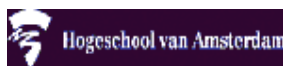




RESPONDING TO STUDENT DIVERSITY TUTOR'S MANUAL

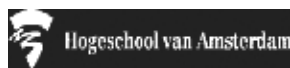


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RESPONDING TO STUDENT DIVERSITY: TUTOR'S MANUAL



RESPONDING TO STUDENT DIVERSITY: TUTOR'S HANDBOOK



A Socrates Comenius 2.1 Project

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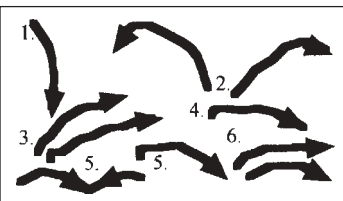
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Cover picture:

Fricke, Dieter; *1943, deaf artist, paintings, sculptures, photo and video art, on the topics of relating and expression of deafness through art; held exhibitions in Germany and USA; more information on www.fricke-art.de

This painting, 'Mankind towards Freedom ...' is an expression of the philosopher Karl Jaspers, 'Die Menschen zur Freiheit führen heißt, sie zum Miteinanderreden zu bringen' ('Leading human beings to freedom means to lead them to communicate with each other'), in German sign language.



- | | |
|------------------|------------|
| 1. Human beings | 2. freedom |
| 3. leading | 4. means |
| 5. communication | 6. leading |

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CONTENTS

Preface	v
DTMp project title and summary description	viii
Acknowledgements	ix
1 Introduction	1
2 Materials for use in this package	3
Teacher's Handbook	
The Reading Pack	
The Video Clips	
The Reflective Journal	
3 General principles for delivery of a unit of study on issues raised in the <i>Handbook</i>	5
Major understandings required for the unit of study	
Major attitudes and pedagogical approaches of the tutor	
4 Framework for structure of the <i>Handbook</i>	9
Two process chapters	
Four content chapters	
5 Technical advice about running a unit of study using the <i>Handbook</i>	11
Choosing learning outcomes	
Choosing resources	
Assessment of study unit	
Chapter-by-chapter guides	
6 <i>Chapter 1</i> : Teachers' development in responding to student diversity: key issues and processes	15
Creating an inclusive climate	
Key content and process	
Action research and reflective practice	
7 <i>Chapter 2</i> : Creating inclusive cultures	21
Challenge participants through reflective exercises	
Consider in depth at least one underprivileged group as at risk of discrimination	

<p>8</p>	<p>Chapter 3: Building a caring and supportive learning community</p> <p>Highlight inclusion as a <i>social</i> phenomenon</p> <p>Focus on the value of persons as holistic identities</p> <p>Sociometric testing should be used with care</p> <p>Use practical and reflective exercises with participants</p>	<p>31</p>
<p>9</p>	<p>Chapter 4: The constructive learning process of diverse learners</p> <p>Model the constructivist approach</p> <p>Piagetian and Vygotskian approaches</p> <p>Cognitive styles, multiple intelligences and emotional intelligence</p>	<p>41</p>
<p>10</p>	<p>Chapter 5: Diversifying the curriculum, teaching and learning</p> <p>Practical chapter for teachers</p> <p>Use of video and actual teacher experiences</p> <p>Training in group work</p> <p>Assessment and Portfolios</p>	<p>51</p>
<p>11</p>	<p>Chapter 6: Planning, implementing and evaluating responsive and inclusive teaching</p> <p>Actual teaching practice</p> <p>Tutoring</p> <p>Structured support</p> <p>Laying out the curriculum</p>	<p>59</p>
<p>12</p>	<p>Typical course description</p>	<p>69</p>
	<p>Appendix 1: List of contents of Teacher's Handbook by chapter title, aims and subheadings</p>	<p>71</p>
	<p>Appendix 2: List of Readings included in Reading Pack</p>	<p>77</p>
	<p>Appendix 3: List of Video Clips: Inside European classrooms</p>	<p>81</p>

PREFACE

Welcome to the challenge of preparing teachers to respond to student diversity. We would like to share with you the construction of this handbook in a multicultural and multi-expertise context.

The motivation for this handbook arose first of all from a concern for social justice in education. A group of teacher educators felt that the increase in the use of standardised educational achievement measures was leading to the devaluing of substantial numbers of students who are labelled failures and pushed out of the education and social system. We felt that it is we ourselves, as teacher educators and teachers who are in schools and classrooms who in fact are being challenged in our responsibilities towards students.

All students are entitled to a quality education and we need to find better ways for enabling each one to be engaged in meaningful learning activities and make progress. And we understood that in order to achieve this, we need first of all to promote an openness to student diversity, an attitude of appreciation for diversity, an assumption that it is normal to be different and to provide a differentiated curriculum and learning experience. Students are diverse and engage with the curriculum at diverse points and in diverse ways, and good teachers are first of all prepared for *responding to student diversity*.

The handbook was conceived during a meeting in Malta in 2003 among an international group of teacher educators spanning from Sweden to Malta and Greece and to the U.S. The concept was then worked out as a *Comenius 2.1 Project DTMp (Differentiated Teaching Module – primary)* over three years from 2004 to 2007 (see Box 1, p. viii, and www.dtmp.org). The DTMp Project team consisted of an even wider and more diverse group coming from seven EU countries, namely Malta (Coordinator), Czech Republic, Germany, Lithuania, Netherlands, Sweden, and United Kingdom. The background of each partner varied as well: one from an inclusive education concern, one from differentiated teaching, two from issues of disability and one from issues of disaffected students, one from socio-emotional development concerns, and one each from the pedagogy of language and mathematics. We also listened to teachers from the seven countries who were trying to reach out to the diversity of their children in the classroom, and you will find the text peppered with the experiences they related to us. We felt that this diversity enriched our teamwork and our products.

This diversity of partners and cultures led to a combination of a rather *unusually wide variety of issues* that members of the team related to inclusive

education and differentiated teaching. (1) It starts by focusing on action research as a tool for professional development; (2) an important chapter is dedicated to understanding and respecting student diversity, particularly culture, language, gender and exceptionality, and the application of inclusive education principles; (3) it considers the personal and social growth of individuals within a caring and supportive environment, with a focus on holistic education, teacher-student and student-student relationships, as well as inter-staff and staff-community collaboration; (4) it has an important basic focus on understanding student diverse characteristics, with foci on constructivist approaches, on multiple intelligences, on emotional intelligence, as well as the specific strategy of the 'Let me learn' process, and on attributional styles; (5) another basic wide focus is on diversifying the curriculum and teaching and learning organisation, with foci on diversifying curriculum *content*, the learning *process* – including use of different modalities, the creation of independent working time, as well as group work, and on learning *product*, including issues of assessment for learning and use of portfolios; (6) finally, it also has a focus on a reflective application of all the previous principles holistically during actual teaching.

This variety of issues, though all related to responding to diversity, is hardly ever found together in similar texts. We put our related concerns together, while still understanding that for particular teachers one or more of the topics may appear redundant as they may already be addressed in their other courses or in their culture. So it is expected that any short course cannot address the wide variety of issues at sufficient depth. It is expected that teacher educators and teachers themselves will make choices of issues to take up to meet their professional development needs.

The approach adopted in the handbook is one for general pedagogy courses for addressing *diversity issues*. It is based on the assumption that all teachers should have at least some specific exposure to issues of diversity. This handbook can provide supportive material for such courses. However, it is not focussed on one specific source of diversity. In our project proposal, we had already discussed the issue and decided that though some of us had a particular interest in children with impairments, we wanted to address a wider diversity: 'responding to the diversity of pupil needs arising from *different backgrounds, interests, abilities, learning styles, and impairments*'. This may be seen as leading to a rather unfocused approach. However, we share with prominent exponents of inclusive education the understanding that an open attitude is basic to address the diversity of pupil strengths and needs. Indeed, one of the issues that has sometimes arisen in our seminars is that some teachers may think that their children are a homogenous group because there are no students with disability in their classrooms. And then you start asking if their one-size-fits-all curriculum is equally adapted to the girls' and the boys' interests and behaviours, to children coming from different subcultures, political, religious

or socio-economic environments, language dialects ... and they start realising that they are not empowering all their students in the same way. As long as there are dominant and minority cultures and groups, diversity will be an important issue if we believe all children are entitled to a quality education. It is up to the teachers and their educators to determine if they want to focus on a particular minority group that is most marginalised in their educational system.

Similarly, while the handbook is mainly intended for general pedagogy courses, it can provide supportive material for *subject specialists* in dealing with teaching methodology. The principles can be applied by the teacher educator as well as the teachers to the particular subject, be it language, art or science, in discussions on how to apply the principles specifically to the teaching of that subject: for instance the type of group tasks that can be used, the type of assessment for learning that can be developed for the teaching of their particular subject area.

This handbook is meant as a *tool for teachers* engaged in reflective practice in relation to responding to diversity. It is up to the teacher and teacher educator to use it as best meets their needs. It is not expected that all the issues raised in this handbook will be taken up in a short course (i.e. modules of up to 10 ECTS). Indeed its contents and related readings have been elaborated to constitute 60 ECTS taught units of a Master in Education programme.

Readers will also find an unusual proportion of references and quotations in this handbook that come from the internet. The reason is that the first version of this handbook was produced for the online version of the DTMP module (see <http://web.um.edu.mt/moodle>). The online version is also available on the Avicenna Virtual Campus on <http://moodle.ftz.org.mt/course/category.php?id=5>.

Finally, we have tried not to be prescriptive and allow as much as possible for users of the handbook to make use of their *own experience and relevant texts* in their culture to make sense of the issues raised in this handbook. Responding to student diversity is a dynamic, embedded process that develops over time and in specific cultures and educational systems. We hope you feel empowered to make flexible use of the handbook.

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April 2007

Box 1

DTMp project title and summary description

DTMp: Differentiated Teaching Module (primary) - Preparing trainee teachers to respond to pupil diversity.

Objectives

The project aims to produce a multicultural, multimedia, internet-based teacher-training module to enable trainee teachers to respond to the diversity of pupil needs in primary education.

Target groups

This module will be a tool for all teacher educators and teachers in primary education.

Main activities

First year: Identification of training and support resources required by teachers for responding to the diversity of pupil needs arising from different backgrounds, interests, abilities, learning styles, and impairments; and development of teacher-training package (Manual for Trainees and Manual for Trainers) for preparation, implementation and evaluation of lessons differentiated by content, process and product within an inclusive culture. *Second year:* Implementation and evaluation of DTMp by participating partners with groups of trainee teachers. *Third year:* Production of DTMp in hard copy and web-based format; dissemination of the module through conferences and internet to all possible teacher training institutions across Europe.

Expected Outputs

The project will produce a flexible teacher-training module on differentiated teaching, applicable to varied contexts and across the whole primary school curriculum, with example applications in specific areas, particularly literacy and mathematics. The project will enable a wider ongoing network of collaboration on the development of tools for promoting differentiated teaching and inclusive educational practices across Europe.

ACKNOWLEDGEMENTS

This handbook not only benefited from the sharing of expertise and feedback among the project team, but also from the feedback of many others.

First of all we would like to thank our colleagues from the partner universities who gave us feedback on our plans at the beginning of the project.

Secondly we would like to thank those thirty-five teachers from across Europe who shared with us their experiences and perceptions of responding to diversity in the classroom, and which are quoted throughout this handbook.

Thirdly, we are very grateful for the essential feedback given to us by those teachers in pre- and in-service courses in the seven partner countries who registered for our DTMP module and gave us their feedback on their experience. In addition we would also like to thank the Malta MEd students who reviewed the revised handbook.

Very importantly, this handbook has been greatly enhanced through the feedback of our expert external evaluators, namely Prof Maria Teresa Pires de Medeiros from the University of the Azores and Prof David António Rodrigues from the Technical University of Lisbon, and Prof Mel Ainscow from the University of Manchester.

Finally, we would like to thank all those students, their parents, and school staff who kindly let us use their pictures to add more meaning to the text; all those authors from whom we quoted widely to bring the different opinions on the issues to our readers; and Prof Joseph Falzon for his thorough proofreading of this English edition.

1

INTRODUCTION

You may already be an experienced tutor in this field or you may be a subject specialist and developing a new interest in this important area of general pedagogy. The *Teacher's Handbook* and this *Tutor's Manual* are intended as a supplement to your current expertise.

A good start for teaching a module on responding to student diversity is to have a good look at the *Teacher's Handbook* which was designed as a user-friendly text for teachers. It thus already suggests a particular structure for a course, a particular approach to training, and there are already at the end of each chapter a large number of questions and exercises for teachers.

One should particularly look at Chapter 1 which sets out the contents and structure of the whole handbook. Note that the *Teacher's Handbook* was initially planned for self teaching, and so each chapter is in fact a collection of related, but possibly separate, issues each of which can be used as the content of a lecture of at least one hour. These separate issues are indicated in the list of specific AIMS given at the beginning of each chapter. For instance, Chapter 1 has three specific aims as shown in Table 1 below. In order to address those three aims in face-to-face sessions, at least three one-hour sessions would be required.

Table 1: An advance organiser for each chapter – example from Chapter 1

AIMS

The aim of this introductory chapter is to present the main issues of teacher development addressed in this handbook. These are the two key concepts of differentiated teaching and inclusive education, and the action research process teachers can engage in as they enhance their response to student diversity. The more specific aims of this chapter are to provide the reader with an opportunity:

1. To think about differentiated teaching and inclusive education as the two key issues of this handbook.
2. To develop a general framework for the several issues raised in the handbook, namely creating inclusive cultures, building supportive communities, understanding the learner, and understanding and differentiating the curriculum.
3. To consider action research and reflective practice as a method for professional development in responding to diversity.

2

MATERIALS FOR USE IN THIS PACKAGE

Apart from this brief manual, there are four sets of materials that you can use in this package for a unit of study on responding to student diversity:

1. **The Teacher's Handbook:** The *Handbook* consists of six chapters on responsive and inclusive teaching. Each chapter contains from three to six separate but related issues (totalling 27 issues), each of which can form the content of a lecture of at least one hour. Each separate issue is indicated in the specific AIMS listed at the beginning of each chapter. A full list of these issues is given in Appendix 1 of this Manual (*List of contents by chapter title, aims and subheadings*) and are indicated also within the chapters of the *Teacher's Handbook* by an UPPER CASE SUBHEADING. There is also an online version of the *Handbook* that you might want to use – refer to the University of Malta, Faculty of Education educ@um.edu.mt.

The *Teacher's Handbook* is meant to be used as a tool for participants' professional development. It is aimed at supporting them on their journey towards becoming competent and self-confident teachers of diverse classrooms. It allows for flexible use of the material as suits the needs of participants in their search for ways of enabling every student to engage and succeed in learning at school.

2. **The Reading Pack:** The *Handbook* has an accompanying *Reading Pack* consisting of a set of brief readings, being either articles, book chapters or brief accounts of particular concepts. A complete list of these readings is given in Appendix 2, and their availability in the pack is indicated through **bold rendering of the author** in the section on *Further Reading* as well as in the Bibliography. All the readings of the *Reading Pack* are available on the CD.

Please note also that while the *Handbook* only has the Further Reading section, this *Manual* also has the list of relevant references added to the Further Reading sections.

3. **The Video Clips:** This Manual is also accompanied by a set of video clips, *Inside European Classrooms*. These are intended for use as triggers for discussion on the various issues raised

in the *Handbook*. A list of the video clips with brief descriptions of the content of each is given in Appendix 3.

