



Leadership  
Diversity *for*



## LEADERSHIP FOR DIVERSITY

# HANDBOOK FOR PROFESSIONAL DEVELOPMENT PROGRAMME



Final Version of the Training Programme

Prepared by L4D Consortium

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by  
the European Union



# INDEX



- Introduction
  - Design Based Education for Diversity
  - Principles for a successful implementation of a PDP
  - Structure of the PDP
  
- Activities
  
- Final Recommendations for facilitators
  
- References
  
- Annexes

# INTRODUCTION



The Leadership for Diversity Programme for Professional Development (PDP) consists of a document that aims to provide professional development opportunities to school leaders and school personnel on inclusive leadership principles, strengthening their Diversity and Inclusion (D&I) awareness and Intercultural Competences. With an increasing multicultural environment in European schools, implementing strategies to ensure a safe and effective learning environment has been revealed as one of the main priorities for school leaders (European Commission, 2020) . Constructing equitable and respectful societies hinges on the educational system. Being aware of this and working on intercultural competences must be the first step towards building just societies. However, education for interculturality is often neglected. Merely being part of a multicultural and globalised society does not inherently equip individuals with the essential competences to tackle those associated challenges. Often, teachers and school leaders have not been trained or educated on intercultural competences. Only those coming from more humanistic or social sciences backgrounds could have gained some background knowledge and skills on the topic, but the majority lack effective tools and resources for implementing inclusive educational policies within their school. Teachers and school leaders can be supported developing D&I beliefs and practices if they are offered a strong learning environment. Schools developing as learning organisations provide such an environment (Kools, 2020). School leaders can enact leadership practices to build the school as a learning organisation (Van Wessum & Verheggen, 2019). Building a school environment based on D&I principles presents a major challenge for school leaders.



Therefore, there is a need to provide specific learning materials and support the continuous professional development of teachers. It is crucial for educators to integrate an understanding of students' cultural backgrounds into the design of the curriculum and connect these cultural insights to the content of teaching and learning. Despite policy encouragement, research indicates that teachers face challenges in addressing the growing diversity in classrooms, primarily attributed to a lack of competencies in managing such diversity (European Commission, 2020). School leaders play a pivotal role in enhancing teachers professional growth (Leithwood et al, 2019)

For that reason, offering professional development for school leaders to enhance equity lens and their intercultural competence becomes a crucial initial stage in establishing positive leadership models for diversity within and across schools (Grissom et al, 2021). They can support the ongoing professional development of teachers.

This PDP therefore addresses school leaders, including all professionals who have leadership responsibilities at some level within the school system. The activities provided by the PDP will enhance participants' comprehensive understanding of inclusive leadership practices, develop skills to identify and mitigate biases, teach strategies to foster an inclusive and diverse school environment, and make them capable of implementing effective communication practices that promote inclusion in their interactions with all members of the school community. More specifically, the participants will:

**Recognise the Importance of Diversity and Inclusion:** The Handbook includes activities to understand the importance and benefits of diversity and inclusion in the school environment, and how these factors contribute to the overall success of students and staff.

**Understand Key Terms and Concepts:** The Handbook includes activities that define key diversity and inclusion terms, such as implicit bias, microaggressions, intersectionality, and intercultural competence.

**Identify and Address Biases and Stereotypes:** The Handbook includes activities that teach how to identify personal biases and stereotypes, understand their impact, and implement strategies to mitigate them.

**Develop Inclusion Strategies:** The Handbook includes activities that enhance skills to create and implement strategies that foster diversity and inclusion, such as crafting an inclusive curriculum and ensuring diverse representation in school activities.



