Today:

- introduction to the course
- GTKEO
- what is inclusion
- risks
- your reality

Let's get to know each other

Finish the ladybug!
- in the dots:
      what is common for all in the group - at least 5 things, ideally 7
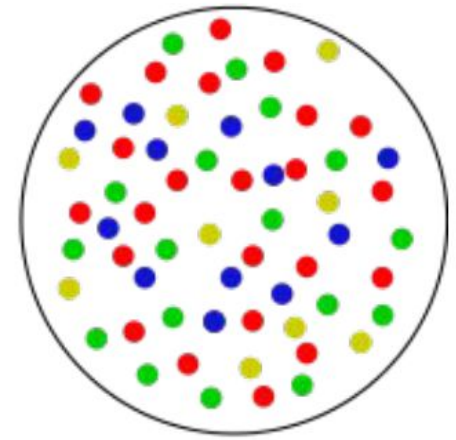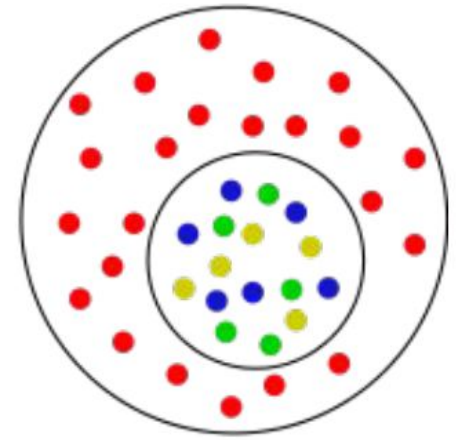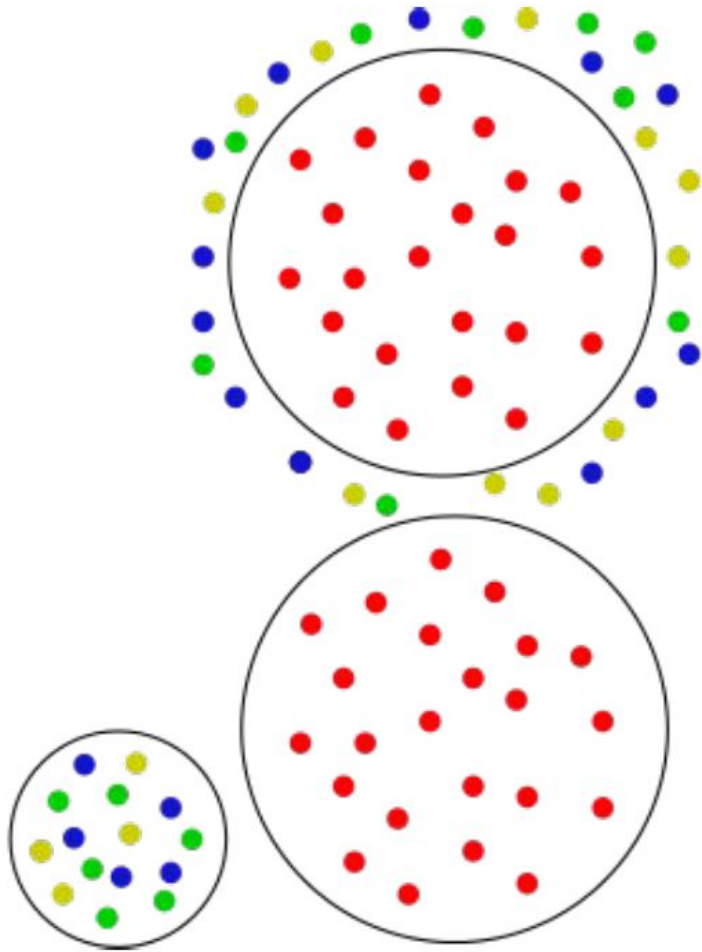**- draw leg and in it/next to it: individual, unique things + name**
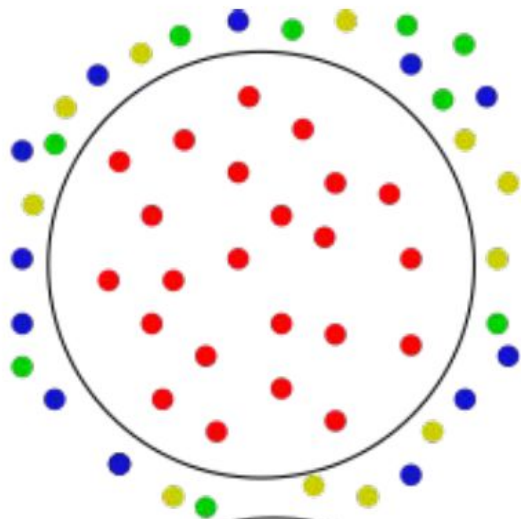
Expectations

Integration, inclusion, exclusion, separation

Exclusion

Integration
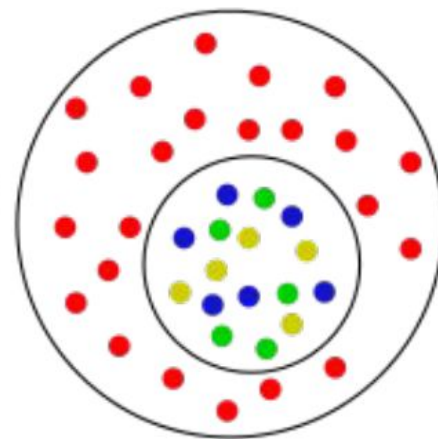
Separation
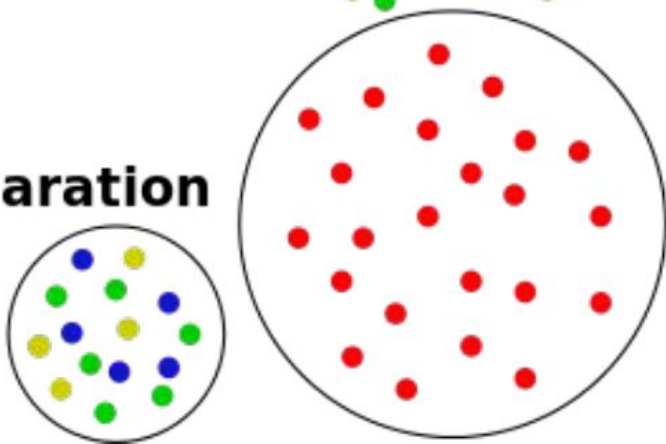
Inclusion
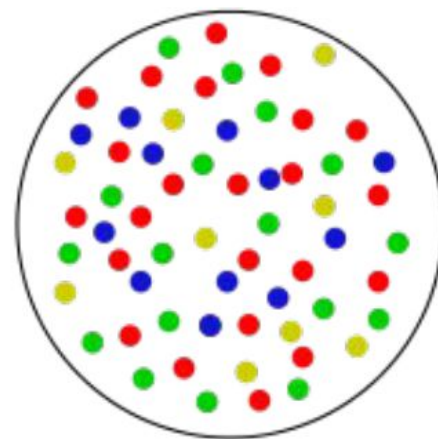
Risk identification

Why can student be excluded? What are some warning signs?

Identification of Risk and Protective Factors
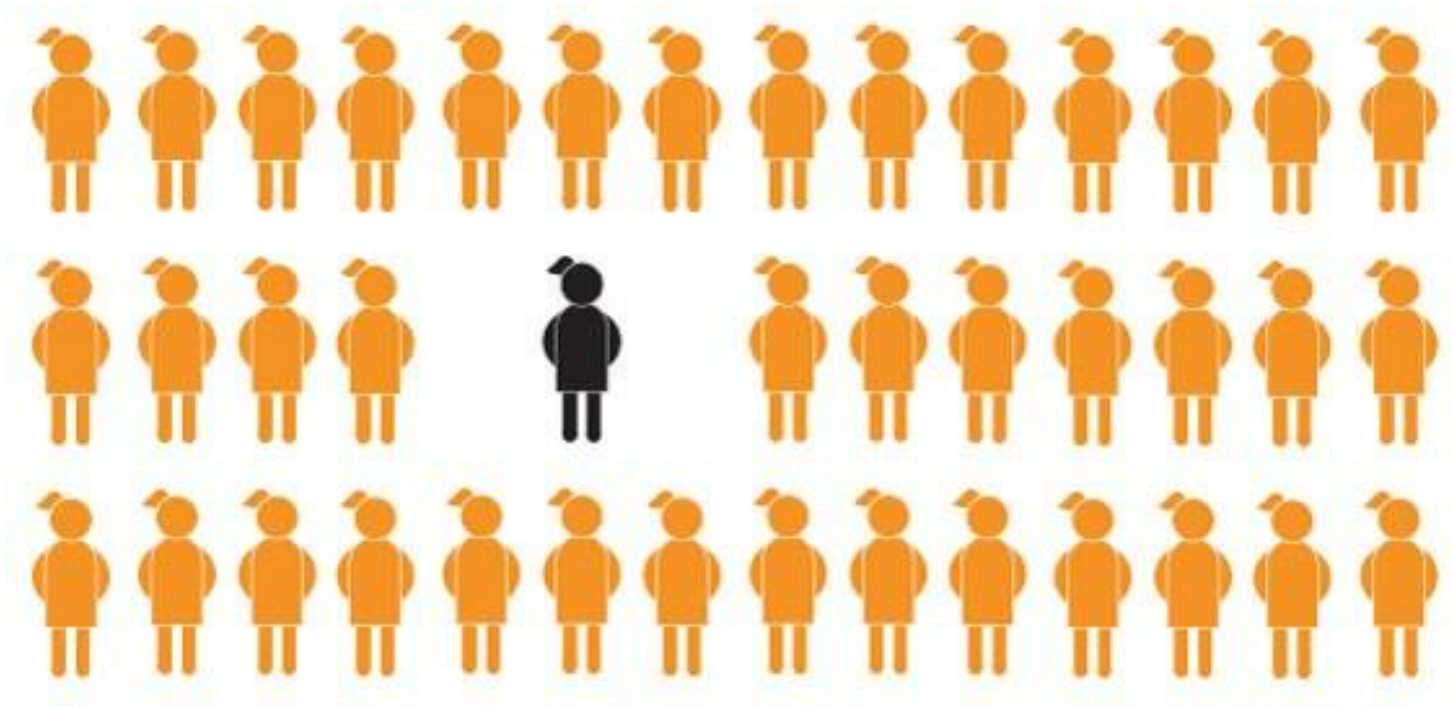
Risk Factors

Protective Factors

Enabling Environment
(culture, society, policy & systems)

Community

Family / Caregiver

Child

Physical Development

Cognitive Development

Social, Spiritual, Emotional Development

adapted from Nemiro, A., Hijazi, Z., O'Connell, R., Coetzee, A., & Snider, L. (2022). Mental health and psychosocial wellbeing in education: The case to integrate core actions and interventions into learning environments.

Personal Experience

Have a nice day!
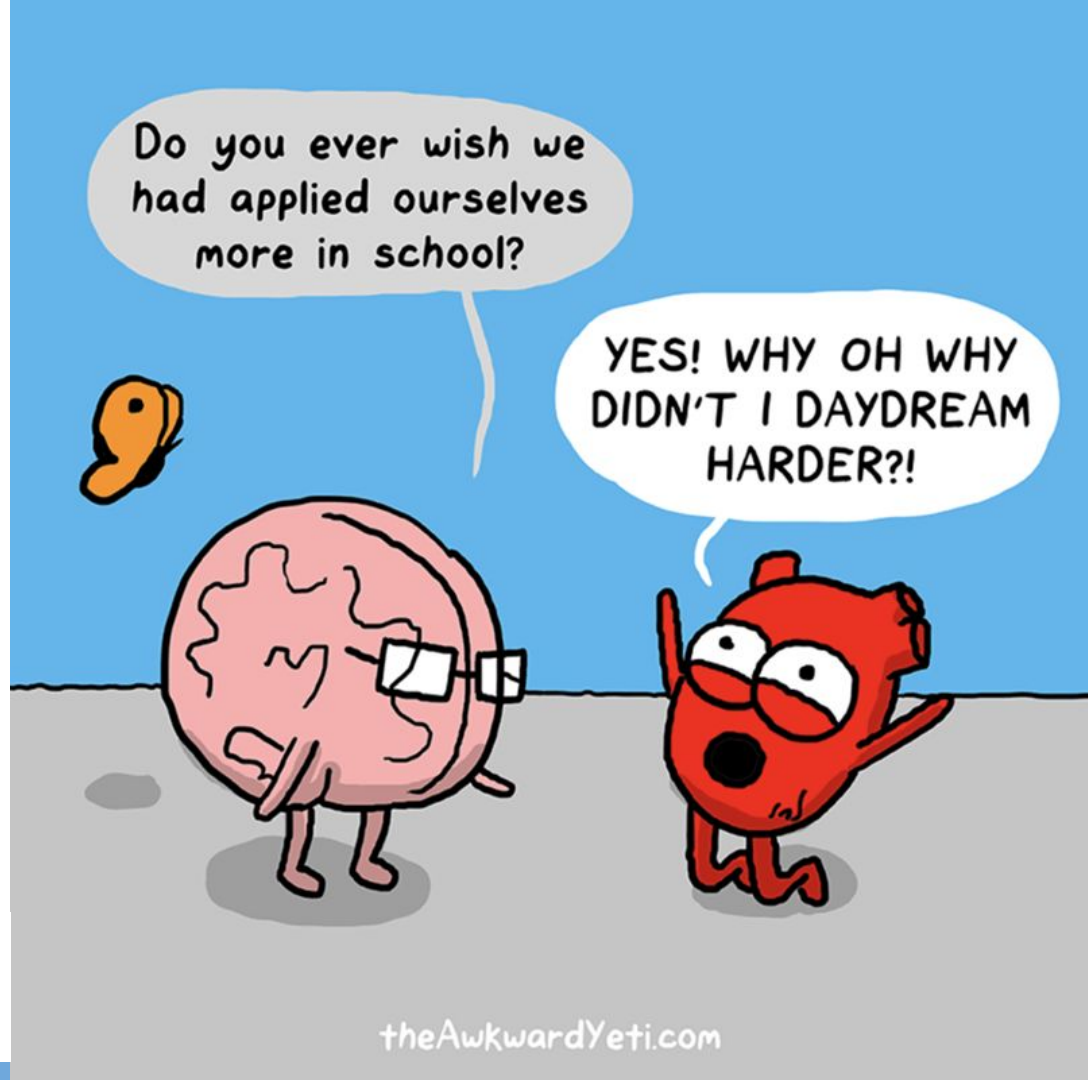
Today:

- communication & conflicts
- some discussions
- values and morals
- assessment

Communication
& conflict prevention

Communication killer!

Think about what can kill
the communication:

- create a persona and add
  characteristics, such as what
  does and does not he or she do,
  say, look, behave...

What can help...

- Positive communication

- "I" language

- Friendly atmosphere

- Sharing

- Interest in each other

- Positive relationships

- Creative classroom

- Involved parents

Verbal — *What am I saying?*

How am I saying it? — **Paraverbal**

Non-verbal — *How does it looks like when am I saying it?*

Aggressive

Assertive

Passive

Listening?

0. not listening
1. cosmetic
2. conversational
3. active
4. deep

Four ears/sides model
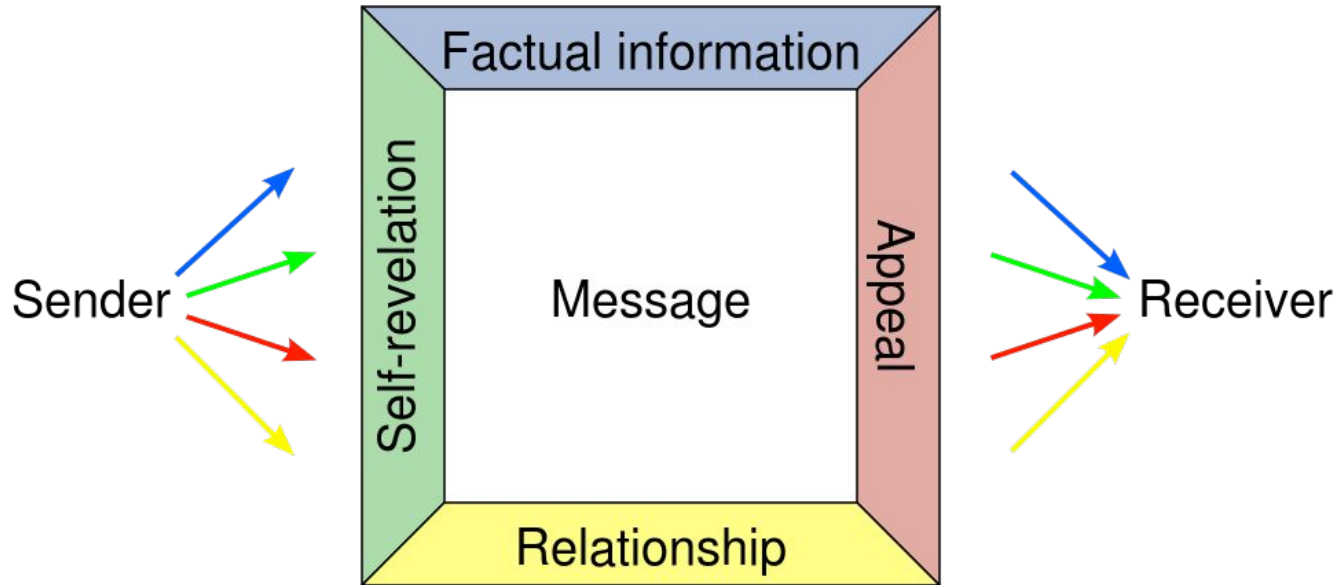
Nonviolent communication NVC