A Reflective Journal: Instructors may use the text as they wish to suit their way of working and needs and the situation in which they are using the handbook. However, it is suggested that the approach adopted in the handbook is one of reflective teaching and learning. The material is best dealt with through having each participant build a *Reflective Journal* as a companion to the handbook. The completed journal would then also serve as the basis for assessment of participation in the unit of study.

3

GENERAL PRINCIPLES FOR DELIVERY OF A UNIT OF STUDY ON ISSUES RAISED IN THE *HANDBOOK*

Tutors will be more effective in delivering a unit of study on responding to student diversity if they prepare themselves by ensuring that they:

- acquire a good grasp of the major principles and understandings on which the *Handbook* is based; and
- adopt delivery approaches that are congruent with those principles.

Major understandings required for the unit of study

In order to deliver this unit of study you will find it necessary to have a deep understanding of inclusive education. In this *Handbook* we adopt the definition, given by UNESCO (2005) of inclusion as:

a dynamic approach of responding positively to student diversity and of seeing individual differences not as problems, but as opportunities for enriching learning. (p.12)

We had started off originally with the concept of ‘Differentiated Teaching’ as an empowering strategy for responding to diversity among students. However, we considered the possibility that differentiated teaching may be used to organise segregated and exclusive environments. So we have preferred the term ‘Responding to student diversity’ as one that focuses on both individually adapted teaching as well as inclusive environments.

Here responsive teaching is understood as the attitude that enables the teacher to be empathic and sensitive to the developmental and educational needs of all learners. The interactions of a responsive teacher with the children are based on a true dialogue where both teacher and children feel safe and encouraged to develop reciprocal understanding and competences.

The introduction (see Chapter 1) should include a discussion on the possible conflict between differentiation and inclusion, with an

emphasis on the social dimension of inclusion and the dangers of differentiation without inclusion.

Major attitudes and pedagogical approaches of the tutor

Inclusive education implies a holistic approach in which the following principles are central to the delivery of a course based on this *Handbook*:

1. **A constructivist approach** is adopted throughout, where the learner actively engages in new learning by activating his or her previous related experiences, knowledge and skills and thus more effectively assimilates and accommodates to new learning. It is therefore essential that the tutor starts off by eliciting participants' current understandings, experiences and opinions on issues to be dealt with. Moreover, rather than the dictation of principles or procedures, use can be made of challenging materials, questions, participants' reflections and discussions as the best procedure.
2. Within the constructivist approach also, it is suggested that a **team approach** to teaching and learning be adopted. Whether taken online or face-to-face, a major characteristic of a course based on this *Handbook* needs to be the sharing of ideas, values, experiences and reflections among the teachers themselves. There are many tasks that encourage participants to share their knowledge and skills. They will also be sharing their teaching experience as a team with colleagues both on training and in the schools. This can be modelled most effectively if tutors also undertake the training as a team – as we ourselves experienced the development of these materials as a team.
3. **An action research approach** is adopted to learning throughout the course. This implies that the participants should see themselves as action researchers, that is attempting to try out new ideas for improving their teaching, in this case for improving their ability to reach out effectively to more of their students. A lot of importance is expected to be given to linking theory to practice through relating theory to one's own experience and observations and through reflection on observations and own practice. The tutor can facilitate this by asking participants to identify situations relevant to readings, and by asking them to refer to theory for addressing the challenges they face in reaching out to all their students.

4. This module was developed as a trans-European unit. The tutor can have this **European perspective** in mind throughout the course in the search for examples of practice. The tutor should encourage participants to reflect on this European dimension, possibly also by developing exchange of information, and discussion among teachers across Europe.
5. **A variety of approaches** are used in the presentation of learning, in learning activities and in trainee products to allow for the use of teachers' strengths. This particularly implies allowing for learning individually as well as in group work. It is understood that not all the topics or tasks listed will be undertaken by participants, and so use should be made of the extra materials to allow for some level of choice by participants to meet their needs.

It goes without saying that the tutor needs to have an **inclusive approach** in the delivery of courses using this handbook. One needs to internalise the principles listed in Chapter 2 of the *Handbook* and apply them with the participants in any course using the *Handbook*.

4

FRAMEWORK FOR THE STRUCTURE OF THE *HANDBOOK*

The teacher education approaches suggested in the previous section are reflected in the framework adopted for the organisation of the whole *Handbook*.

Two *process* chapters

First of all it should be noted that the first and last chapters (1 and 6) are dedicated to the recommended *process* in the use of the *Handbook*, namely a **reflective, action research** approach. If this approach is to be used, and participants have not been exposed to it, then a substantial part of the unit of study should be dedicated to how participants can engage in reflective action research.

Four *content* chapters

With regards to the *content* of the *Handbook*, Figure 1 below shows the four major foci of the framework, namely:

- Why and how to create an inclusive climate in the classroom (Chapter 2);
- In relation to the above, how to build collaborative and supportive networks (Chapter 3);
- Why and how to use a constructive approach in teaching and learning which entails understanding your students and the baggage they bring with them to the classroom (Chapter 4); and
- Why and how to differentiate the curriculum to meet the strengths and needs of your students (Chapter 5).

One can further reduce these four to 3 foci, namely:

- Chapters 2 and 3 as consisting of creating a caring, safe, supportive and inclusive learning environment;
- Chapter 4 as focusing on understanding the diversity of student characteristics; and

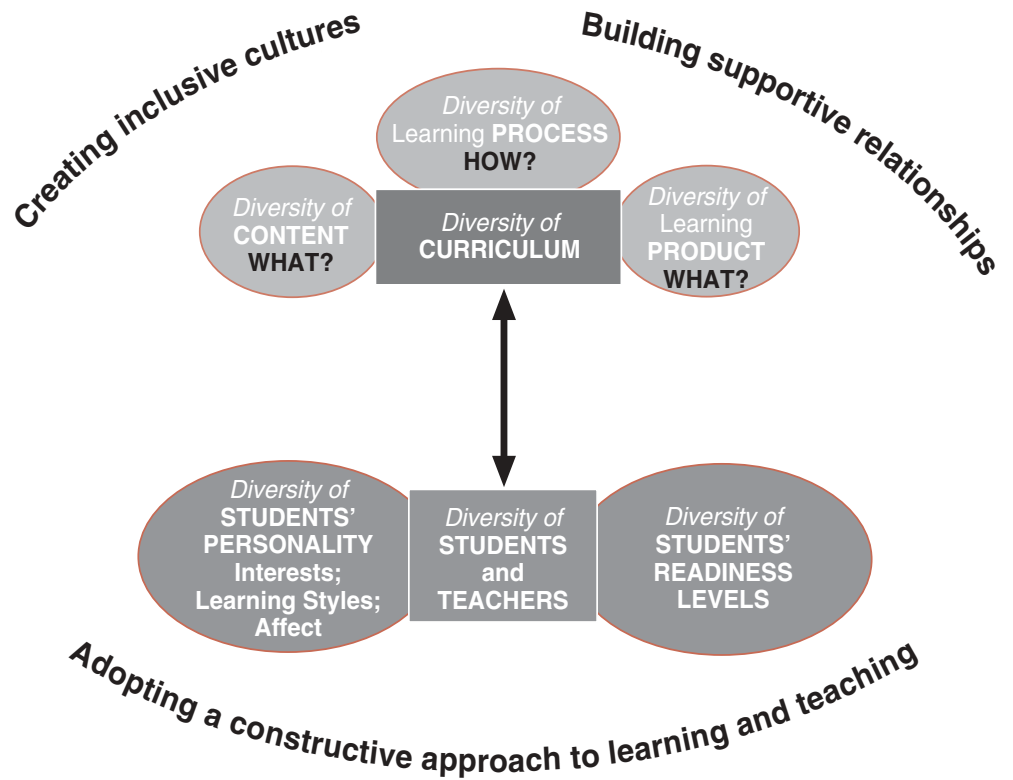


Figure 1.3: (of the *Handbook*) Framework for issues in differentiated teaching and inclusive education

- Chapter 5 as focusing on diversifying the curriculum.

Note that in our approach, we have felt that *inclusive attitudes* are an essential element in responding to student diversity, and maybe that is why we dedicated two chapters to that area. There was a strong, persistent understanding in our team that, while teachers often asked for practical strategies, we had to continue to insist as some teachers in our study had indeed strongly insisted too, that primacy should be given throughout to training in inclusive attitudes. Indeed one of our first favourite quotes was:

A philosophy not a cookbook

Differentiated instruction is a philosophy that enables teachers to plan strategically in order to reach the needs of the diverse learners in classrooms today. Differentiated instruction is not a set of tools but a philosophy that a teacher embraces to reach the unique needs of every learner. (Gregory & Chapman, 2002, p. x)

5

TECHNICAL ADVICE ABOUT RUNNING A UNIT OF STUDY USING THE *HANDBOOK*

It is understood that teacher educators have their own styles and contexts for giving courses. The following suggestions are therefore intended as possible additional information.

Choosing learning outcomes

Choice is emphasised as an approach within the *Handbook*. This is more possible as only a selection of the issues and tasks in the *Handbook* are expected to be undertaken. Pre- and in-service teachers and their tutors are thus challenged to make the most appropriate choice for them to handle and meet their learning strengths and needs. The adaptation of material to specific groups of teachers is seen as an enhancement of the constructive approach. For those who like structured approaches, an overview of the more specific aims of each chapter is given together with all chapter subheadings in Appendix 1.

Division into 6 ECTS Credits

In a European context, if a unit of study of six ECTS credits is being planned, one can make use of the layout of the six chapters. This allows for the possibility of using the *Handbook* for a unit of study of 6 ECTS credits on responding to student diversity, with one ECTS credit dedicated to each *major area* represented by each *chapter*. One can also choose subareas from each chapter: e.g.

ECTS No.1: Introduction:

1. Key issues in differentiated teaching and inclusive education
2. The Action Research process

ECTS No.2: 'Creating inclusive cultures':

Choose two of the following:

- 2.1: Diversity as the norm: Cultural and language diversity in the EU

2.2: Understanding and celebrating gender diversity

2.3: Exceptionality and the principles of Inclusive Education

ECTS No.3: 'Building together a caring and supportive community'

Choose two of the following:

3.1: Adopting a Holistic Attitude to Human Development & Learning

3.2: Creating Caring & Supportive Classroom Relationships

3.3: Building Support Networks for Responsive Teaching

ECTS No.4: Understanding and responding to student diversity'

Choose two of the following:

4.1: Understanding the Learner's Process in the Construction of Knowledge

4.2: Understanding Multiple Intelligences & Learning Styles

4.3: Understanding the Learner: The Let Me Learn Process

4.4. Emotional intelligence

4.5: Understanding the Impact of Attributional Style

ECTS No.5: 'Diversifying the curriculum'

Choose two of the following:

5.1: Differentiating Lesson Content, Process & Product

5.2: Differentiating Content

5.3. Direct Instruction Focusing on Independent Learning Time

5.4: Organising Collaborative Learning & Groupwork

5.5: Understanding the Use of Formative Assessment

5.6: Using Portfolios to Promote the Student's Individual Learning Process

ECTS No.6: 'Plan, implement and evaluate responsive teaching'

6.1: Planning Inclusive & Responsive Teaching

6.2: Implementing & Evaluating Responsive Teaching

In making your choices make sure that you enjoy your smorgasbord!

Choosing resources

An important resource for delivering a course using this *Handbook* is the Media pack. It includes both readings and video clips.

All the necessary readings and video clips for such a course are in the reading pack, but not all are available in the different languages. It is recommended that the tutor and students engage in a search for articles and other texts and resources in their own native language.

In order to allow for student autonomous thinking and reflection, it is recommended to encourage them to make use of the available, and other **readings** they may find themselves, related to the issues in the course. Whenever possible, students can be asked to prepare themselves by reading relevant texts before the session.

The Media Pack also includes video clips of classroom processes. These can be used in the sessions in many different ways. They may also be used as a stimulus for the students themselves to produce videos as their products for the course. A description of the content of each video clip is available in Appendix 3.

Assessment of study unit

The *Handbook* adopts a formative approach to assessment and it is recommended that the same approach is adopted in the assessment of participants using it during a course.

Assessment can be based on the participants' reflective journal that is filled in along each session, and the final presentation of their project and statement of professional learning at the end of the course. Actual assessment procedures can be negotiated with participants.

Feedback can best be provided all along the course as well as at the end. If a grading system is going to be used, it is recommended that a criterion-referenced system be used (see, e.g. from the Scottish Qualification and Grading System: http://celt.tay.ac.uk/new_celt/pages/generic_assessment_criteria_for_.htm).

Chapter by chapter guides

Tutors familiar with action research, inclusive education and differentiation will have their own ways of delivering this type of course. Moreover, it is expected that delivery will be greatly influenced by the type of participants and context of learning. The following notes for each issue (or chapter) given in sections 6 to 10, are intended as supplementary information for those who wish to try new approaches. We also reproduce here, for the tutor's convenience, the list of suggested activities under 'Think, Reflect, Plan' as well as the list of Further Reading that are given at the end of the handbook; we also add here the list of references for each chapter.

6

CHAPTER 1 TEACHERS' DEVELOPMENT IN RESPONDING TO STUDENT DIVERSITY: KEY ISSUES AND PROCESSES

This section highlights the major concepts of Chapter 1 of the *Handbook* and indicates some important features that are useful for their presentation to participants.

Creating an inclusive climate

You may already have the style of creating a sense of community in your groups. For this type of unit of study it is recommended that a feeling of belonging is extended to all participants. So it is very appropriate to use ice breakers for creating a welcoming atmosphere and opening up communication and a sharing process, with use of first names, and invitations for and appreciation of contributions by all participants.

As a main objective of the handbook process is to challenge attitudes and values, it is essential that participants are invited and feel comfortable to share personal experiences and views in relation to inclusion and differentiation. One should show empathy even for exclusivist positions shown allowing participants to challenge each other on these.

Key content and process

This chapter introduces students to the major *content* and *process* issues of the handbook:

- (a) The two key *content* themes of the whole handbook, i.e. differentiated teaching and inclusive education; and
- (b) The proposed way of *processing* the material in the handbook through action research and reflective practice.

You may start with content or process, but both require a specific focus at some point.

Two content themes: Differentiated teaching and inclusive education

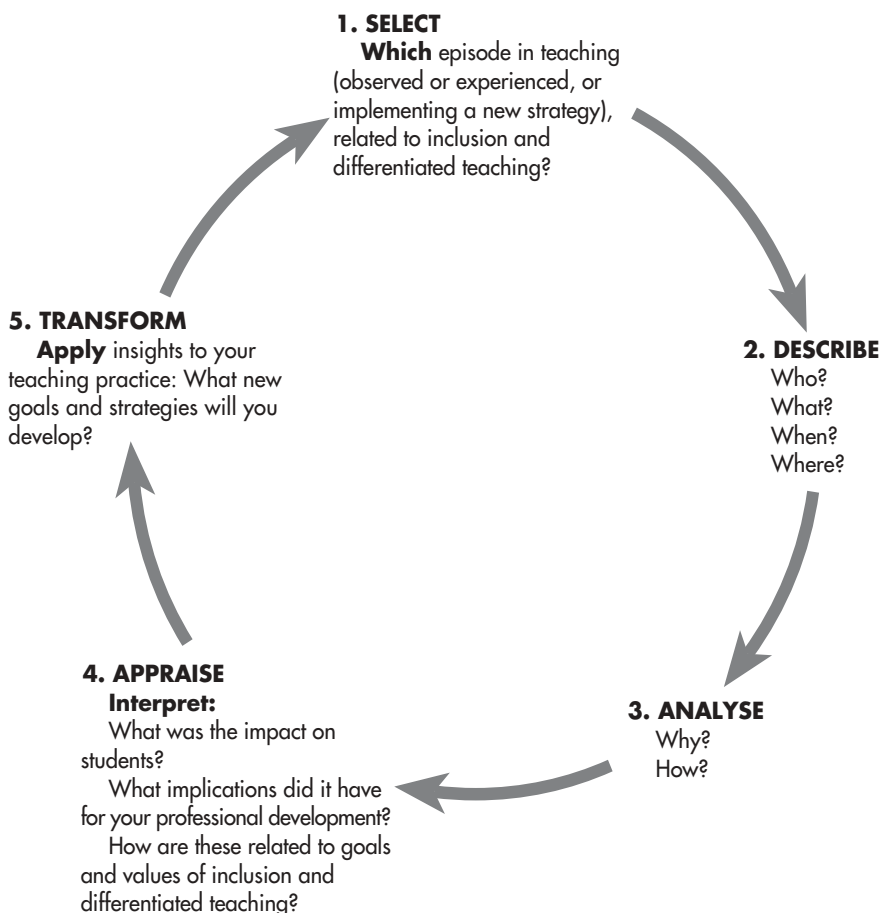
If you start with content (a), you can easily open up your group through a brainstorming session on the two key phrases.