# DESIGNED BASED EDUCATION (DBE) FOR DIVERSITY

This PDP has been conceived following Design Based Education (DBE) principles. The L4D Consortium has identified DBE as a suitable methodology upon which the goals of this PDP can be transmitted in an efficient way. According to Laurillard (2012) DBE has the potential to become a cornerstone of sustainable education, as it prepares students for a rapidly changing world through a design approach. The focus of DBE is to study real-life problems in teams from an outside-in perspective, using methods and tools from design science. DBE is one of the innovative concepts that aims at a more authentic and sustainable learning experience of students. In DBE, students are trained to develop solutions to real-life issues using a systematic design science approach. It recognizes that solving real-life issues does not just include searching for knowledge, but involves a process that starts with empathising (observing and understanding the problem, problem stakeholders and the problem context), defining the specific problem that will be addressed, ideating (the process of finding directions for possible solutions to the problem, using creative as well as knowledge sources), prototyping (developing initial solutions), testing, and implementing the solution. The multidisciplinary approach and the phases of design thinking (understanding, defining, ideating, designing, applying/experimenting, evaluating, improving) tie in well with innovation, finding solutions for complex issues and creating valuable new ideas, products or services. It is also about learning by experimenting and doing, learning from experiences and mistakes.

**Phase 1** is about exploring the problem, acknowledging whether the problem is real and determining how the problem can be more clearly defined. First, it is necessary to distinguish between perceived and real problems. Next, it has to be distinguished between problems that cannot be solved (e.g., in case of impossible goals or inadequate assumptions) and problems that can be solved by redesigning the solution approach, redesigning the use and co-operation between various resources, etcetera. Phase 1 requires a multi-stakeholder approach, as it requires learners to explore the problem from various perspectives.

**Phase 2** (define the core problem) is an essential step towards solving the problem. The core problem should be formulated as a functional problem of a system, i.e., it should define what function of the system needs to be improved. Many design problems seem to define the core problem as a lack of a tool/method/instrument, but such a formulation of the core problem is misleading, as it does not explain how the system will have to improve in performance after the tool/method/instrument has been implemented. Hence, an instrumental formulation of the problem lacks a clear identification of the main performance indicators of the system that has to be improved, possibly by designing and implementing a tool/method/instrument or other artefact

**Phase 3** is the creative phase of a design-based learning process. Based on the core problem formulation, learners design preferably several ideas or design alternatives that may be able to solve the problem. Some of these ideas might seem unrealistic, but the creative phase should welcome both realistic and unrealistic ideas and stimulate the creativity of all actors involved in order to be open minded towards the problem.

**Phase 4** focuses on developing one or a few different prototypes of the design. A prototype is to be seen as a proof of concept, helpful in exploring the cooperation between several elements of the solution, and useful in demonstrating the main advantages and disadvantages of the solution approach. A prototype can be used in a later stage to further develop the solution in a more mature approach that can be applied in an effective and efficient way to address the problem.

**Phase 5** is about testing the prototypes. This validation stage will involve various stakeholders and potential users and will result in insights and results that help to select and implement a solution approach or restart the design process if no good solution has been found.

**Phase 6** (research and improve) engages learners in researching the effects of their solution in real life and invites them to adjust their prototypes accordingly.

## PRINCIPLES FOR A SUCCESSFUL IMPLEMENTATION OF A PDP

The methodology used in this PDP follows an activity-based structure. All the activities are suitable for implementation in any school environment. Participants would not be required to have acquired certain skills or specific knowledge to participate in the activities. These activities are of different nature and vary in their modality and way of being carried out.

Nevertheless, this PDP intends to be carried out in a wide variety of environments and national contexts. The activities described below aim to be flexible, offering diverse interpretations and ways to be implemented. Thus, a facilitator might adapt the activities to its specific national context, so as to provide a more personalized and effective PDP. Yet, this PDP is based on extensive research and a consequent literature review. All the activities have been provided by the L4D project consortium, which involves professionals and experts with sufficient knowledge and proven skills on Intercultural competencies and school training. Moreover, these activities have been tested through pilot workshops in 5 European countries. The PDP therefore, is the final output of an intense phase of desk-research and testing. Thus, it is recommended that the facilitator implements these activities following their description and tries to stick closely to their methodology, since they have been chosen by the Consortium as the most efficient.