Marshall B. Rosenberg

NONVIOLENT COMMUNICATION
Circle of Life

EVALUATIONS
BLAME
Intention
JUDGEMENTS
EXPECTATIONS
OBSERVATIONS
FACTS
NEEDS
VALUES
Freedom
Connection
REQUESTS
ACTIONS
FEELINGS
EMOTIONS
DEMANDS
PERCEPTIONS
NO CHOICE
Choice
NON-FEELINGS
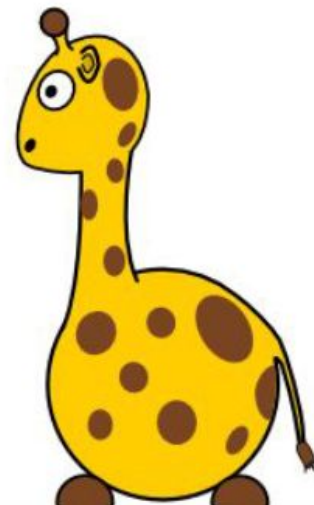
© Galloping Giraffe Enterprises 2008
Christine King and Jean Morrison
nvcproducts.com
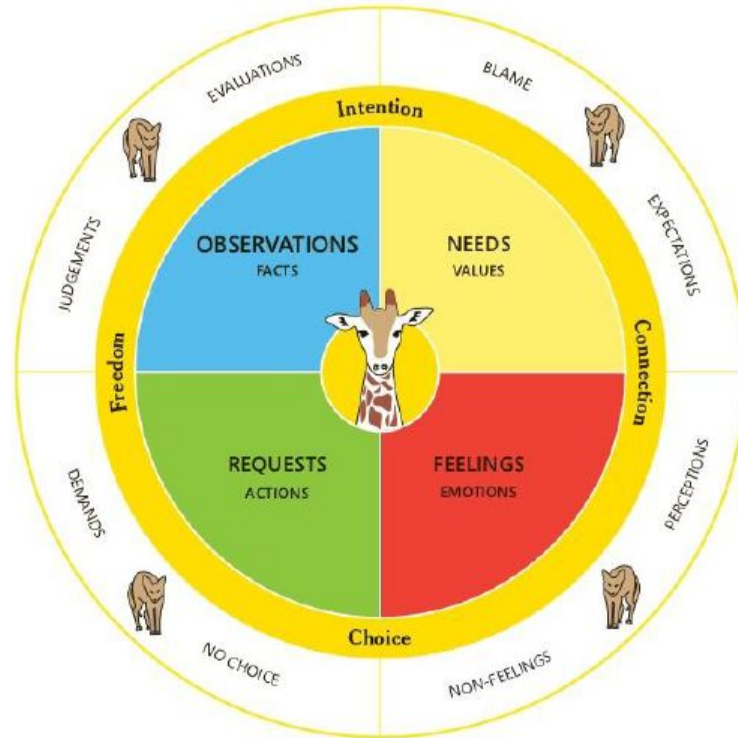
1. Observations
2. Feelings
3. Needs
4. Requests

- Empathy
- Honesty

NONVIOLENT COMMUNICATION
Circle of Life

EVALUATIONS
BLAME
Intention
JUDGEMENTS
EXPECTATIONS
OBSERVATIONS
FACTS
NEEDS
VALUES
Freedom
Connection
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REQUESTS
ACTIONS
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EMOTIONS
PERCEPTIONS
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Choice
NON-FEELINGS
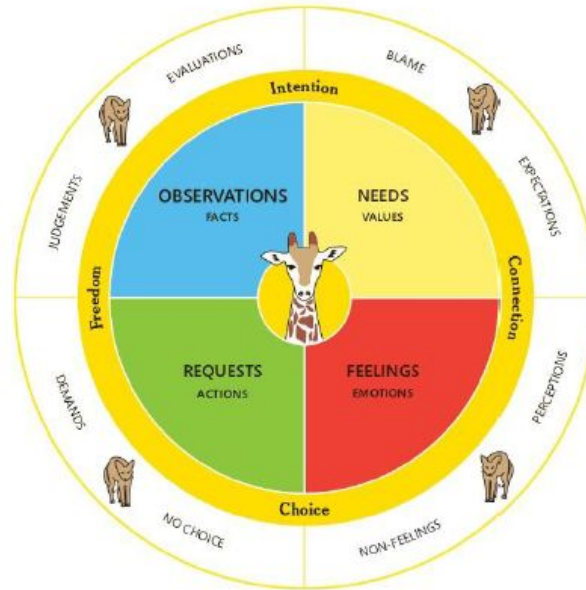
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Christine King and Jean Morrison
nvcproducts.com

Diagnosis
Denial of Responsibility
Demand
Deserve

When....
I feel....
because I need....
Would you....?
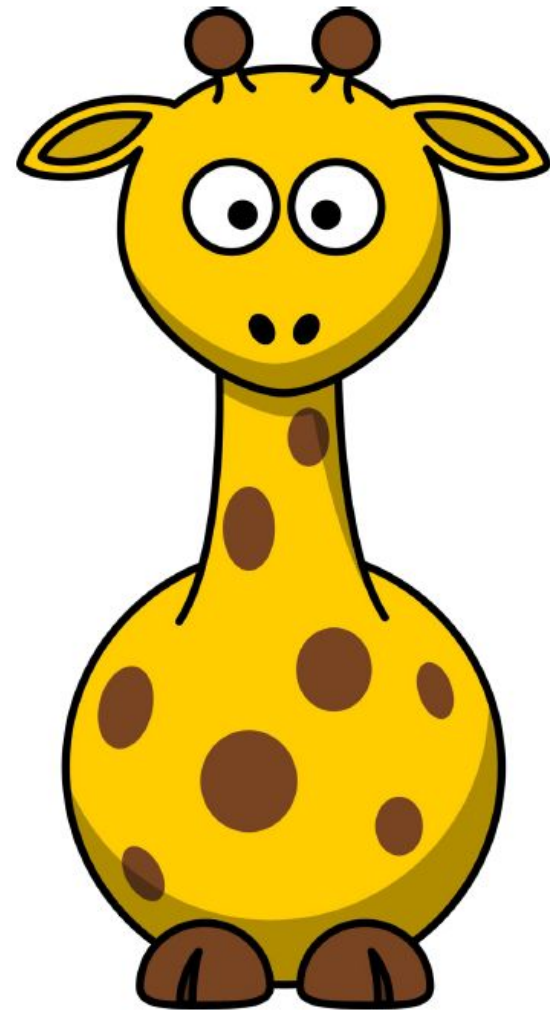
Self-reflection

What conflict you experienced recently?

Think about the situation from the perspective of nonviolent communication.

What did you **observe**? What did you **feel**?

What were your **needs**? How should you **request** it?

What types of **jackal** behaviour you noticed?

What types of **giraffe** behaviour you noticed?

What would you do differently?

Alligator river

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. The river, which separated the two lovers, was filled with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, a riverboat captain, to take her across. He said he would be glad to if she would agree to go to bed with him before the journey. She promptly refused and went to a friend named Ivan to explain her troubles. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory the next morning. When she told Gregory about her amorous escapade in order to cross the river, Gregory cast her aside with disdain. Heartsick and rejected, Abigail turned to a friend named Slug with her story full of troubles. Slug, feeling compassion for Abigail, went to Gregory and beat him brutally. Abigail was happy to see that Gregory got what he deserved As the sun sets on the horizon, we hear Abigail laughing at Gregory.

What is a value?

DECIDE

Define the problem

Explore the alternatives

Consider the consequences

Identify your values

Decide and take the action

Evaluate your decision

What is moral?

Kohlberg's Theory of Moral Development

Level Three Postconventional (11 years on)

Step 6 — Individual principles of conscience.

Step 5 — Conforms to maintain communities. Emphasis on individual rights.

Level Two Conventional Level (7 to years)

Step 4 — Conforms to avoid censure by authorities.

Step 3 — Good boy/girl morality. Conforms to avoid disapproval or dislike by others.

Level One Preconventional

Step 2 — Naïve hedonism. Conforms to get rewards and to have favors returned.

Step 1 — Punishment and obedience orientation. Obey rules to avoid punishment.

An image of the moral stages as proposed by Lawrence Kohlberg

Stage 1 — Avoiding Punishment

Stage 2 — Aiming at a Reward

Stage 3 — Good Boy & Good Girl Attitude

Stage 4 — Loyalty to Law and Order

Stage 5 — Justice and the Spirit of the Law

Stage 6 — Universal Principles of Ethics

Preconventional Level — *Conventional Level* — *Postconventional Level*
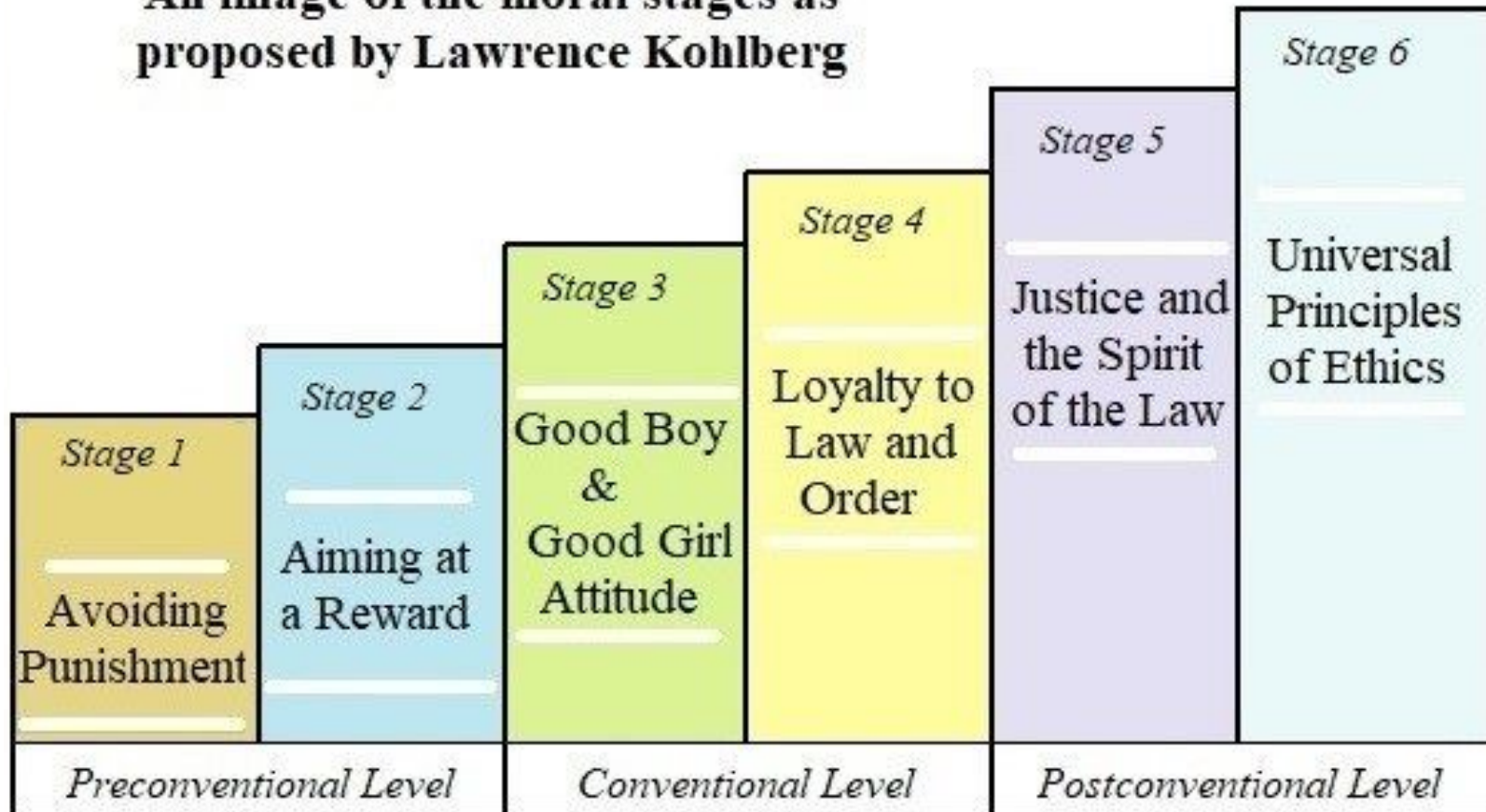
Assessment & Evaluation

Two different kinds of assessment

SUMMATIVE

FORMATIVE

Summative assessment

- the goal of summative assessment is **to *evaluate student learning*** at the end of an instructional unit
- results are compared against some standard or benchmark
- **Examples of summative assessments** include:
  - a midterm exam/test
  - a final project
  - a paper
  - a concert

Formative assessment

- the goal of formative assessment is ***to monitor student learning*** to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

-
- **Formative assessment serves to:**
- provide specific, actionable and **immediate feedback**
- promote **ongoing reflection** on learning and our teaching
- quickly **adjust teaching**
- help **students identify their strengths and weaknesses** and areas that need more work

Examples of formative assessments include asking students to:

1. draw a mind map in class to represent their understanding of a topic
2. write one or two sentences identifying the main point of a lecture

Formative assessment techniques

Formative assessment techniques

1. Hand signal (1-5)
2. Green and red card
3. Traffic lights
4. Exit tickets, tic-tac-toes
5. Sentence starters
6. Think-pair-share
7. Marbles (one person, one comment)
8. Orange and green cylinders
9. Cinquains, diamonds
10. I.N.S.E.R.T.
11. Free writing
12. +/-/?
13. Mind map, poster
14. Lego
15. Board game
16. 6-task dice
17. Radio broadcasting
18. TV report

Hand signal

- 1 finger – I am absolutely lost.
- 2 fingers – I have a vague idea.
- 3 fingers – I am somewhere in the middle.
- 4 fingers – I have a good understanding.
- 5 fingers – I mastered the topic.

Exit ticket

- What did you learn today?

_____

_____

- Write 3-sentences summary.

_____

_____

_____

- What would you like to learn more about this topic?

_____

_____

Traffic lights

- GREEN – We've finished.
- YELLOW – We are working.
- RED – We are lost. We need help.

- (ORANGE/WHITE – We have finished and we can help to someone else.)

Reflection with sentence starters

- I remember...
- I have already heard...
- It surprised me that...
- I agree...
- I disagree..
- I liked...
- The best activity was...
- I would like to know more about...

Cinquains

_____
(topic)

_____ _____
(2 adjectives)

_____ _____ _____
(3 verbs -ing)

_____ _____ _____ _____
(a sentence with 4 words)

_____
(synonym, association)

Diamond

_____
(topic)

_____ _____
(2 adjectives)

_____ _____ _____
(3 verbs)

_____ _____ _____ _____
(a sentence with 4 words)

POSITIVE ASPECTS

_____ _____ _____ _____
(a sentence with 4 words)

_____ _____ _____
(3 verbs)

NEGATIVE ASPECTS

_____ _____
(2 adjectives)

_____
(1noun)

DOG

DOG
FAITHFUL OBEDIENT
PLAYING CUDDLING RUNNING
CLOSEST FRIENDS TO HUMANS

THEY MAKE MESS EVERYWHERE
PEEING BARKING SLOBBERING
STINKY NOISY
MAMMALS

Try your own diamond:

- Mariage
- Chocolate
- Alcohol
- EU
- Africa
- School
- Teacher
- Travelling
- Snow
- ...

Rules for free writing

1. Write for 3 minutes everything that is coming to your mind about a given topic.
2. Don't stop. Don't even lift your pen.
3. Write the whole sentences, not just single words.
4. Don't worry about the mistakes.
5. Don't read your text again.

What other **formative assessment techniques** do you use in you lessons?

General recommendations

- Be positive (Everybody needs a positive feedback.)
- Use self-assessment.
- Try to compare the results within one individual child (progress), not only within the group.
- Evaluate the process, not only the product.
- Use some kind of formative assessment every lesson.

Feedback vs. Debriefing

Johari window

	Known to Self	Not Known to Self
Known to Others	**The Arena** Feedback Debriefing	**Blind Spot** Feedback
Not Known to Others	**Facade** Debriefing	**Unknown** ❌
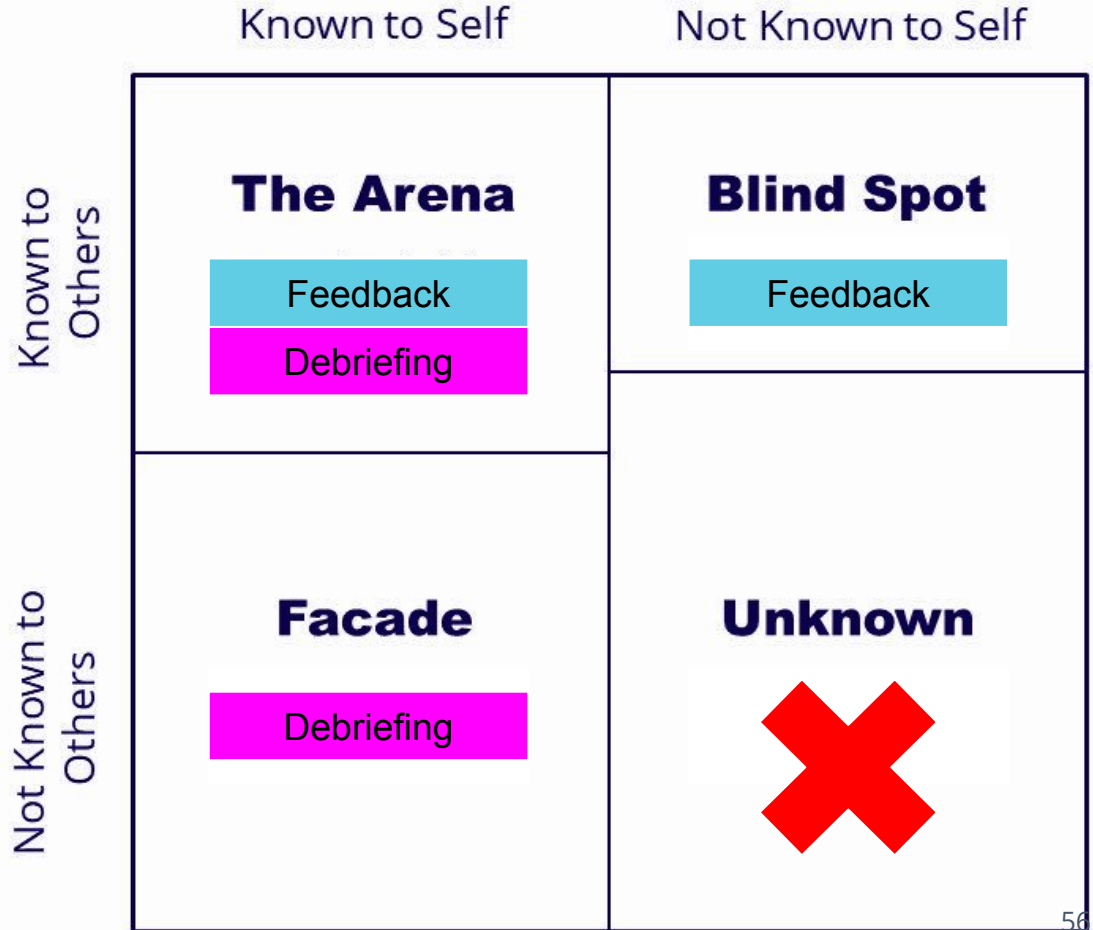
Feedback

basic rules to give feedback

- **Specific:** It should contain specific information rather than generalisation
- **Accurate:** It should be factual and clear
- **Objective:** Feedback should be unbiased and unprejudiced
- **Timely:** It should be given as soon as possible after completion of a task
- **Usable:** Relate the feedback to goals and strategies to improve
- **Desired by the receiver**
- **Checked for understanding**

20 WAYS TO PROVIDE EFFECTIVE FEEDBACK FOR LEARNING

teachth...
WE GROW TEACH...