If it is a small group you can have a whole group brainstorm on a board. If it is larger, you can still organize it through, for instance, having participants first write down ideas individually, then in pairs and then invite a few to share ideas in the large group.

It is best to start with *differentiated teaching* because then you can lead your participants to realize that you can have differentiated teaching in segregated settings, and that *inclusion* requires something more. You can maybe highlight differentiation as curriculum adaptation and inclusion as social adaptation, and the need for an inclusive climate and supportive relationships.

It is useful to then present the key issues as part of the general framework of the course: an **overhead transparency or power point** copy of the framework of the issues to be dealt in the course would provide a structure for participants (a copy of the Framework is available in Figure 1.3 of the *Handbook* which is reproduced here).

Figure 1.4: (of the *Handbook*) The Reflection Cycle (Adapted from Levin & Camp, 2005)



Action research and reflective practice

Teachers might already be familiar with the idea of reflective practice or action research. In that case you might have a sharing of their experiences with the process. Or you might have participants do a reflective exercise through showing a video or using a vignette showing some lack of inclusion or differentiation. Some teachers appreciate a script/steps for such an exercise. One may refer to the example provided in the *Handbook* in Figure 1.4 and Box 1.2 and 1.3 reproduced here for your convenience.

Box 1.2

Example 1 of Reflective Writing

(Pre-service teacher, U.S. - Adapted from Levin & Camp, 2005)

Reflective Portfolio Entry about Social, Legal, Ethical, and Human Issues

Select: *I developed and facilitated a PowerPoint presentation for parents and teachers at a PTA meeting at Verifine Elementary School (INTASC^a #9, #10). The presentation was about social, ethical, legal, and human issues with respect to technology use (NETS-T^b #6).*

Describe: *During my presentation (see Artifact #1-PowerPoint slideshow) we discussed how to protect one's privacy while using the Internet. We identified problems and dangers that students might encounter when using the Internet and I demonstrated the filtering software that we use at Verifine School (see Artifact #2 – link to information about filtering software). Then we brainstormed rules that students would follow when they are online to avoid these problems (INTASC #10). Next, I explained the Acceptable Use Policy (AUP) at Verifine School (see Artifact #3 – copy of AUP). Each parent received a copy of the policy to discuss with their child before signing and returning it. (NETS-T #6, INTASC #10). Next we examined equity issues around technology. I shared statistics demonstrating gender inequity with regard to computer technology (NETS #6). We brainstormed strategies that students can use to recognize bias in materials. We also discussed some of the things that students need to consider when collaborating on projects, especially computer-based projects. We discussed what students and parents need to know when evaluating the authenticity of material found on the Internet. Finally, we talked a lot about copyright issues, especially how it relates to electronic material and how the "fair use" policy is used by educators (Artifact #4-link to copyright information).*

Analyze: *I think parents and teachers learned a lot from the presentation. I am also confident that they will share this information with their children and model responsible ethical and legal decision-making concerning technology (INTASC #9, #10, NETS-T #6). I found that my presentation was aided greatly by my use of technology (INTASC #9). Using PowerPoint helped me organize my presentation into a series of slides that contained talking points. As I facilitated the presentation and ensuing discussions, the slides kept me focused without having to look at my notes.*

Appraise: *I realized that parents are receptive to learning new things about educational uses of technology. They were glad to hear more about our AUP and to know that we are teaching how to use the Internet responsibly (INTASC #10). I believe that PowerPoint was an effective use of technology because it created a bright and appealing visual aid that kept the audience focused.*

Transform: *If I were to do this presentation again I would definitely use PowerPoint, but I would change two things. The first thing is that I would invite parents and students to come to the meeting together. The presentation is appropriate for children and they would have also learned a great deal. I think this would be a great opportunity for parents and children to learn something together (INTASC #10). The next thing I would change would be to include specific scenarios that deal with social, legal, ethical, and human issues around technology (Artifact #5-example of scenario about piracy). I think such examples would make the presentation more interesting and the content more understandable for the learner (INTASC #9, NETS-T #6). In the future, I also plan to make use of PowerPoint in the classroom because the visual nature of the slides will help some students stay on task and the organizational schema will help students understand and remember material – especially my visual learners.*

^a INTASC = Interstate New Teacher Assessment and Support Consortium core standards for what all beginning teachers should know, be like, and be able to do in order to practise responsibly in the U.S.

^b NETS-T = National Educational Technology Standards for Teachers in the U.S.

Box 1.3

Example 2 of Reflective Writing

(Esmeralda Cassar, Pre-service teacher, Malta)

The impact of seating arrangements in the classroom

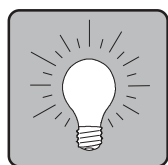
I think that the way in which I have set up my classroom has worked well throughout the activities and lessons planned. I feel close to all the children so that I can reach out to them and gain and maintain their attention. The fact that the desks are grouped up allows me to conduct group work without losing time on re-arranging the desks. In fact since I use collaborative and co-operative work very often, this type of classroom set-up has turned out to be conducive of such work. This is also suggested by Partin (1999) who states that,

Seating students in clusters or around a table facilitates group interaction. It enhances small-group discussions and cooperative learning, but it also invites chatting and socializing. (p.3)

In fact I must admit that at first I encountered some behaviour problem when I first started using this kind of set up. But, upon introducing the group star chart, the children settled down and obeyed as a group as they wanted to gain points on their star chart. I feel that having a group chart has worked out very well as the children encourage each other to obey and follow instructions immediately. Apart from the group chart being an extrinsic motivation for children to work well and obey, the children also have the extrinsic motivation not to let down the members of their group. Each child has learned to think twice before s/he acts as s/he knows that the group will suffer or gain from his/her actions.

I must say that there is one draw back of this system which is that individualism does not exist and many times I cannot punish or reward a particular student because I have to reward or punish the whole group. Upon reflection, I have come up with the idea of combining an individual star system to a group system, but still I feel that it would not work out as well as the system I have adopted. I will continue to use this system and try to speak to individuals who are causing their group to lose marks so that they feel guilty of doing so and behave better.

There are a variety of versions of the action research or Reflective practice cycle. A very comprehensive text for post-graduate students is the edited volume by Reason & Bradbury (2006). You can also access relevant scientific articles on the internet, e.g. on <http://www.scu.edu.au/schools/gcm/ar/arr/arrow/default.html> and <http://www.searcheric.org/digests/ed449120.html>



THINK



REFLECT



PLAN

This chapter has raised the two key issues of differentiated teaching and inclusive education together with the process of action research as a tool for one's professional development in responding to student diversity.

Did it make you ask any new questions about the way we teach? Here are some questions and activities you might like to make use of:

Concepts

- Does '*differentiated teaching*' entail '*inclusive education*', and vice versa? Why?

Personal experience of diversity

- Describe one of the earliest meetings with a person whom you saw as different from yourself in some important way. How did you react? What do you think of your reaction at the time? How does that experience relate to your experience of diversity in the schools?

Structure, content and use of the handbook

- This handbook links teaching issues directly to classroom practice. How do you feel about it? What do you think will be your major challenges in using the handbook in this way?
- What are your expectations about a course on responding to student diversity that this handbook may support?
- What do you think of the content of the handbook? Which do you think are the more important areas of this content for you?
- Are there any concerns in the area of responding to student diversity that you feel are not appropriately covered in this handbook?
- How would you like to be assessed in a unit covering the issues raised in this handbook?

Action research approach

- Is the action research approach new to you? Do you think it can help you to develop professionally?
- What challenges do you foresee to follow this approach?
- Have you made use of reflective writing in your professional development so far? How can reflective writing help you in your professional development?
- Think of a particular incident in your classroom experience as a student or as a teacher which involved issues of diversity. Write a reflective piece on it, including the steps illustrated in this chapter.
- Describe an educational situation that you often encounter and with which you are not very satisfied. Develop two ways of changing that situation, one from your normal viewpoint and one through Action Research. Describe the differences.

FURTHER READING

For a current account of European teachers' concerns about responding to diversity in the classroom, see

Humphrey, N., Bartolo, P., Ale, P., Calleja, C., Hofsaess, T., Janikova, V., Mol Lous, A., Vilkiene, V., Wetso, G. (2006). Understanding and responding to diversity in the primary classroom: An international study. *European Journal of Teacher Education*, 29 (3), 305–318.

For a current relatively brief and authoritative account of thinking around inclusive education, see

UNESCO (2005). *Guidelines for inclusion: Ensuring access to education for all*. Paris: Author (<http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>)

For descriptions of Action Research and Reflective Practice and Writing, see

Levin, B.B., & Camp, J.S. (2005). Reflection as the Foundation for E-Portfolios (http://www.aace.org/conf/site/pt3/paper_3008_455.pdf downloaded 12.10.2006)

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7

CHAPTER 2 CREATING INCLUSIVE CULTURES

Chapter 2 of the *Handbook* was intended to promote a commitment to social justice and equity in education and to sensitize teachers to the potential for discrimination due to culture and language background, gender, and exceptionality.

Challenge participants through reflective exercises

This was regarded by the authors as a fundamental issue of the handbook. There was a strong feeling that, as cited above, “Differentiated instruction is not a set of tools but a philosophy that a teacher embraces to reach the unique needs of every learner” (Gregory & Chapman, 2002, p. x).

Therefore, this section requires work with participants on challenging their awareness of discriminatory attitudes, policies and practices and building or strengthening their sense of social justice with regards to education.

This should be coupled with the development of a framework for education that assumes that **difference is the norm**: they need to be helped to develop an expectation that students are different and that teaching has to promote the appreciation of difference as indeed the spice of life and of teaching and learning.

Consider in depth at least one underprivileged group as at risk of discrimination

There are four major areas of difference highlighted in this chapter: culture and language, gender, and exceptionality. Each one can be a focus of the work on this area. One may also refer to all and allow a choice for deeper consideration by students.

The important issue is the requirement for participants to be actively involved in critical reflection on their perceptions and attitudes. Practical exercises like the following are a necessary ingredient of such a process (with thanks to Geri Smyth, University of Strathclyde, with whose collaboration the following exercises were developed):

1. How are your students different?

Diversity of culture, gender and exceptionality in my students (you can refer to the findings from the the DTMP research given in the *Handbook*, Chapter 2).

2. Recall a first meeting with another person/student who differed from you in culture, gender and/or exceptionality: How did you react?

(Elicit from participants that issue is not merely one of knowledge, but has implications for person's attitudes and requires personal reflection on one's attitudes)

My initial reactions to difference

3. Discrimination at structural, institutional, cultural and personal levels

Explain and then exercise in groups. (Elicit from participants that discrimination is not noticed naturally by majority group members, and requires critical reflection).

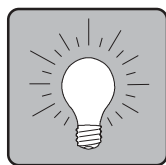
- These 4 levels of discrimination interact and overlap (Adams, 1997):
- **Structural:** the ways in which different statuses and access to benefits in society are structured into society physically, politically and legally
- **Institutional:** Normal institutional procedures and practices which work against the interests of certain groups even though there may be no conscious decision to discriminate
- **Cultural:** Shared assumptions about normality and unquestioned ideas
- **Personal:** Individual acts of stereotyping, discrimination, abuse, harassment and physical assault

Dimension of diversity*	Structural	Institutional	Cultural	Personal
social class	Access to certain (private) schools based on family's economic status	Access to higher education based on attendance at certain schools	Stereotypes of low achievers as being working class/ unemployed	Jokes about not having appropriate school uniform or kit for physical education
ethnicity	Few black teachers so teaching not seen as a profession for black students	More black students suspended proportionately than white students	Stereotypes of black students being 'good' at sport	Comments to students about being terrorists based on the colour of their skin
language	English as the dominant language in all matters of education	School forbidding child's use of the mother tongue	Status of non-European languages in school	Joking about 'monkey' languages
disability	Lack of access for students with limited mobility	Disabled students required to 'sit out' during physical activities	Lack of resources depicting people with disabilities	Use of language such as 'spassy'
religion	Banning of wearing the hijab in schools in certain countries	Religious observation in school for only one faith	Use in teaching 'Other world religions' of the terms 'us' and 'them'	Comments about hairstyles etc.
sexual orientation	Gay teachers not able to be promoted in Catholic schools	Assumptions of heterosexuality at school functions	Teachers using language such as 'are you a sissy'?	Playground 'jokes' questioning sexuality
special educational needs	Difficulty of access to mainstream education for many students with SEN	Limited training for effective working with SEN assistants	SEN as a 'problem' to be addressed after meeting mainstream needs	Teacher comments to whole class about need to wait for x to finish work

*Note that any one person may belong to many categories.

4. In groups, discuss how the diversity issues that arise in the following situation can be turned into opportunities for celebrating diversity

Scenario/possibly video



THINK



REFLECT



PLAN

This chapter has challenged social exclusionary and discriminatory attitudes and practices and promoted instead the idea of the celebration of diversity and the participation of all students in inclusive, child-centred schools and classrooms.

Did it make you ask any new questions about the way we teach? Here are some questions and activities you might like to make use of:

Impact of cultural diversity

- Think of two of your current or previous students: one who was very successful in schooling and another who was not so successful. Describe the impact on them of any of the four dimensions of diversity as described by our teachers and by Tomlinson.
- Is there perhaps a tendency across Europe for parents of high socio-economic status and often also of particular ethnic or cultural groups, when given the opportunity, to prefer to have their children attend selective schools which in one way or another exclude children regarded as undesirable? And is this leading to the development of pockets of communities with low-socio-economic status with low quality schools? How does this affect the learning and development of children in different areas?
- Read the article by [Humphrey et al. \(2006\)](#). Consider: (a) How far is the information reported similar to, or different from, your own experiences of trying to respond to diversity? and (b) How far do you think are the ideas promoted in the article realistic and practical?
- Think of the children coming from minority subcultures or minority ethnic groups in your class. Are these children experiencing any culture clashes in your class? How do teachers as representatives of the majority respond to cultural conflicts?
- Interview the headmaster about the policy concerning parents. Are there different ways of treating parents seen as full citizens of your own country versus people from abroad?
- Find out if your school is involved in any projects that focus on relevant issues like: peace-projects, safety projects (in all meanings), projects against bullying, etc.

Response to gender diversity

- Observe during circle time or discussion the differences between the participation of boys and girls. Think of: the way they tell something, the way they listen, the way they react.