In case trainers carry out these activities and make adjustments to the activities, they are invited to share these via (include platform link)

Based on van Wessum, (2023), the Consortium has also agreed on establishing design principles for PDP activities. This constitutes the principles for developing a successful PDP . The activities described in this PDP follow these criteria. The principles are the following:

**Evidence informed** The professional development program should have a robust foundation grounded in evidence. Program designers will customise the evidence to suit their specific situation, hence the use of the term "evidence-informed" rather than "evidence-based"

**Focus on student outcomes** Professional development for teachers should prioritise enhancing student learning by empowering teachers to diagnose student needs, intervening effectively, and evaluating intervention impact. Successful programs address students' learning needs and challenges, providing clear visions of best practices through curricular models and instructional modelling.



Moreover, although school leaders indirectly impact student outcomes, their professional development is geared towards improving teacher learning outcomes and cultivating the school as a learning organisation through the implementation of research-based leadership practices

**Subject-specific and pedagogical content knowledge** For teachers to be exemplary, they must cultivate robust subject-specific and pedagogical content knowledge to make informed professional judgments in their interventions. Professional development programs concentrate on teaching strategies linked to specific curriculum content, intentionally emphasising discipline-specific curriculum development and pedagogies in subjects like mathematics, science, or literacy

**Collaborative learning Experiences** Programmes should encourage collaboration among teachers and school leaders, facilitating networking opportunities within and across schools. Collaborative learning enhances professional growth and awareness, providing a platform for discussion, idea-sharing, mentoring, and joint work.

**Job-Embedded Learning** Professionals value practical and relevant learning experiences. Job-embedded learning involves both on-the-job and external opportunities, contributing to teachers' and school leaders' effectiveness in their roles.

**Support and Sustainability** Workshops, while valuable, may lack ongoing support and sustainability. To enhance professional development, participants should connect webinar outcomes to continuous learning opportunities, with adequate resources and engaged leadership supporting a context of ongoing development.

**Active and Variable Learning** Recognizing that learning is diverse, professional development should offer stimulating activities, fostering active and inquiry-based learning. Professionals benefit from reflecting on information, ensuring authentic learning experiences relevant to their work and promoting a data-driven mindset.

**Ongoing in Duration** Effective professional development requires prolonged duration, allowing time for learning, practising, implementing, and reflecting on new strategies. Continuous professional development recognises that learning is a gradual process and cannot be achieved overnight.

**Resources** Time is a crucial resource, allowing teachers and school leaders to engage in learning. Additionally, providing conceptual tools, theoretical frameworks, literature, and other resources supports their learning processes

**Supportive and Engaged Leadership.** Leadership should align with school policies and show a genuine interest in teachers' learning processes. Feedback and support from school leaders, akin to teachers supporting students, contribute to a positive learning environment

**Learning Activities** Learning activities occur in both formal and informal settings, involving keeping up to date, learning by doing, experimenting, reflection, and collaboration with colleagues. These activities contribute to continuous professional development and help educators evolve in their practice



Resources



Focused on outcomes



Subject-specific



Evidence informed



Active learning

PRINCIPLES FOR A SUCCESSFUL  
IMPLEMENTATION OF A PDP



Learning activities



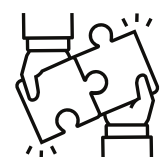
Job embedded



Supportive and Engaged Leadership



Ongoing in Duration



Collaborative Learning Experiences

## PDP STRUCTURE

In order to provide a clear structure and explanation on how to implement the activities, the PDP has created a template for their description. This template's structure is applied to each activity. The structure is the following:

ACTIVITY THEME
ACTIVITY NAME
CATEGORY
LEARNING OUTCOMES / KEY MESSAGE
TIME
PARTICIPANTS
DESCRIPTION OF THE ACTIVITY
MATERIALS NEEDED
FACILITATOR'S GUIDELINES
POSSIBLE ALTERATIONS OF THE ACTIVITY
PARTICIPANTS INSTRUCTIONS
DEBRIEF QUESTIONS
BACKGROUND READINGS





**Activity theme** Each activity is related to a theme. The themes have been chosen according to their relevance after consequent research and represent a typology of content, englobing the activities under 3 main thematic groups and one exercise serving as Conclusion/Reflection. The main thematic groups are:

- Theoretical Background
- Role of School Leaders in Inclusive School Leadership
- Role of School Leaders in Building an Inclusive Team

An efficient PDP should combine an equal number of activities from each theme, not necessarily following a linear structure, the order of the activities can be adapted to the facilitator's contexts.