FEEDBACK SHOULD BE EDUCATIVE IN NATURE.

FEEDBACK SHOULD BE GIVEN IN A TIMELY MANNER.

BE SENSITIVE TO THE INDIVIDUAL NEEDS OF THE STUDENT.

FEEDBACK SHOULD REFERENCE A SKILL OR SPECIFIC KNOWLEDGE.

GIVE FEEDBACK TO KEEP STUDENTS "ON TARGET" FOR ACHIEVEMENT.

FEEDBACK CAN BE GIVEN VERBALLY, NON-VERBALLY OR IN WRITTEN FORM.

EDUCATE STUDENTS ON HOW TO GIVE FEEDBACK TO EACH OTHER.

ALTERNATE DUE DATES FOR YOUR STUDENTS/CLASSES.

USE A NOTEBOOK TO KEEP TRACK OF STUDENT PROGRESS.

RETURN TESTS, PAPERS OR COMMENT CARDS AT THE BEGINNING OF CLASS.

ASK THE 4 QUESTIONS.

HOST A ONE-ON-ONE CONFERENCE.

CONCENTRATE ON ONE ABILITY.

ASK ANOTHER ADULT TO GIVE FEEDBACK.

HAVE THE STUDENT TAKE NOTES.

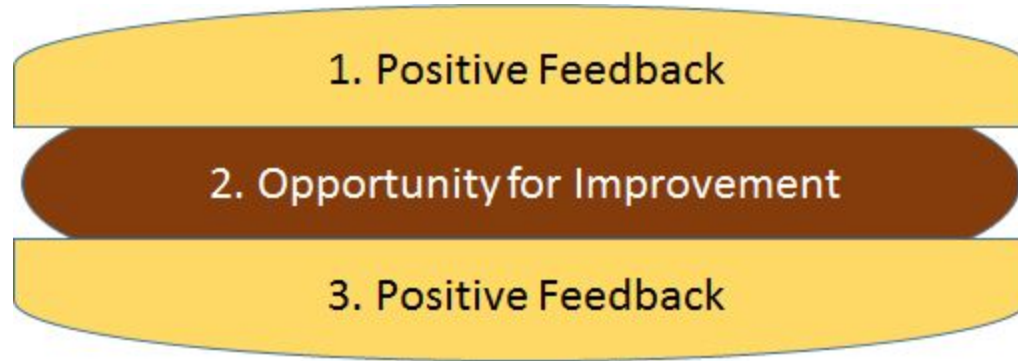USE POST-IT NOTES.

GIVE GENUINE PRAISE.

"I NOTICED...."

PROVIDE A MODEL OR EXAMPLE.

INVITE STUDENTS TO GIVE YOU FEEDBACK.

Models of feedback

Sandwich

When....
I feel....
because I need....
Would you....?
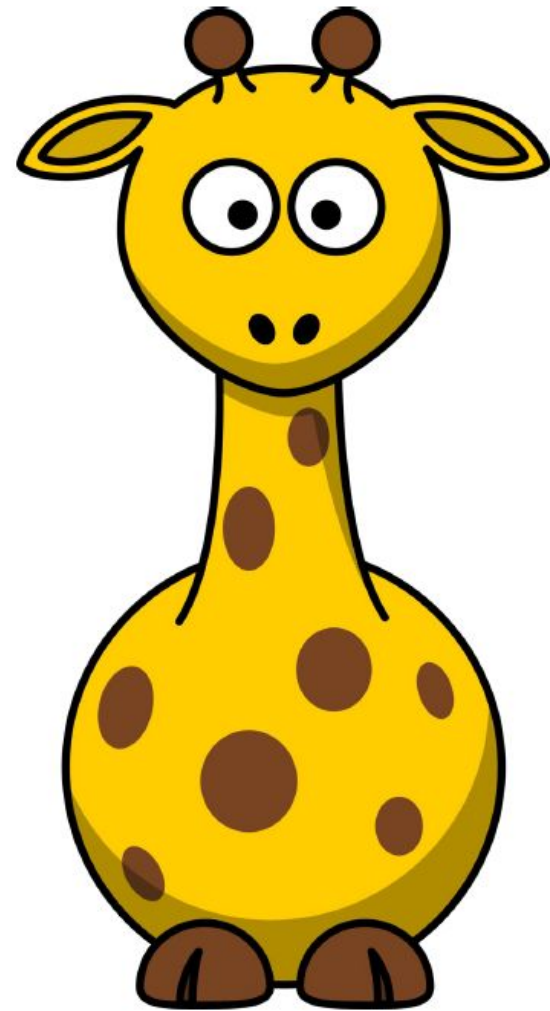
Models of feedback

SBI(AAi)
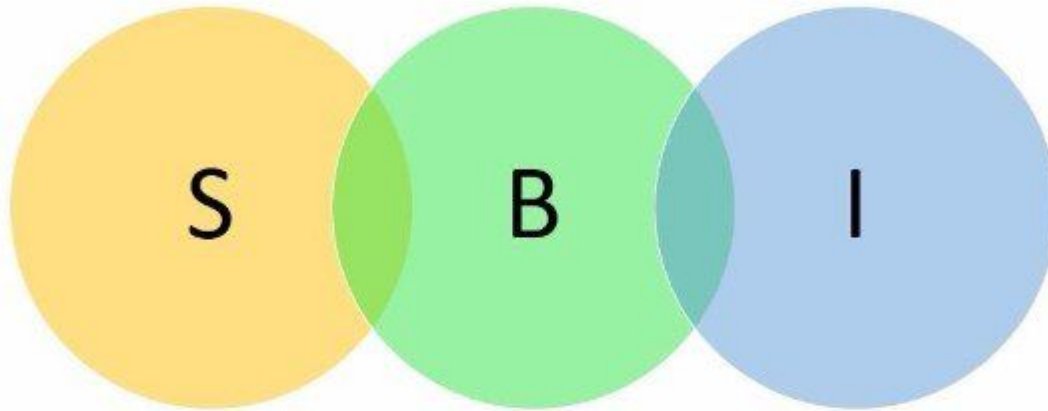
S — Describe the **Situation**

B — Describe the **Behaviour**

I — Describe the **Impact**

+ Alternatives
+ Alternative impact

Models of feedback

+ △
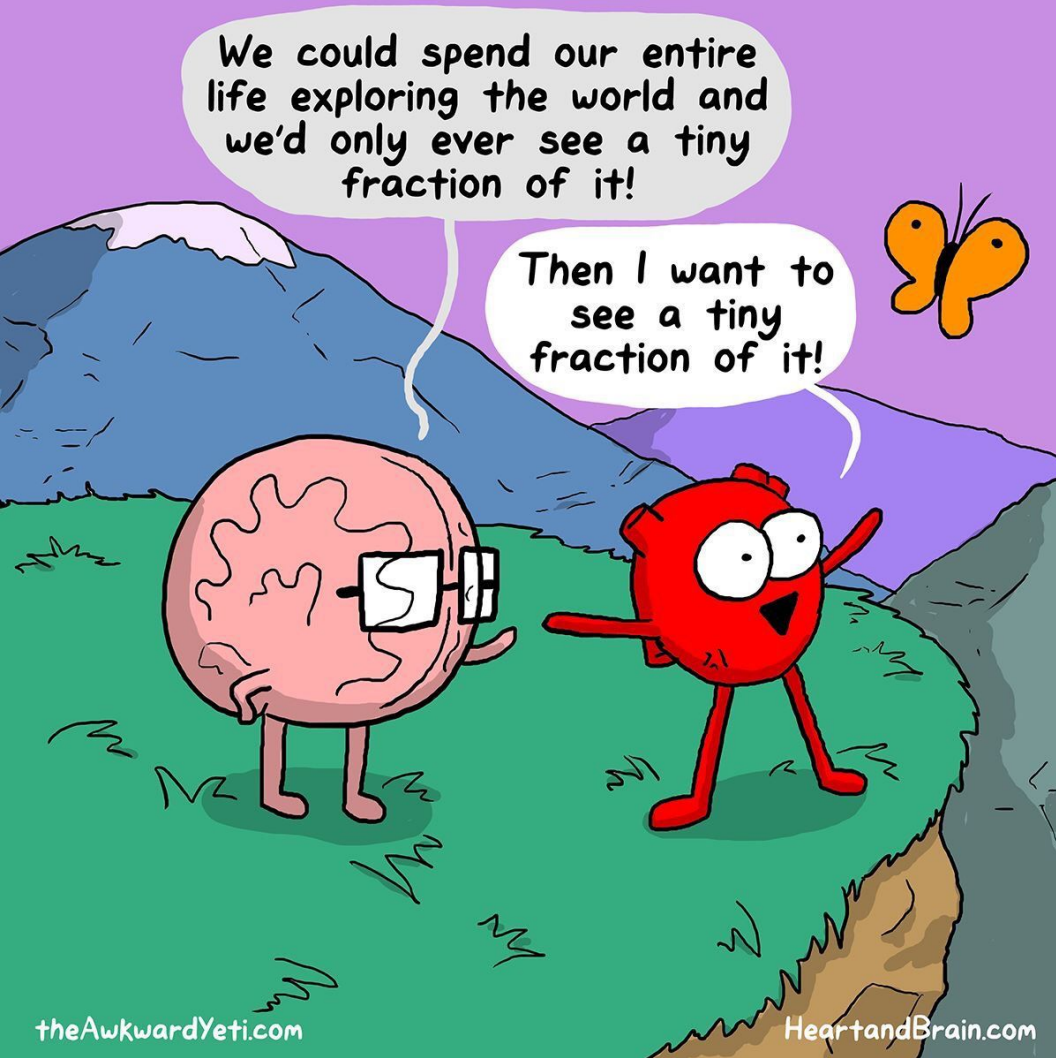
Thank you!

Inclusive Education

Psycho-social development; Positive school climate

Denisa Mouchová in
denisa@itc-international.eu

9.8.2023
Prague

Today:

- our schools :)
- social & emotional skills
- positive school environment
- teachers point of view
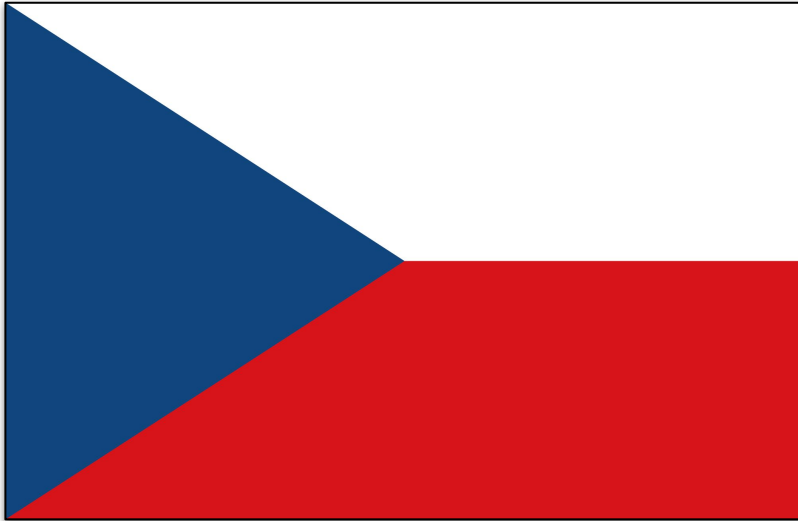
Czech Education System

Kindergarden
- age 3 - 6/7
- 1 year before primary school is compulsory

Primary school (compulsory for 9y.)

1st level - 1. - 5. grade; age 6/7 - 10/11

2nd level -6. - 9. grade; age 11/12 - 14/15

"Gymnázium" 8 y.; age 11/12 - 18/19

6 y.; age 13/14 - 18/19

4 y.; age 15/16 - 18/19

Vocational school

2-3 y. without
4 y. with maturita

Secondary school

4 y. lyceum / grammar school

Maturita

Maturita

Maturita

University Exam

University

International
TRAINING CENTER

I. třída

	1	2	3	4	5	6	7	8
Pondělí	Čj	M	Čj	Tv				
Úterý	Čj	M	Čj	Prv				
Středa	Čj	M	Čj	Hv				
Čtvrtek	Čj	Tv	Čj	Pč	Vv			
Pátek	Čj	M	Čj	Prv				

Základní škola a Mateřská škola, Praha 2, Resslova 10 **8.A** (Vtípilová Jarmila)

	0 7:00- 7:45	1 8:00- 8:45	2 8:55- 9:40	3 10:00-10:45	4 10:55-11:40	5 11:55-12:40	6 12:50-13:35	7 13:45-14:30	8 14:40-15:25	9 15:35-16:20
P o		**M** Vt (8.A)	**Aj** Kn (6.)	**Čj** Ta (7.)	**Ov** Vt (9.)	**Tv** (H78A) Pr (Tv)	**Tv** (H78A) Pr (Tv)			
Ú t		**Hv** Sm (Hv)	**M** Vt (8.B)	**D** Fa (9.)	**Čj** Ta (7.)	**Ch** Šn (8.B)	**Př** Šn (8.B)		**Ev** (E78) Šn (8.B)	
S t	**TvS** (S89) Pou (Tv) **It** (I8AB) Sv (6.)	**Čj** Ta (7.)	**Ch** Šn (8.B)	**M** Vt (8.B)	**Nj** Bro (Hv)	**D** Fa (9.)		**Z** Fa (9.)		
Č t		**M** Vt (8.A)	**Fy** Mr (8.A)	**Nj** Bro (Hv)	**Aj** Kn (8.B)	L: **Pč** Tl (Hv) S: **Vv** Vt (7.)	L: **Pč** Tl (Hv) S: **Vv** Vt (7.)		**Tv** (D89) Be (Tv)	**Tv** (D89) Be (Tv)
P á		**Nj** Bro (Hv)	**Př** Šn (8.B)	**Čj** Ta (7.)	**Aj** Kn (6.)	**Fy** Mr (8.A)	**Z** Fa (9.)			

Rozvrh hodin - třída: G1A

	1 8:00 - 8:45	2 8:50 - 9:35	3 9:55 - 10:40	4 10:45 - 11:30	5 11:40 - 12:25	6 12:35 - 13:20	7 13:30 - 14:15	8 14:20 - 15:05	9 15:10 - 15:55	10 16:00 - 16:45
Po 4.2.	**VP** Pk C6	**ČJ** Hb C6	**NV** Jm C6	**AJ** Ve S1 D4 **NJ** Kn S2 D3	**AJ** Ve S1 D4	**AJ** Ve S2 C6	**TO** Pr C6	**EK** Kl C6		
Út 5.2.	**VP** Pk C6	**LEV** Šr C6	**MA** Ks. C6	**CH** Jm C6	**NJ** Ml S1 C6 **AJ** Ve S2 C5					
St 6.2.	**ZSV** Hb C6	**TO** Pr C6	**Tv** Vt Chl T1 **Tv** Sp. Div T2	**Tv** Vt Chl T1 **Tv** Sp. Div T2		**NJ** Ml S1 C6 **NJ** Kn S2 C4	**LEV** Šr C6	**NV** Jm C6		
Čt 7.2.	**IK** Še. S2 F8	**IK** Še. S2 F8	**EK** Kl C6	**SJA** Wg S1 C6 **AJ** Kl S2 C4	**AJ** Ve S2 C6	**AJ** Ve S1 C6	**ZSV** Hb C6			
Pá 8.2.	**PE** Šv C6	**ČJ** Hb C6	**MA** Ks. C6	**CH** Jm C6	**VP** Pk C6	**AJ** Ve S1 D1 **SJA** Wg S2 C6				

Gymnázium, Praha 7, Nad Štolou 1 **O8A** (Mgr. Tupá Iva, 215)

	0 7:00- 7:45	1 8:00- 8:45	2 8:55- 9:40	3 10:00-10:45	4 10:55-11:40	5 11:50-12:35	6 12:45-13:30	7 13:45-14:30	8 14:35-15:20
Po			**M** Ol	**A** (A1) Bg (218) **N** (N2) Tu (215)	**Čjl** Ne	Fčž (Fčž3) Se (204) Bs2 (Bis3) Sa (203) Spr (Prg3) Pt (317) Sek2 (Sek3) Ok (116) Mai (Mai3) Ol (303) D20s (D203) Kb (006)	Fčž (Fčž3) Se (204) Bs2 (Bis3) Sa (203) Spr (Prg3) Pt (317) Sek2 (Sek3) Ok (116) Mai (Mai3) Ol (303) D20s (D203) Kb (006)	**Čmt** (Čmt4) Ne (303)	
Út		**Čjl** (Cjl1) Ne (215) **M** (M2) Ol (314)	**A** (A2) Tš (108) **Čjl** (Cjl2) Ne (215)	**M** (M1) Ol (215) **N** (N1) Tu (1a7)	**A** (A1) Bg (315) **N** (N2) Tu (215)	Čsl (Čsl6) Ok (215) Gmbi (Gmb6) Bc (203) Ms2 (Ms6) Mr (413) Pas2 (Pas6) Tm (117) Pss (Pss6) Rz (321) MQ (MQ6) Bg (116)	Čsl (Čsl6) Ok (215) Gmbi (Gmb6) Bc (203) Ms2 (Ms6) Mr (413) Pas2 (Pas6) Tm (117) Pss (Pss6) Rz (321) MQ (MQ6) Bg (116)		
St		Mtú (Mtú4) Ol (117) Gmbi (Gmb7) Bc (203) Mtú (Mtú1) Ša (215) Mtú (Mtú2) Vr (303)	Mtú (Mtú4) Ol (117) Gmbi (Gmb7) Bc (203) Mtú (Mtú1) Ša Mtú (Mtú2) Vr (303)	**A** (A2) Tš (415) **N** (N1) Tu	**A** (A1) Bg **N** (N2) Tu (215)	Ochb (Och4) Se (407) Pdu (Pdu4) Ji (108) Mvk (Mvk4) Ol (303) Spo (Pol4) Ok Ach (Ach4) Ka (413) D20s (D204) Kb (006)	Ochb (Och4) Se Pdu (Pdu4) Ji (108) Mvk (Mvk4) Ol (303) Spo (Pol4) Ok Ach (Ach4) Ka (413) D20s (D204) Kb (006)	**Tv** (Chl) Jn (T2) **Tv** (TV1) Ht (T1)	**Tv** (Chl) Jn (T2) **Tv** (TV1) Ht (T1)
Čt		Ochb (Och5) Bc (117) Fvk (Fvk5) Kl Mai (Mai5) Ol (116) Spo (Pol5) Ok (A) Pas2 (Pas5) Tm (303) Pss (Pss5) Rz (215)	Ochb (Och5) Bc Fvk (Fvk5) Kl Mai (Mai5) Ol (303) Spo (Pol5) Ok Pas2 (Pas5) Tm (117) Pss (Pss5) Rz (321)	**A** (A2) Tš (415) **N** (N1) Tu (215)	**Čjl** Ne (215)	Fčž (Fčž1) Se (204) Gmbi (Gmb1) Ra (203) Fys2 (Fys1) Kj Ms2 (Ms1) Mr (413) Sek2 (Sek1) Ne (116) Pr2 (Pr1) Vl (215)	Fčž (Fčž1) Se (204) Gmbi (Gmb1) Ra (203) Fys2 (Fys1) Kj Ms2 (Ms1) Mr (413) Sek2 (Sek1) Ne (116) Pr2 (Pr1) Vl (215)	**Čmt** (Čmt1) Ne (303)	
Pá		Fčž (Fčž2) Se (204) Bs2 (Bis2) Bc (203) Fvk (Fvk2) Kl Mvk (Mvk2) Ol (303) Pr2 (Pr2) Vl (116) Fil (Fil2) Šr (117)	Fčž (Fčž2) Se (204) Bs2 (Bis2) Bc (203) Fvk (Fvk2) Kl Mvk (Mvk2) Ol (303) Pr2 (Pr2) Vl (116) Fil (Fil2) Šr (117)	**Čjl** Ne	**M** Ol (215)	**A** (A2) Tš (106) **N** (N1) Tu (215)	**A** (A1) Bg (215) **N** (N2) Tu (1a7)		

Teachers salary

Average salary for **teachers** around 40 000 Kč

in average : 1 500 €

(1100 € after taxes and insurances)

for new teacher (graduate) approx: **1200 €**

(915 € after taxes and insurances)

Average salary in CZ approx. 35 000 Kč (**1 306 €**)

(980 € after taxes and insurances)

How about your country and your school?