- Interview some pupils (boys and girls) about mathematics. A Dutch researcher (Timmermans) says that girls like the way of realistic math while boys want to do it in the traditional way. Can you find proof for that?
- Think about one of your lessons in the recent past, including the texts you used, the examples you used in your presentation, and the content of exercises you gave the class: How far were the content, method of teaching, and products required from the students gender friendly for both boys and girls? And how far were they related to the out-of-school life of all your children, whether boys or girls and of whatever other characteristics?
- Imagine that all primary school teachers were male. What would change? Discuss with your colleagues the effects of the feminizing of the schools.

Response to students with disability

- Have you ever experienced teaching students who were challenged with particular barriers to learning due to some type of impairment? If yes, describe what adaptations you needed to make to help the student access the curriculum. If not, try to observe a student with impairment in a learning situation and consider the adaptations that are needed for him or her to learn. If this is not possible then observe a person with impairment in any life situation and try to imagine the types of barriers to learning he/she might experience in a classroom.
- Interview a person with some form of impairment about the barriers to learning he or she has experienced at school and in other learning situations.
- Interview a parent of a child with individual educational needs.
- Think of possible barriers to learning. List them from most to least challenging to the student and from most to least challenging for the inclusive teacher.
- When you think of people with impairments, what notion comes to your mind: individual abilities or disabilities? You may use the following readings for your reflection:
 - In the UK, people with physical disability have developed a very striking deconstructive discourse against deficit labelling as is evident in the following Birmingham Council statement:

In the main it is not the impairment that is the problem, or the disabled person, rather it is society's failure to take into account our diverse needs. The Social Model shifts policy away from a medical, charity, care agenda into a rights led, equalities agenda. (See **Birmingham Local Council**).
 - More recently, a group of persons with Asperger Syndrome have made the point that they are happy to be as they are: they feel abled in a different way rather than disabled and that the attempt to make them 'normal' is "like the old attempt to cure left-handedness" (See **Harmon, 2004**).
 - Successful support for persons with impairment is often motivated by a belief in the 'abilities' of such persons. Thus, for instance, the

EDEN Foundation, a major NGO set up in Malta in 1993 with the aim of supporting the inclusion of persons with disabilities in society, called its resource centre, "Ability Centre". It was led by the following aspiration:

EDEN will work to help each individual - from very early childhood to young adulthood - to realise a sense of pride and accomplishment in his/her strengths. ... so that they can hold jobs, live independently and enjoy recreational activities in their communities. (First Eden Foundation (Malta) brochure, 1993).

Need for schools to change

- In order for any organization to be able to change it needs to take stock of its prevailing culture – values, beliefs and practices. The following questions are aimed at stimulating such thinking. The *Index for Inclusion* ([Booth & Ainscow, 2002](#)) can be a very useful tool for such a review:
 - Starting from yourself, what are your values, beliefs and convictions in relation to students and in relation to learning and teaching?
 - Are your ideas compatible with inclusive education? Why yes, or why not?
 - What makes some children "failures"? Why are these children not engaged in the school curriculum? Is it perhaps the school, the curriculum and the teaching that are failing these children?
 - What are the challenges that schools face in order to provide access to all children in the regular school, including those with severe impairments?
 - Thinking about your last school experiences, does the school have an inclusive culture? Are all teachers and students welcomed? Are all parents welcomed? Are all students valued as worthwhile learners? Is there a sense of a supportive school community, or is there discrimination, bullying and devaluation of some members?
 - Does the school have policy statements on providing equal opportunities for all?
 - Is your school prepared for children with special needs? Is the staff prepared for all possible special needs?
 - Is there a constant attempt to make all areas of the school accessible to all students? Is there a constant attempt by teachers to adapt their teaching so that lessons are accessible to and engage *each and every* student?

FURTHER READING

For general issues on principles and processes in the development of inclusive education:

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8

CHAPTER 3 BUILDING A CARING AND SUPPORTIVE LEARNING COMMUNITY

Chapter 3 raises issues about the aims of education, particularly the relationship between academic and social learning.

Highlight inclusion as a *social* phenomenon

Together with the previous chapter, this chapter has a focus on the inclusion issue. Inclusion is a social phenomenon and this focuses directly on the holistic regard towards students as persons and their relationships in the class and school and the whole community.

Focus on the value of persons as holistic individuals

Maybe here you may best focus on the student as a holistic person, and on teacher-student relationships, and staff-staff and staff-parents and community relationships, as the issue of student-student relationships can be addressed also under the issues of differentiating the learning process through cooperative learning (see Chapter 5).

We found the article by **Noddings (2005)** as a very stimulating one for participants in the pilot. For English-based courses this should perhaps be the reading of choice for this section.

In addition, **the flower symbol** of holistic health or other symbol chosen by participants could be used for an exercise to raise the issues of holistic development among the participants. In one of our inservice pilot programmes, the following procedure was used:

We began with the explanation of the flower.

Each petal is explained in connection with real life.

Then all participants were divided into 6 groups and each group got a round big sheet of paper (like one petal from the flower picture) and each group had to express how they understood one concrete part of the flower. We – trainers had to say which group had to prepare what:

Group 1 – will prepare physical health

Group 2 – mental ...

They needed maybe 15 minutes. It was pointed out they they could use not only words (writing) but also pictures, symbols ...

Box 3.2
My holistic health profile

Look at the questions below. Circle the number which relates most to you. Number 1 is poor health and number 10 is great health. Be honest in your marking: It is for your eyes only.

1. Think about your physical health. How do you rate your physical health?

1 2 3 4 5 6 7 8 9 10

Put a star next to the number where you would like to be in six months.
What do you have to do to get to the star?

2. Think about your mental health. How do you rate your mental health?

1 2 3 4 5 6 7 8 9 10

Put a star next to the number where you would like to be in six months.
What do you have to do to get to the star?

3. Think about your emotional health. How do you rate your emotional health?

1 2 3 4 5 6 7 8 9 10

Put a star next to the number where you would like to be in six months.
What do you have to do to get to the star?

4. Think about your social health. How do you rate your social health?

1 2 3 4 5 6 7 8 9 10

Put a star next to the number where you would like to be in six months.
What do you have to do to get to the star?

5. Think about your personal health. How do you rate your personal health?

1 2 3 4 5 6 7 8 9 10

Put a star next to the number where you would like to be in six months.
What do you have to do to get to the star?

6. Think about your spiritual health. How do you rate your spiritual health?

1 2 3 4 5 6 7 8 9 10

Put a star next to the number where you would like to be in six months.
What do you have to do to get to the star?

Are you satisfied with your flower? If so, why? If not, why not?

After the presentations to the whole group, all the petals of the flower of the groups were fixed on the wall.

Sociometric testing should be used with care

The handbook contains enough information for one to implement sociometric testing as a way of getting to know how one's students are relating in class. At the same time we are aware that such testing could result in labelling children as unpopular or vice versa. Such testing should only be used if it is intended to organize groupings for activities in such a way as to ensure wide interaction and that each child is engaged with at least one other peer.

Use practical and reflective exercises with participants

Here again there is a focus on teachers' own approaches to life and to classroom experiences. For instance, in another of our pilot courses with pre-service teachers who were feeling under stress, after filling in and discussing the questionnaire below, they had a breathing exercise for relaxation.

The handbook has several exercises throughout this chapter that can be used during lectures, and which we reproduce here for your convenience.

Box 3.3

My holistic health profile

Look at the flower. Whether you are teaching or preparing for the teaching profession, circle the number for each part of the flower to signify how prepared you think you are to include that aspect of health into your teaching

Physical	1 2 3 4 5 6 7 8 9 10
Mental	1 2 3 4 5 6 7 8 9 10
Emotional	1 2 3 4 5 6 7 8 9 10
Social	1 2 3 4 5 6 7 8 9 10
Personal	1 2 3 4 5 6 7 8 9 10
Spiritual	1 2 3 4 5 6 7 8 9 10

- What is your result?
- What can you learn from circling these parts of health?
- What part are you most prepared to include?
- How can you include the other parts of the flower?

Box 3.4
Caring Teachers Framework
 (adapted from Sergiovanni, 1994)

Tick a box from 5 to 0 for each dimension (row)

	5	4	3	2	1	0	
Affective My relationships with pupils are quite warm and engaging							Affective neutrality My relationships with pupils are like those of professional to a client
Collective Orientation I encourage collaborative learning and support between pupils							Self-orientation I encourage an individual orientation on the part of pupils
Particularism I take into account the unique features of a disciplinary incident							Universalism I deal with discipline incidents according to predetermined protocols
Ascription I value pupils for being whoever they are, regardless of how well they do							Achievement I value pupils for their cooperation and achievement
Diffuseness I believe "You need to know pupils well to teach them well"							Specificity I believe that I can enact my role well with little tailoring to individuals
Substantive I demonstrate care for pupils as a core value							Instrumental I demonstrate care for pupils in order to get better results

Interpretation:

Scores towards the left column (5) suggest that you perceive your relationships as caring. Scores towards the right column (0) suggest a more rational, bureaucratic, performance-related way of construing classroom relationships.

Where do you stand? Are scores significantly different on any of the six dimensions? Are there any areas which need to be developed?

Box 3.11
Indicators of level of teamwork with a TA in the classroom
 (DfEE, 2000)

Teachers' management strategies provide clear guidance as to how TAs should work in their classrooms

Are you familiar with the job descriptions of TAs?

- Do your teaching approaches and planning take account of the presence of TAs?
- Do the contributions of TAs encourage pupil independence in classrooms?
- Do you manage your teaching so that all children receive direct teacher attention, when they are working individually or small groups, as well as input from TAs?

Teachers and TAs work collaboratively to support the learning and participation of all children

- Does the TA/support staff understand the purpose of lesson activities?
- Does the TA/support staff share in planning?
- Is the TA involved in flexible decision making about plans during lessons?
- Is the TA /support staff and teachers encouraged to offer one another constructive feedback?

The expertise, skills and knowledge of TAs is used flexibly to support the learning of pupils

- Is the particular curriculum knowledge of the TA/support staff as well as that about particular children recognised and used?
- Are the TA/support staff previous experiences and skills used to support curriculum access and flexible approaches?



THINK



REFLECT



PLAN

This chapter has highlighted the importance of creating a caring and supportive learning community in the school and classroom through a holistic approach to education that also values the socialization aspects of schooling.

Did it make you ask any new questions about the way we teach? Here are some questions and activities you might like to make use of:

A holistic approach

- Read the article 'What does it mean to educate the whole child?' (Noddings, 2005) and reflect on the implications of a holistic approach to education.
- Is the concern with holistic education reflected in your country's education policies? Is it reflected in your school's policies?
- Express, in whatever way - by words, symbols, pictures – how you imagine the individual parts of the flower: physical, mental, emotional, social, personal, spiritual health.
 - What aspects of the flower do you include in your everyday life?
 - What parts of the flower are more important to you than others?
 - What parts of the flower do you think you need to further develop?
 - What parts of the flower of health do you think you sometimes neglect?
 - Reflect on your score on the different areas of health in Box 3.2, and on how far you are prepared to include the various health aspects in your teaching (Box 3.3).
- Considering the 'flower' exercise, which areas of development were most highlighted by yourself and colleagues? Were there any areas of development that were left out?
- Describe a typical example of school practice for every element of the holistic flower.

In the Netherlands there is a project that is aimed at alternative thinking strategies. It is about the social-emotional development of children. There are five parts:

- Self control.
- Learn to recognize and understand feelings.
- Problem solving.
- Create positive self esteem
- Learn to cope with other children.
 - Think how compliments fit in this program. What is the positive effect of giving a compliment?
- What barriers have you experienced or do you foresee in trying to provide a

holistic education for your students? How can you address these issues in your school?

The first step in understanding how to bring about change is for you to be aware of where you are right now in relation to students with specific needs:

- Describe your feelings when you are in contact with somebody who has a specific need.
- How would you describe someone who has a specific need? Choose one student and describe him/her. Think about the flower of health and which aspects you emphasized in your description.
- Did you choose someone with a physical disability? Most of us do think of someone with a specific need as somebody who has a visible impairment (a person on a wheelchair, a person with vision impairment, a person with Down syndrome), but specific needs appear in other aspects of health too.

Teacher-student relationships

- Reflect on the type of relationship you usually have with your students. Look at the exercise in **Box 3.4**. Read the statements in the left and right columns of the table, and tick a box in each row to represent the way you usually relate to your students along each dimension.
- Critically examine the five suggestions on teacher behaviours (see Box 3.5-3.7) which help to build a caring relationship with your students in your teaching and classroom management. Consider what you would need to do to implement one of them, possibly using the box below:

Establishing a caring relationship with my students

I will attempt to put into practice during my teaching practice the following behaviours:

In my teaching I will seek to:

1.
2.
3.

In my classroom management I will seek to:

1.
2.
3.

Student-student relationships

- Plan, implement and interpret a sociometric test with your class, showing the profile of relationships in your classroom, including a sociomatrix and sociogram, and what needs to be strengthened or improved.
- Discuss controversial issues in the use of sociometric testing. In what other ways would you analyse relationships in the classroom?
- Plan, implement and evaluate a session which includes the organisation of cooperative work groups as suggested in Box 3.9 in the *Handbook*. (This activity may be linked to one of the tasks on cooperative group work suggested in Chapter 5).

Building collaborative networks

- Consider the indicators in Box 3.11, drawn from guidance to schools and teachers on the work of support staff in schools in the UK, and then write some notes in response to the key questions below each one. Do this in relation to your own classroom context, and the ways in which you work, or think how you would work, with support staff.
- You can get some ideas on how to improve team working with a TA by reading the brief article by **Balshaw (2004)**. She describes various ways in which teachers can work effectively with TAs in the classroom, including the importance of having inclusive attitudes and language used by teachers in working with TAs and crucially with children seen as having additional/special needs in an inclusive classroom. She suggests that TAs can help in increasing pupil participation, pupil independence and in raising standards, as well as provide feedback to the teacher on classroom practices.
 - How are Balshaw's suggestions relevant to your own classroom practice? What about the language you use, the assumptions you make, the attitudes that you portray, the model you offer to both TA/support staff and children in your classroom?
 - Use the Chart in Box 3.12 in the *Handbook* to develop specific strategies for enhancing the use of teamwork with the TA for reaching and including all students.
 - Share with colleagues how you are managing your relationship with your TA to reach more students. Record in your journal any new ideas you can implement in your classroom.
- The way we work with parents is influenced by our perspective on their role. In which of the following roles do you see the parents of children in your class, and what impact is this having on your collaboration with them?
 - As potentially interfering with school and creating unnecessary conflict?
 - As the receivers of expert advice from school staff?
 - As potential substitutes for school staff?
 - As consumers of educational services, deferring to them full control over choices for their children?
 - As providers of expertise and resources?
 - As potential partners?

- What strategies do you usually use to communicate with parents? Why? What other possible strategies might you use, and how is it best to use them to improve parental engagement? (You can make use of **Hornby, 2000**, pp. 32-49)
- What different types of groups make up the school community where you are teaching? Are there different ethnic groups? Different religious groups? Different socio-economic groups? ...
- How far are the different groups within your community involved in the running of the school?
 - Interview a school official about the relations with the surrounding of the school.
 - Are there projects with for instance shops, farmers, factories, social institutions like retirement homes, etc. (In responding to this, you may use the questions listed in the Box below, derived from the relevant indicator for building community in the ***Index for Inclusion***: Booth & Ainscow, 2002, p.48).

