I could look at discussion prompts, key features of collaborative professional learning and practical activities to help me understand the main principles of collaborative planning. I found some useful tips, but also some unexpected ideas such as use of speed dating or book clubs to bring teachers together.

Brainstorming

I realised that a technique called **brainstorming** could also help us to design the cross curricular course. The term brainstorming was introduced by Alex Osborn in 1953 in the book *Applied Imagination: Principles and Procedures of Creative Thinking* ([Besant, 2016](#)). It refers to group attempts to find a solution for a specific problem or develop a new idea by gathering a list of spontaneous, unrestrained ideas contributed by its members provided with the use of divergent thinking ([Goldenberg, Wiley, 2011](#)). I found some information how to arrange a brainstorm session and what techniques are useful ([Monica, 2017](#)). What was the most important for me was the set of four basic rules of brainstorming that reduce my fear of sharing me ideas: criticism is withheld, unusual ideas are welcome, the more the better (more ideas are generated, the larger chance of producing an effective solution is), combinations and improvements are welcome. I became sure that *group brainstorming*, in which the full experience and creativity of all members of the group bears on an issue, would be perfect for the task we were to do, because if any member got trapped with the idea, another colleague might take the idea to the next step. I also found a several suggestions that would be useful for our work, particularly various techniques based on writing (*brain writing technique*):

1. *Nominal group technique* – in which all members are asked to write their ideas anonymously and the group votes on them (the process is called *distillation*), and then the top ranked ideas are further brainstormed.
2. *Group passing technique* - in which each person writes down one idea and passes the piece of paper to the next person, who adds some thoughts. The brainstorm finishes when everybody gets his/her own piece.

3. *Team idea mapping* – in which everybody individually brainstorms about a well-defined topic and then all the ideas are merged onto a large idea map. The discussion focuses on associations among the ideas.

NOW WHAT?

Action:

THE PREPARATORY MEETING

For the very beginning, after **short introduction** of ourselves (I was a new teacher and not all teachers knew me), our leader asked everybody (total number = 6) about our **assumptions** about benefits and problems concerning collaborative planning. We wrote our assumptions on four A3 pieces of paper and then allowed time to read and explore the various contributions. Then, we selected an assumption we were curious about and used this as the basis for discussion. We shared our thoughts in a whole group and tried to find possible solutions or to compromise.

After the team-building task, we started our work on the cross curricular course for the fourth-grade learners. We initiated our work with checking our **robust curricula** for all the subjects that we needed to integrate.

We also agreed on the **procedure** of the collaborative meetings, and we decide on the dates and time for the first 3 meetings. We set out the **goals** for the meetings as well. We shared online documents to collect our ideas, comments, and individual ideas.

MAIN MEETINGS

The group members always **shared** and **wrote** their ideas and then evaluated them to generate and develop more ideas. We used *brain writing technique* a lot, in form of nominal group technique, group passing techniques and we draw mind maps. But we also discussed several issues **in pairs** and had some **individual tasks** to complete at home.

We agreed on the procedure of the collaborative planning meeting that was always as follows:

Lead in

1. Our leader always summarised the findings of the previous meeting and we discussed new approaches to the topic if relevant.
2. We established the sub-topics to cover at each session.

Collaborative course design

1. In some cases, we decided to rotate who led the session to focus on more specific issues.
2. We tried to ask powerful questions.
3. We brainstormed on the selected sub-topics and evaluated our thoughts.
4. We used other techniques for sharing our ideas, such as dialogues and debates.
5. We regularly looked for connections across subjects.
6. We focused on the relevant contexts that would most impact students' learning.
7. We looked at our own resources and how similar/ different they are. And we also discussed what additional resources we might have to develop our cross curricular course.

8. We thought of support that different staff members would need in induction to a new way of teaching.

Closing

1. We divided tasks among the group members to do them at home to keep the process going faster.
2. We agree on next steps and topics and confirmed the dates and time.
3. We reflected on the impact of the current session and decided on the goals for the following meeting.

Reflection

What did I learn from trying out these strategies?

I think that the most important achievement for myself was developing openness to collaboration and courage to share ideas and thoughts. At the beginning of the process of collaborative planning, I did not feel comfortable to step outside of my comfort zones to express my ideas to others. And the time I spent with the team to collectively plan the course, developed my prosocial motivation and stronger self-efficacy beliefs. Building openness towards my team was not only beneficial for the school and the team's overall task, but also for my individual growth and development.

I thought I was myself a learner too. I became more autonomous teacher, who does not rely on ready-made lessons scenarios and handouts, but on the contrary - develops own teaching strategies and makes own decisions for the benefit of the learners. I also developed my creativity skills.

How did I experience this process?

We predominantly focused on the curriculum design, but also befriended and talked about some other situations we had in our classrooms. We also shared our experience about practice and became mentors to each other.

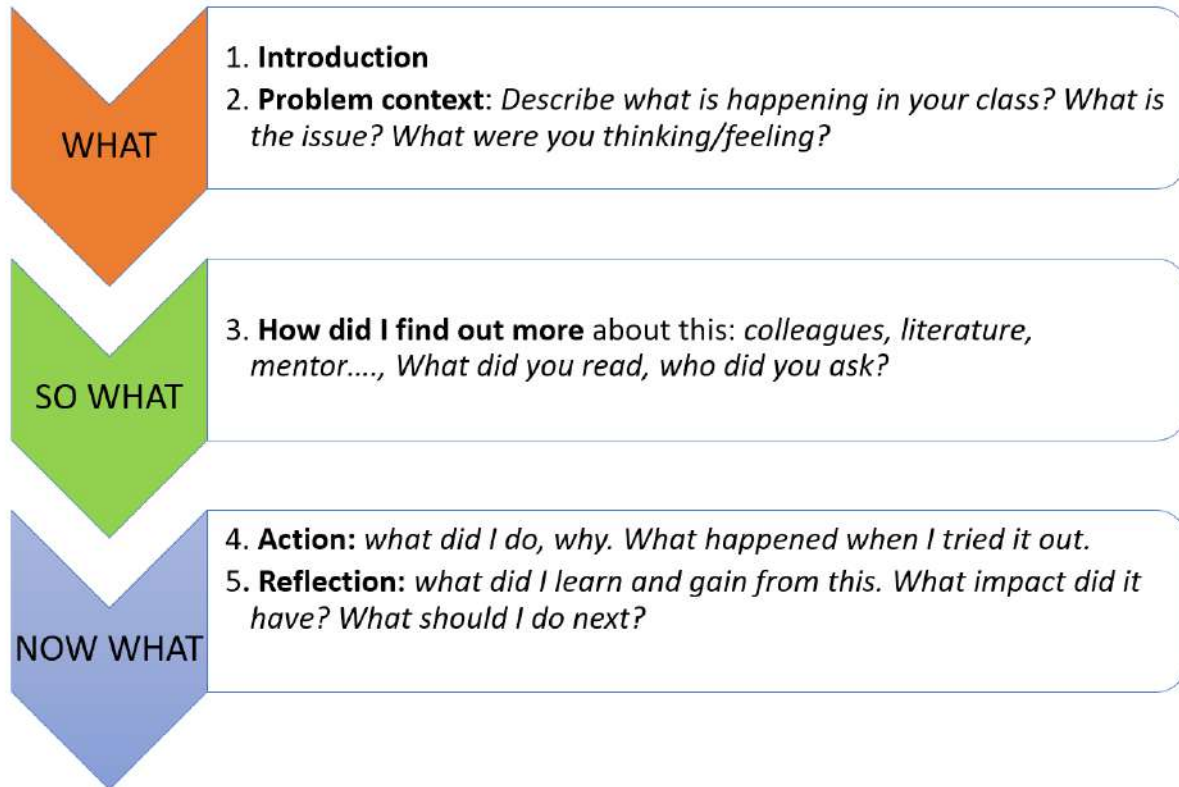
I thought I had more energy to work where we were meeting as a team. I felt being more connected to my colleagues, as we expanded collaboration outside of our meetings.

I was proud to have a chance to transform the school culture and introduce the innovation that helps learners acquire knowledge and skills. At the beginning I was very unaware of my own skills and abilities. However, working with some colleagues made me think of myself better.

The school headmaster encouraged our autonomy and did not interfere in the collaborative planning process. I think that teachers need their leader to trust and support them to make their own decisions. Thus, they could plan choices for curriculum design. I think that autonomy is a core part of collaboration.

8. Case study (UJK)

@professionaldevelopment; @collaboration



WHAT?