How are you feeling today?

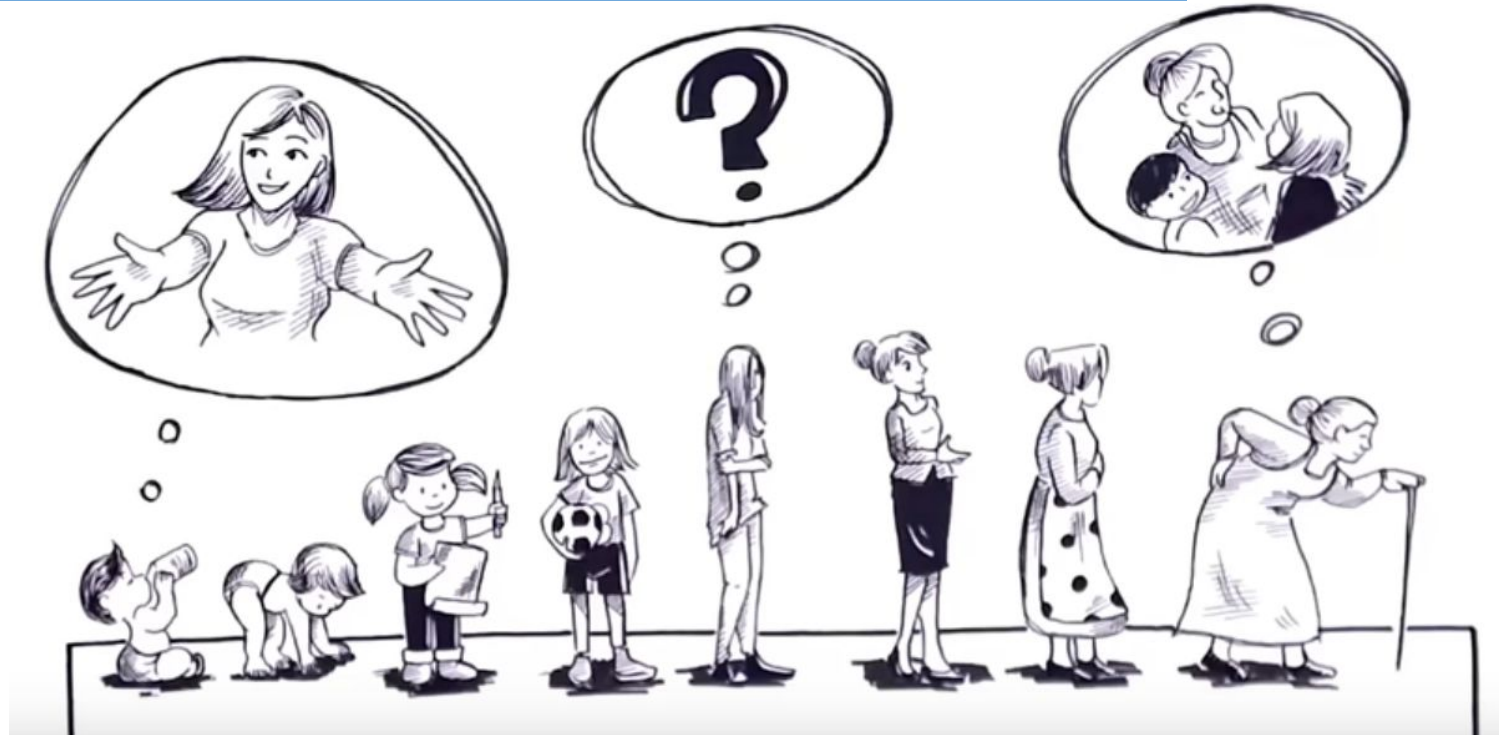How would you describe your students in terms of their social and emotional skills?
What they can do?
What are their biggest challenges?

PSYCHO – SOCIAL DEVELOPMENT
8 STAGES OF DEVELOPMENT BY ERIK ERIKSON

Stages of Psychosocial Development

Infancy — trust vs. mistrust

Early Childhood — autonomy vs. shame and doubt

Preschool — initiative vs. guilt

School Age — industry vs. inferiority

Adolescence — identity vs. role confusion

Young Adulthood — intimacy vs. isolation

Middle Adulthood — generativity vs. stagnation

Maturity — ego integrity vs. despair
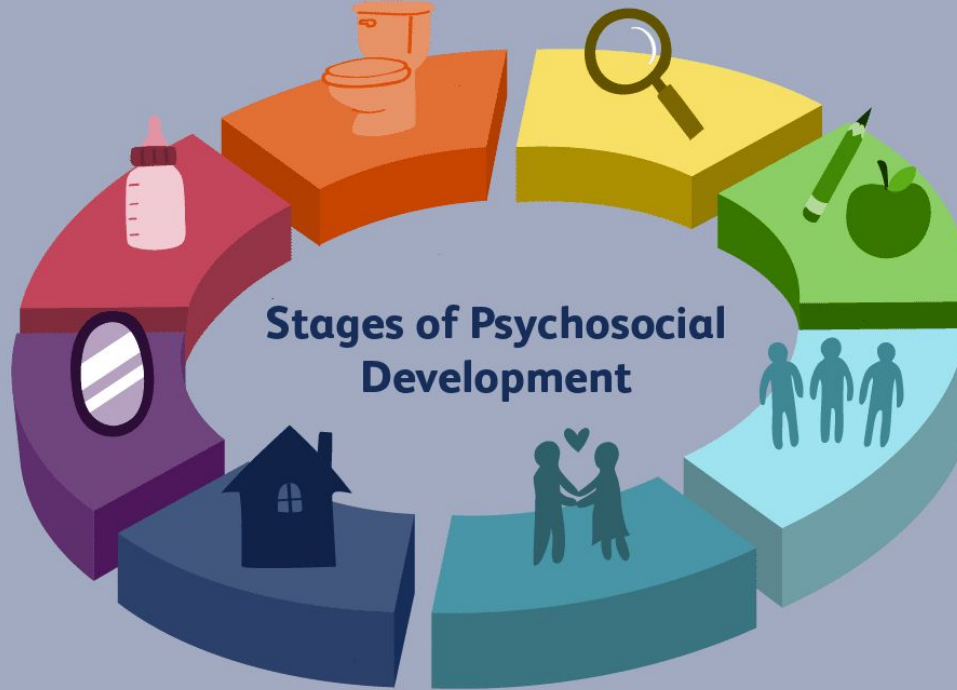
Social and emotional learning

Social and emotional learning

- process through which children and adults **acquire and effectively apply** the **knowledge, attitudes, and skills** necessary to **understand and manage emotions**, set and achieve **positive goals**, **feel and show empathy** for others, establish and maintain **positive relationships**, and make **responsible decisions**

© CASEL 2017

SEL in classroom

- morning communities
- verbal expression of emotions
- case studies
- role play
- journaling
- breathing exercises

- counting to 5
- jumping break
- empathy training
- social justice discussions
- project based learning
- constructive feedback

https://casel.org/

PERMA

VIA Character Strengths

Positive psychology

Pedagogy

Positive education

Education strategies & methods

86

P E R M A
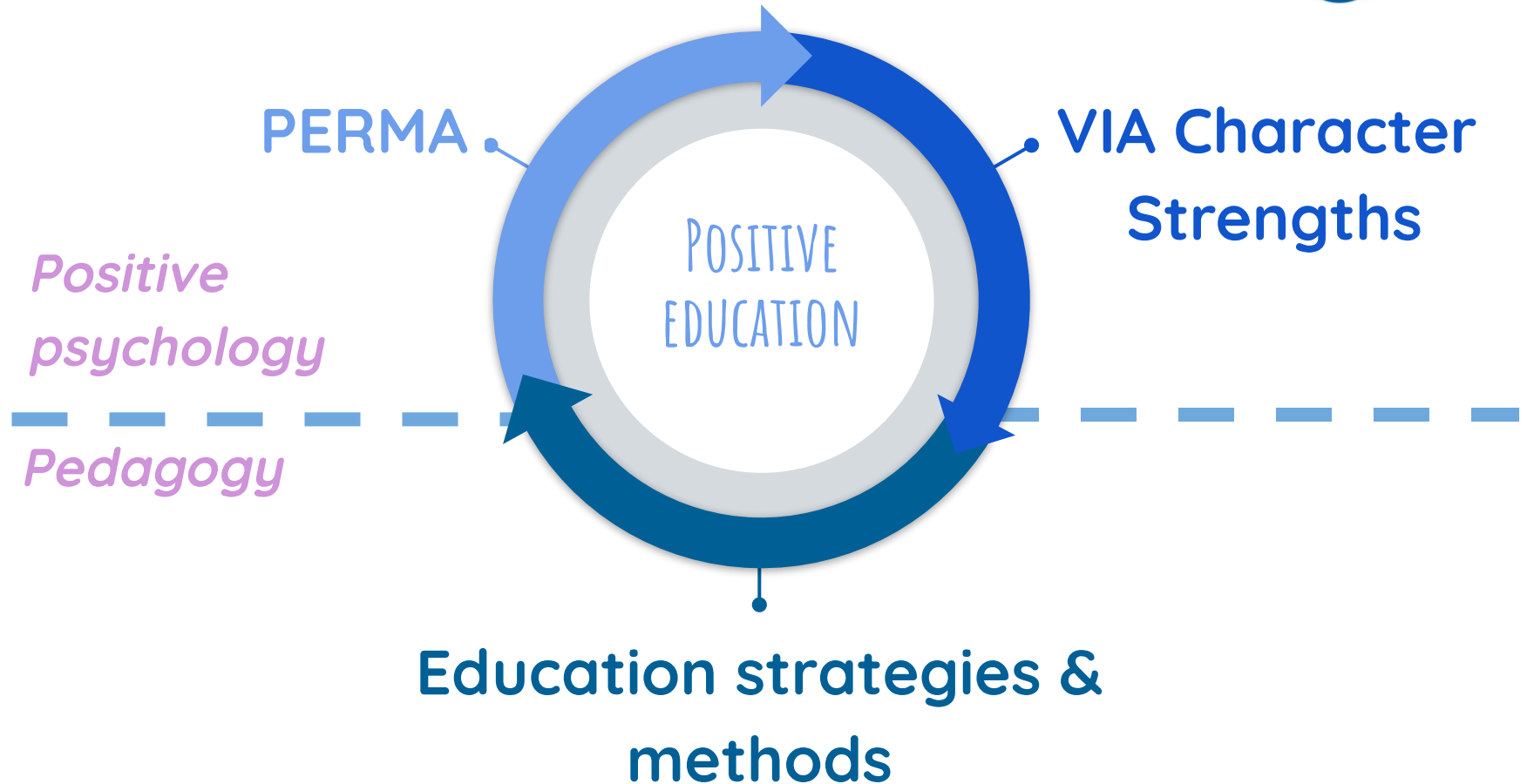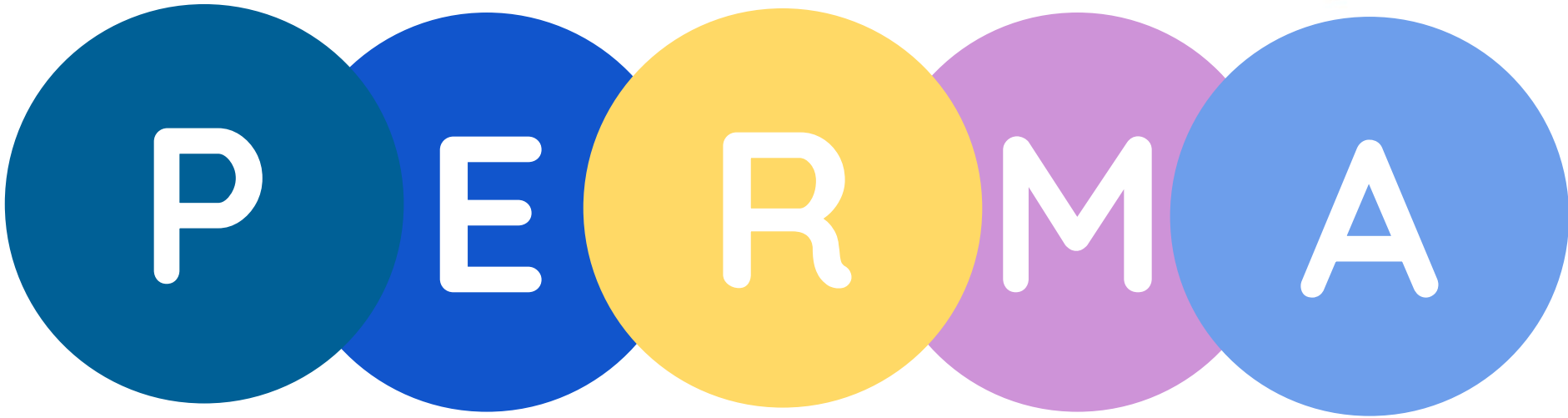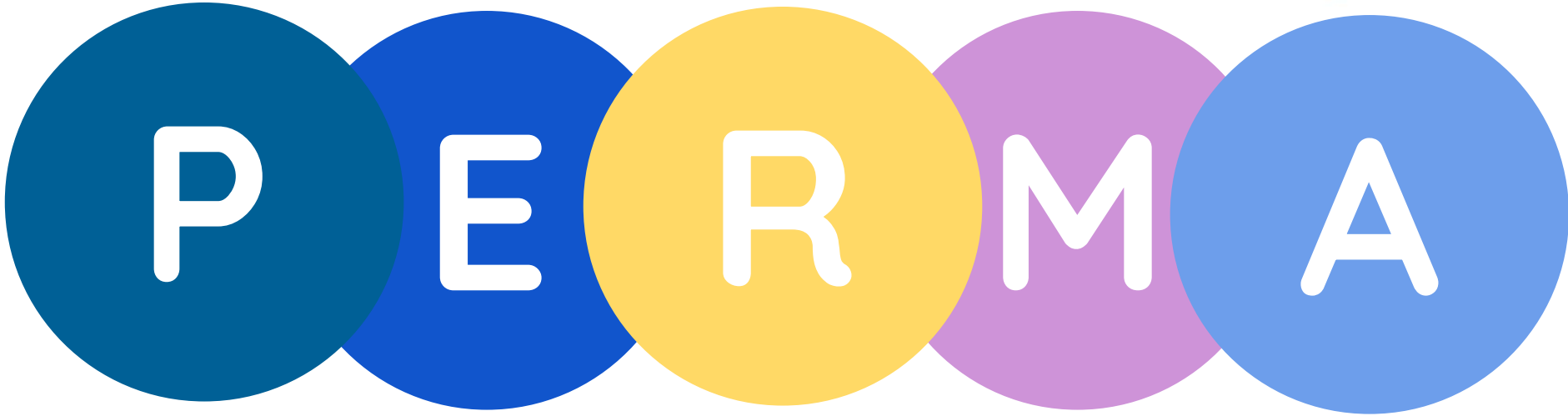
Positive emotions   Engagement   Relationships   Meaning   Accomplishment

Health

H

EMOTIONS

How are you feeling?

ENRAGED	PANICKED	STRESSED	JITTERY	SHOCKED	SUPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC
LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED
FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED
ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	HAPPY	FOCUSED	PROUD	THRILLED
REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL
DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED
PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATSIFIED	GRATEFUL	TOUCHED
ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED
DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE
DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	COZY	SERENE

ENERGY

PLEASANTNESS

And how about teachers?

How to feel good as a teacher?

Stressors: what can bring us stress?

What helps us fight the stress?