Box 3.14

Indicator: *All local communities are involved in the school*

(Booth and Ainscow, 2002, p.48)

- I. Does the school involve local communities, such as elderly people and the variety of ethnic groups, in activities in the school?
- II. Is the school involved in activities in the local communities?
- III. Do members of local communities share facilities with staff and students such as the library, hall and the canteen?
- IV. Do communities participate equally in the school, irrespective of their class, religious or ethnic background?
- V. Are all sections of local communities seen as a resource to the school?
- VI. Do staff and governors seek the views of local community members about the school?
- VII. Do the views of members of local communities affect school policies?
- VIII. Is there a positive view of the school within the local communities?
- IX. Does the school encourage applications for work in the school from the local communities? Further questions?

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9

CHAPTER 4 THE CONSTRUCTIVE LEARNING PROCESS OF DIVERSE LEARNERS

Chapter 4 forms the basis for the need and the design of differentiated teaching: understanding how students are different, and how they can be empowered to learn by offering them learning activities that are meaningful and appropriately challenging for them.

Model the constructivist approach

It is important to demonstrate constructivism in the way you present the concept. Again it is best to start off by brainstorming ideas of the learning process on the basis of students' experience or on the basis of watching a video of teaching and learning with your support. We found the Manchester Science lesson very productive (see Appendix 3). For instance, one of our groups found it very stimulating to discuss how the teacher used a very good direct and active approach to teaching. Initially the students thought this was a very good approach as the teacher made very clear explanations and made use of the students' experience of recordings of their own heartbeat. But when a tutor pointed out that this was completely teacher-directed work, they realized the limitations:

When watching the clip over and over again, one does realise how, although the children are learning through hands-on experiences, the lesson is not very child centered. I feel that the teacher could have left some time for discussion, either in groups or as a class. The children weren't really given the time to express their views about what was being taught. The teacher could have made the children predict before actually conducting the experiment, and after analyzing their results to see if their prediction was correct. Even during the experiment, the children were just left to write down their answers on a worksheet, a discussion did not take place about what was happening.

I also did not like the fact that the teacher just sat in the front of the classroom, not really engaging with the students. I feel that some of the children in class were lost, and really they could have been writing anything on the worksheet because the teacher would

have never realized. In class I move around the children a lot. I find this very useful first of all to keep them alert and interested and secondly to check if they have understood what is being taught. In this clip the teacher has no idea who understood the lesson and what the children have understood.

Piagetian and Vygotskian approaches

Particularly if you are working with pre-service teachers, it might be useful to clarify both the personal exploration of the world as well as the social construction of it through social interaction and the experience of a culture by using readings from Piaget and Vygotsky. You might have your own favourite quotations. We originally used very theoretical extracts which the teachers found too heavy reading. We have now chosen two extracts which are basically descriptions of observations, though still theoretical. The Piagetian one may be useful to challenge participants to try to observe children's minds at work, taking note of their errors as a way of tuning in to what the children are trying to do.

The extract from Vygotsky refers to two very practical issues, namely scaffolding support and sensitive periods for particular developments. For instance with regards to scaffolding, you can pick up his description of support, and discuss ways in which teachers can enable success without doing the work for the child:

... we gave each of them harder problems that he could manage on his own and provided some slight assistance: the first step in a solution, a leading question, or some other form of help. ...

Cognitive styles, multiple intelligences and emotional intelligence

These characteristics of learners can best be illustrated by having the teachers discover their own learning patterns and intelligences. Multiple Intelligences (MI) and emotional intelligence are very powerful notions about people's way of learning and interacting. It is important that teachers get a feel for the difference these can make to the feeling of empowerment of the learner. There is a problem with providing so many different approaches to these topics that students may simply be confused and make no use of them. One can discuss with participants how to use the notions even if not prescriptively by asking them to react to **Gardner's (1999a)** account of how he expects the concept of MI to be used in educational settings.

It is best to start off with each one's perceptions of one's own

intelligence and preferred patterns of learning. If you have access to promoters of the *Let Me Learn* process (see <http://www.educ.um.edu.mt/lml>) you can make use of an adult form of the Learning Combination Inventory (LCI). The readings ([Calleja, 2006](#)) also have a number of examples on the use of the LCI with children.

Attributional styles

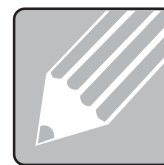
In our pilot courses, we found that, because of the vast amount of other material that is contained in the handbook, this section was left out completely. However, particularly if your participants have already been exposed to the other concepts, it is very useful to have a focus on attributional styles. This notion deals with how students explain their successes and failures, and there is evidence that this in turn has an important impact on one's future efforts in learning. You might use the Asif vignette (which is in the handbook questions and is reproduced below) for raising the issue.



THINK



REFLECT



PLAN

This chapter has highlighted the constructivist principle of the essential need for active engagement of the learner, and therefore of the importance for the teacher to get to know the students' various learning characteristics, strengths and needs in order to enable their active participation in the curriculum.

Did it make you ask any new questions about the way we teach? Here are some questions and activities you might like to make use of:

Constructivist learning principles

- Observe, or watch a video of, a lesson and focus on how learning is occurring: *What roles do the students and teacher play in the learning process?*
- Reflect on the two extracts from Piaget and Vygotsky on children's learning processes. (You can also read **Thirteen ed on line, 2004**, Workshop Constructivism as a paradigm for teaching and learning. EBC: <http://www.thirteen.org/edonline/concept2class/constructivism/index.html>)
- Are the views of Piaget and Vygotsky contradictory or complementary?
- Which of the two do you find most useful when thinking about how to develop your practice?
 - You may want to illustrate your reflections with examples from your teaching practice, your observations of other teachers, or your own experiences as a learner.

Constructivism in the classroom

- From your experience as a teacher and a learner, does the constructivist approach appear to be a realistic view of learning? Do you feel the approach is reflected in modern teaching methodology? Are there alternative explanations of the learning process? Are these alternative explanations complementary to or incompatible with constructivism? (You may find **Thirteen ed on line, 2004**, Constructivist teaching design on three common constructivist design models: http://www.thirteen.org/edonline/concept2class/constructivism/implementation_sub1.html; and **Wetso, 2005**).
- What is your overall philosophy of teaching and learning?
 - What assumptions (implicit or explicit) about the nature of children's learning are inherent in your approach?
 - What are the strengths and limitations of your general approach to teaching and learning in terms of reaching all children? (Be honest!)
 - What could you do to develop your teaching practice further in relation to responding to all children?
- When planning their teaching, constructivist educators tend to adhere to six key principles listed below: How far is your teaching incorporating these six principles?
 - Pose problems of emerging relevance to students.
 - Structure learning around primary concepts.
 - Seek and value students' points of view.
 - Adapt instruction to address student suppositions.

- Allow students choice in deciding the content, form and direction of a lesson.
- Assess student learning in the context of teaching.

Constructivist approaches and inclusive education

- What are the similarities between the constructivist approach and the principles of inclusion and responsive teaching?
- What elements of the constructivist approach would be most useful in trying to engage all learners?
- Are there any aspects of the constructivist view of learning that appear to be incompatible with the principles of inclusion?
- How is knowledge of the interactive learning patterns important in creating a true constructive approach to teaching and a truly inclusive environment?

Multiple Intelligences

- What is 'Intelligence'? What other words come to mind when you hear the word 'intelligence'?
- Thinking about your class, is there a child who you feel is more 'intelligent' than the others? If so, how would you describe him/her?
- Do you believe that our 'intelligence' is fixed or fluid? Why?
- What do your answers to the above reveal about your assumptions regarding children's intellectual development and learning?
- Take some time to reflect upon your own strengths and weaknesses, and likes and dislikes. What are you good at? What are you bad at? What do you enjoy doing? What do you hate doing? (You can use Table 4.1 in the *Handbook*). Compare your table of strengths and weaknesses, likes and dislikes to Gardner's multiple intelligences. Which appear to be your strongest forms of intelligence? Which are you weakest?
- When you've finished filling in the table, discuss with your colleagues in class or on line: What are the similarities and differences between your strengths and weaknesses, likes and dislikes, and those of other participants?
- Make some notes on what you feel are the key educational implications of Gardner's theory.
- To what extent does current practice at the school take into account the multiplicity of intelligences that pupils possess?
- How might you go about implementing change and development at the school in line with Gardner's ideas about multiple intelligences?
- Is Gardner's theory compatible with a responsive teaching approach? Why? (see **Gardner, 1999; Hanafin, Shevlin, & Flynn, 2002**).
- How might the adoption of Gardner's theory lead to changes in approaches to teaching, learning and assessment? What kinds of changes and developments would occur in a typical classroom?

Learning styles

- Consider the different learning styles theories mentioned in the text. You may want to illustrate them with examples from your teaching practice, your observations of other teachers, or your own experiences as a learner.
 - Do you feel the approach is reflected in modern teaching methodology? Why is knowledge of Learning Styles useful to teachers?
 - Why is the notion of learning styles rejected by many educational psychologists? (see **Denzine, 1999**).

Emotional intelligence

- What does 'emotional intelligence' mean to you? Can you remember where you came across the term?
- Which aspects of Gardner's multiple intelligences does 'EI' most closely fit with?
- Read the definitions provided above (Box 4.2, Box 4.3, Box 4.4), which are from key authors and organisations in the field of EI, namely the guru of EI Daniel Goleman, the U.S. based *Collaborative for Academic, Social and Emotional Learning*, and the UK based *Antidote* organisation.
- Can EI be improved? What benefits may be obtained through improved EI? How does this relate to responsive teaching and more generally to the development of inclusive practices? (You can make use of the example in **Improving Emotional Intelligence (TTD)**).
- Considering the EI literature and the issues of healthy relationships and a supportive climate discussed in Chapter 3, think about how the climate, ethos and practices within the school may serve to facilitate or constrain social and emotional development and well-being in pupils and staff.
 - Read about the Learning Connections Inventory (see **Calleja, 2005b**). Find a copy of the LCI and complete it now. Look at your score combination and write a brief reflection describing yourself as a learner.
- Play the movie and see how a teacher in a primary Maltese classroom has used four soft-toys to help children talk about their learning patterns.
 - Then discuss with your colleagues either on the forum or in class why such talk about the process of learning is important in a primary classroom.
 - Administer the LCI to 3 children (7 years or above) (NB: Remember you need to prepare them to use the Likert scale). Try to validate the five inventories. (In **Calleja (2006)** you find words and verbs that usually indicate the patterns).
- Share with your tutor: the scores, the written responses, and how you interpreted and validated the responses. Once you have the validated scores, you need to start talking about these scores and their meaning with the pupils. You can also help pupils develop strategies for dealing with specific learning tasks.
- Having helped pupils to strategize their learning approaches to tasks, now reflect on the following situations:
 - What should I do if I (as a teacher or pupil) have to carry out an activity that involves a pattern which I tend to *avoid*? Or to carry out an activity that lacks the pattern which I *use first*?
 - If I have a very high score for a particular pattern (particularly if I am a strong-willed learner)... how do I deal with someone who avoids this particular pattern?
- Plan a lesson to fit learners' strategies. You can use the following steps:
 - Think of a lesson that you have to deliver in the near future that you have not yet planned. It should be on a topic/subject that you feel comfortable with.
 - During your planning make constant references to the class profile (the dominant patterns) and make notes about how you can modify or support the different learners in your class.
 - You can now start to plan your lesson. To have an idea of a lesson plan which is built with the patterns of the class and individual learners

in mind see the two lesson plans in **Calleja (2005b)**. Share your lesson plan with your colleagues and your tutor.

Attribution theory

- Read the following brief case portrait of a pupil called 'Asif' and then consider the issues raised below:

Asif is an 8 year old boy at Smithton primary school. His academic achievement was very good when he first entered the school at age 5, but it has gradually worsened over the last 12-18 months. During this time, Asif's behaviour in school has also changed. He seems less engaged in academic tasks, and is not as happy to participate in school work as he once was. When asked about pieces of school work in which he has not done well, Asif says it is because he is 'thick' and 'dumb'. Conversely, on occasions where he has achieved high marks, Asif explains that the work was 'easy' or that he 'got lucky'.

- How would you describe the pattern of explanations Asif gives in relation to his successes and failures in school? What do they tell you about his view of himself as a learner?
- What are the possible sources of these explanations? E.g. Why do you think has Asif started to think like this?
- What impact do you feel Asif's pattern of explanations might have on his learning and participation in school?
- Think of 2 or 3 children in your class that should be able to achieve more than they do now. Discuss this with your colleagues and identify and list the factors you think contribute to underachievement in these pupils. Make some notes based on your discussions.
- Interview the children about how they think they are doing and what reasons/factors they identify as causes of their achievement level. As before, make some notes based on your discussions.
- Compare the notes you made in your interviews with the children to those you made in discussion with your colleagues. What kinds of attributions are being made (you may refer back to the reading from Weiner to help with terminology)? Are there discrepancies between the two sets of notes? Make some notes in which you integrate the accounts given in the two discussions.
- What does a pupil's attributional style reveal about:
 - Their perception of themselves?
 - Their feelings about the extent to which they have control over what happens to them ('locus of control')?
- What impact do you feel this is likely to have on:
 - Pupils' engagement and participation in school?
 - Their academic motivation?
 - Their achievement in school?
- What can you do as a teacher to intervene when pupils adopt maladaptive attributional styles?
 - What aspects of your behaviour may influence pupils' attributional styles? Think about things like your general feedback style and the ways in which you use praise in the classroom.
 - What other influences are there on pupils' attributional styles? To what extent are these controllable and/or amenable to change and/or 'controllable'?

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- Thirteen ed on line (2004)**. Workshop Constructivism as a paradigm for teaching and learning. EBC.(<http://www.thirteen.org/edonline/concept2class/constructivism/index.html>)
- Thirteen ed on line (2004)**. Constructivist teaching design. EBC: (http://www.thirteen.org/edonline/concept2class/constructivism/implementation_sub1.html)
- Vygotsky (1934/1962). The development of scientific concepts in childhood. In L. S. Vygotsky, *Thought and language* (pp. 82-97). Cambridge, MS: MIT.
- Vygotsky, L. (2001). Interaction between learning and development. In M. Gauvain, & M. Cole (Eds.), *Readings on the Development of Children* (3rd Ed.), (pp. 22-29), London: Worth.
- For evidence-based recommendations for application of constructivist approaches:*
- Vosniadou, S. (2001). *How Children Learn, Educational Practices Series*, 7. Paris: The International Academy of Education (IAE) and the International Bureau of Education (UNESCO). (Available on <http://unesdoc.unesco.org/images/0012/001254/125456e.pdf>)
- For practical ways in which you can get to know your students, see:*
- Patterson, L. (2004a)**. Knowing your students as People (<http://www.teachersnetwork.org/NTNY/nychelp/Assessment/knowingstudents.htm>)
- Patterson, L. (2004b)**. Knowing your students as learners (<http://www.teachersnetwork.org/NTNY/nychelp/Assessment/knowinglearners.htm>)
- The following web-link outlines three common constructivist design models:*
http://www.thirteen.org/edonline/concept2class/constructivism/implementation_sub1.html

For more about *Multiple Intelligences*, see <http://www.thirteen.org/edonline/concept2class/mi/>

For more about *Learning Styles*, see

Riding, R. (2002). *School learning and cognitive styles*. London: David Fulton.
<http://tip.psychology.org/styles.html>

<http://snow.utoronto.ca/Learn2/mod3/index.html> or <http://www.oswego.edu/~shindler/lstyle.htm>.