Introduction: Planning Professional Development

I am a newly qualified teacher (NQT) in a primary school, and I teach a foreign language. I started working at school just after I graduated. I do not have much experience in teaching and working at school, apart from some practicum during my university studies. However, I do not feel comfortable, as now I am alone and do not have any supervisor to help me. What is more I have always been an ambitious student and would like to learn and be promoted.

Problem context:

I would like to be promoted and, lately, I have been asked by the headmaster to prepare my own professional development plan. I do not know how to do it and what skills I should develop during my practice. I do not know how to start and would like to find any source of information that can help me with designing my professional development plan. I am also unaware of my needs to expand my knowledge and skills in certain areas, so I cannot find a reasonable set of self-directed learning and professional development objectives.

SO WHAT?

How did I find out more?

Professional development goals

At the beginning I decided to look for specialistic literature to find out what the professional plan is and how it should look like.

In my reading, I found out that as a first step I should set some professional objectives, as goal setting facilitates teacher improvement. Goals have four beneficial effects ([Locke & Latham, 2002](#)):

1. a *directive effect*: the objectives that I set might direct my attention and effort toward only goal-relevant activities and might stop me from going away into objective-irrelevant activities,
2. an *energizing effect*: my effort will be mobilized and expended in proportion to the difficulty level of the objective that I set to myself,
3. a *persistence effect*: I may work longer at the task than when I do not focus on achieving the goal,
4. they promote *strategy use and development*, causing me to search my own problem-solving repertoire for skills relevant to the task or, when lacking, to generate alternatives that can help me.

In my reading, I was also searching for some information about the procedure of setting the objectives. I found the book titled „[The Practice of Management“ \(1975\) written by Peter Drucker](#), who introduced the concept known as *Management By Objectives*. His concept is still used for setting goals for further personal and career development. He claims that effective planning needs the aims to be specific and narrow, measurable, achievable, relevant to values, time-based and realistic. The picture below shows Drucker's model (Figure 1).

What are SMART goals?


S	Specific	Make your goal specific and narrow for more effective planning	
M	Measurable	Make sure your goal and progress are measurable	
A	Achievable	Make sure you can reasonably accomplish your goal within a certain time frame	
R	Relevant	Your goal should align with your values and long-term objectives	
T	Time-based	Set a realistic but ambitious end date to clarify task prioritization and increase motivation	



Figure 1: SMART goals description by Drucker. Source: [Herrity, J. \(2023\). How to Write SMART Goals in 5 Steps \(with Examples\)](#).

I read about several modern interpretations of Drucker's strategy in which the acronym SMART refers the goals that are described in different ways. I particularly liked the idea that the goals should be ([Kristenson, 2023](#)):

- Specific (simple, significant, sensible), so they must be clear and easy to understand,
- Measurable (motivating, meaningful), so teachers must be able to establish criteria to use for measuring progress and completion,
- Attainable (agreed-upon, achievable), as they result in mastery of skills,
- Realistic (relevant, reasonable, results-based, resourced), so teachers must believe it is possible for them to achieve what they planned.
- Time-bound (time-sensitive, time-limited) and give a way to set timeframes.

I found out some examples how teachers can use the strategy and set own goals for professional development.

I became sure that goals that are concrete and plausible could help me clearly define actions that I should take to develop. Such objectives could make it easy for me to **define steps and tasks**. I learnt I would increase the efficiency of my development through setting a logical timeline with some **deadlines**.

I realised I needed a **framework** that works for long- and short-term goals, as professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. Understanding of the key skills, knowledge and behaviours that contribute to effective teaching at a level and the context I teach is helpful in achieving professional expertise. That is why I studied some framework providing descriptions of the professional practices ([Cambridge English Teaching Framework](#), [British Council CPD framework](#), [The EAQUALS Framework for Language Teacher Training and Development](#)). I tried to get a clearer view what I should

consider while designing my development plan. I studied descriptors of teachers' skills and competences and tried to think how to transform the ideas into my real-life teaching. I also studied the national procedures for the school-teacher promotion ([Dziennik Ustaw RP, poz. 1914, z 6.09.2022](#)) to get practical clues what I should focus on. I decided to look at several teachers' plans to get inspiration. I studied several samples from Poland (following the national requirements for [appointed](#) and [certified](#) teachers) and some international examples. I found some examples designed for various [contexts](#) and [school levels](#), and even a clear [template](#).

After reading some literature on professional development, I learnt that teachers need to identify general areas in which they want to grow. Very often, they choose the following categories of goals ([Camp, 2017](#)):

1. improving classroom organization,
2. improving time management, e.g. eliminating "busy work" and creating worthwhile class activities,
3. raising student engagement, interest, and investment in the material/course,
4. facilitating more productive and active student conversations.

However, I also understood that teachers should select areas that would make them feel more effective in the classroom and satisfied with their teaching and work at school. So, I realised that the first step for setting my objectives is **assessing my strengths and weaknesses**.

What is more, I also learnt that professional development is most effective when it takes place in professional learning communities in which responsibility for improving teaching and learning is shared. This information encouraged me to search for collaborative exploration, practice, and reflection. I asked an experienced teacher to become my coach as I hoped that collegiality will help me in solving the problem how to design my professional development.

Peer coaching/ teacher coaching

Peer coaching is "a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace ([Robbins, 1991, p.1](#)). As the author suggests there are many terms used for it that I may look for in the literature: peer support, consulting colleagues, peer sharing, and caring.

I found out that there are many benefits of peer coaching described in the literature ([Bowman, McCormick, 2000](#); [Briggs, Van Nieuwerburgh, 2010](#); [Devine, Houssemand, Meyers, 2013](#)). The usual situations in which peer coaching is implemented are for example curriculum-related issues, teaching strategies, teaching skills, or inside classroom practices. I realised that peer support and coaching might be important steps to build a good professional development plan.

I decided for peer coaching, as "some coaching may occur between an expert and a novice or between experienced and less-experienced teachers" ([Robbins, 1991, p. 3](#)). There are also other forms of peer coaching – in trios or in a team, but I did not know enough people to work in such a way.

I found out that there are two kinds of coaching ([Friedman, 2008](#)) that can be implemented into teacher coaching relationship, and I will need to choose which is better in my situation. However, I decided to wait with the decision to agree on it with my coach. The two kinds are:

1. *Directive coaching* involves listening to a newly qualified teacher (NQT) and then offering advice from own experiences or knowledge base.

2. *Nondirective coaching* requires listening to the newly qualified teacher's problems, but instead of offering advice, asking good questions that encourage his/her to reach solutions independently and help achieve greater self-understanding.

I also realised I would need to know what activities are usually performed in the peer coaching relationship. I found the following in [Robbins' book \(1991\)](#): storytelling about teaching practices, materials and curriculum development, co-planning lessons, study groups, planning interdisciplinary units, problem solving, co-teaching lessons, coach as a mentor, coach as a collaborator, coach as an expert adviser, coach as a mirror in the classroom, and videotape analysis.

I decided to use some of them if they were needed to help me to plan my professional goals, but I was sure I would let the coach decide. What is more, I learnt that I and my coach would have to also consider the type of coaching we would like to carry on. In the literature I found three types of coaching relationship ([Diaz-Maggioli, 2004](#)):

1. *Mirror coaching*, in which the coach acts as a mirror and takes notes on NQT practice, and then gives them to the coached without any judgment,
2. *Collaborative coaching*, in which colleagues focus on teaching dilemmas, one observes the other, and they both have a discussion after the observation,
3. *Expert coaching*, in which there are two teachers paired and an experienced teacher offers alternative suggestions based on analysis of the less-experienced teacher's lesson.

I felt I was well-prepared for settling the coaching relationship and made up my mind to ask a colleague to become my coach.

NOW WHAT?

Action:

I chose the peer coaching in a pair and all the steps of the process were as follows:

1. Identification of a coach and the initial meeting

After meeting my peer and asking her to become my coach, we made some crucial decisions concerning our cooperation. I justified my decision to settle a coaching relationship and explained my difficulties with designing my professional development plan. We discussed how we would like to proceed and what activities were needed.

In peer coaching arranged in my case - two teachers were to plan a series of opportunities to work collaboratively. One of them, the experienced teacher, became a coach or "critical friend" that was someone in whom I had trust and confidence and who could offer constructive feedback in a positive and supportive manner. From the very beginning of the process, we clearly defined our roles of the coach and a NQ teacher.

We decided to perform the following activities in a collaborative way:

- Discussions of PD opportunities,
- Peer lesson observation,
- Collaborative planning of my developmental objectives (SMART).