Stress

= pressure, tension

- State of the organism that is exposed to extraordinary conditions (stressors) and its subsequent defensive reaction
- The inner condition of a person who is either directly threatened by something or is expecting such a threat and believes that his defense against adverse influences is not sufficient
- For everyone, the stressors may be different

eustress ✔

- Positive stress
- Motivates, focuses energy
- Improves performance
- Feels exciting

distress ✘

- Negative stress
- Causes anxiety and concerns
- Decreases performance
- Can lead to mental and physical problems
- Feels unpleasant
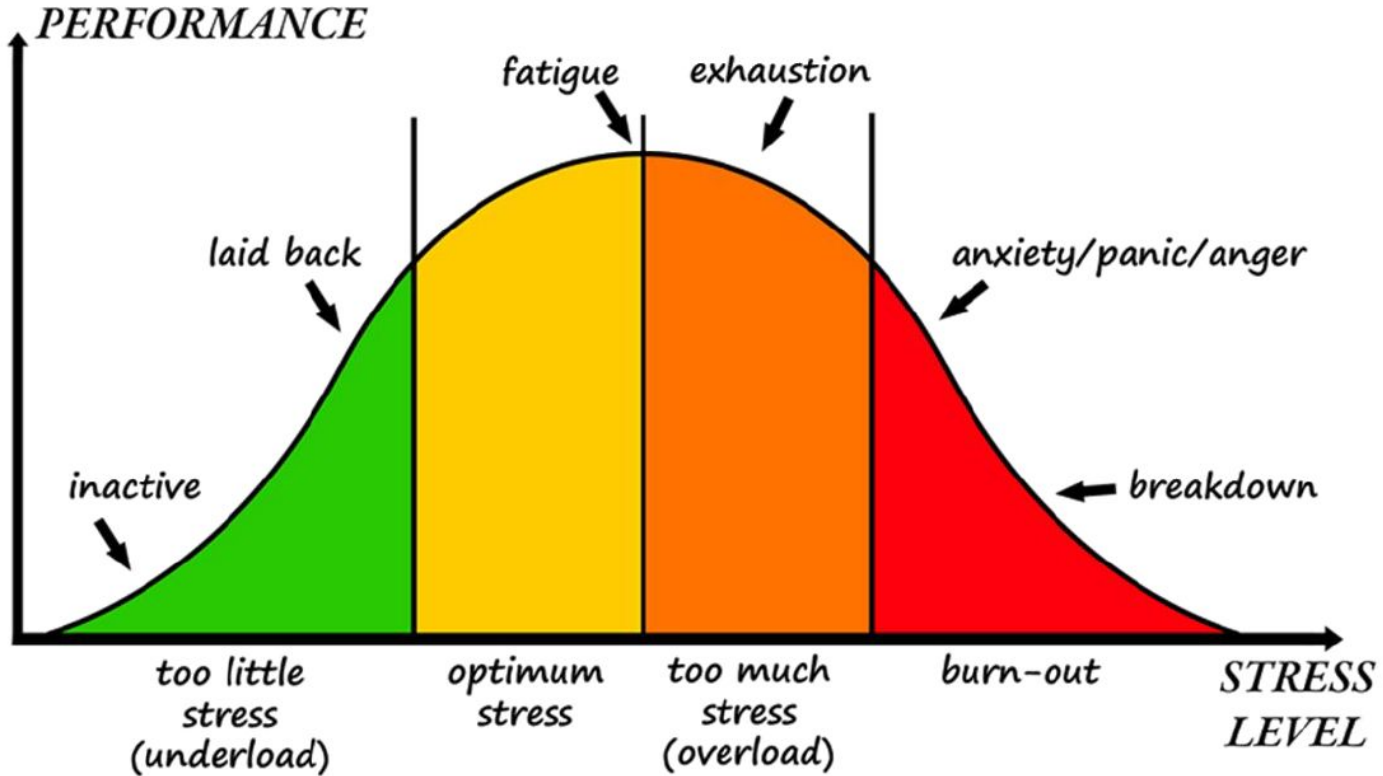
Burn out syndrom

Burn-out is a syndrome conceptualized as **resulting from chronic workplace stress that has not been successfully managed**. It is characterized by three dimensions:

- feelings of **energy depletion or exhaustion**;
- increased **mental distance from one's job**, or feelings of **negativism** or **cynicism** related to one's job; and
- **reduced professional efficacy**.

https://www.who.int/news/item/28-05-2019-burn-out-an-occupational-phenomenon-international-classification-of-disease

STAGES OF BURNOUT

1. Enthusiasm
High expectations, high commitment, giving a lot of energy

2. Stagnation
Still performing well but starting to feel stuck or dissatisfied

3. Frustration
Feeling that the work is not like you want it to, e.g. the impact is not good enough

4. Apathy
Protecting oneself from the stress by not caring anymore

5. Intervention

BURN-OUT: STAGES OF DISILLUSIONMENT IN THE HELPING PROFESSIONS—by Jerry Edelwich and Archie Brodsky; Human Sciences Press, New York City, 1980

Low energy, exhaustion

Having no motivation

Getting sick more often

Disengagement

Forgetfulness

Not being able to relax

Having a sense of inefficacy

Frustration, cynicism

Overreacting
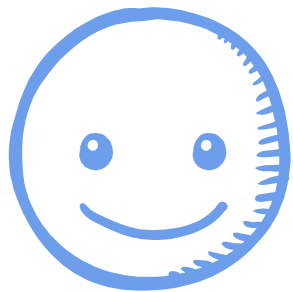
16%
no burnout

32% **33%**
very mild and mild burnout

15% **4%**
Burnout and serious burnout

SMETÁČKOVÁ, I., VIKTOROVÁ, I., ŠTECH, S., PAVLAS-MARTANOVÁ, V., PÁCHOVÁ, A., FRANCOVÁ, V., PTÁČEK, R. Vztah syndromu vyhoření, copingových strategií a self-efficacy mezi vyučujícími na českých základních školách. *Československá psychologie.* 2019, 63(4), 386-401.
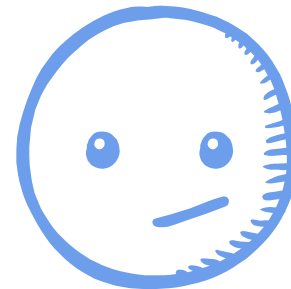
Mindfulness

Rainbow Bubble Breathing

Read the bubbles like a story but instead of speaking words give one BIG breath for the BIG bubble and a SMALL regular breath for the SMALL bubble.

Relaxation

ENGAGEMENT

Yerkes-Dodson Law
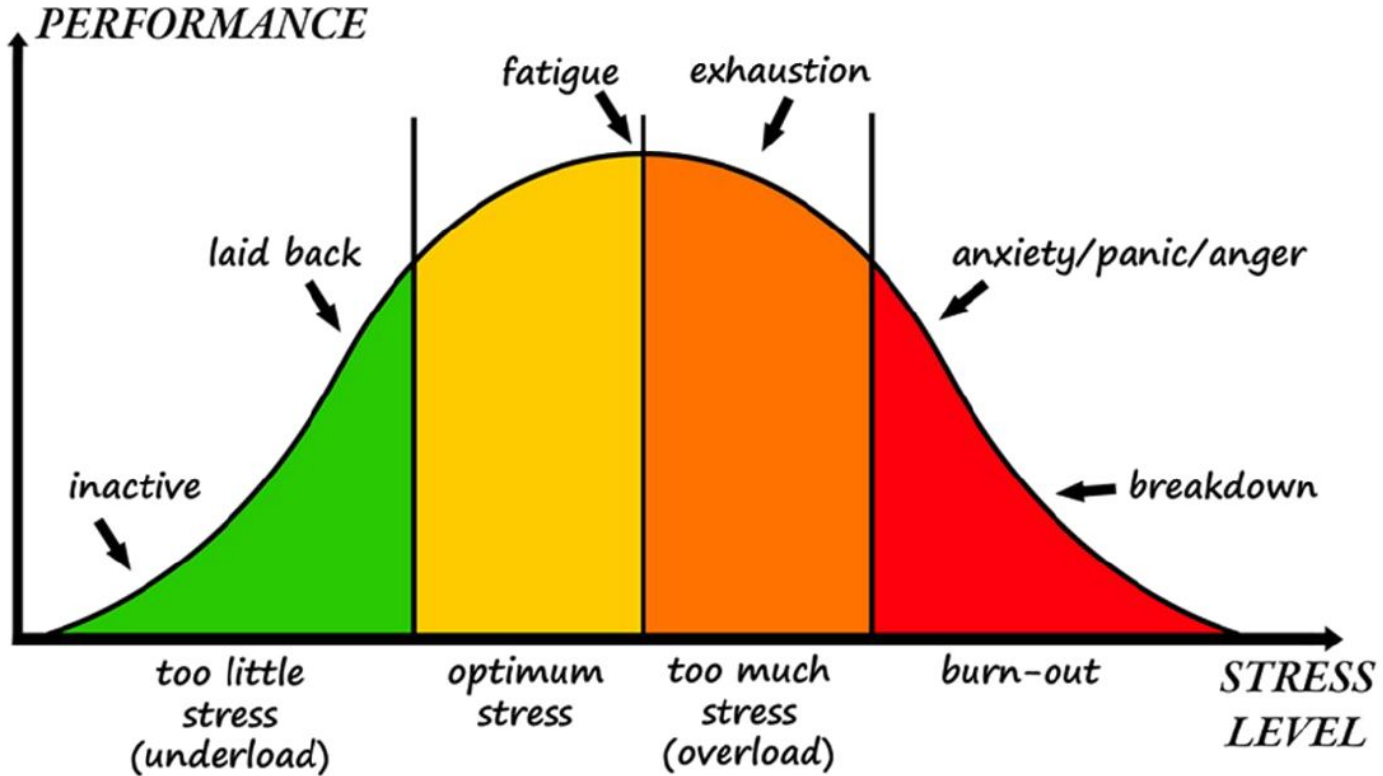
Flow
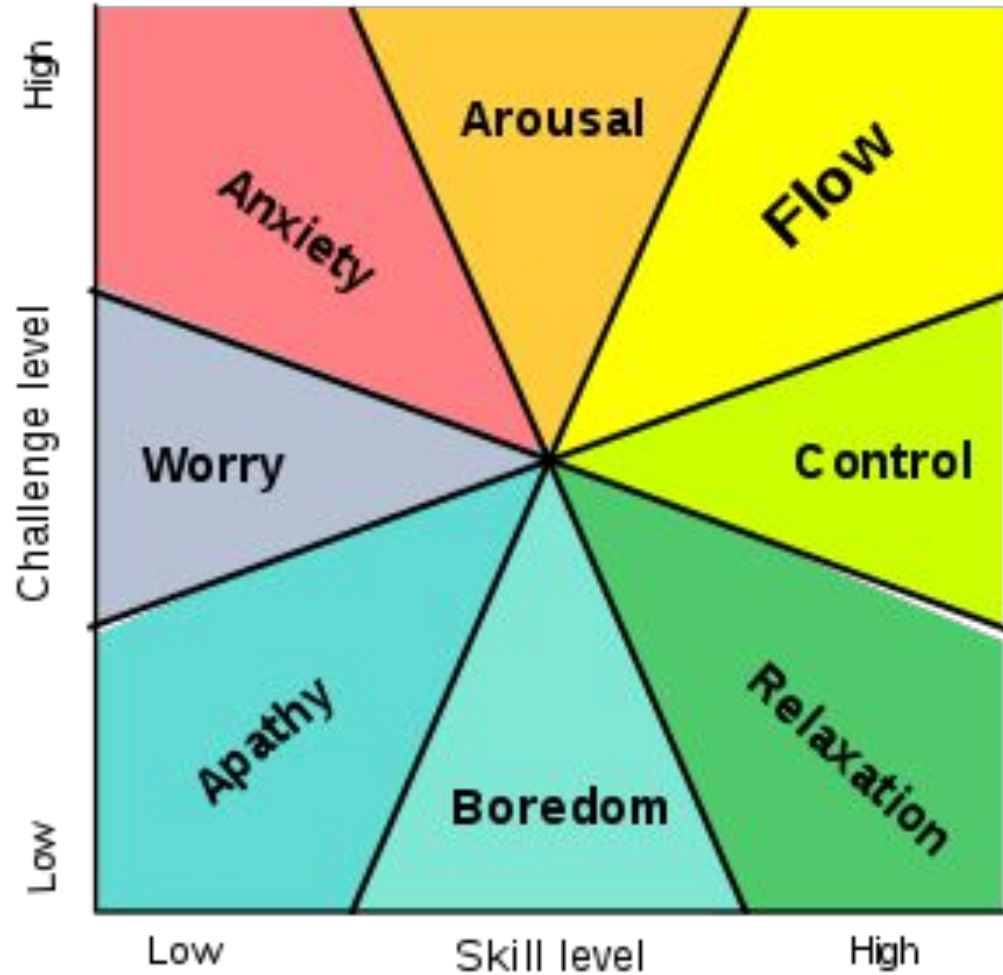
What can person's strengths be?

What are you good at?

Creativity	Curiosity	Judgment	Perspective	Bravery	Perseverance
Zest	Honesty	Social Intelligence	Kindness	Love	Leadership
Fairness	Teamwork	Forgiveness	Love of Learning	Gratitude	Spirituality
Self-Regulation	Humility	Appreciation of Beauty	Prudence	Hope	Humor

http://www.viacharacter.org/

viacharacter.org

RELATIONSHIPS

MEANING

ACHIEVEMENT

WHAT ELSE?

- **Safety.** Schools and school-related activities where students are safe from violence, bullying, harassment, and controlled-substance use.

- **Environment.** Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.

WHAT IS YOUR ROLE IN CREATING A POSITIVE SCHOOL CULTURE?

- **Read the culture of your school**: Analyze and understand the current culture of your school. This means observing the attitudes of teachers in the classroom and in staff meetings, and understanding the general feeling of students towards the school and the staff.
- **Identify which aspects are toxic and which are positive**: Write down the aspects of your school that improve the atmosphere and those which cause negative feelings in teachers and students.
- **Reinforce positive elements**: From that list, pull out the positive aspects of your school culture, and include other values, attitudes, or qualities that you would like to see in your school. Then, take action to reinforce those positive qualities and create a positive school culture.

Teacher = Human

Other resources, what can be done:

https://happiness-academy.eu/12-pillars-of-happiness-2/

PLANTING SEEDS OF HAPPINESS

https://tinybuddha.com/blog/25-ways-to-be-good-for-someone-else-be-the-positivity-you-want-to-feel/

https://andthenwesaved.com/random-acts-of-kindness-ideas/

Determine Your Values in 6 Steps

Step 1: Identify the times when you were happiest

Step 2: Identify the times when you felt most proud

Step 3: Identify the times when you were most fulfilled and satisfied

Step 4: Determine your top values based on step 1, 2 and 3

Step 5: Prioritize your top values

Step 6: Reaffirm your values
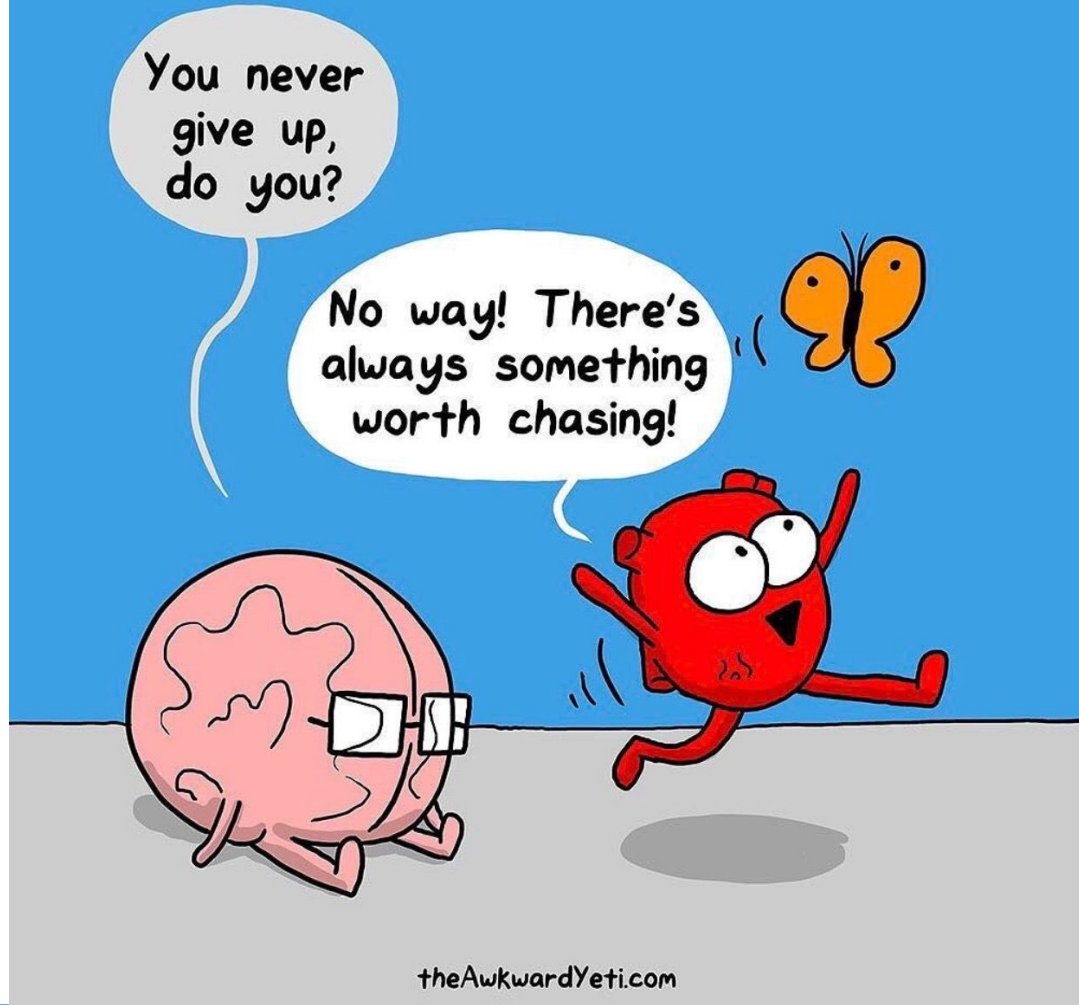
Inclusive Education

Project based and Task based Learning
in Inclusive Classroom Curriculum

Denisa Mouchová in
denisa@itc-international.eu

10.8.2023
Prague

Activities in groups... +/-

How to make it work for inclusion?

TASK-BASED LEARNING (TBL)

- often refers to **foreign language teaching**
- also known as **TBI** (task-based instructions)
- lesson is based around the completion of a **central task**
- ex.: visiting a doctor, conducting an interview, calling customer service for help, planning a trip to Paris
- **assessment based on task outcome** (whether the real world task was completed appropriately) more than on using prescribed grammar structures
- helps to **develop fluency in FL** and student confidence
- offers an **alternative to PPP approach** (present-practice-produce)

Regular learning cycle

1. Present
2. Practice
3. Produce

Task Based Learning

1. Pre-task
2. During- task
3. Post-task

International
TRAINING CENTER
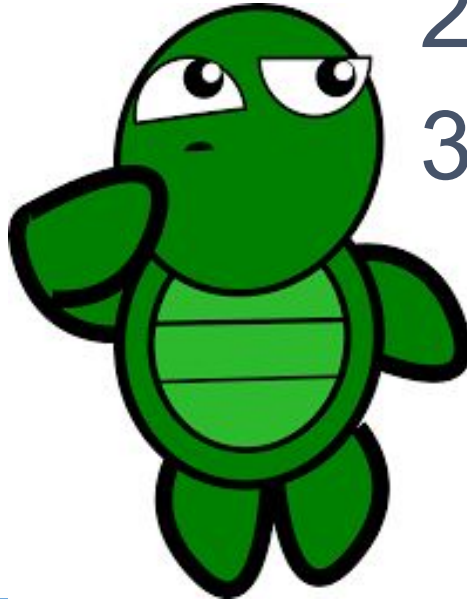
Project-based learning (PBL)

is a **student-centered** pedagogy that involves a **dynamic classroom approach** in which it is believed that students acquire a deeper knowledge through **active exploration of real-world challenges and problems**.