Denzine, G. (1999). The existence of learning styles: Myth or reality? (<http://jan.ucc.nau.edu/~dlk/Learn.styles.html>)

Discussion about the relationship between learning styles and the *Multiple Intelligences* theory of Gardner can be found at <http://www.ldpride.net/learningstyles.MI.htm> and <http://falcon.jmu.edu/~ramseyil/learningstyles.htm>

For more on attribution styles, see

<http://tip.psychology.org/weiner.html>

<http://www.psych.ucla.edu/Faculty/Weiner>

<http://www.as.wvu.edu/~sbb/comm221/chapters/attrib.htm>

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10

CHAPTER 5 DIVERSIFYING THE CURRICULUM, TEACHING AND LEARNING

Chapter 5 deals with understanding and skills in diversifying the curriculum. Its aims are best achieved through the development of actual lesson plans and implementation of simulated or actual lessons.

Practical chapter for teachers

This chapter is the most practical one for teachers. If they succeed to create an inclusive and supportive culture, they would still then need to be able to orchestrate learning in such a way that each child is meaningfully engaged, challenged, and able to succeed. This is a big challenge and best achieved through focusing on smaller areas of improvement.

This chapter should therefore include a lot of exercises for participants on planning, trying out and evaluating lessons that are differentiated by content or process or product or the three of them. It is worth focusing on each of the three elements at a time. You will however find that there is some overlap.

One of the fuzzy issues is that diversifying the presentation of content is very much like diversifying the learning process. Participants can be helped to make the difference by thinking that diversifying *content* presentation through use of different modalities of pictures, songs etc, involves the teacher modifying her activities, whereas diversifying the learning *process* involves use of different student activities.

One interesting and relevant concept is that of the 'Big ideas' in the objectives of the curriculum that allow for differentiation while having the same top goal. Wiggins and McTighe's (2005) template for planning differentiated lessons using this concept is very useful.

Use of video and actual teacher experiences

At this point, because one is addressing technical issues of teaching, it is very useful to have videos of lessons to demonstrate the application of differentiation of content, process and product. It is also useful to have experienced teachers address your participants. If you are doing in-service make use of the good practices of experienced teachers in the school.

Training in group work

If your participants have not had any input on group work, it is essential that it is covered as a major learning process as well as an organizational arrangement for learning that can be truly differentiated: it also allows teacher time for individualizing support while the rest are engaged in learning in interaction.

Training in group work requires having the participants do group work and reflecting on how they have worked together using the exercises included in the handbook, particularly from **Sapon-Shevin (1990)**, such as:

Practicing cooperative social skills

Divide the class into small groups and give students a card assigning them to various roles within the group; one student might be given the role of observer, one the role of leader, one the role of checker, and one the role of praiser. Explain and role model these roles if necessary before group starts working on the task. Give students a task which they have to perform together, such as a problem which the group has to solve together. Once the task has been resolved, students rotate their roles so that, in time, all students have gotten the opportunity to practice the different roles. Ask first the members how they felt in their respective roles and then ask the observer to provide feedback concerning the extent to which members engaged in such behaviours as listening to each other, praising one another, asking questions, clarifying others' statements, giving direction to the group, and so on. You may also intervene as necessary, giving your own feedback on how the groups were functioning. Process in big group how each member and role contributed to the solution of the problem, what difficulties were encountered, what could have been done better, what skills need to be further developed for the group to function more effectively. Ensure all members are given the opportunity to share their feelings and thoughts. Finally conclude by briefly underlining the skills necessary to work cooperatively in groups as practiced during the activity.

Assessment and Portfolios

This is again another important issue that needs to be dealt with for differentiated teaching and learning. You may have already dealt with the impact of one-size-fits-all examinations. Here then is the opportunity to focus on a positive alternative to normative assessment through the use of portfolios.

You might demonstrate this through using a portfolio system for assessment of your participant's professional development in this course itself.



THINK



REFLECT



PLAN

This chapter has discussed ways of diversifying content, process and product of teaching and learning to adapt it for the engagement of all students.

Did it make you ask any new questions about the way we teach? Here are some questions and activities you might like to make use of:

Content

- Think of a particular lesson you carried out recently: Can you identify the different contents, processes, and products of the lesson?
- If you are planning a new lesson, can you think of different contents for that lesson?
- You can interview students after a lesson and see what they learnt from that particular lesson. Did they learn different content?
- Together with a group of colleagues in class or on line, think of an area of the curriculum, possibly within literacy or number, that you are planning for your students to learn during your next teaching practice. What is the '*big idea*' of that part of the curriculum?
 - What are the *important specific ideas* in that same area of the curriculum that you want your students to understand during your teaching practice?
 - What are other less essential ideas that you want your students to learn in that same area of the curriculum?

Process

- Think about all possible ways in which a particular content can be taught.
- Describe the various methods used by a teacher you observed doing a lesson.
- Observe or watch a video on how a teacher creates independent learning time.
- How can you organize independent working time for a student with learning difficulties?
- How do you respond to students who seek teacher attention all the time?
- Identify yourself with a student with ADHD. How can you be engaged in constructive work on your own?

- Consider the descriptions on the organisation of learning in the Montessori (Box 5.2) and Dalton (Box 5.3) classrooms in Holland and jot down your reflections: What do these teachers describe as fundamentals for: Direct instruction, and Independent learning time? Can you see overall differences and similarities in their arguments? How do the concepts of direct instruction and independent learning time relate to constructivist learning?
- Think of an activity you were engaged in with your colleagues. What role did you play in the group? What helped or hindered the group's collaboration?
- Observe group work in classrooms. What works? What doesn't?
- Read the chapter by **Sapon-Shevin (1990)** and the article by **Hall & Stegila (2002)**. Plan at least one activity in which students support each other in pairs. Reflect on the effectiveness of your action towards responding to diversity. You may make use of video clips on peer tutoring arrangements.
- Read the article by Johnson et al (1998) on the teaching of cooperative skills. Plan and implement a group-work activity with your trainee colleagues to practice particular cooperative social skills
- Can you think of a group task that does not involve writing, or that is not even dependent on language at all?
- Discuss pluses and minuses of competitive and cooperative work. One group may write all the signals of teachers that create competition, and the other group lists the signals that create cooperation.
- Ask children in your classroom what they think of collaborative learning.
- Relate your practice of collaboration to Vygotskian theory.

Product

- How do you feel today about assessments you are getting in your life now?
- Remember how you were assessed during your own school years: How did you feel about the assessments you received?
- Are there particular things you found you are good at but about which you had felt unable because of the critical feedback you had received?
- What is the main purpose of assessment? Give examples of different forms of assessment (Pre-assessment; Feedback; Statistical/administrative evaluations).

- Choose one of the aspects of assessment and practise it with one of your colleagues: questioning; giving feedback on performance; sharing assessment criteria; and using peer and self assessment. Evaluate the formative impact or otherwise of your experience.
- Try to give constructive feedback to a fellow student about a particular performance – particularly if it includes a lot of mistakes.
- Reflect on how you give feedback to your students as they present you with their work: What did you say? What did you write? What impact did it have on the child?
- Observe the impact on children as they look at their school reports. Look at samples of reports from different types of schools and discuss the impact of each on the child's learning. Discuss different ways of communicating reports: if directed to child or adult ...
- Do you have any system in which you have some kind of portfolio? When would it be appropriate to use portfolios? Discuss the pluses and minuses of portfolios. You may use **Chetcuti (2006)** for further clarification.
- What would you put in your portfolio? Discuss the different examples/artifacts that can be included in portfolios. Can you include grades in the portfolio?
- Would a portfolio assessment be appropriate for a unit of learning using this handbook?

FURTHER READING

A powerpoint presentation on 'Understanding by design' using 'big ideas' is available on: <http://www.ubdexchange.org/resources/ppts.html> and http://pdonline.ascd.org/pd_online/ubd_backward/mctighe99chapter4.html
Ideas for differentiating content in mathematics and science for gifted children are available on: http://www.nwrel.org/msec/just_good/9/ch6.html

For a starting experience of teaching through differentiation with older students, see:

<http://www.nea.org/teachexperience/diffk021218.html>

<http://www.humboldt.edu/~tha1/hunter-eei.html#eei>

For an account of the important concepts and skills in mathematics or literacy and how they can be learnt in a constructivist framework, see

Gregory, G.H. & Kuzmich, L. 2005. *Differentiated literacy strategies for student growth and achievement in Grades K-6*. California: Corwin Press.

Farrugia, M.T. 2003. Teaching and learning primary mathematics. In S. Gatt & Y. Vella, *Constructivist teaching in primary school*. Malta: Agenda.

For peer tutoring, see:

Hall, T., & Stegila, A. (2003). *Peer-mediated instruction and intervention*. Wakefield, MA: National Center on Accessing the General Curriculum. (Retrieved 16.10.05 from http://www.cast.org/publications/ncac/ncac_peermii.html)

For cooperative learning, see:

Johnson, D., & Johnson, R. (1999). *Learning together and alone: cooperative, competitive, and individualistic learning*. Boston: Allyn and Bacon, Extract from http://www.intime.uni.edu/coop_learning/index.htm

For portfolios, see:

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CHAPTER 6

PLANNING, IMPLEMENTING AND EVALUATING RESPONSIVE AND INCLUSIVE TEACHING

Chapter 6 requires participants to be engaged in actual teaching practice.

Actual teaching practice

This chapter was added in order to focus participants on putting together all the relevant skills for responding to student diversity. Participants may already have practiced bits of the relevant understanding and skills such as differentiating content, creating an appreciation of difference etc. Here now, they are challenged to try responding to diversity while actually being in a context of regular teaching with all the other demands that such a situation makes on the teacher.

Of course the challenge may differ, depending on whether the course is being undertaken as in-service (the teachers are actually teaching already) or in pre-service training. It also differs if in in-service the teachers are having a two- or three-day course during a stoppage of teaching, or whether they are having the course over part of a week or weeks while they are still teaching. And if in pre-service, there will also be a difference in how this chapter applies depending on how teaching practice is organized, i.e. in one- or two-days a week, or in a block of say two or six full weeks.

The important issue is that, because this *Handbook* is about professional development, it cannot simply consist of reflection, but also of reflection-in-action. So at some point, and in some way, there should be an opportunity for planning actual lessons, implementing them, and collecting evidence for evaluating the appropriateness of the action, and so determining how it should be modified again for better future practice. These are professional skills that can only be developed through action.

Tutoring

The best way of supporting participants here would be to actually observe their teaching and act as their critical friend. If that is not

Box 11.1

Example of teacher final reflection

(Ann Micallef, Third Year BEd student, Malta, who participated in the piloting of the DTMP online – Because of the piloting context, the reflection was partly self evaluation and partly evaluation of the materials)

How this course helped me in my professional development as a teacher

Apart from finding the amount of content to be covered slightly overwhelming at first, I must say that the learning outcomes of this course were highly relevant for today's educator. This is due to the fact that differentiation is a necessity which should occur in each classroom in order to help the students benefit as much as possible from the learning situation. Since our classrooms are welcoming children from different backgrounds, ethnicities, religions and those with specific needs, differentiation, when done correctly, is an important group of tools in the teacher's toolbox. This is because when the teacher tries to differentiate the learning experiences for the pupils, the latter gain more because they have access to learning strategies which are suitable for their abilities.

The first part of this course focused mostly on the multicultural and multi-ability reality that we are facing nowadays in our classrooms. Thus, it made me aware of the need to differentiate learning in the classroom whenever possible. The subsequent sections of this course were quite helpful because I felt encouraged to try out some new strategies with a particular group of children with learning difficulties in order to give them a more meaningful learning experience as much as possible. Although I think that one cannot easily differentiate the content, I now think that the process and the product of the learning experience can be differentiated in order to help the children to internalize more what they have learnt.

As regards collaborative learning, I also liked the tips given, although I must admit that organizing collaborative learning entails a great amount of preparation and also training the students to accept the idea of doing teamwork. One thing I reflected upon during this course is that most of the time extra help is needed when planning for differentiation. I believe that a teaching assistant or facilitator would help the main class teacher a great deal by discussing the adaptations with her, preparing resources and also helping in the monitoring of students.

Although I missed the face-to-face interaction of normal lectures, I appreciated the fact that we could post our comments and messages on the forum which would be read by our colleagues. I also noted that in some cases the forum provided a space for colleagues who are normally shy in giving a verbal opinion during a regular lecture. As regards the level of the content presented, I feel that it was appropriate and the academic writings corresponding to the sessions were also relevant, although sometimes too long.

possible, then at least participants should report back on what they tried to do and why, what evidence they collected about plans and implementation and effectiveness, and what reflections they made in action and for future reorganization of their teaching (see example of final teacher reflection in Box 11.1).

Structured support

Again we have included possible schemas for planning work, keeping records, and reporting reflections. Some of these had already appeared in the previous chapters. Here are some that may be used as basic schemas.

Box 6.3

Action research approach

In order to further his or her professional development, it is essential that the teacher adopts the process of **Action Research** and **Reflective Practice** that was discussed in Chapter 1. This process means that you:



- Think of a particular issue in inclusion and differentiated teaching that you would like to implement;
- Plan strategies for implementing it;
- Implement your plan in the classroom;
- Evaluate how effective it has been or not in helping you to reach out to each child;
- Modify accordingly and try again ...

As noted above, one should start in **small steps**: For instance, focus on **just one particular child** who is not participating fully in your class activities, and think of ways in which you are going to enable him or her to also engage in your lessons, possibly also in a particular subject area only.

Box 6.5

Laying out the curriculum

The teacher has to become familiar with the curriculum prescribed for her students. This includes both the programme of learning and the materials related to it. So:



1. Gather information about the curriculum and syllabus that is assigned to the class you are expected to teach. Set out the **big ideas** (see Chapter 5) and more specific content that children should be learning. Think about possible progressive steps in the acquisition of the required learning.
2. How can you wrap the content students are to learn with different examples or in different envelopes (i.e. tape recording, video, simulated document, conversation script ...)?
3. How can you adapt the material or information or practice students are expected to engage with to a level that is appropriately meaningful and challenging in complexity, independence, and pacing? Produce two or more levels of the content (materials or information) of the learning involved.
4. What sort of activities can students be involved in to engage meaningfully with the required new knowledge and skills?

Box 4.4

Getting to know my students – samples of different types of questions to use

Sentence completion:

I am good at

I am bad at

I like

I dislike.....

My favourite hobby is

My most treasured possession is

I learn best when

I often get stuck in my work when

Yes/No questions

I understand most quickly when things are explained with pictures yes no

I like to work by myself yes no

I like to work in pairs or in groups yes no

I like to complete all my work yes no

I find it hard to start work yes no

I prefer to work fast yes no

I like to work on the floor yes no

Ticking a list

Which topics do you like best?

English Maths Science PE

How do you like to work?

alone

in pairs

in small groups

In which way do you like to present your work?