2. PD opportunities

During my discussion with my coach, I found several PD opportunities and thought which of them could be available and interesting for me. They were:

- Self-directed learning opportunities (Internet, literature reading),
- Self-evaluation and self-reflection,
- Peer coaching and mentoring,
- Peer observation and classroom modelling by experienced teachers,
- Participation in professional organizations,
- Workshops provided at school and workshops and training provided by teacher training centres,
- University post-graduate studies, university courses,
- Conferences sponsored by professional organizations and offered by various training centres and training organizations.

3. Peer lesson observation and various coaching relationships

The type of feedback from the coach depends on the goals that have been established. [Jack C. Richards and Thomas S.C. Farrell \(2010\)](#) mention such situations in which more direct input and evaluative feedback is required. One of them is when a newly qualified teacher has been receiving very poor teaching evaluations or is having trouble with a teaching assignment and asks to work with a more experienced teacher to help address the problem. Because I did not receive any evaluation and was only planning my further development, we did not use evaluative feedback, but we decided to use non-judgmental and non-evaluative feedback.

We followed the procedure of peer coaching for lesson observation ([Richards, Farrell, 2010](#)): peer watching (so the coach watched my lessons and did not make any comments), peer feedback (the coach presented the collected information to me) and main peer coaching (the coach offered suggestions for improvement to put into my professional development plan).

We arranged several pre- and post- observation meeting. Before we met at my lesson, we had agreed on the purpose of the observation (to find out what developmental goals I should include in my plan), the instruments for gathering information (video recording, photo reporting or note-taking), how the observation was going to be made (planned or unplanned and unexpected peer observation) and the criteria for the discussion of what was going to be observed. Following observations, we always exchanged our pedagogical knowledge and teaching experiences as well as we discussed what I should put much attention to.

The aim of our meetings was for me to collect some suggestion what I should improve in my classroom teaching practice and what strategies I could use to do it. However, in some cases, a few selected aspects of my teaching were explored deeply and in a form of expert coaching.

4. SMART design of the professional development plan

Having the list of opportunities for my professional development and knowing what spheres of teaching I should improve (thanks to peer observation and post-observation discussions) I and my coach decided to discuss a first draft of my professional development plan. We used a series of five benchmarks that comprise the SMART strategy. I did not write the exact ideas that raised during the discussion, but each goal was examined with the SMART benchmarks in mind.

An example of one of my “smart” goals is shown in the table below (Table 1).

I suggested a vague objective: **I want to teach authentic language to my students.**

The discussion with my coach focused on making the goal more specific, measurable, achievable, relevant, and time-based. What we achieved was:

BENCHMARK	GOAL	Description of the goal
Specific and significant	I will use more authentic materials.	The goal is simple and significant as students need to know the authentic language to talk to native speaker in a real-life situation
Measurable and motivating	I will use more authentic materials in comparison to amount introduced in a coursebook.	The goal is motivating as I will look for some possibilities to supplement the coursebook with additional materials. Monitoring students' involvement may help me to measure the outcome.
Achievable and attainable	I will use more authentic materials in comparison to amount introduced in a coursebook and I will design them on my own.	Because I will design the materials, I will have an ultimate decision what the language input is delivered, so the goal is achievable.
Relevant	I will use more authentic materials in comparison to amount introduced in a coursebook and I will design them on my own taking into consideration the language proficiency of my students.	Student learning authentic language is a relevant goal and is essential for their language proficiency development.
Time-based	Every week, I will use more authentic materials in comparison to amount introduced in a coursebook and I will design them on my own taking into consideration the language proficiency of my students.	The language course has a defined week timeframe, which established this goal's time limitation.

Table 1: The smart method used for setting a goal to teach authentic language.

Selecting smart goals allowed me to create a realistic action plan to achieve my defined objectives. As a next step, my coach asked me to prepare a first draft of my PD plan. When she read it carefully, we met and discussed several issues from my plan. It was a session of nondirective coaching, as she only asked me several questions that let me reflect on the plan and the actions I could take to develop.

After the meeting, I redesigned the plan and showed her the final version that was not further discussed.

Reflection

What did I learn from trying out these strategies?

I think the implementation of the strategy that combines peer coaching with setting SMART objectives is something that I needed to learn how to plan my professional development.

I noticed that using peer coaching effectively enabled me to identify the areas of teaching in which I want to improve and the skills I wished to develop (see: [Little, 2005](#)). It gave me a chance to reflect about my work and create concise goals and specific action steps that will keep me improve my practise.

I consider the time spent with my colleague, my coach, on discussing my needs and objectives, a great opportunity for professional development. I gained much knowledge from an experienced teacher, but I also had a chance to understand myself and build my own philosophy of teaching.

How did I experience this process?

At the beginning I was very confused and overwhelmed by the amount of information I gained after my reading. At the same time, I felt a poor teacher, not qualified enough, not having skills to work at school. I was lost and my self-esteem went lower and lower.

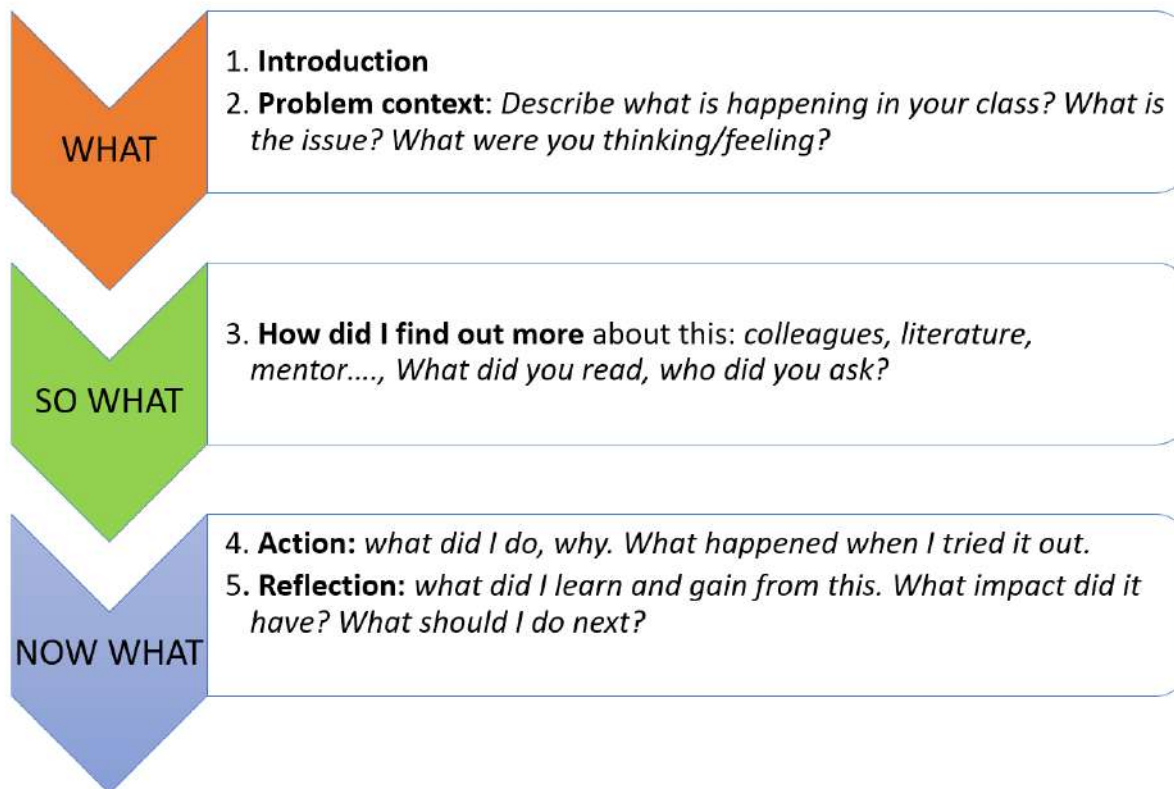
The moment I started my cooperation with my coach, I felt I had a chance to arrange my thoughts and ambitions to choose a logical path to develop as a teacher, worker, and a human being. I started believing in myself and my capabilities.

My coach offered me a lot of suggestions, but I made my own decisions about what, if anything, to change, when and in what way. I felt responsible for my professional development and did not hand over control to a colleague.

We both were very engaged and committed during the process. We communicated with each other freely and respectfully. Our relationship was trustworthy and open, and we both saw mutual benefits. I think open and friendly communication was a key factor to keep that the relationship harmonic and fruitful.

9. Case study (AP)

@diversity @inclusion



Recommendations for Case Study creators:

- *Written PDF is welcome.*
- *Try to write as a novice teacher in 1st person.*
- *Idea for the future - parts shared by the videos being more authentic.*

WHAT?

Introduction: Inclusive education

I am a preschool teacher with 2 years of teaching experience. I am a full-time classroom teacher.