Project-Based Learning	Problem-Based Learning
Often multi-subject	More often single-subject
May be lengthy (weeks or months)	Tend to be shorter
Follows general, variously-named steps	Follows specific, traditionally prescribed steps
Includes the creation of a product or performance	The "product" may simply be a proposed solution, expressed in writing or in an oral presentation
Often involves real world, fully authentic tasks and settings	More often uses case studies or fictitious scenarios as "ill-structured problems"

ITc International
TRAINING CENTER

Activities are:

- long-term
- interdisciplinary
- student-centered

In three stages:

- preparation
- presentation
- discussion

Project-based learning

- is organized around an **open-ended driving question or challenge**.
- **creates a need** to know essential content and skills.
- requires inquiry to **learn and/or create** something new.
- requires **critical thinking, problem solving, collaboration, and various forms of communication,** often known as 21st century skills.
- allows some degree of student **voice and choice**.
- incorporates **feedback and revision**.
- results in a **publicly presented product or performance**.

Let's save the world!

How could we save the oceans?
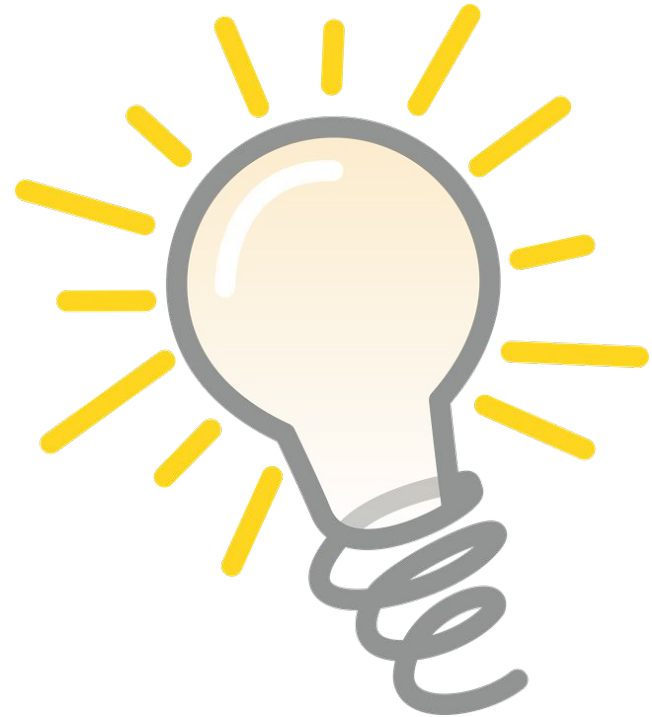
4F model of debriefing

Facts

Feelings

Findings

Future

Back to reality:

What are some smart parts of your crazy plan?
What would be real equivalent to it?

Some ideas...

- create your own country
- design a school
- answer the following: What would (insert historical figure) say about (insert relevant social issue)?
- challenge your students to find solutions to environmental issues
- analyze fake news and create "guide" how to recognize them
- study local land regions and resources to identify a geological-based response to the Zombie Apocalypse

Are we drinking the same water as the dinosaurs drank?

(not just yes/no, tell me why :))

INQUIRY-BASED LEARNING

- primarily a **pedagogical method**, developed during the discovery learning movement of the 1960s as a response to traditional forms of instruction
- has its roots in **constructivist learning** theory
- starts by **posing questions**, problems or scenarios - rather than simply presenting established facts
- students have role of **inquirers** who will identify and research issues and questions to develop their knowledge or solutions
- should enable **learning through an experience**
- teacher has a role of **facilitator**

PROCESS

Open – ended Questions

Research and Investigate

Present and Discuss

Reflect

LEVELS OF INQUIRY

- **Structured**

- **Guided**

- **Open**
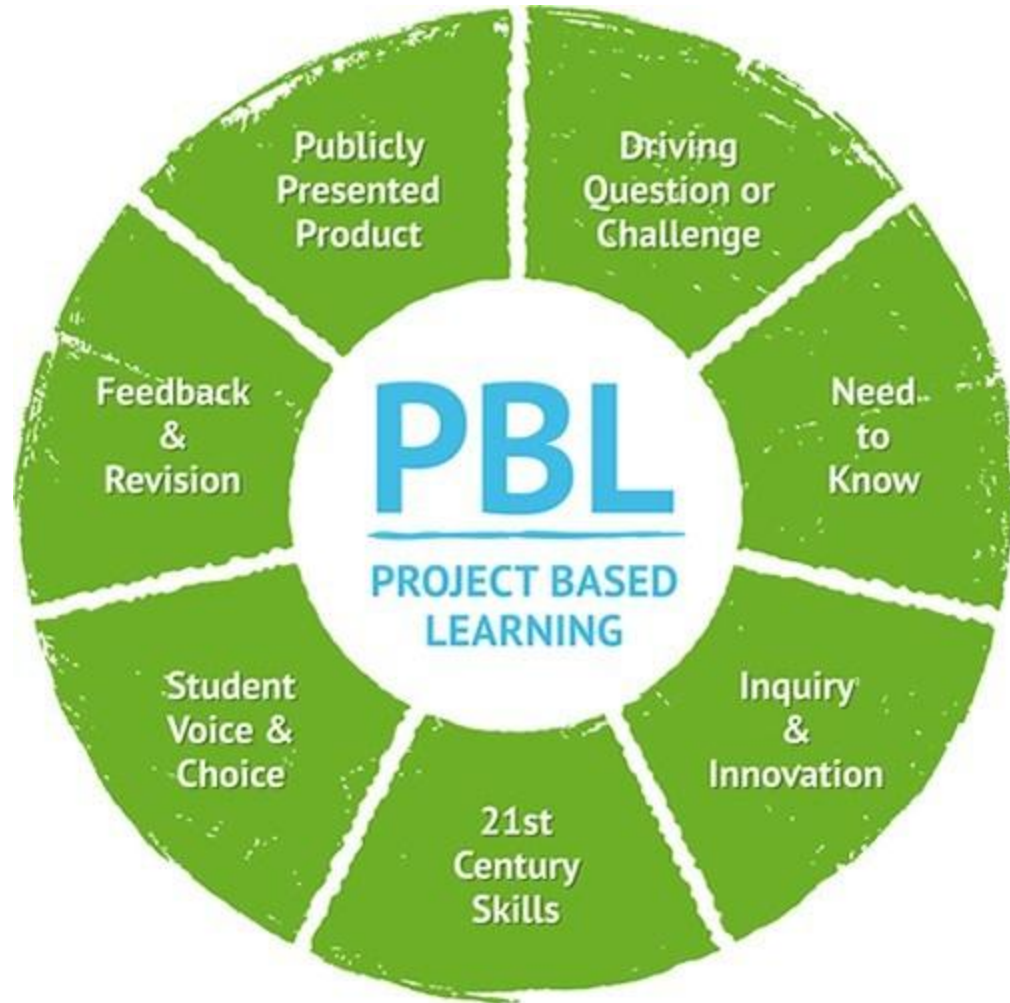
S.O.L.E - Self organized learning environment
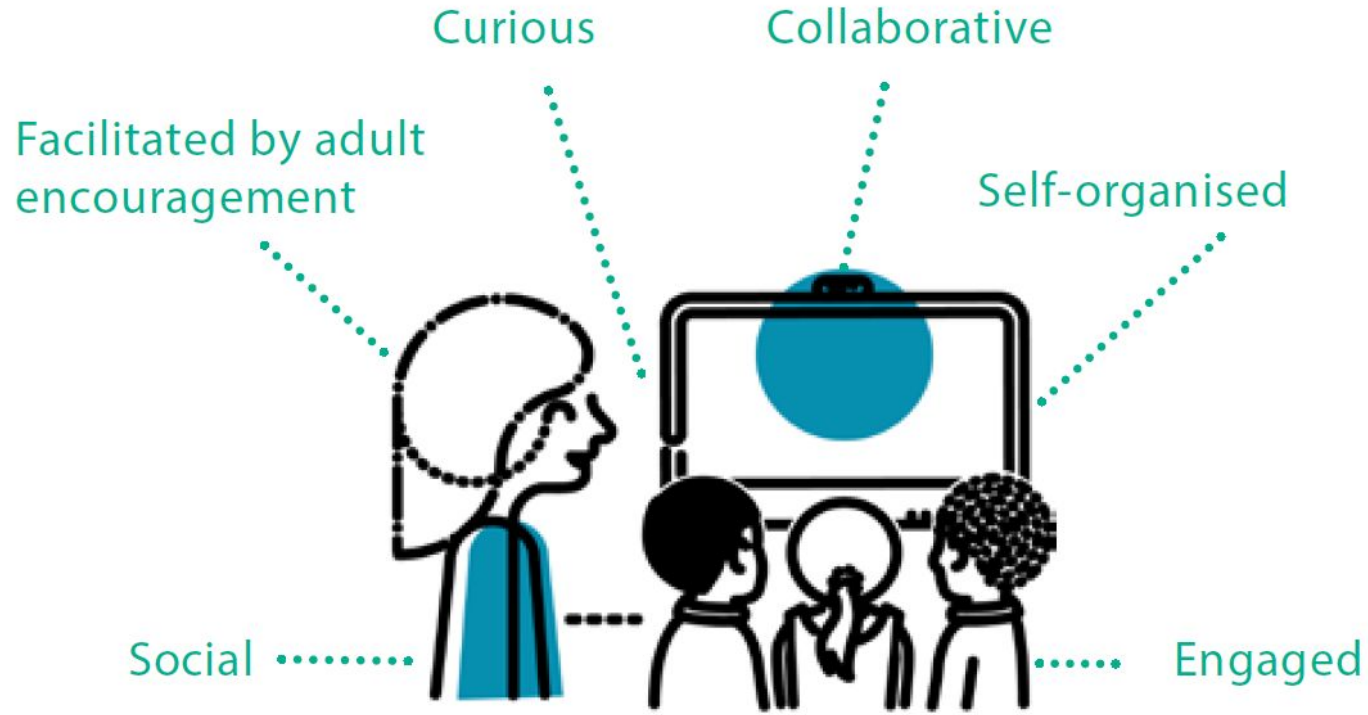
Curious

Collaborative

Facilitated by adult encouragement

Self-organised

Social

Engaged

S.O.L.E.

- Learning based od curiosity
- Work groups with around 4 kids
- Presentation of the results
- Responsibility and activity is on pupils
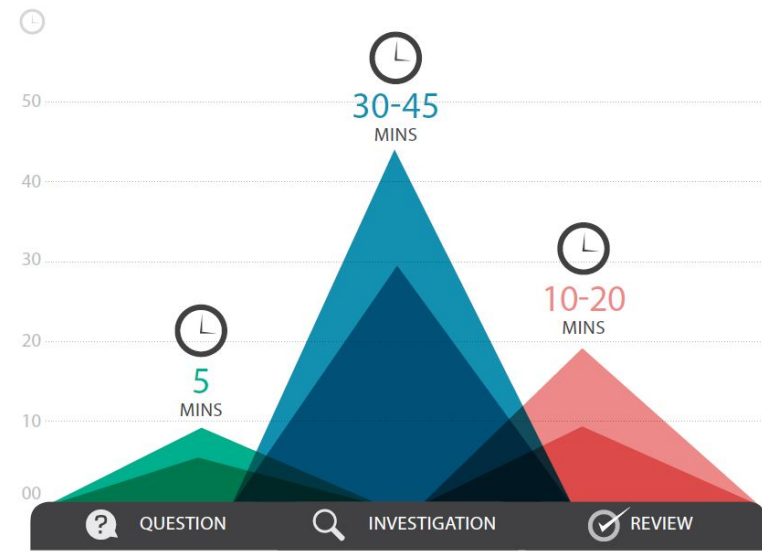
"How was music created? What is brain? Is life on earth sustainable?"

Rules of the Game

1) Students are given a big question or are challenged to think of their own

2) Students choose their own groups and can change groups at any time

3) Students can move around freely, speak to each other and share ideas
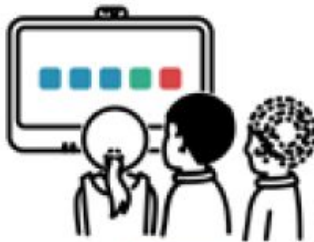
4) Students can explore in any direction that they choose: there may be no single right answer

5) Groups are expected to present what they have learned at the end of the session

Is life on earth sustainable?

Will robots be conscious one day?

Why do people slip when it's wet?

How do my eyes know to cry when I'm sad?

Can anything be less than zero?

What is the greatest threat to our oceans right now?

How was music created?

What is a brain?

Who made the alphabet?

Open Space Technology

four principles:

- Whoever comes are the right people
- Whatever happens is the only thing that could have happened
- When it starts is the right time
- When it's over it's over

+ law of two feet

Intersectionality

...is the acknowledgement that **everyone has their own unique experiences** of discrimination and oppression and **we must consider everything and anything** that can marginalise people – gender, race, class, sexual orientation, physical ability, etc

Wheel of Power / Privilege

Adapted from ccrweb.ca

@sylviaduckworth

Universal Design for Learning (UDL)

- UDL is an educational framework that aims to create **flexible and inclusive learning environments for all students**.
- It is based on the idea that every individual has unique learning styles and preferences.
- UDL focuses on three main principles: Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement.
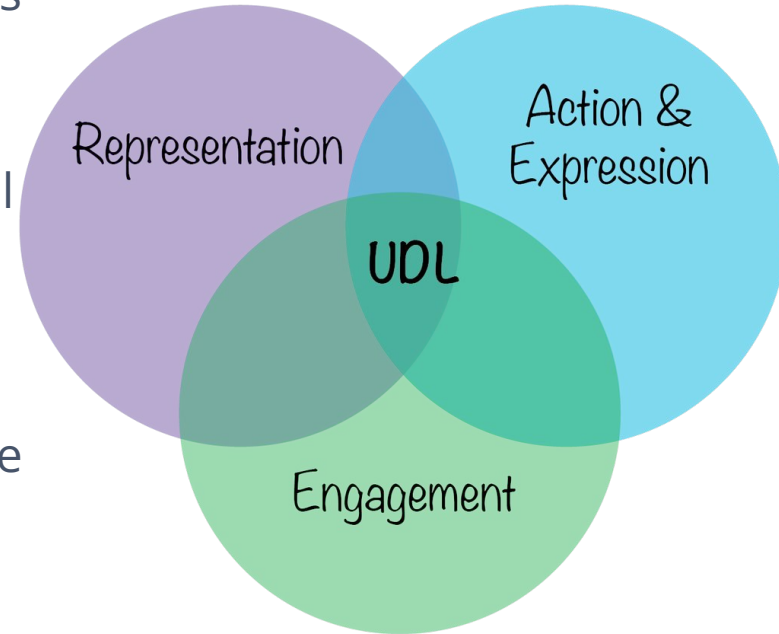
Multiple Means of Representation

- Present information in various formats to accommodate different learning styles.
- Examples:
  - Use visuals, audio, text, and hands-on experiences.
  - Offer texts in multiple formats (e.g., print, audio, digital).
  - Incorporate multimedia resources like videos and podcasts.

Representation

Action & Expression

UDL

Engagement
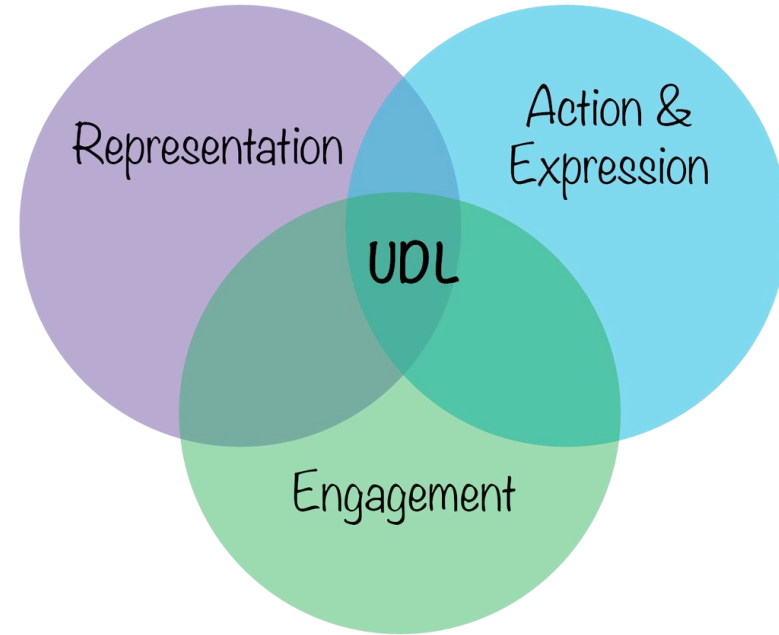
Guiding questions - representation

- Am I providing options to allow every student to access and understand the content?
- Can every student access learning materials? Can I make learning materials more accessible?
- Can every student work independently?
- Do set tasks add value to learning?
- Are the expectations clear? Do learners know what success looks like?
- How will students seek help?
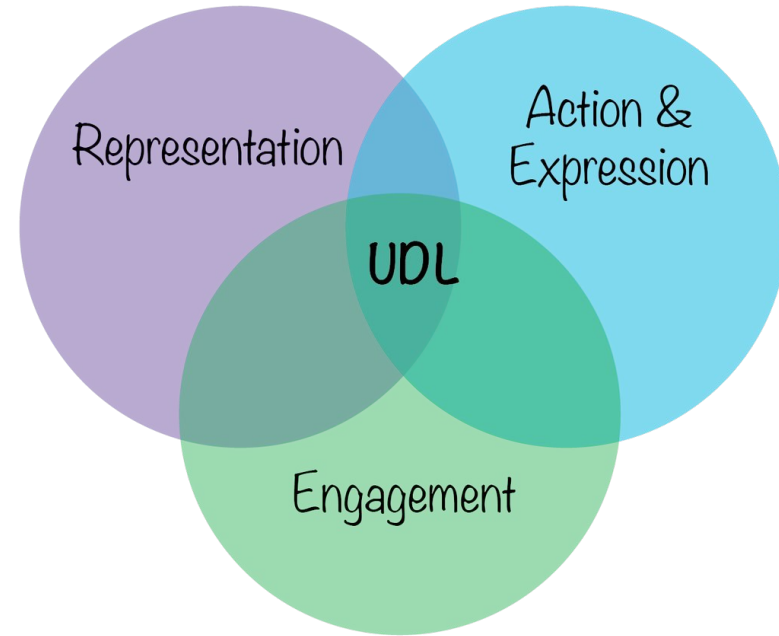
Multiple Means of Action and Expression

- Provide students with different ways to demonstrate their understanding and knowledge.
- Examples:
  - Allow students to choose how they want to respond to a prompt (e.g., writing, speaking, drawing, creating a multimedia project).
  - Encourage students to solve problems using different methods and explain their reasoning through writing, drawing, or verbal presentations.