Verbally

Through drawings/chart

On tape recordings

Written by hand

Written on the computer

Narratives

Write a story on the best person in your life

Describe the animal you like best and why you like it

Describe the best day in your life/your best school day

Table 5.1

Relating student characteristics to differentiation of learning content, process and product
(Tomlinson, 2001: see <http://www.nwrel.org/msec/images/nwteacher/spring2002/model.pdf>)

	INTEREST	LEARNING PROFILE	READINESS
Content —includes book, materials	<ul style="list-style-type: none"> • varied texts and other materials that present the same concepts but in different reading levels or levels of complexity • curriculum compacting for some 		
Process —students making sense of new information	<ul style="list-style-type: none"> • simulations • interest centres • activity stations • brainstorming • cooperative learning/ flexible grouping 	<ul style="list-style-type: none"> • think-pair-share • learning logs/ journals • vary working alone and with others through flexible grouping • activity stations 	<ul style="list-style-type: none"> • direct instruction to small groups • questions vary by readiness • curriculum compacting/ contracts • “scaffolding” for some • coop. learning/flexible grouping • advance organizers • open-ended assignments • supporting materials
Product —how students show what they know and can do	<ul style="list-style-type: none"> • personalized products • products that involve choice • tiered assignments • choice of performance mode 	<ul style="list-style-type: none"> • variety of ways for students to show what they've learned (i.e., drawing, acting out, constructing models, graphing) 	<ul style="list-style-type: none"> • open-ended assignments • tiered assignments • graduated rubrics

Box 6.2 presents a possible way of preparing tiered **contents** of the lesson, with a filled-in example from the Maltese syllabus for learning English as a second language at age 7 years, with an indication of:

- the big idea,
- more specific concepts,
- what *all* students are expected to know,
- how student interests will be tapped, and
- tiered tasks in three levels of difficulty

Box 6.2
Planning Tiered Learning

The Big Idea:

(e.g. from Maltese syllabus for 6 year olds)

Increase oral and written understanding and expression in English

Key concept/skill:

- 2.1.9 **Oracy:** Acquire and use a repertoire of words
- 2.2.11 **Reading:** Begin to develop an extensive repertoire of vocabulary in context.
- 2.3.12 **Writing:** Demonstrate an ability to use acquired vocabulary in writing

All Students Will:

- Learn vocabulary related to ... (eg. animals)
- Use the vocabulary learnt in context in oral and/or written communication

Relevant student interests: e.g.

- Animals as language context;
- Individual experiences (e.g. pets)
- Use of drawings/crafts
- Use of documentaries/ features

Pre-assessment Activity

Aim: Find out what students know/can do already of the key concept/skill: e.g.

- Ask students to give animals names (or name pictures of animals shown) in English;
- Ask students to read/write the names of animals on the board.
- Ask widely to see which students have or do not have any grasp of the concept/skill;
- Use familiar and unfamiliar animals/ easy-difficult names;
- Note which animals are named.

Tier 1 Tasks: e.g.

- Show/choose pictures of animals they have/ would like to have at home
- Name pictures of animals after demonstration
- Match flashcards of animal names to pictures after demonstration

Tier 2 Tasks: e.g.

- Name/ categorize pictures/ names of animals that can be pets, that are at the farm, that are at the zoo.
- Match/ write names of animals to pictures
- Say/ write in given structure what animals do; name their young; name their homes ...

Tier 3 Tasks: e.g.

- Say/write sentences in English about what different animals do;
- Describe orally a pet/ .Write a paragraph about a pet;
- Argue in English for care for animals.

Varied learning processes to be used (methods of working on tasks): e.g.

Varied learning products (how students show their learning): e.g.



THINK



REFLECT



PLAN

This chapter was intended to serve as a guide for your reflective practice as you went about planning, implementing and evaluating actual lessons in the classroom in which you tried to reach out to more children more meaningfully within an inclusive atmosphere.

This chapter already raised a lot of questions and involved your direct action about your teaching. But inclusive and responsive teaching are a continuing challenge to the teacher. You will continue to be challenged by new children and new curricula and situations. Do you have any new questions about the teaching situation in your school with regards to inclusive and responsive teaching? Here are some more questions and activities you might like to make use of:

Planning differentiated lessons

- Taking the understandings you have already determined for your students to learn, and the preferred ways of learning of your students, now devise a variety of ways in which they are actually going to learn them:
 - How will the activities provide for the different learning patterns of your students that require a more *structured* or more *open* type of activity?
 - How will you plan the steps towards achieving the main goal: *small or wide steps*?
 - How will you allow for *variation of time* for slow and fast workers?
 - How will you vary (scaffold) the *support* you will offer to the different students?
 - How will the activities provide for a variety of *social environments* for learning: whole class, alone, with partner or in small group tasks?
- Taking the lesson plan contents and processes you have already devised for your students, now devise a variety of ways in which your students are going to actually provide evidence of their learning (and log them in your file). (You may use Table 5.3 in Chapter 5).

Implement differentiation and responsive teaching

- While you can observe student engagement in the lesson as feedback for your efforts, it is also useful sometimes to get explicit feedback from them. You can do this orally by having a round of brief comments: How did you feel about this lesson? What did you like? What would you have liked to be different? What have you learnt today? Or you can ask these questions in writing.

Evaluation

Think of your teaching within the framework of holistic education (see Chapter 3). Different teaching methods tend to focus on different aspects of health (the flower of health is reproduced below).

- First of all, mark (circle) the percentage of teaching in which you made use of the typical methods listed below and then reflect on the possible impact of this on your students:

Lecture	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Reading	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Audio-visual	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Demonstration	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Discussion	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Role play	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Peer teaching	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Other (Specify)	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

- Which method did you use most widely? Consider the possible impact of your approach:

- If you used the **lecture** format, you were providing your students with factual information, and their role was to listen to you. Lectures put the students in a position of passive listening. The students use mostly the **mental** part of the flower of health.
- If you **read** material to students that is only factual, then using the reading method can again only address the aspect of **mental** health. But if you read or related stories to your students, these probably raised **emotions** as part of them and in the way you read or related them. So, did you address the **emotional** aspect of mental health in this or in other ways?
- If you used **audio/visuals**, you were again addressing the **mental** aspect of health, but at least you were enabling the students to use more than one of their senses. Some students learn best by listening, others by reading or seeing pictures, while others learn best by touch or by movement. Moreover, audio-visuals can raise **emotions** through visual and auditory experiences, and also stimulate the **social** aspect of health through responses to behaviours shown.
- Did you use a lot of **demonstrations**? Demonstrations, like audio



visuals offer more multisensory avenues for learning within the **mental** aspect of health; they allow for students to also use their kinesthetic modality as they see you going through the sequence of steps in your demonstration. Moreover, did you also make use of the possibility of the students themselves going through the demonstrated action or at least themselves manipulate materials in the process?

- Did you make use of **discussions**? If you had discussion as a whole class and in group work, you have provided your students with an opportunity to exercise their **social** selves: by sharing and challenging and being challenged by others about ideas, feelings, and thoughts about a particular topic, as well as by taking part in the social action represented by the verbal interaction.
- Did you make use of **role-playing**? If you allowed students to adapt the roles played, or even invent ones, then you probably provided an opportunity for their **personal** development: If you allowed the material to be more subjective for the students and more adaptable to their own needs, it was also a safe way in which they could explore their feelings, thoughts, and actions in some very difficult situations.
- Did you organize any **peer teaching**? This method again not only enables the students to learn what they need to learn most efficiently, but you would also have provided them with an opportunity to link their learning to the **social** aspects of health, as they are again challenged by a situation where they are in a leadership position, where they are challenged to share their expertise and also particularly to be able to respond to the peer's reaction to their leadership and information sharing.
- What aspects of the flower of health did you address or not address during your teaching? Do you need to change your teaching so that you can enable your students to enhance the different aspects of their flower of health?

FURTHER READING

You might find the following article useful as a beginning teacher:

Wehrmann, K.S. (2000). How to differentiate instruction. Baby steps: A beginner's guide. *Educational Leadership*, 58(1).

For planning of a unit of teaching with diversity of content, process and product in your preparation, you may find the following example useful:

Hargrave, E. (2003). The world of geometry: A mathematics unit on basic geometric concepts. In C. Tomlinson & C. Cunningham Edison (Eds.), *Differentiation in practice: A resource guide for differentiating curriculum Grades K-5* (pp.95-127). Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria: ASCD. (See the template for developing a unit of teaching on pp. 327-332)

You might want to develop a multiple intelligences scale grid of ideas for multimodal instruction:

http://www.multi-intell.com/MI_chart.html

Gregory, G.H., & Kuzmich, L. (2005). Functional literacy. In G.H. Gregory & L. Kuzmich, *Differentiated literacy strategies for student growth and achievement in Grades K-6* (pp.63-104). California: Corwin Press.

Wetso, G-M (2005). Special Education in School: Conscious actions and words in the play process and daily activities. Sweden: DTMp.

OTHER REFERENCES

Gatt, S., & Vella, Y. (2005). *Constructivist teaching in primary school*. Malta: Agenda.

Gregory, G. H., and Chapman, C. (2002), *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press.

Holloway, J.H. (2000). [Preparing Teachers for Differentiated Instruction. *Educational Leadership*, 58\(1\),](#)

Sparkes, J., & Glennerster, H. (2002). Preventing social exclusion: Education's contribution. In J. Hills, J. Le Grand, & D. Piachaud (Eds.), *Understanding social exclusion* (pp. 178-201). Oxford: Oxford University Press.

Tomlinson, C. A., & Cunningham Edison, C. (Eds.) (2003). *Differentiation in practice: A resource guide for differentiating curriculum Grades K-5*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria: ASCD. (A powerpoint presentation on 'Understanding by design' using 'big ideas' is available on: <http://www.ubdexchange.org/resources/ppts.html> and see also http://pdonline.ascd.org/pd_online/ubd_backward/mctighe99chapter4.html)

12

TYPICAL COURSE DESCRIPTION

The following is a typical description of a unit of study that can be adapted to the different participants and contexts of delivery:

TITLE: Responding to student diversity in the classroom

FORMAT:

Face to face: Action research through reflection, discussion and mini-lectures, and student projects and presentations

Or

Online: Action research through self directed online reflection on and in practice, readings and online discussion, and student projects and presentations.

CREDIT VALUE: 6 ECTS credits

When it is being offered: e.g. Semester 2 in 20XX

METHOD OF ASSESSMENT: Reflective Journal and Project (developing inclusive and responsive learning situations in the primary classroom)

RESULT: Given in Percentage mark and grade

PARTICIPATION IN SESSIONS: Obligatory both in face to face and online

LECTURER: XX.

DESCRIPTION

Teachers/ teacher trainees are challenged, through this module, to develop their practice in responding inclusively to diversity in the classroom. Diversity will be addressed in general terms, including all forms of student strengths and needs and learning contexts. Students will develop basic knowledge, attitudes and skills to find new ways to celebrate diversity related to a European dimension.

OBJECTIVES

The module is aimed at supporting participants on their journey towards becoming a competent and self confident teacher of diverse classrooms. It specifically aims to support you in constructing a framework for teaching that assumes that students have diverse strengths and needs, and that your task as a teacher is to facilitate each student's learning and empowerment as a learner.

COURSE OUTLINE

This unit of study consists of six parts:

Part 1: This 'Introduction' is intended to help you first to consider the main issues tackled in this course, and to clarify the ACTION RESEARCH approach adopted in this module.

Part 2: 'Creating inclusive cultures' is aimed at stimulating reflection on the various forms and levels of diversity of students and learning contexts, and the need for responding to them through inclusive education, also within the European dimension, and the holistic nature of children's development.

Part 3: 'Building together a caring and supportive community' shows how an inclusive culture is based on a holistic view of education and a supportive community with personal relations between and among all members of the school and its related communities.

Part 4: 'Understanding and responding to student diversity' describes the diversity in the personalities of students, including multiple intelligences and learning styles, attributional styles, and emotional intelligence within a constructive approach to learning and teaching.

Part 5: 'Diversifying the curriculum' describes effective teaching related to student strengths and needs. It describes how to diversify the content, process and product of the curriculum and teaching to allow for different interest and readiness levels and different learning styles to engage and challenge each student. It also includes a focus on cooperative learning. Emphasis is put on formative assessment and the skill of empowering students to take responsibility for their own learning.

Part 6: 'Plan, implement and evaluate responsive teaching' aims to support you to put together your understanding and skills constructed through the previous sections. It is dedicated to evaluations of observed or videoed actual lessons in terms of how far there was a response to student strengths and needs; and the actual carrying out of assessments of possible groups of students you might be involved with, and to the preparation of actual lesson plans aimed at responding to the diversity of student strengths and needs. It is closely related to your actual teaching practice. The tasks include reflecting on your teaching practice experience in relation to responding to student diversity.

READINGS

Main text:

Bartolo, P.A., Ale, P., Calleja, C., Cefai, C., Chetcuti, D., Hofsass, T., Humphrey, N., Koinzer, P., Janik, I., Janikova, V., Mol Lous, A., Vilkiene, V., & Wetso, G.M. (2007). *Responding to student diversity: Teacher's Handbook*. Malta: University of Malta.

This handbook has an attached set of relevant readings through which one can follow up each of the different issues raised in each chapter.

APPENDIX 1

LIST OF CONTENTS OF TEACHER'S HANDBOOK BY CHAPTER TITLE, AIMS AND SUBHEADINGS

Contents of Teacher's Handbook

Ch.	Title	Specific aims	Subheadings
1	TEACHERS' DEVELOPMENT IN RESPONDING TO STUDENT DIVERSITY: KEY ISSUES AND PROCESSES	<ol style="list-style-type: none"> 1. To think about differentiated teaching and inclusive education as the two key issues of this handbook. 2. To develop a general framework for the several issues raised in the handbook, namely creating inclusive cultures, building supportive communities, understanding the learner, and understanding and differentiating the curriculum. 3. To consider action research and reflective practice as a method for professional development in responding to diversity. 	<ul style="list-style-type: none"> • TWO KEY ISSUES IN RESPONDING TO STUDENT DIVERSITY <ul style="list-style-type: none"> Differentiated teaching Inclusive education • A FRAMEWORK FOR RESPONDING TO STUDENT DIVERSITY <ul style="list-style-type: none"> The handbook as a tool for professional development <i>Handbook Format</i> Contents of the six chapters • THE ACTION RESEARCH PROCESS <ul style="list-style-type: none"> A Handbook for Action Research <i>Action research</i> Reflective practice Reflective writing Using the handbook for reflective practice Reflection-in-Action
2	CREATING INCLUSIVE CULTURES	<ol style="list-style-type: none"> 1. To consider, within a European perspective, diversity as the norm of our society and schooling, particularly with regards to the need for multilingual and intercultural understanding and education. 2. To consider, at greater depth, the important influences of language and culture on children's 	<ul style="list-style-type: none"> • DIVERSITY AS THE NORM IN THE EUROPEAN CONTEXT <ul style="list-style-type: none"> Cultural and language diversity in the EU Intercultural challenges in the EU Increasing heterogeneity of classrooms How some European teachers perceive diversity <i>Diversity is an international phenomenon</i> • THE IMPACT OF LANGUAGE AND CULTURE ON CHILDREN'S ENGAGEMENT WITH SCHOOLING