Problem context:

The 5-year-old preschoolers play and work in different corners of the classroom in the afternoon. In the drawing corner, Rynn and Bert draw their family. I sit along the table and observe their eye for detail. Rynn asks: 'Can I get it the skin colour crayon'.

Bert is so absorbed in his work that he doesn't hear Rynn and so Rynn takes the salmon pink coloured crayon himself. 'Why do you call that colour skin colour?' I asked him. 'just because ' he said nonchalantly. I picked up a brown crayon and said: ' This is also a skin colour.' Rynn rolled his eyes dramatically and says: 'No miss, that's just brown'.

I was appalled. He waved off his own dark brown skin colour as ordinary. I felt this was an important moment, but I wasn't sure how to handle it.

SO WHAT?

3. How did I find out more?

a) First, I asked my fellow colleagues if they also had had this kind of experience.

I got plenty of distressing examples: 'Dresses are only for girls', 'Boys can't do ballet', 'He calls me dirty gay', ...

This clearly wasn't only happening in my classroom.

But when I asked further about how they responded to this, they advised me to ignore it. It was probably something they have heard at home. It would pass, but I was not convinced of that. Children's comments often come unexpectedly and at times when it's just not convenient, but what do you do with them? And is ignoring it a good strategy?

How do you react to stereotypical statements a prejudice? I took that as a starting point to inform myself further.

b) I'd like to listen to education experts who make podcasts and so I went on Spotify to search for a podcast on anti-racist pedagogy. That's how I came across '[Buiten de lijntjes](#)' a podcast by researcher-teacher educator who had made an episode on this topic.

The podcast led me to an evidence-based book that I could also consult: '[Ssst dat je mag niet zeggen](#)'.

Once I got a hold of that book, I came across valuable keywords like Anti-Bias Education and preventing prejudice. This lead me to [Derman-Sparks](#) who published many articles about Anti-Bias Education for young children and also gave [an interview](#) you can relisten.

c) After some listening and reading I approached the special needs coordinator from our school and told her about the things children sometimes blurted out during play, my surprised reaction and the reading work I had already done. This did show that, as teachers, we should not ignore such comments, but rather work on social justice education. She got excited by the work I had already done

and thought it was very valuable that I wanted to engage on this. We discussed how to make this work in the classroom.

NOW WHAT?

4. Action:

To better respond to unexpected comments from children in my class that are sometimes stereotyped or loaded with prejudice, I want to actively work on social justice education. That way, both the children and I will develop language and knowledge to engage in dialogue about this.

To do this, we proceeded as follows.

Step 1) We decided to brainstorm around the 4 goals preset by [Derman-Spark](#). What are we all thinking about. What opportunities do we all see.

Step 2) We then selected 4 concrete initiatives with which we not only work on the predefined goals, but which also fit within the programme we have to complete with the children. That way, it doesn't come on top, but we practice integrating socially just education into the opportunities that are out there every day. The 4 initiatives were carried out over a period of 5 months.

Step 3) Finally, we linked our choice to the advices of Dierickx, Luyckx and Windzak. That way, we stay close to the children's living environment.

We summarised all this in a table. After implementation, we evaluate what impact these initiatives had on the set objective.

	Goal 1 develop a firm self-image and group identity	Goal 2 appreciate diversity	Goal 3 recognize and name injustice	Goal 4 To gain skills for challenging discriminatory behavior directed against oneself and others
-Don't wait for questions to come up -Set a good example -Connect to what the child knows and build up gradually -Start from empathy and curiosity	making self-portraits with the preschoolers afterwards, in small groups, we name what we see and what we appreciate afterwards, the portraits can also be used for the parent contact to enter into a dialogue with the parents (January)	Working out a theme around the book 'On sudden hill' by Linda Sarah & Benji Davies about friendships. (February) Screening picture books in the book corner using Louise Derman-Sparks criteria (January)	The theme for the school festival is 'there's music in there'. For that theme, we are working around the book 'Change Sings' by Amanda Gorman (April-may)	The theme for the school festival is 'there's music in there'. For that theme, we are working around the book 'Change Sings' by Amanda Gorman (April-may)

5. Reflection

What did I learn from trying out these initiatives?

Implementing the initiatives aimed at addressing stereotypical comments and prejudices in my classroom environment provided valuable insights and learnings. Firstly, by actively engaging in social justice education, both the children and I developed a deeper understanding of the importance of diversity, equity, and inclusion. Through discussions, activities, and reflections, we explored various aspects of bias, prejudice, and stereotypes, fostering empathy and critical thinking skills among the students. Basically I have a stronger framework that makes it easier for me to respond to statements that took me by surprise before.

One of the key learnings was the significance of creating a safe and inclusive space for dialogue. By starting from carefully chosen books, encouraging open communication and respecting each other's perspectives, we were able to facilitate meaningful discussions on sensitive topics. These conversations not only challenged stereotypes but also empowered the children to voice their thoughts and experiences, promoting a sense of agency and belonging in the classroom.

Furthermore, the process of implementing these initiatives highlighted the need for ongoing initiatives, reflection and evaluation.

Overall, trying out these initiatives reinforced the importance of proactive engagement in social justice education and highlighted the transformative potential of fostering inclusive learning environments.

How did I experience this process?

While the children in my class embraced the opportunity to learn and grow, I encountered resistance and skepticism from some of my colleagues. Their comments and criticisms made me question my approach and caused moments of doubt and insecurity.

Collaborating with a few like-minded colleagues who shared my passion for social justice education provided invaluable support and encouragement. Together, we navigated through the uncertainties and celebrated the small victories along the way.

Despite the obstacles and criticisms, witnessing the positive impact of the initiatives on the children's learning and development reaffirmed my belief in the importance of social justice education. Their enthusiasm and willingness to engage in meaningful discussions about diversity and equity inspired me to persevere despite the challenges.

Do you want more?

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Derman-Sparks, L., & Edwards, J. O. (2021). Teaching about identity, racism, and fairness: Engaging young children in anti-bias education. *American Educator*, 44(4), 35-40.

Downey, D. B., & Pribesh, S. (2004). When race matters: Teachers' evaluations of students' classroom behavior. *Sociology of Education*, 77(4), 267-282.

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intercultureel en antiracistisch onderwijs.

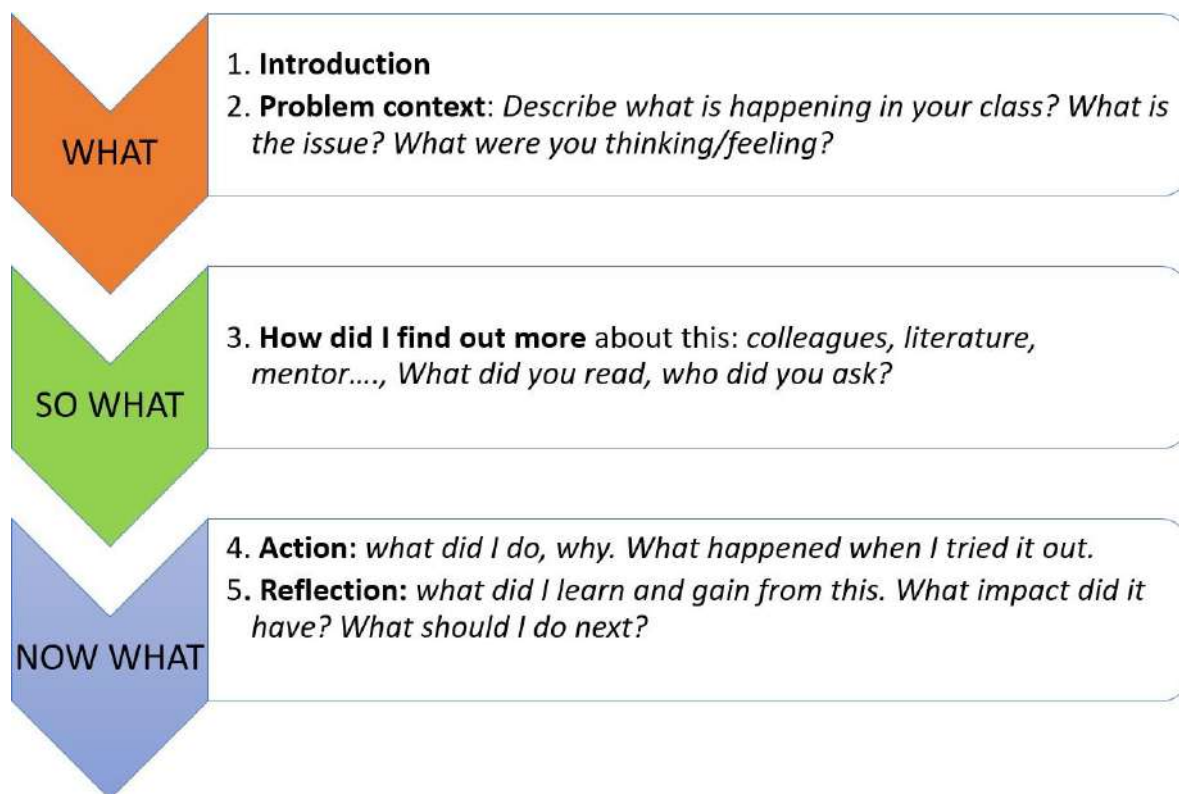
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Kissinger, K. (2017). Anti-Bias Education in the Early Childhood Classroom: Hand in Hand, Step by Step (1st ed.). Routledge. <https://doi.org/10.4324/9781315624716>

Kok, X. W., & Yang, W. (2022). 'Quilting'a play-based anti-bias curriculum for very young children: the Mosaic Approach. *European Early Childhood Education Research Journal*, 30(6), 827-851.