Representation

Action & Expression

UDL

Engagement
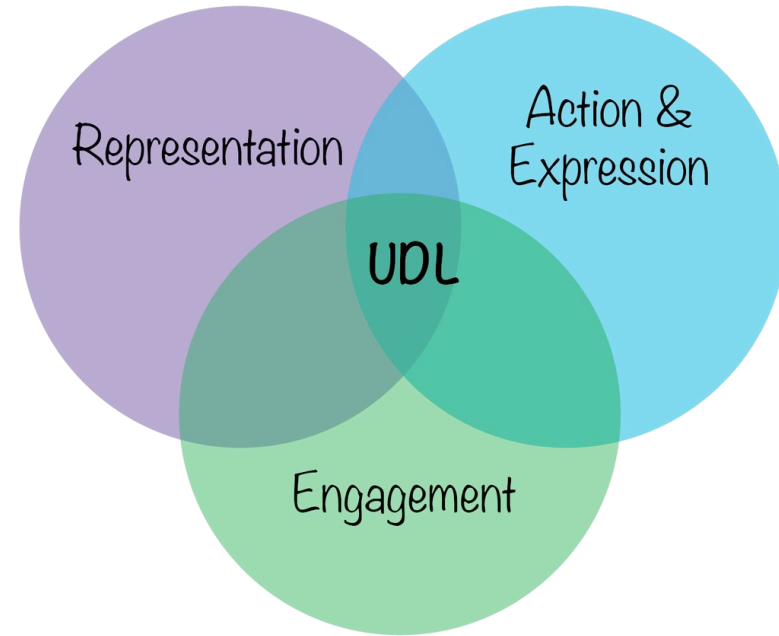
Guiding questions - expression

- How will I know every student has understood the lesson content?
- How can I assess every student's progress towards achieving outcomes?
- How will I know if every student has achieved the learning outcome?
- Does every student have an opportunity to respond to and express thoughts and ideas?
- What tools can I use to support students to demonstrate their understanding?
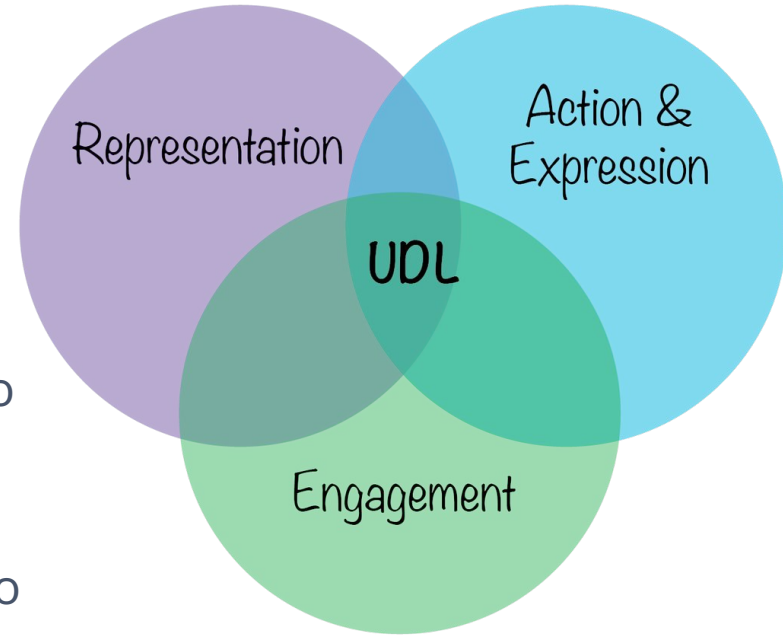
Multiple Means of Engagement

- Stimulate interest and motivation in learning by offering different ways to engage with the material.
- Examples:
  - Offer choices in topics, assignments, or activities.
  - Use various teaching strategies, such as collaborative learning, problem-solving, or real-life scenarios.
  - Incorporate real-world applications and project-based learning experiences.
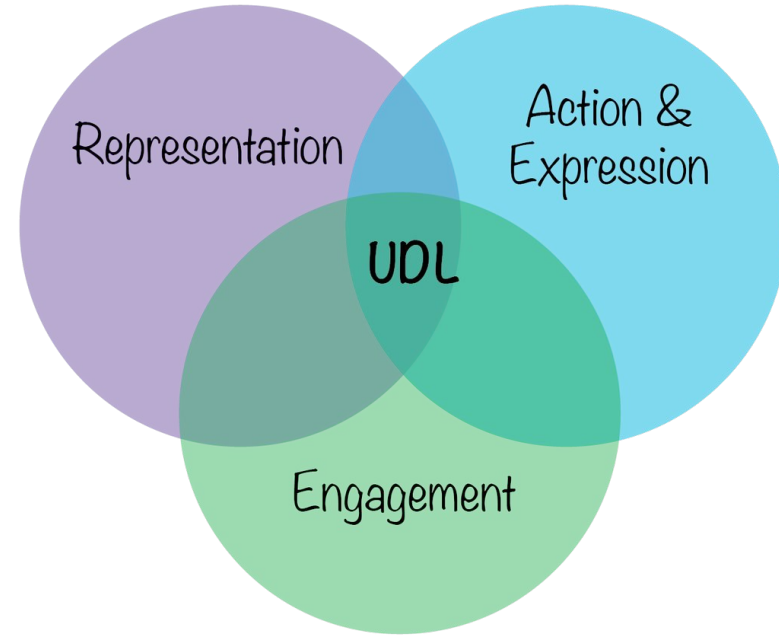
Guiding questions - engagement

- How can I use the student's interests to increase engagement?
- Are there personal examples for students to connect with?
- How can I promote student independence and confidence?
- Do the resources provide opportunities to reflect student strengths?
- What resources and support can the student access in the home environment?
- Have I asked students how they learn best?

Representation

Action & Expression

UDL

Engagement
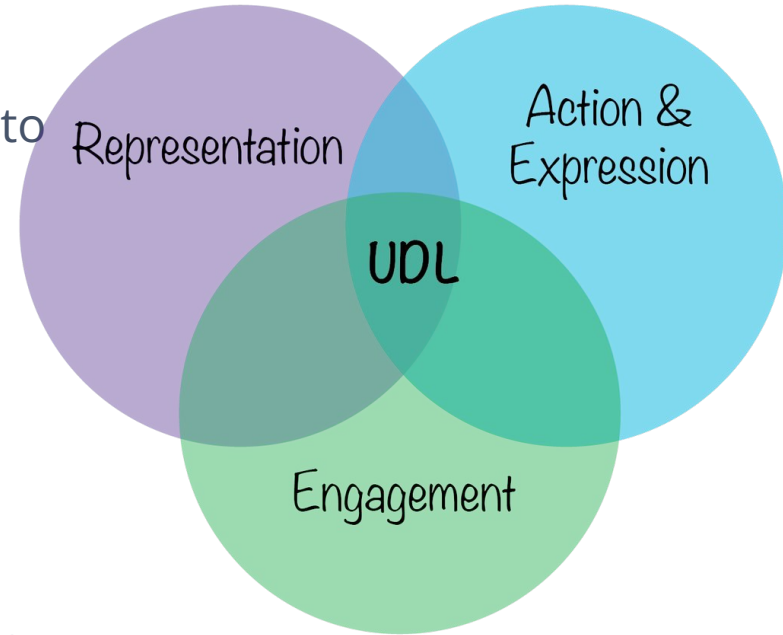
Thank you!
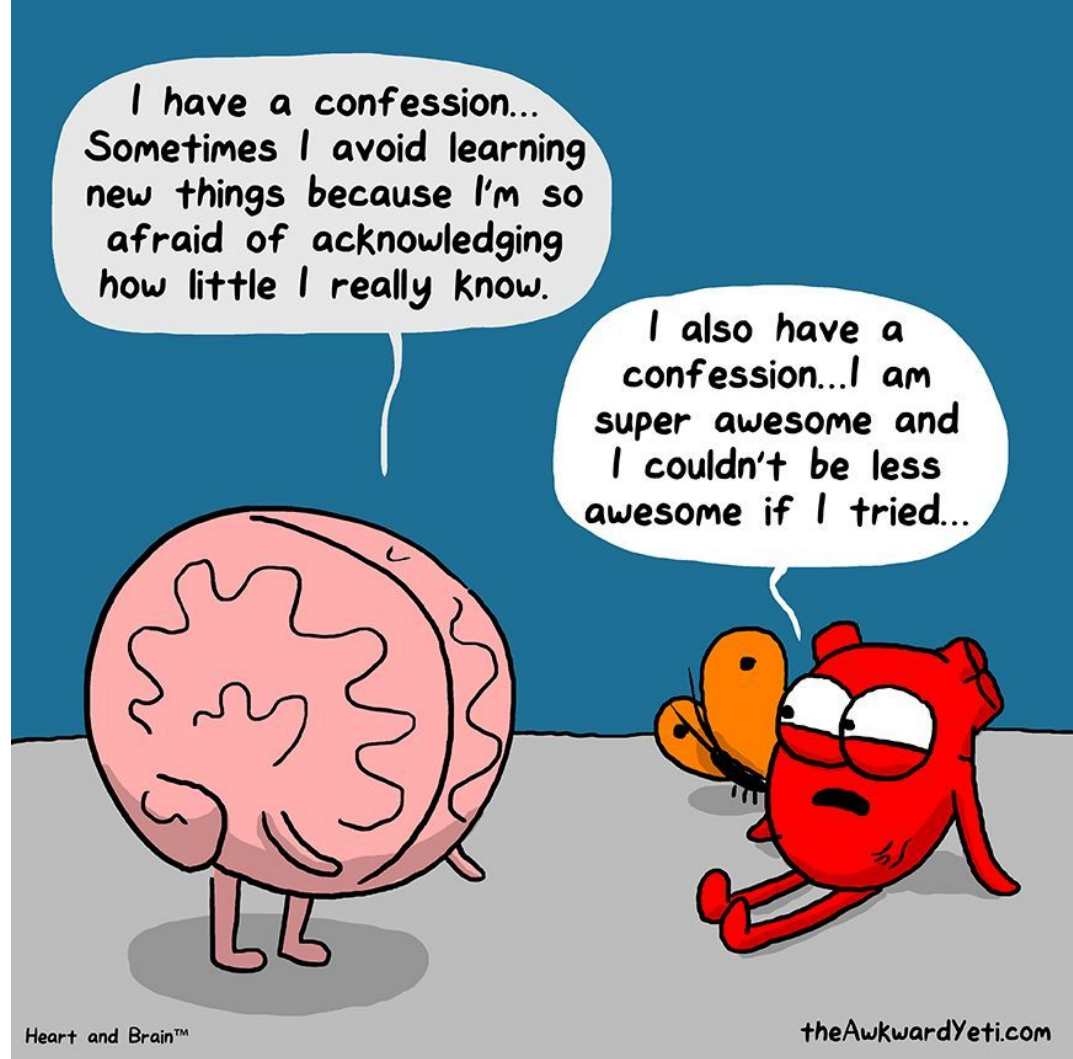
Inclusive Education

**Drama and Art Activities
across Curriculum,
Wrap up :)**

Denisa Mouchová in
denisa@itc-international.eu

*11.8.2023
Prague*
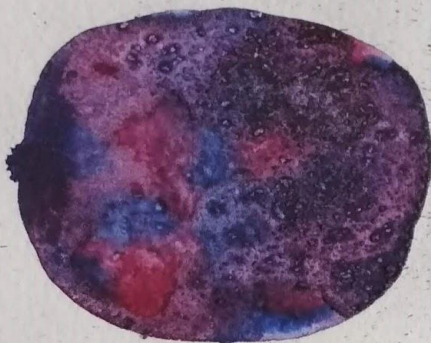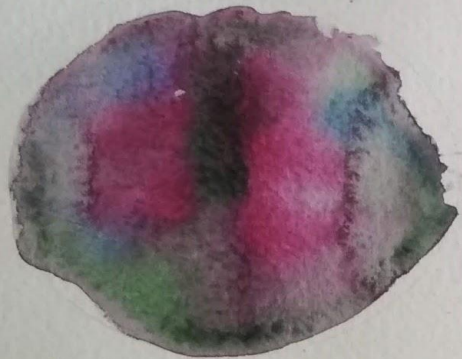
Art Activities
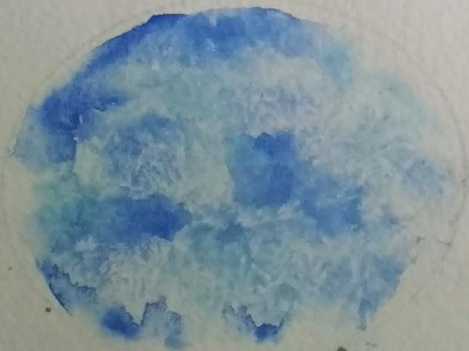
Art activities

+ art as a tool to express!

Focused on skills

- to develop certain artistic skills, reach mastery
- right and wrong can be seen
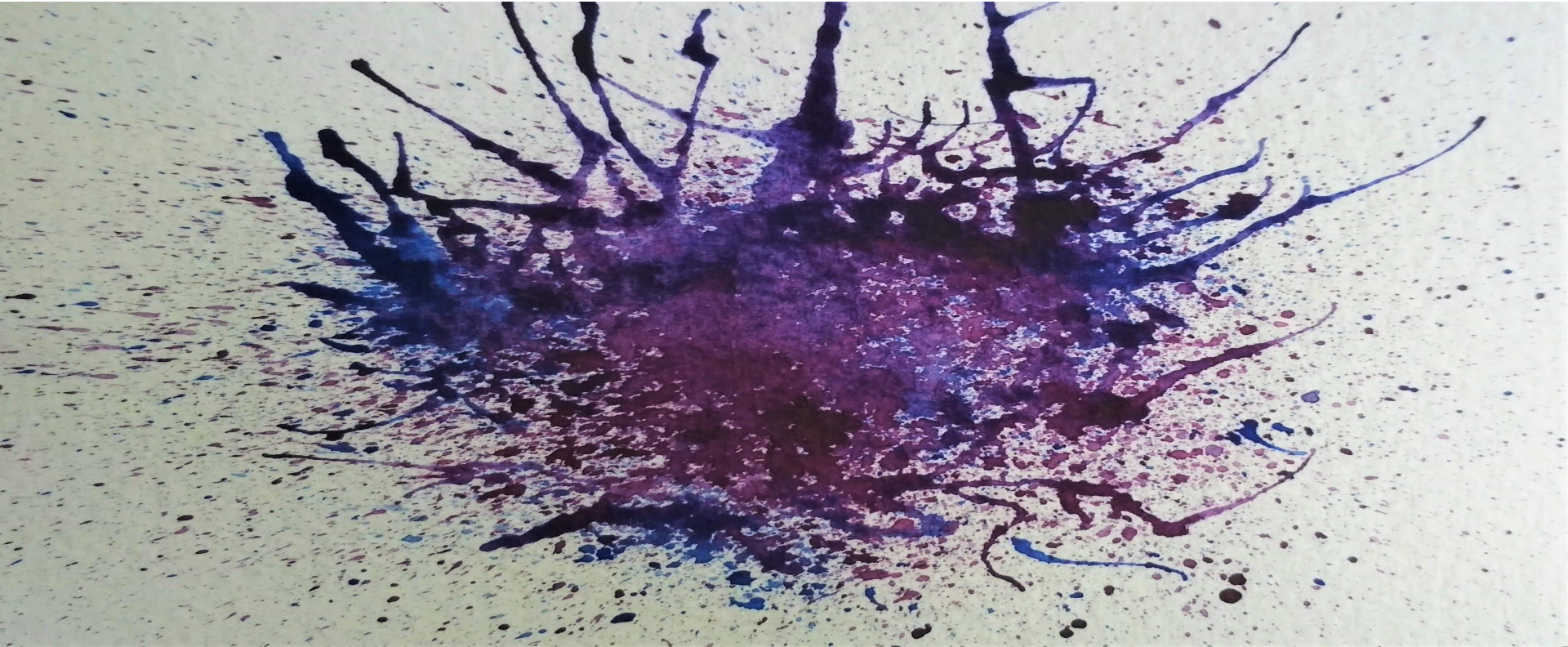- **result**

Focused on experience

- to express and to enjoy, about the person
- nothing is right or wrong
- **process**

Skill

for example perspective

Actual viewed edges
Hidden edges
Guidelines

HORIZON   VP
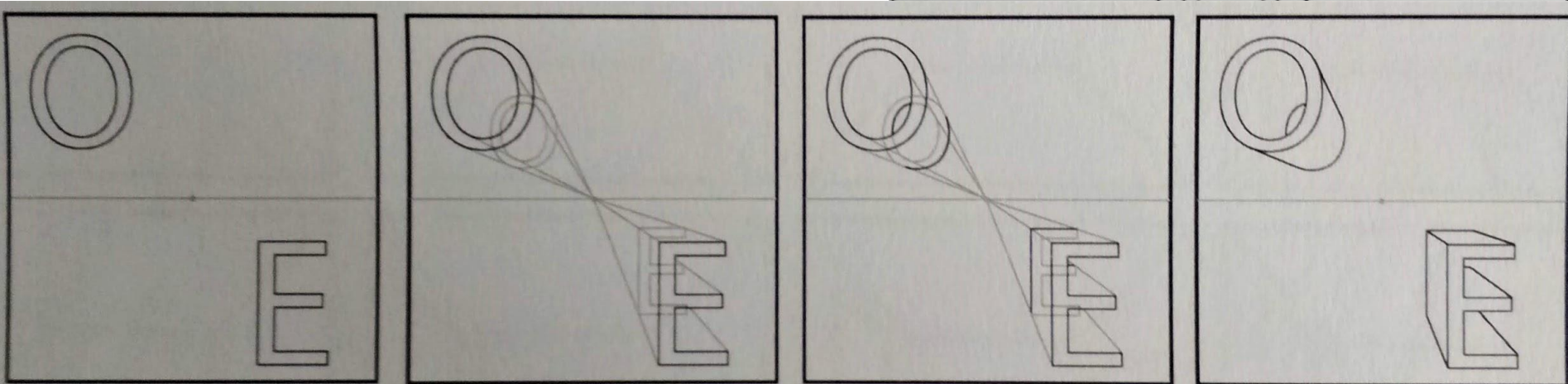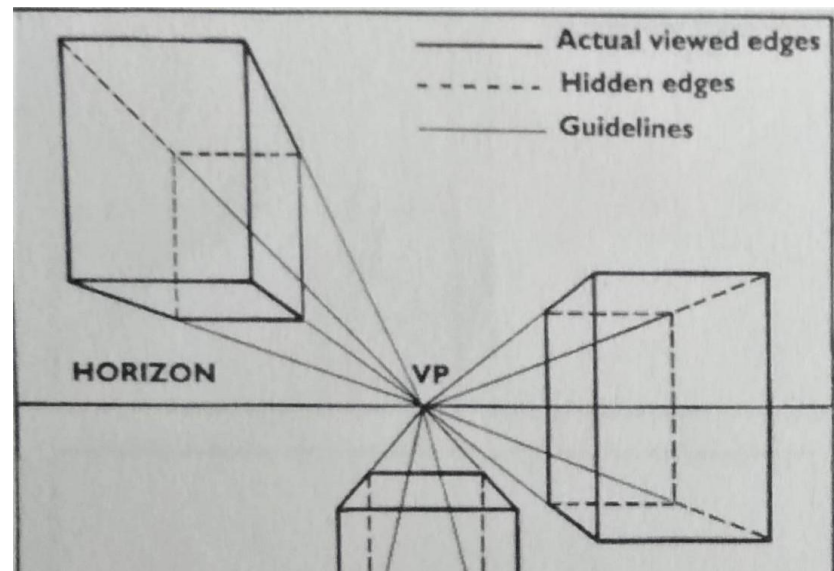
expression: such as how are you feeling today?