- Theoretical Background: Activities grouped in this theme aim at providing theoretical background about Diversity and Inclusion concepts. They reflect on the importance and relevance of managing and implementing a Diverse and Inclusive environment in school, raising awareness on the issue. The specific objectives mostly regard creating working definitions for key concepts and establish own learning outcomes. The activities vary in their categorisation (Self-assessment, group discussions, trainer input...). Offering theoretical background activities is strongly recommended, so participants are more likely to engage in other theme's activities in a more conscious way.
- Role of School Leaders in building an Inclusive School . The purpose of this theme is to enclose activities focused on discussing the role of leadership in the school and how it could be used at promoting an inclusive environment. School leaders must exercise leadership and present themselves as trust-worthy for implementing inclusive policies and strategies in their schools. The activities under this theme investigate the leadership practices, such as articulating school vision and ambitions, promote self-reflection on the management role in school inclusion, and strategies for change. The specific objectives of these activities are related with the provision of practical and theoretical resources that the school leader could use for promoting a better understanding on the importance of D&I, as well as tools for developing strategies for implementing an inclusive environment in their schools.

- Role of School Leaders in building an Inclusive Team. School leaders do not act alone. Schools are formed mostly of teachers and other educational personnel, which are a fundamental part of the educational centre. The importance of the interaction and personal relationships between teachers themselves is often neglected. Teachers would not likely promote inclusion in their classrooms if there is not an inclusive environment among their colleagues. For that reason, building an inclusive team of teachers and personnel represent one of the main tasks of the school leader. Activities grouped under this theme thus aim at developing the quality of teachers, fostering intercultural competences and skills, building a safe environment and stimulating a 'community of learners'.

**Category** Each activity would belong to a different category, which are independent from the themes. Each category reflects on the typology of implementation, meaning how that activity would be carried out. They are not practice-related, but rather related to the practical implementation. Based on Landis, Bhawuk (2020), each of the PDP activities consist of one of following methodologies:

- Trainer's Input: Subject matter expertise with explanations and real-world examples that deepen participants' understanding. They consist of one-way communication from the facilitator to the participants. The trainer's input is useful for introducing new topics, giving information, presenting models, and illustrating and clarifying abstract concepts. Often, these inputs are accompanied by an invitation of the trainer to the participants to discuss how they will use that information, if there are any doubts, etc. This type of activity is very flexible, as the contents are highly adaptable, as are the language, visual materials and audience references.

- Ice-Breakers: The training is intended to be delivered to a group of people, not individually. Therefore, ice-breaker activities are essential for creating relaxed environments that build trust, comfortability and psychological security among participants. An ice-breaker is normally defined as a brief activity used to introduce each other so that participants feel more relaxed. Thus, it is thought to be used at the start of the training. However, this PDP includes under this theme other similar activities such as energizers, warm-up activities in case either the session restart after a break or the facilitator considers it could be useful to create a more distended environment after an intense activity.
- Role playing situations: These experiences allow for the understanding of different perspectives, fostering empathy. They consist of an unrehearsed action in a real-life situation. Participants play the roles of themselves or others in a new situation for a clearly defined purpose. These situations are always related to a challenging situation in a school environment, in which the participant have to react appropriately. Participants then get a clear sense of identifiable skills and how such skills operate in interpersonal situations. They must be tailored to specific situations, content-related and adaptable to national contexts. If done correctly, role playing is a method that generates a high level of engagement.
- Group Activities and Discussions. Through group tasks, diverse thinking and collaboration are promoted. Subsequent discussions enable participants to share experiences and learnings. They are often the combination of a paper-and-pen assignment, small group discussion or physical response. It is important that the activities are well-explained and carried out appropriately. It is strongly recommended to debrief by assessing the learning outcomes of every activity, since they heighten the sense of individual involvement and provide opportunities to learn from peers. These sorts of exercises are easily adapted to their different contexts; their structure and process can be used for various topics.