10. Case study (CFIE)

@classroommanagement; @behaviourstrategies



WHAT?

1. Introduction: Knowing the needs of students in particular focused on tutorial action
2. Context of the problem:

The problem begins with the start of a new school year as a tutor, I consider how to detect the needs of my students to be able to respond to all of them. An essential factor in this process is the tutorial action that encompasses all the actions that each teacher carries out within their area or subject to guide, tutor and support the learning process of each of their students. It entails, therefore, the coordinated action of the entire team of teachers, although, without a doubt, the key figure in the process is the tutor.

The development of the study of this case corresponds, therefore, to the tutors, in coordination with the group's teaching team and other agents that influence it. It will have the advice of the professionals of the centre's Guidance Team for both its preparation and its development and the agreements proposed will be included in the centre's Tutorial Action Plan.

3. How did I find out more?

Upon arrival at the school, the management team informs us of the channels to follow as tutors to detect the needs of our students.

A period of consultation of documentation and meetings is established between the teaching staff and the EOEP (educational and psychopedagogical guidance team) if necessary.

Specifically, they guide me on the functions I have to carry out:

- Supervise the learning process of each student in our area or subject.
- Attend to the needs of each student.
- Attend to the integral formation of the student.
- Know the personal circumstances of each student and act accordingly.
- Support the student in making decisions about their future.
- Make it easier for all students to be integrated into the group.
- Coordinate with the rest of the teaching staff to gather information and support.
- Promote the self-esteem of my students.
- Guiding my students on the best way to study.
- Listen to the demands and suggestions of the students and attend to those that are viable.

The implementation and programming of the activities to be carried out by each tutor will have the advice of the Guidance team, but it is the tutor who must carry out his or her own programming of the Tutorial Action aimed at detecting needs. This schedule must include the timing of activities.

The Guidance team advises giving preference to all reception activities (first trimester), group formation, emotional work and conflict resolution. Before and after each evaluation, actions will be scheduled for the analysis of academic results. The rest of the tutoring activities depend on the criteria and needs that each tutor detects in their group.

The guidance team is the one that:

- It proposes the Tutorial Action Plan for modification with the inputs deemed necessary.
- It provides the necessary support resources to carry out the activities programmed by the teachers.
- Participates in the monitoring and evaluation of the PAT and prepares a report on its functioning at the end of the course.
- It collaborates with teachers in the prevention, detection and assessment of learning disabilities and other problems that can affect the development of students.
- It coordinates the intervention of external agents involved in the centre's orientation activities.

NOW WHAT?

4. Action:

As a tutor , I program activities designed to both detect and respond to the needs of the group.

Individual and group follow-up of students.

- Reception of students at the beginning of each academic year and when a new student joins the centre.
- I review each student's academic record and organize records.
- I am informed of the operating regulations of the Center, and promote the elaboration and compliance of the rules of the classroom.
- I promote and coordinate activities that encourage the coexistence, integration and participation of students in the life of the school and the environment: election of representative and assignment of responsibilities, complementary activities, celebrations of the center, etc.
- I am in charge of the attendance and punctuality of the students, implementing the measures provided for in the Absenteeism Plan.
- It stimulated the idea of a group, provided opportunities for the group to meet, give opinions, reason and organize.
- I foster a climate of trust.
- I channel the demands, concerns, complaints, etc. of the students and the middle class, in collaboration with the representative of the group, before the rest of the teachers, and the management team in the matters that arise.
- Completion of student documents.
- I advise the rest of the professionals in the change of cycle or educational stage.
- I am responsible for the delivery of documents from the centre (circulars, notes, etc.)
- I establish with the guidance team the intervention regarding school needs.
- I monitor and assess the teaching-learning process of the group
- I help or mediate in the resolution of conflicts (between peers or teacher-group).

Actions to be developed with the teaching team.

It must be considered that in order for the detection of needs to be a reality in the classroom, it is essential to communicate, coordinate and reach consensus among teachers, establishing periodic coordination sessions that allow general and coherent lines of action to be obtained in relation to the activities of the group-class, the reception of students at the beginning of the course, integration and attention to diversity; the relationship with families, the evaluation of students, the channeling of students' demands and concerns and training activities for teachers, among others.

As a tutor, in this framework, I highlight the following tasks:

- I have met with the previous teacher-tutor to gather information.
- I coordinated with the teaching team of my group in the analysis of individual and general situations of the group throughout the teaching and learning process, in order to take the appropriate measures to improve the general progress of the student or the group. I summoned the entire teaching team as many times as I considered necessary and previously informed the head of studies of these meetings.
- I informed the teaching staff in my group of academic problems, specific educational support needs, family or medical situations that may interfere with academic performance... of the students in my tutoring.
- I participated in the initial meetings of the school to prepare the annual programme and its follow-up, to establish the general lines of action of the PAT, the reception of students, relations with families...

- Coordinated the evaluation meetings. I drew up the corresponding minutes.
- I coordinated the educational actions after the evaluation meetings.
- I asked the teachers for the information necessary to maintain communications with the families.
- I determined, with the guidance team, the educational care needs of my students: I carried out the ordinary, specialized and extraordinary measures following the action routes.
- I collaborated in the organization of regular inclusive supports.
- I planned activities that make it possible to carry out the inclusive supports (Guidance Team) with the maximum use.
- I coordinated with the guidance team the development of the Tutorial Action Plan.
- I informed the teaching staff of my group about the development of the TAP, involving them in the activities derived from it from a collaborative perspective.
- I informed the team of teachers and the head of studies of all the activities that imply a change in the organization or departure of the center.

c.- Actions to be carried out with families-guardians or other social agents

- I held the obligatory meetings with the families and all those that are considered necessary. At the first meeting I introduced the teaching team, informing them of the visiting hours of each teacher, of the PGA, of the general lines of action, of the evaluation and promotion criteria, of the channels of participation of families in the center, of the habits and appropriate conditions for study, of the attitudes and values that we wish to promote (punctuality, cleanliness, food, study habits, respect and coexistence, conflict resolution, respect for the environment...)
- I had individual interviews with families to exchange information that favors the detection of needs and to inform them of their children's academic or formative development.
- I managed, although not in all cases, the collaboration of the families in relation to their children's personal work: organization of study time at home, free time and monitoring of schoolwork.
- I guided the families in the educational task, taking into account the individual characteristics of each student.
- Together with the families, I planned some guidelines to follow with those students who present some type of disruptive behavior or lack of study.
- I was responsible for the coordination and meetings with the social agents of the environment that intervene in the educational process of the student (educational associations, social services, coordination of school absenteeism programs, etc.).
- I communicated the school's decisions that affected the student's school life (incidents, grades, educational measures, etc.) to those responsible for the child.