	<p>learning, and the risk of social and educational exclusion of children coming from minority languages and cultures.</p> <ol style="list-style-type: none"> 3. To reflect on gender differences and the importance and implications of gender equity in education. 4. To highlight the high risks for children with impairment to be excluded from learning because of attitudinal and accessibility barriers. 5. To consider the importance of changing school cultures, policies and practices towards a child-centred pedagogy that embraces the needs and strengths of all students, including those with impairments, to enable the active participation of all students. 	<p>Culture clashes as potential barriers to learning Dangers of discrimination and segregation of minorities</p> <ul style="list-style-type: none"> • THE IMPACT OF GENDER ON CHILDREN'S LEARNING Gender inequalities in context Continuing lower engagement of girls in the sciences 'Underachievement' of boys <i>A curriculum that reflects the needs of all children in today's society</i> • HOW CHILDREN WITH IMPAIRMENTS ARE OFTEN EXCLUDED FROM PARTICIPATION IN LEARNING Understanding discrimination Supporting children with Individual Educational Needs <i>Barriers to learning</i> <i>Barriers to learning and IEN</i> <i>The attitude barrier</i> <i>Technical barriers</i> • UNDERSTANDING THE PRINCIPLES OF INCLUSIVE EDUCATION Exclusion in a one-size-fits-all approach <i>The deficit model as a tool for exclusion</i> Inclusive education calls for changes in schools to welcome student diversity <i>Two major principles of inclusive education</i> • DESIGNING INCLUSION: INCLUSION AS A PLAN OF ACTION FOR SCHOOLS Adapting the school to the students' diversity of needs <i>Index for inclusion</i> Inclusive cultures, policies and practices Inclusion and responding to diversity is a never-ending process Challenging one's own beliefs
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<p>3</p>	<p>BUILDING A CARING AND SUPPORTIVE LEARNING COMMUNITY</p>	<ol style="list-style-type: none"> 1. To focus on the importance of the holistic approach to education for healthy human development and learning. 2. To enable reflection on and enhancement of skills for developing caring and supportive relationships in the classroom, both between teacher and students as well as amongst the students themselves. 3. To focus on the importance of collaboration among staff in the classroom and the school, as well as between staff and parents and professionals outside the school, in order to provide the understanding and support for the diversity of children's strengths and needs. 	<ul style="list-style-type: none"> • ADOPTING A HOLISTIC ATTITUDE TO HUMAN DEVELOPMENT AND EDUCATION <ul style="list-style-type: none"> The different aspects of a holistic philosophy A holistic concept of personality Discover the specific needs of the individual from a holistic perspective Seeing a specific need or seeing the whole person • CREATING CARING AND SUPPORTIVE CLASSROOM RELATIONSHIPS <ul style="list-style-type: none"> The importance of caring classroom relationships Building supportive relationships Examining student relationships in the classroom <i>How harmonious are student relationships in your classroom?</i> Promoting harmonious and caring relationships among students • BUILDING SUPPORT NETWORKS FOR RESPONSIVE TEACHING <ul style="list-style-type: none"> Building collaboration with other staff Collaboration essential for an inclusive climate Indicators of effective staff collaboration in the classroom • BUILD COLLABORATION WITH PARENTS <ul style="list-style-type: none"> Parents' contribution to understanding children and promoting learning Parents need to feel welcomed Improving communication with parents • BUILD SCHOOL-COMMUNITY RELATIONSHIPS <ul style="list-style-type: none"> Diversity of students extends to the diversity of community groups
<p>4</p>	<p>THE CONSTRUCTIVE LEARNING PROCESS OF DIVERSE LEARNERS</p>	<ol style="list-style-type: none"> 1. To consider the learner's process in the construction of knowledge and to explore ways in which the learning of all students can be facilitated through a 	<ul style="list-style-type: none"> • UNDERSTANDING THE LEARNER'S PROCESS IN THE CONSTRUCTION OF KNOWLEDGE <ul style="list-style-type: none"> Understanding constructivism Psychological construction of knowledge (Piaget) Social construction of knowledge (Vygotsky)

		<p>constructivist approach to teaching.</p> <ol style="list-style-type: none"> 2. To study one of the windows into the learning process through the concept of 'multiple intelligences' and its implications for responsive teaching. 3. To consider the concept of cognitive and learning styles as another window, complementary to that of multiple intelligences, into the student's learning process. 4. To consider the affective underpinning of the student's engagement with learning through a focus on the recently studied phenomenon of emotional intelligence (EI). 5. To consider one particular view of the learner, learning patterns and the learning process, through the approach of the <i>Let Me Learn</i> Process. 6. To focus on the phenomenon of the psychology of attribution and demonstrate the potential positive or negative impact of students' attributional style on their general well-being, effort and achievement. 	<p>Integrating constructivist principles with responsive teaching</p> <ul style="list-style-type: none"> • MULTIPLE INTELLIGENCES What is intelligence? What are Multiple Intelligences? Gardner's conception of Multiple Intelligences How does the concept of MI relate to education? • COGNITIVE AND LEARNING STYLES Distinction between cognitive styles and multiple intelligences or intellectual ability What are cognitive and/or learning styles? Criticism of learning styles • THE LET ME LEARN PROCESS Aiming to empower learners to take control of their own learning Let Me Learn in the classroom • EMOTIONAL INTELLIGENCE What is emotional intelligence? Emotional intelligence in school • THE LEARNING PROCESS AND ATTRIBUTIONAL STYLE What is attributional style? Understanding the attributional styles of your children Developing adaptive attributional styles
5	<p>DIVERSIFYING THE CURRICULUM, TEACHING AND LEARNING</p>	<ol style="list-style-type: none"> 1. To develop a framework and guidelines for preparing and conducting responsive lessons through 	<ul style="list-style-type: none"> • THREE MAJOR ELEMENTS IN DIVERSIFYING THE CURRICULUM Content differentiation Process differentiation

	<p>differentiation of learning content, process and product.</p> <ol style="list-style-type: none"> 2. To critically reflect on how the <i>content</i> that is to be learnt can be differentiated to meet the needs of students for different levels of understanding and ways of engagement with the curriculum. 3. To critically reflect on the learning <i>process</i> and develop skills in the use of different learning activities to engage students with different learning profiles, including the use of direct instruction and provision of independent learning time, and the use of a collaborative and supportive learning climate and cooperative learning. 4. To raise awareness and reflection about the different ways in which we can help or hinder learning through the way we <i>assess</i> student achievement, with a focus on formative assessment and the use of portfolio assessment. 	<p>Product differentiation</p> <ul style="list-style-type: none"> • DIFFERENTIATING <i>CONTENT</i> TO REACH THE SAME TOP GOAL (BIG IDEA) <ul style="list-style-type: none"> Identifying the big idea Adapting content to students' interests and ways of learning • THE LEARNING <i>PROCESS</i> • LEARNING PROCESS 1: USING DIRECT INSTRUCTION AND INDEPENDENT LEARNING TIME <ul style="list-style-type: none"> What is the learning process? Rationale of direct instruction in the context of inclusive education Practice of direct instruction Creating independent learning time • LEARNING PROCESS 2: ORGANIZING COLLABORATIVE LEARNING <ul style="list-style-type: none"> Creating a collaborative and supportive climate in the classroom Avoiding the use of difference for devaluing Create inclusive signals Organize flexible grouping Peer-mediated learning Promoting cooperative learning <i>How to ensure successful cooperative learning</i> • DIVERSIFYING LEARNING <i>PRODUCTS</i> <ul style="list-style-type: none"> Learning products Important impact of assessment on learners Defining Assessment Purposes of assessment A traditional method of assessment A new model of assessment Formative Assessment How can we actually assess students in a formative way? • LEARNING PRODUCT 2: USING PORTFOLIOS TO PROMOTE THE STUDENT'S INDIVIDUAL LEARNING PROCESS <ul style="list-style-type: none"> What is a portfolio? Essential elements of the portfolio Stages in the implementation of portfolio assessment
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<p>6</p>	<p>PLANNING, IMPLEMENTING AND EVALUATING RESPONSIVE AND INCLUSIVE TEACHING</p>	<ol style="list-style-type: none"> 1. To plan for and actually create an inclusive and supportive climate in the classroom. 2. To plan for and get to know the students one is teaching or is going to teach: their interests, learning profile, readiness levels, and affect towards the curriculum. 3. To plan the curriculum, and with it the learning environment, as a flexible and varied mixture of content, process (including learning environment), and product elements that can be adapted to invite each child to be engaged and make progress. 4. To orchestrate learning activity so that all children are actually engaged, are empowered to learn and experience success with whatever and whenever support is necessary. 5. To evaluate one's teaching activity in terms of its effectiveness and appropriateness in enabling the engagement and learning of all students as expected within the goals and values of responsive teaching and inclusive education. 	<ul style="list-style-type: none"> • CREATING AN INCLUSIVE AND SUPPORTIVE CLIMATE <ul style="list-style-type: none"> Seek to reach out to students Preparing <i>yourself</i> Preparing <i>the class</i> for inclusion Get to know the students you are going to teach <i>Knowing the students</i> Get to know the curriculum Pre-planning and adapting on the spot <i>Planning for soft and hard goals</i> <i>Planning resources</i> <i>Planning as a team</i> <i>A critical friend in planning</i> • PREPARE A PLAN FOR CREATING AN INCLUSIVE AND RESPONSIVE LEARNING AND TEACHING SITUATION <ul style="list-style-type: none"> Organise your curriculum content, process, and product according to student needs to empower student learning • IMPLEMENTING RESPONSIVE TEACHING <ul style="list-style-type: none"> Orchestrate the lesson/s with a focus on responding to student diversity • EVALUATE OWN PRACTICE ON RESPONDING TO DIVERSITY <ul style="list-style-type: none"> Reflecting on own experience • EVALUATE YOUR PROFESSIONAL DEVELOPMENT IN THROUGH THIS HANDBOOK <ul style="list-style-type: none"> Concluding your action research project
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APPENDIX 2

LIST OF READINGS INCLUDED IN READING PACK

Related chapter	Reading list in alphabetical order	No. of pages
3.c	Balshaw, M. (2004). Working in inclusive ways with teaching assistants: some ideas for teachers to consider. Manchester: DTMp.	3
2.f	Bartolo, P. (2000). The development of inclusive education for children with autism in Malta. In M.G. Borg & P.A. Bartolo (Eds.), <i>Autism: The challenge of inclusion</i> (pp.71-86). Malta: Eden Foundation.	15
2.b	Bartolo, P.A. (2003). Inclusive schools: A challenge for developing an inclusive European society. <i>Journal of Maltese Education Research</i> , 1(1), 167-173. (http://www.educ.um.edu.mt/jmer/)	7
2.h	Birmingham Council (2005). Implementing the Social Model of Disability – Birmingham Council. (http://www.birmingham.gov.uk/GenerateContent?CONTENT_ITEM_ID=1196&CONTENT_ITEM_TYPE=0&MENU_ID=1815)	2
2.k	Booth, T., & Ainscow, M. (2002). <i>Index for inclusion: Developing learning and participation in schools</i> (Rev. ed.). Bristol, UK: CSIE. (http://inclusion.uwe.ac.uk/csie/indexlaunch.htm)	5
4.m	Calleja, C. (2005b). Understanding the learner: The Let Me Learn Process. In C. Calleja, <i>Differentiating instruction in the primary classroom</i> (pp.75-92). Malta: MOE.	17
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APPENDIX 3

LIST OF VIDEO CLIPS: INSIDE EUROPEAN CLASSROOMS

3.1. Video Clips from Amsterdam Schools **Peter Ale (Producer)**

1. Attention

We are looking at a boy in the fourth grade. During the explanation of the teacher, he is doing anything but being involved.

After the teacher has given the signal that everybody can go to work he is actually going to work and doing his job without needing the help of the teacher.

We don't know anything about the quality of his work.

At the end of the picture we see the use of the question mark. He uses it to get attention from the teacher. His problem is that he needs a new exercise book.

The clip raises trainee's awareness that: (1) Not all the children benefit equally from their stories; (2) Not all the children need long explanations to go to work; (3) You must be very careful in using signals in your classroom as a part of your class-management.

2. Choosing

We are looking at children of the 8th grade (the oldest group in primary school). There are about 25 in all, coming from 6 or 7 nationalities. The children are working mostly independently.

The clip is a demonstration of classwork organization in a way that children can choose their own tasks, where the teacher is taking care that everybody is really working while at the same time is able to help children with special needs because all the other children do not need her assistance.

3. Circuit 1

A circuit is the same as a carousel form of organizing tasks. In this lesson we see a child of the 6th grade. There are about 25 children in all.

The teacher is using this type of task organization to let the children have different experiences related to the same topic: the ancient Germans.

There is a connection with multiple intelligence.

4. Circuit 2

We are seeing an 8th grade class with about 25 children.

The teacher takes another approach to the Circuit type of task organization. He let the pupils have the possibility to grow in something they already know. He also introduces peers as experts.

5. Circuit 3

We are seeing a 6th grade class with about 25 children.

The teacher wants to keep the children motivated. She has organized many activities. Every activity lasts 10 minutes and is very different from the others.

6. Teacher

We are seeing an 8th grade class with about 25 children.

This clip is about a class with different teachers. Some children may have problems with one teacher and not with another.

The teacher in this clip helps the children to cope with that.

7. Tables

We are seeing an 8th grade class with 25 children.

The teacher shows a way to let the children test their ability in the tables, without a heavy assessment. It is a sort of self assessment.

We are seeing one-to-one interaction between a child and a teacher. This fragment is about individual help and the problems you can encounter. Here the problem is the very noisy surroundings. Not every school is prepared for this kind of organization.

8. Interaction

We are seeing an 8th grade class with 25 children.

The teacher is trying to let the children give different ways of solving a problem.

The meaning is that children learn from each other by looking at the various solutions.

A question is to raise is why are the children involved? The teacher is not doing much to make them.

9. Orange/Red

These two clips demonstrate how teachers may use signals like traffic lights for organizing work.

Usually the orange light is meant for working softly together and the teacher walks around and helps individual children.

The red light normally means that everybody works on his own and is very quiet.

Trainees can use this clip to discuss: (1) The use of such signals; and (2) The different way teachers use this instrument.

10. Peer tutoring

We are seeing an 8th grade class with 25/50 children.

Two forms of peer tutoring are taking place. Older children assist younger ones, and a top-level pupil assists a newcomer.

3.2. Video clips from Malta

Paul Bartolo (Producer) and Peter Ale (Editor)

(courtesy Fgura Primary School, Malta)

These clips consist of short sequences from a 60-minute lesson for 8-year-olds in a Maltese primary school together with a half hour interview with the teacher about the same lesson. The students were being taught about the use of opposite adjectives in Maltese.

1. Introduction

The teacher introduces the topic of the lesson, opposite adjectives, through pictures of a fat and a thin man. She starts with an invitation for participation; she is linking new learning to previous children's learning; she uses student experiences; she is questioning widely and at different levels; and she is taking up student responses positively.

2. Multiple processes for understanding opposites

The subject is opposite adjectives. The teacher has thought of several different ways to work with them: visual prompts on the whiteboard to elicit the concept and examples; a group task of matching opposite adjectives, inventing a new set, and matching pictures to the sets; a memory game of matching cards with individual as well as group competition; as song; independent individual work on a worksheet.

3. Memory (Matching Game)

The children play a memory card game. Even though she has explained the game, the children find it difficult to make progress in the game. The teacher goes through the classroom and helps where necessary. She keeps very calm even when the children are stuck. She and the assistant offer more support to groups to get on with the game.

4. Independent working time

The children are working on their assignment individually. Those with lower literacy skills are able to manage on their own by making use of the words that the teacher has purposely stuck on the whiteboard. The teacher walks around, praises children and helps them where necessary. Those who finish early get a book to read.

5. The assistant

The assistant has many roles. She helps her pupil by encouraging her to listen to the teacher and to offer responses to the teacher, and to complete her work; she also works with the group where there is the pupil she is supporting; and also assists the teacher in managing the lesson, either when requested or when she sees the need.

6. Managing challenges

A conflict arises in the group which includes the girl who is supported by the assistant. There is awareness of the videoing which interferes maybe with the management of the situation. It is interesting how the teacher and assistant share this challenge.

7. Teacher interview

The Maltese teacher, Ms Haber, talks about her lesson, her children and her beliefs: "You have to teach with a smile."

3.3. One video clip from a Manchester school Neil Humphrey (Producer)

A science teacher is trying to teach students about the heart rate by involving them in recording and rerecording their pulse rate after doing some exercise.

3.4. One feature film from Sweden Gun-Marie Wetso (Producer)

This 20-minute film presents various images of learning processes in two Swedish classrooms with a running commentary.