Collaborative Art

- about self-expression, in a group
- communication can be different from real team work to none at all (depends on the setting)
- everyone is contributing
  - doing some part of the picture
  - having specific color or medium
  - all at once or one by one

Time to create!

Mythical animal

1. **on your own:** grab a paper and draw a part of animal you like (leg, tail, head, body, antens…), use whole paper, make it big and then cut it out -
    - **5-10 min!**
2. **as a group:** put the animal together
    - decide how it's gonna look like
    - glue the final version to the flip
    - if some parts are missing, you can draw them on the flip
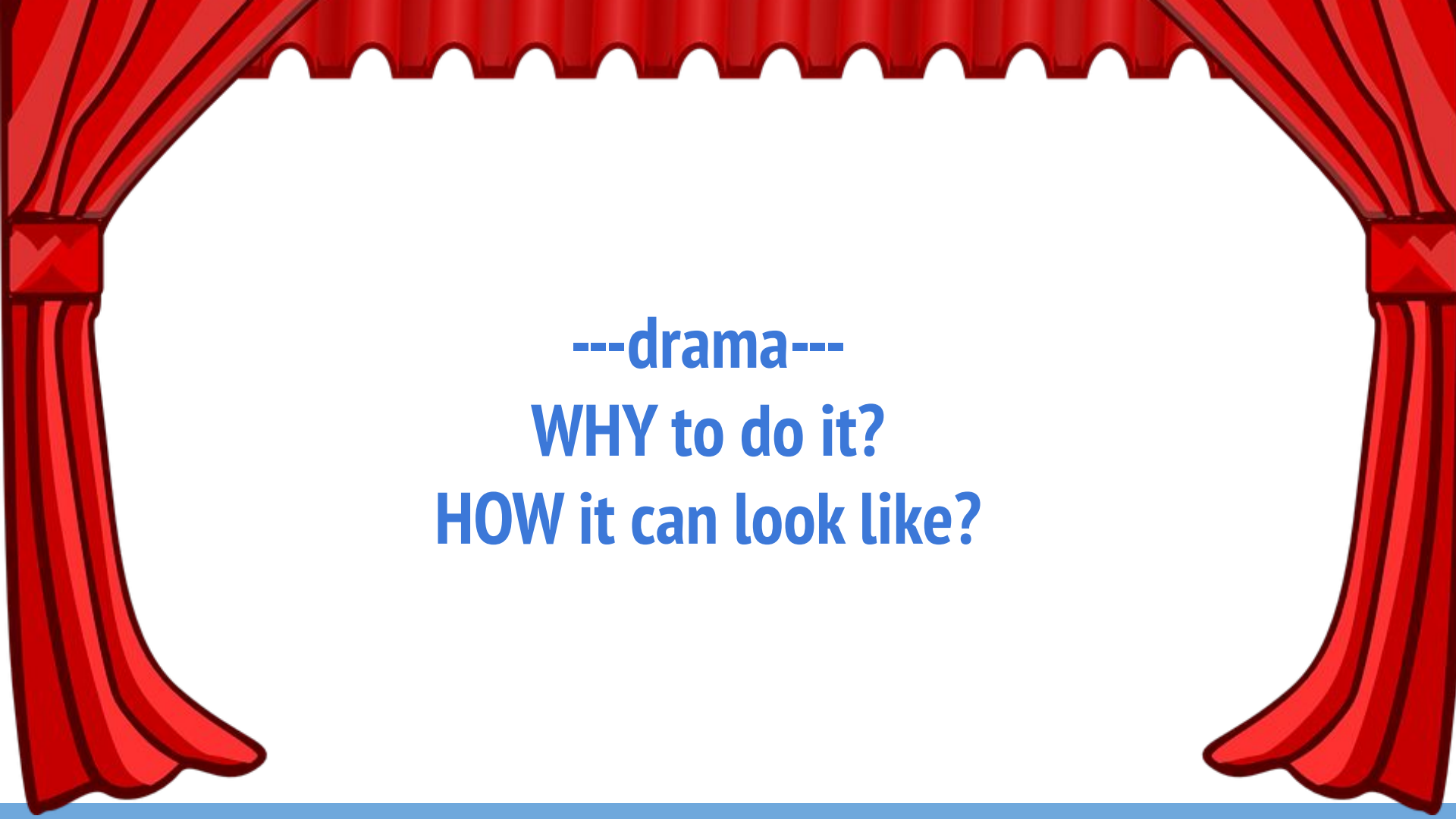   - give it a name!
    - **15 min!**

4F model of debriefing

Facts

Feelings

Findings

Future

BLÁZNIVKA

OKÁČ OBECNÝ
LEV
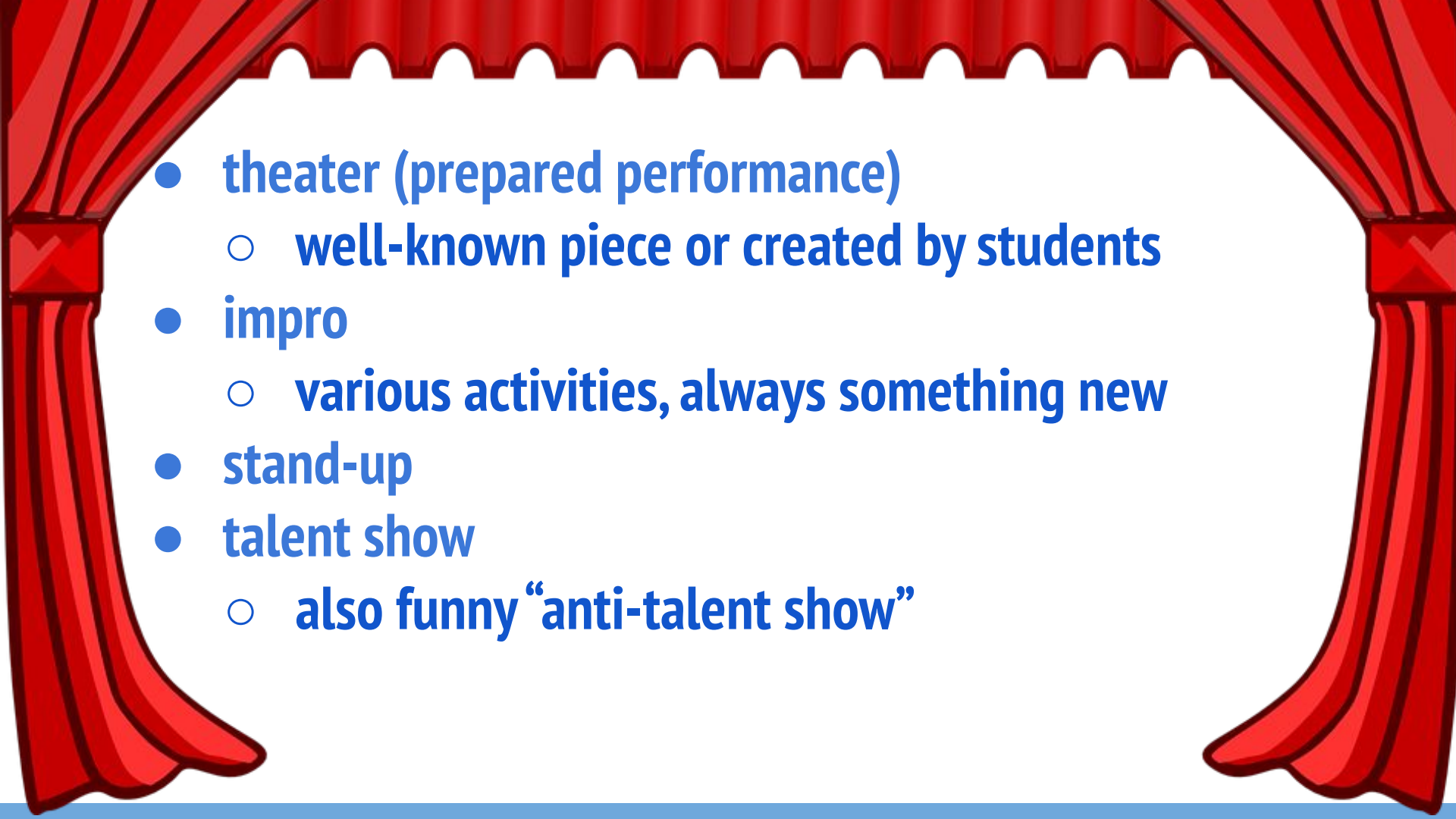
Drama&Art activities

---drama---
WHY to do it?
HOW it can look like?

Why theater activities

- To warm up
- To gain students' attention
- To get to know each other
- To bring the group together
- To enjoy and relax
- To practice concentration
- To practice improvisation
- To practice problem-solving
- To practice communicative skills
- To enhance creative thinking
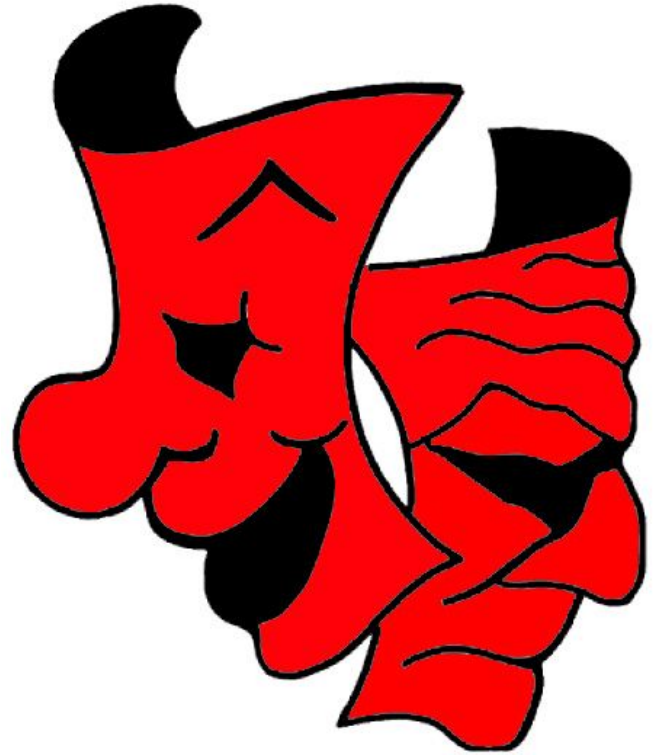
- **theater (prepared performance)**
  - **well-known piece or created by students**
- **impro**
  - **various activities, always something new**
- **stand-up**
- **talent show**
  - **also funny "anti-talent show"**

Show time!

- Create a short story 1 minutes long
- Your topic is:

  "…but I would do it again!"

- You have 10 minutes to prepare
- Divide your roles: you can be actor, narrator, director, background music, tree….anything!
- everyone is participating in some way :)
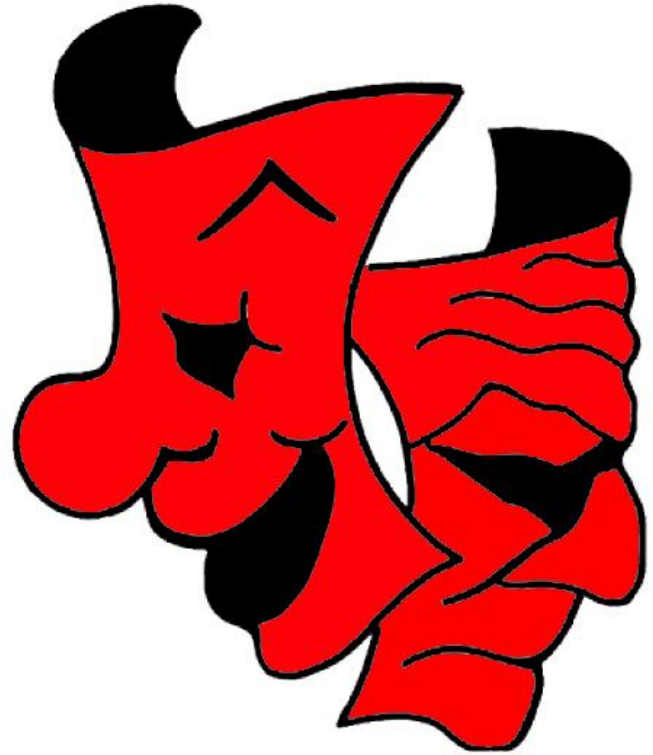
I am going to...

- working with body expresion
- imagining where we are going to and walking in that specific way
  - to school, to play with friends, when grandma bakes a cake...
- non-verbal, to relax, move...

I am walking as if...

- similar to previous one
- imagine, what is the surface
- eg: snow, ice, mud, honey, moon...

YES AND...

- collaborative story
- each person is saying just one sentence
- we always starts with "yes and..." - accepting
- can have topic chosen before or happens naturally
- based on children's age and character, some rules can be added
  - not using swear word, not talking about the same topic for the tenth time...

Create an object!

- Divide everyone into small groups (4-6).
- Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero.
- Example: peacock, car, clock, fire, castle, camel
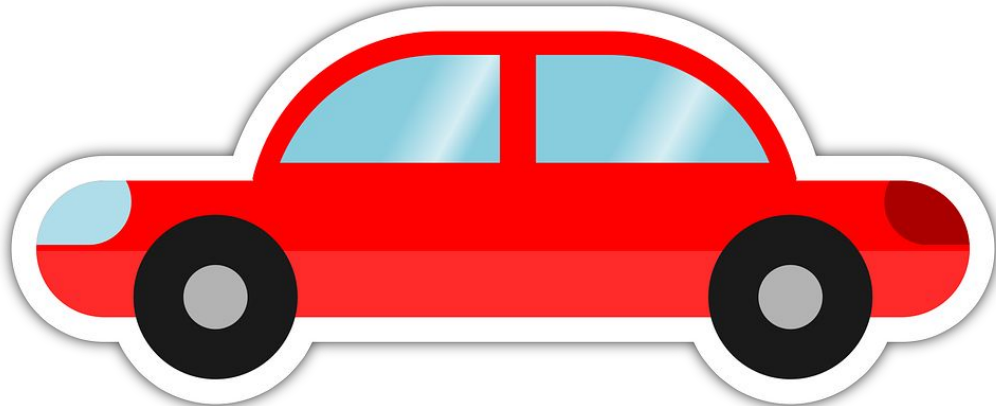
Frozen picture

- two people are acting some scene together, improvising
- anytime other can clap and freeze them, then exchange with one of the actors and change the scene from the position they are in
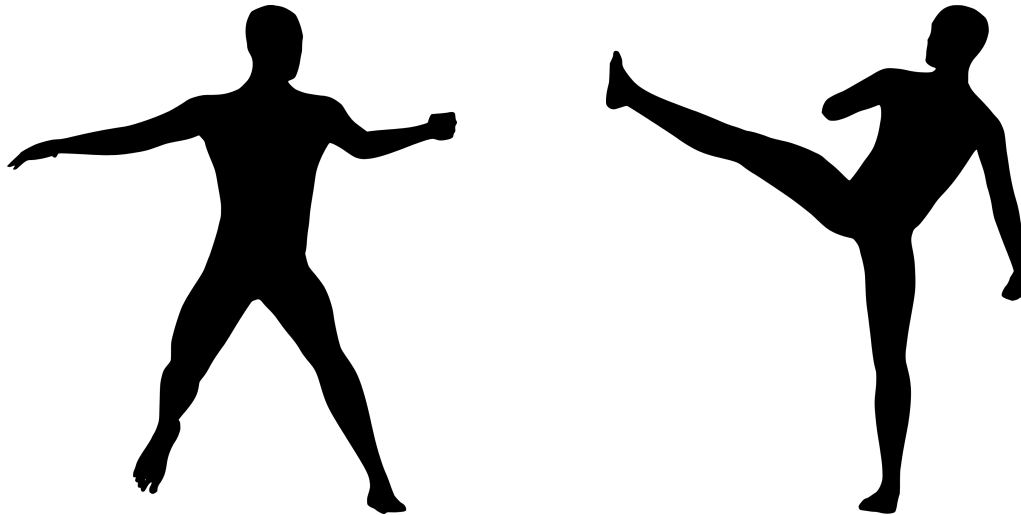
...and many more :)

Make me laugh!

- One person sits in the chair, and tries to keep a stern or peaceful expression that does not change. 2 people are on either side of the person in the chair and their role is to try to get the person in the chair to laugh. They are not allowed to touch the person in the chair.
- to develop so acting skills but also interpersonal skills!

ACHIEVEMENT

So what now?

- What are **3 things** from here that **I want to try**?

- What I **still need to figure out**?

- What **I want to achieve**?

    - In school?

    - In my life?

Time to celebrate!

thank you!