5. Reflection

I show a group rating scale designed by the attitudes group, which I used as a follow-up:

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Nivel I: Respeto		
There is still no improvement in terms of insults and situations of exclusion or marginalization in class.	From here, you can only improve	0
For one week, there is a clear improvement in terms of insults and situations of exclusion or marginalization, although there is room for improvement. The group begins to take matters into their own hands.	The Journey Begins	1
For a week there have been hardly any insults, situations of exclusion or marginalization in class; And when there has been a case, there has been a clear and sincere apology. The group evidences and intervenes in these situations to mediate, solve or prevent them.	We're on the right track	2
For two weeks, there have generally been no insults, situations of exclusion or marginalization; And when there has been a specific case, there has been an immediate clear and sincere apology. The group is always on the lookout to mediate or solve them.	Magnificent work, let's continue	3
For three weeks there have been no insults, situations of exclusion or marginalization; And when there has been a specific case, there has been an immediate clear and sincere apology. The group is always on the lookout to mediate or solve them.	We're on the verge of making it happen	4
A month has passed without any insults, exclusion or marginalization. The group is always on the lookout to mediate or solve them.	Straight achieved. Excellent	5
Level II: Participation and Effort		
Individual work and participation in the activities of the members of the group is scarce (always of the same ones) and little collective effort is observed.	From here, you can only improve	1
It is observed that the individual work of some unusual colleagues improves, even if it is thanks to the fact that other colleagues help them in the process of adapting to the task.	We're on the right track	2
The improvement of individual work, especially in tasks of their liking, allows us to verify that the group begins to work in coordination (even if it is in small groups). It is observed that the participation grows, as well as the overall effort.	Magnificent work, let's continue	3

Individual work is evident, even when it is not to their liking, and in the group the good path of coordinated work begins to be observed. The participation and effort in the joint achievement is clear.	We're on the verge of making it happen	4
Individual work is evident at all levels, and coordinated work is observed in the group. The participation and effort in the joint achievement is clear.	Straight achieved. .. Excellent	5
Level III: Autonomy		
The lack of individual autonomy in the performance of tasks and in the functioning of the class is evident and widespread. It requires the work set by the teacher.	From here, you can only improve	1
Some autonomy begins to be observed in the performance of tasks in unusual students, although not in the functioning of the class.	We're on The right track	2
Individual autonomy in the performance of tasks begins to be generalized and a clear improvement is observed in the autonomy related to the functioning of the class. Self- regulation (initiative) is He begins to observe in individual work and decreases his dependence on the teacher.	We're on The right track	3
Individual autonomy (initiative) in the performance of tasks is widespread (there are still specific cases that require help or collaboration) and there is a clear autonomy in the functioning of the class with leaders identified and accepted.	We're on the verge of making it happen	4
The group is autonomous in carrying out the tasks entrusted to it (in sporadic situations some colleagues require help or advice). Leaders are identified and Accepted; They need the teacher less and less for daily development and allow them to focus on the students who need them most.	Straight achieved. .. Excellent	5
Level IV: Helping Others		
Help to others is non-existent. No one cares about their peers' learning.	From here, you can only improve	1
It begins to be observed in a punctual way that a student helps another classmate, although always starting from a relationship of friendship or emotional affinity.	The Journey Begins	2
It begins to be observed on a regular basis that a student helps another classmate (which seems to make him feel good), although always starting from a relationship of friendship or emotional affinity.	We're on the right track	3

I found the initial meeting with the management team and the guidance counselor very useful, in which I was shown the Tutorial Action Plan, the Diversity Attention Plan and the different protocols.

The advice to detect the needs of my students early has been very beneficial.

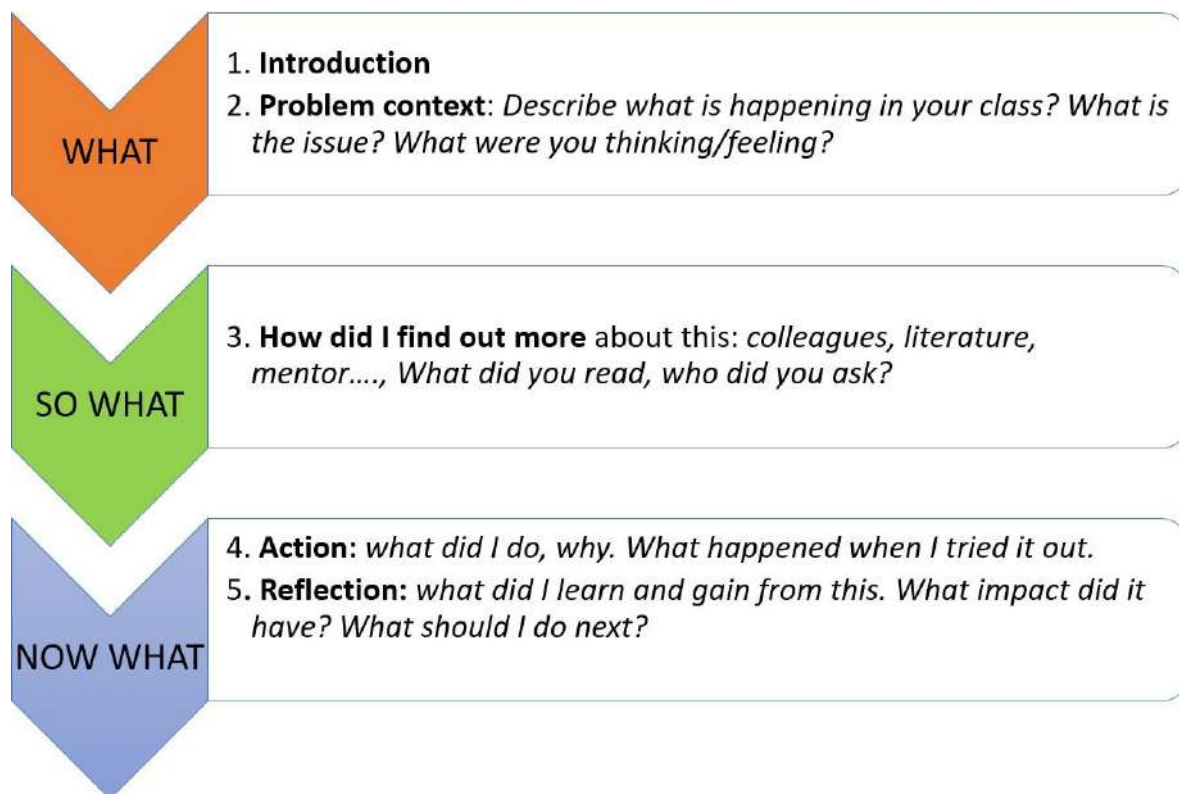
Based on the results obtained, I believe that the centre is involved in providing an adequate response, but perhaps there is a need to strengthen the channels of collaboration between families and centres.

On the other hand, I believe that more personal resources are needed, two teachers in the classroom, to be able to respond to all these needs, as well as to reduce bureaucracy.

I would like more specific training to respond to all needs.

11. Case study (CFIE)

@Observation; @ProfessionalConversations; @collaboration; @Professionallearning



WHAT?

1. Introduction:

Observation and meetings with the different professionals to detect the needs of our students, actions at the school level.

2. Context of the problem:

From the perspective of responding to the needs of our students, as a PT (teacher specializing in special education) I proposed to offer real learning opportunities to all students in different educational contexts and to know how to detect the needs present in the classroom.

The school population we focus on is, a priori, the most vulnerable and at the highest risk of social and/or educational exclusion. The lines of action will be aimed at ensuring that students "can achieve the maximum possible development of their personal abilities, and in any case, the exit profile that is established for all students".

Currently, knowing how to detect needs and respond to inclusive education is considered a process of

strengthening the capacity of the education system to serve all students.

That is why I propose to develop a Diversity Attention Plan in which I collect how to detect the needs of our students, at the request of my colleagues.

SO WHAT?

3. How did I find out about this?

At the international level, the importance of contextual assessment is highlighted, as it will be necessary to take into account both the student, the school and his or her environment. The detection of needs and responding to all students is aimed at everyone and demands a change in the conception of society, education and a more flexible curriculum:

- a. Create inclusive cultures: It focuses on creating a welcoming, collaborative and stimulating community, developing inclusive values shared by the entire educational community (teachers, students, School Council and families) so that students have the highest levels of achievement.
- b. Develop inclusive policies. It is based on ensuring inclusion in all the lines of action developed in the centre.
- c. Developing Inclusive Practices. All students will participate in all the activities carried out at the school, both classroom and extracurricular, and will take into account the knowledge and experience of the students outside the school.

Teaching and support are integrated to "orchestrate" learning and overcome barriers to learning and participation

To do this, when you arrive at the center:

- i. Documentation will be reviewed.
- ii. Plans and protocols will be reviewed.
- iii. Meetings will be held with the rest of the professionals.
- iv. Group dynamics and ordinary, specialised or extraordinary measures will be implemented in the classroom if necessary.

As a priority objective, I propose the early detection of needs that allow decision-making as early as possible regarding the implementation of new curricular and/or methodological measures, teacher training, participation of the educational community, as well as the improvement of inter-institutional coordination when necessary.

I intend to promote a line of training for all members of the educational community (teachers, families, staff, etc.).

The early detection of needs represents a profound change in relation to the educational response to diversity. For all these reasons, the involvement of all sectors is essential to promote the construction of

structures for collaboration, participation and coordination.

I seek: to guarantee an equitable and quality educational response for all students, to establish communication channels between family and school, to achieve the maximum degree of personal development, through the acquisition of competencies, to promote socio-emotional development: appropriate patterns of behavior; habits, autonomy, social skills; development of social awareness; self-esteem, assertiveness and conflict resolution.