- Reflection and Journaling: Encouraging introspection helps deepen understanding and recognition of biases and stereotypes and reflection on one's own identity. Self-assessment inventories generally use a scored questionnaire that allows trainees to reflect on a particular issue and systematically report their perceptions. The facilitator may introduce terms and concepts that can trigger self-awareness in intercultural training programmes and be useful in facilitating behavioural and attitudinal changes. When used successfully, these instruments can help participants change maladaptive behaviour, increase their ability to handle new situations and relate to others in more effective ways.
- Real-Life Case Study: An analysis of these situations illustrates the impact of diversity and inclusion in real school environments. A case study is an account of a situation that includes enough detail to assess the problems involved and determine possible solutions. They challenge facilitators to analyse character, context, actions and possible outcomes. They require supportive documentation and questions about the case. They also allow a more interactive participation, in which participants quickly engage and become involved in the case. They can strongly motivate participants to learn more about the culture and how others have solved problems in that culture. It represents an excellent tool to use both across and about cultures, allowing participants to examine their underlying societal issues, exposing them to different cultural lenses and applying those lessons to their professional world.
- Action Learning Projects. These practical applications encourage the implementation of diversity and inclusion practices, allowing the sharing of experiences and mutual learning. It consists of the use of specific intercultural prompts that guide the sharing of experiences and stories that focus on enhancing particular intercultural competencies dimensions. This sharing of personal experience not only validates the perspective of each individual but also generates new understandings and insights. This type of experience becomes a tool for not only enhancing intercultural competencies development but also in deepening relationships with others and in emphasising the interconnectedness of all (Deardoff, 2020)

- **Follow-up and support:** Provision of additional resources and support post-training aids in real-world application of learning. These include written materials and websites. Written materials consist of books, articles, journals, magazines, newspapers... All of them are available electronically. The information of these written materials could be used prior to the training (the participants read in advance) or in situ (the facilitator explains the content). Readings are usually used for providing trainees with knowledge, conceptual information and facts. The reading materials for this PDP have been selected regardless of the age group or reading level, as they intend to be accessible to the target group. Websites provide accessible information as well. Moreover, they provide the user with tools and further internet-based training, which could complement the facilitator's input.

**Learning Outcomes/Key Messages.** Every activity is intended to reflect on general and specific learning goals. Therefore, they are expected to provide learning outcomes to the participants, which are described in this section. Key messages are brief annotations, bullet points, concise paragraphs aimed at providing useful insights before the activity. These might be used by the facilitator as well, in order to establish the framework of the activity.

**Time/Participants.** Although all the activities are flexible and can be adapted to any number of participants, this section may indicate if the activity requires a specific number, a minimum or a maximum number or any other information (even/odd number). Time is also flexible and indicative

**Materials Needed.** Some activities may require specific materials, such as documents attached to the Annex, or pencils, sticky notes, flipovers etc. It is then the responsibility of the facilitator to provide them to the participants.

**Facilitator's guidelines.** Here, the facilitator may find all the information needed to carry out the activity, in other words, to 'facilitate' the activity. Not only instructions are provided in this section, but also content to be developed, explanations he/she must know beforehand, key notes and observations regarding the possible outcomes of the activity and possible solutions to manage it.

**Possible Alterations of the activity.** Similarly, to the facilitator guidelines, here are the instructions to be transmitted to the participants. They are framed in order to be easily understood, the facilitator should not struggle to explain them

**Participant instructions:** Similarly, to the facilitator guidelines, here are the instructions to be transmitted to the participants. They are framed in order to be easily understood, the facilitator should not struggle to explain them.

**Debriefing.** After each activity, the facilitator has the possibility of finishing by asking an open question, so as to gather feedback and general conclusions. In this section there are some indicative activity-related questions that could be used.

**Background reading.** In this section there are the written materials that provide the activity with evidence-based research. These materials are strongly recommended to be read in advance by the facilitator, so it could exercise their role in a more legitimate and enhanced way, providing participants with insights and approaches that complement the activity itself. Moreover, they constitute a source of information and further learning for participants in case they are interested.