NOW WHAT?

4. Action

The general criteria that I have taken into account when detecting and intervening with the needs of the students are the fundamental importance of psychopedagogical evaluation, a vital process to propose the most appropriate educational response for each student.

Psychopedagogical and contextual assessment is part of quality education. Teachers, in addition to identifying the needs of students, also need to know how effective their teaching is, as well as what to do to ensure that each student learns as much as possible. Assessment and planning should be done with and for all students. One of the main tasks, in which the teacher is crucial, is to observe how students learn best and their competence levels, in order to determine better ways of teaching.

Early assessment of difficulties is essential to be able to intervene in time. "Early" means identifying potential pitfalls before they become a problem. Assessment systems work best if the progress of all students against the curriculum is continuously assessed. Needs screening therefore means providing opportunities for all pupils to succeed in mainstream school.

In this procedure, a series of legal documents must be completed, the models of which appear as Annexes in Order EDU/1603/2009, of 20 July, which establishes the models of documents to be used in the process of psychopedagogical evaluation and the schooling report.

First of all, it will be the tutor, mainly, who will be in charge of detecting ACNEAE (students with educational need of educational support).

You will then make the request to the Head of Studies and fill in the Referral document. This request reaches the EOEP counsellor or the centre's Guidance Department, who will analyse and assess it. An order of priority will be established with respect to the rest of the existing demands.

Prior to carrying out the psycho-pedagogical evaluation, the tutor will have informed the family and will have collected their written authorization.

Once the assessment has been carried out, the information will be returned to the guardian and the family will be informed of the conclusions drawn and the measures taken, asking for their written consent.

Below, we detail the measures carried out to detect needs, which the tutor must carry out previously.

ORDINARY

These measures depend on the staff of the School and the type of needs of the students. The general criterion will be to provide an adequate educational response to the different abilities, interests and learning rhythms through **organizational and methodological strategies** both in the center and in the classroom.

A.1.- Organizational

The aim is for all students to be present in the classroom.

Support within the classroom: Support, except on very specific and duly justified occasions (need to attend to a group of different levels due to lack of timetable or specific actions with a student) is carried out within the classroom. They are carried out by parallel level teachers except when they do not have time availability.

In terms of support, we will go from less inclusive practices (helping the student and sitting next to them) to more inclusive practices.

Type of support	Interventions	Adequacy	Coordination
Help/sit next to you	The support teacher helps with class assignments. The tutor plans and leads the group-classroom.	When there are difficulties in care and high dependency	Little. Agree on the intervention and organization of the space. Joint assessment.
Help by progressively increasing the distance	The support teacher zooms in and out, occasionally helping others	Promotes the acquisition of autonomy	Little. Agree on intervention and organization of the space.
Students are temporarily grouped inside the classroom.	You work with a small group in the classroom	Suitable for the differentiation of activities. Flexible and heterogeneous groups	Both teachers must share the meaning and objectives of the activities.
Work in heterogeneous groups, cooperative groups	Distribution of students into groups and each teacher is in charge of some groups.	It promotes inclusion and cooperation among students, project work, etc.	Loud
They lead the activity together and direct the work together	A teacher is the one who directs the activity, but both make contributions. The student is encouraged to participate in this same model.	Ideal for sharing, debates on values, attitudes, current affairs... It's very positive for the students	Fluid relationship between participants. Narrow down the type of intervention.
The support teacher leads the activity	The tutor is the one who provides support to those who need it most and to the group in general.	It allows us to observe the teaching-learning processes. Promote modeling	Preparation and assessment of the joint session.

Shared teaching: Two teachers work together in the classroom so that support is always for all students.

Two teachers for two classrooms: Two classrooms are brought together at different times in the development of the projects that are being developed.

Interactive groups: They are a way of organizing the classroom and it is the action that obtains the best results in terms of improving learning and coexistence. Each group has an adult (teacher, family,

community volunteer, etc.) whose main function is to promote dialogic interventions among children, considering that it is through these that learning occurs.

Learning environments: We distribute the classroom in a way that allows interactions, that allows teamwork, that respects the different learning rhythms and the different capacities to learn.

Work in corners: we create learning environments within the classroom to promote metacognitive skills, develop autonomy, work by heuristic or discovery methods and encourage dialogic interactions that build knowledge.

Our goal is to transform the classrooms into welcoming places that allow interaction, the corridors into lively and warm places to share, learn or rest, the library into a place of discovery, reading, meetings; And, the playground, in a naturalized place, that promotes socialization and learning.

- *Methodological*

I want all students to participate in the activities that take place in the classroom, which means working with inclusive practices. There are various methodologies that enhance interaction, creation, metacognition and the commitment of the entire educational community. These methodologies, among others, invite and facilitate the participation and learning of all students, with particular attention to the most vulnerable.

Inductive methodologies: It is the student himself who constructs knowledge, the protagonist of his learning. The role of the teacher is to guide learning, promote dialogic interactions, autonomy, design optimal learning activities for all students, observe and help the student who requires it. This is where PBL project-based learning comes in.

Cooperative learning: Cooperative learning promotes work in small heterogeneous groups where the bonds and the necessary requirements for teamwork are established. The objective is twofold, since on the one hand it delves into curricular aspects and on the other, it talks about bonds, care, emotions, respect, solidarity..., all of them inclusive values. This way of working ensures the participation and interaction of all students, and therefore, speaks of inclusion.

Collaborative learning: Students are grouped into pairs or groups of similar curricular competence to develop reading, problem-solving, research activities, etc. They can also be grouped by disparate curricular competence, so that one becomes the other's helper and both learn in the process, both the one who plays the role of learner and the one who plays the role of expert. This type of learning can also take place between students of different educational levels.

Dialogic learning: We need a large number of diverse interactions to build learning. It is essential that a dialogue takes place in conditions of equality and not of power, which is associated with an inclusive education that means that everyone has something to contribute, thus recognising the cultural intelligence of all people.

Intelligent comprehension projects: they can be defined as a way of programming through which the development of different multiple intelligences in the classroom is materialized.

Problem-based learning (PBL). It is a teaching-learning strategy in which both the acquisition of knowledge and the development of appropriate skills and attitudes are important. It is a pedagogical strategy in which students are presented with a real-life problem, initiating a research process that will lead them to look for possible solutions to the situation posed.

Mind maps: graphic representation of knowledge allows ideas to be organized in a visual way, favoring the ordering and structure of thought through hierarchization and categorization.

The Thinking Routine: An elementary pattern of thinking that can be easily used and integrated into the learning process.

Thinking skills: organizers that encourage deep and careful thinking. They can be worked on both in curricular situations and in everyday life, and can be incorporated into the way students think. There are three categories of skills: brainstorming, clarifying, and evaluating the reasonableness of ideas. They facilitate the development of creative thinking, comprehension skills and critical thinking.

They have to do with the work that facilitates the development of Social Skills, Emotional Development and Service Learning as tools that encourage active engagement with transformation and prepare the students of the future to be the protagonists of the world in which they live.

POSSIBLE MODEL: Methodological curricular adaptations that I deliver to the teaching staff.

METHODOLOGICAL CURRICULAR ADAPTATION AND/OR EVALUATION
Student's Name:
Course:
Foreseeable adaptations
<input type="checkbox"/> Simplifying Written Observations <input type="checkbox"/> Underline the most important part of the text beforehand. <input type="checkbox"/> Break texts into smaller parts or remove parts of the text when you provide redundant information. <input type="checkbox"/> Provide diagrams and/or graphs to the student. <input type="checkbox"/> Support the written material with images. <input type="checkbox"/> Make a glossary of new terms that appear or will appear in the didactic unit. <input type="checkbox"/> Record the songs with a tape recorder.
<input type="checkbox"/> Offer mediation in learning: aids to understanding, planning and implementation. Use the step-by-step instructions. Present the task in sequential steps.
<input type="checkbox"/> Give verbal and visual information simultaneously. Introduce the U.D. through images, power-point presentation, etc. <input type="checkbox"/> Use cooperative learning techniques in pairs or small groups. <input type="checkbox"/> Space out the guidelines of the work, so that a new prompt is given after the student

<p>has completed the previous one.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine less stimulating jobs with more motivating ones. <input type="checkbox"/> Use and daily review of the school agenda. <input type="checkbox"/> Inform in advance of the deadlines of assignments and exams to promote a more optimal organization. <ul style="list-style-type: none"> <input type="checkbox"/> Seat the student close to the teacher or place him or her in a place where distractions are avoided as much as possible. <input type="checkbox"/> Use positive reinforcement, reinforce efforts. <input type="checkbox"/> Frequently revisit previous learnings to avoid forgetfulness and regressions. <input type="checkbox"/> Give you information about the successes and mistakes. <input type="checkbox"/> Give him more time to complete schoolwork and check-ups. <input type="checkbox"/> Adapt the amount of homework assigned to the student both in class and at home. <input type="checkbox"/> In some cases, use activities with a lower level of difficulty to work on the same content as the rest of the class. <input type="checkbox"/> Carry out reinforcement activities to consolidate basic learning.
<ul style="list-style-type: none"> <input type="checkbox"/> Adjust the assessment to the characteristics of the student: <ul style="list-style-type: none"> ○ Oral exam. ○ Multiple-choice exam. ○ Examination with supplementary material: abacus, tables, etc. (depending on the difficulties) <input type="checkbox"/> Assess the content of the answers and not the spelling or composition of the text. <input type="checkbox"/> Focus exam questions on "key" concepts and minimum content. <input type="checkbox"/> Use short, clear sentences. <input type="checkbox"/> Highlight keywords in questions (bold, underlined, capitalization, etc.). <input type="checkbox"/> Read the exam questions individually to make sure you understand the demands of the task. <input type="checkbox"/> Check that the student does not forget to answer any questions on the exam. <input type="checkbox"/> Reduce the number of questions, exercises, or issues in each assessment.
<ul style="list-style-type: none"> <input type="checkbox"/> Do tests more often than the rest of the group. <input type="checkbox"/> Replace the written test with the completion of some work, summary or outline.

- Curricula

These measures will promote quality achievement for all students, ensuring quality education for all.

The curricular management of a classroom involves pedagogical and organisational change and to carry it out, the teachers of the centre participate in a training plan aimed at progressively incorporating effective

inclusive techniques and methodologies into daily practice (One by One, Brain Gym...)

It is, therefore, a matter of making the curriculum flexible from the Universal Design approach to learning.

The three neural networks linked to learning are: an affective network related to the why of learning, a recognition network that explains the what of learning, and a third strategic network that specifies the how of learning. All these networks intervene in learning, being activated or not depending on the activities we present.

Related to these three neural networks are three principles based on education for all that provide opportunities to provide all students with multiple forms of involvement, representation, action and expression. Each of these principles in turn incorporates three guidelines that include different points to take into account in classroom programming.

All proposed activities must be located in the Zone of Proximal Development (Vygotsky) or distance between the actual level of development (what they can do without help) and the potential development (what they can do with help) to be challenging.

Related to UDL and accessibility, there is Easy Reading, which consists of writing and adapting texts to make them more accessible and thus allow the whole student to understand the message, with illustrations and layout playing an important role.

- Social

These are the general actions that the school carries out with the aim of being an inclusive centre, a welcoming and safe centre, an open and participatory school that takes into account the entire educational community, which responds to all needs.

- Accessibility. It should not only be linked to the elimination of physical barriers, but all kinds of barriers, with the aim of developing autonomy strategies for all students. We are therefore talking about cognitive, sensory and physical accessibility, which allow all people to be able to quickly and globally interpret the environment and access it and, above all, universal accessibility for learning.
- Participation of families. Research shows that all the interactions of students with the rest of the social agents involved in their education (family, friends, neighbours, teachers, canteen staff, extracurricular activity monitors, etc.) have a direct influence on their school performance. "Children's academic results do not depend so much on the academic level achieved by the families, but on the fact that when the children are in school, the families are also training and participating in the center" (Consortium, 2011)

In this sense, we want families to participate in the school environment in different ways:

- Receiving and providing information
- Participating in Governing Bodies
- Participating in decision-making
- Participating in the evaluation processes of the school and the students.
- Participating in their children's learning processes and in their own education.

Family involvement, peer support, where students work cooperatively within the classroom, teacher-to-teacher support within the classroom, to collaboratively decide how best to address the diverse needs of students are **strategies that can be used to increase effectiveness**.

SPECIALIZED

- Support within the classroom by teachers who are specialists in therapeutic pedagogy, hearing and language, and compensatory. Exceptionally, support may be provided outside the classroom in specialized intervention sessions.
- Accessibility adaptations of curriculum elements for students with special educational needs.
- Significant curricular adaptations of curriculum elements aimed at students with special educational needs. They will be carried out seeking the maximum possible development of the competencies; Continuous evaluation and promotion shall be based on the elements set out therein.

EXTRAORDINARY

- The acceleration and partial expansion of the curriculum that allows students with high abilities to be evaluated with reference to the elements of the curriculum of the year higher than the one in which they are enrolled.
- The flexibility of the period of permanence in the stage for students with high intellectual abilities in the terms determined by the current regulations.
- Schooling in the year below that corresponding to its age, for those students who are enrolled late in the education system and have a curricular gap of more than two years. If this gap is overcome, they will join the course corresponding to their age.
- The extension of schooling in the stage for one more year for students with special educational needs, provided that this favours their socio-educational inclusion and the acquisition of the objectives of the stage.

ORGANIZATION OF PERSONAL, MATERIAL AND SPATIAL RESOURCES

The organization of the resources will be specified at the beginning of the course and will be adapted to the needs that exist at the time.

- ***Personal:***
 - Tutor and teachers.
 - Management team.
 - Specialists: PT, AL, Compensatory and ATE
 - Guidance team or department.
- ***Materials:***
 - Those that complement work and encourage socialization.
- ***Spatial:*** classrooms

ROLES AND RESPONSIBILITIES OF DIFFERENT PROFESSIONALS

- **Guidance Team or Department:**
 - Prevention and detection of needs.
 - Direct intervention with students and families.
 - Promote communication between the school and the family.
 - Adequacy of resources of the center and the area.
 - Perform psychopedagogical evaluation.
 - Collaborate in the development of ICAs and DIACs.
 - Guiding tutors and specialists in intervention measures.
 - Provide data on the family-social context.
 - Assessment, follow-up and family orientation interviews.
 - Facilitate the reception, integration and participation of socially disadvantaged students.
 - Participate in the CCP, absenteeism and coexistence commission of the center.
 - Collaborate in the organization of support (coordination, assessment of needs, times, spaces).
- **Specialists:**
 - Direct intervention.
 - Collaborate in the development, evaluation and monitoring of ICAs.
 - Collaborate in evaluation and promotion, guidance and coordination with family.
 - Develop materials and resources.
 - Participate in cloisters and interlevel meetings.

COLLABORATION

- **Institutions:**
 - Ancillary services.
 - Social Services (City Council and Provincial Council-C.E.A.S).
 - Social Security (Hospitals, Health Centers, Specialists).
 - Library and resources of the municipality.
 - Private entities.
 - Other agencies.
- **Family:**
 - Individual interviews (evaluation and follow-up of the student).
 - Collective talks (training, stage change orientation, evolutionary development,...).
 - Facilitate cooperation with the center.
 - Information about the student's progress.

5. Reflection

Psychopedagogical and contextual assessment is part of quality education. Teachers in inclusive education systems, in addition to identifying the educational needs of students, also need to know how effective their teaching is, as well as what to do to ensure that each student learns as much as possible.

Assessment and planning should be done with and for all students. One of the main tasks, in which the teacher is crucial, is to observe how students learn best and their competence levels, in order to determine better ways of teaching.

Early assessment of difficulties is essential to be able to identify needs and intervene in time. "Early" means identifying potential pitfalls before they become a problem. Assessment systems work best if the progress of all students against the curriculum is continuously assessed. Needs screening therefore means providing opportunities for all pupils to succeed in mainstream school.

Competencies will be assessed to promote autonomy in learning and metacognition, allowing students to be part of it with self-assessment and co-assessment processes. It is not an evaluation focused solely on the grade, but evaluates and takes into account the process. Evaluation is therefore conceived as a means and not as an end.

It will be a flexible assessment to allow all students to demonstrate what they have learned by offering not only flexibility in terms of test conditions, but also offering multiple forms of assessment.

"Equality does not consist in evaluating all students in the same way, but in guaranteeing that everyone will be able to participate in an evaluation, through which they are able to demonstrate the learning done" (Alba. 2016)

All measures taken will be reviewed and adapted to emerging needs. The degree of achievement achieved, the involvement of the teaching staff, the difficulties encountered and all the proposals for improvement for subsequent years will also be evaluated.

The ideal time will be the weekly meeting of the guidance team or department, head of studies and specialists (PT, AL, CE). The management team will be responsible for monitoring the implementation of the needs detection plan, as well as the implementation of the Diversity Attention Plan (PAD), in the meetings scheduled for this purpose. All teachers will participate in the evaluation of the Plan through the CCP.

This evaluation will form part of the school's annual report.

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