# ACTIVITIES



## INDEX

### Theoretical Background

1. Diversity and Inclusion sentiment mapping
2. This or That
3. Blobs and Lines
4. Thiagi Hello! Exercise
5. Diversophy\*
6. Common Vocabulary
7. Diversity Wheel
8. Last Person Standing

### Role of School Leaders in building an Inclusive Team

9. All aboard? Check-in
10. Building a safe space. Provide a code of conduct
11. Microaggressions
12. Defining the inclusive teacher
13. Fostering an inclusive team
14. Reflecting on Leadership for inclusive education\*
15. Case-study

### Role of School Leaders in building an Inclusive school

16. Personal experience with inclusion
17. Tag Game - Affinity Bias



\* Also part of Role of School Leaders in building an Inclusive Team/School

\*\* Also part of Role of School Leaders in building an Inclusive school



# ACTIVITIES



## INDEX

---

18. Unconscious Bias

19. Story Circle

20. SILS Self-Reflection. Inclusive School Leader's role in setting direction

21. SILS Self-Reflection. Inclusive School Leader's role in organisational development

22. SILS Self-Reflection. Inclusive School Leader's role in human development

23. SMART Goals Action Plan

24. Theoretical Background: Inclusive Leadership

25. Community of Learners

### Conclusion/ Reflection

26. Learning outcomes activity



## 1. DIVERSITY & INCLUSION SENTIMENT MAPPING



Theme	Theoretical Background
Category	Icebreaker
Learning Outcomes Key Messages	Reflect on feelings about diversity, enhancing self-awareness regarding personal biases and attitudes. To measure participants' feelings about diversity and innovation in the school environment and to facilitate a basic understanding that will inform the rest of the workshop..
Time (approx.)	15 minutes
Participants	No specific number of participants required
Description of the activity	Participants are invited to express their feelings about diversity by placing a mark beneath the corresponding smiley (happy, neutral, or sad) on a flipchart with the statement: 'When I think about diversity, I feel...', followed by the three smileys underneath this statement.
Materials needed	<p>Large poster board or whiteboard</p> <ul style="list-style-type: none"> <li>- Three large emoticon faces representing happy, neutral, and sad emotions</li> <li>- Different coloured dot stickers</li> <li>- Timer</li> </ul>





# 1. DIVERSITY & INCLUSION SENTIMENT MAPPING



## Facilitator's guidelines

### Preparation:

Before the session, prepare the large poster board or whiteboard by dividing it into three sections, each represented by one of the three emoticon faces (happy, neutral, sad). Ensure these icons are large enough to be seen from anywhere in the room.

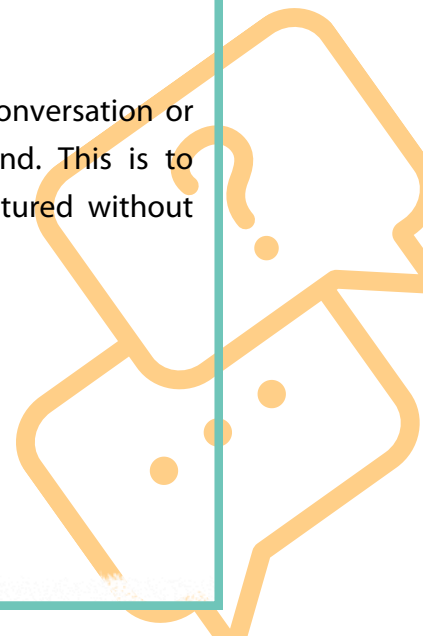
Have enough coloured dot stickers available for all participants, ensuring there are different colours for each participant or group, if applicable.

### Introduction to the Activity:

- Start by introducing the activity to the group. Explain that the purpose is to explore individual feelings about diversity and innovation in the school without initiating a discussion at this point.
- Clearly state that each participant will have a maximum of 2 minutes to place a dot on the poster board that aligns with how they feel about diversity and innovation in the school - choosing from happy, neutral, or sad faces.
- Emphasise that after placing their dot, participants should briefly (in a sentence or two) explain why they chose that particular emotion. This can be done quietly to themselves or noted down if they wish.

### Rules:

- Inform participants that there will be no conversation or discussion during the dot placement round. This is to ensure everyone's initial reactions are captured without influence.



# 1. DIVERSITY & INCLUSION SENTIMENT MAPPING



- Mention that you, as the facilitator, will comment at the end of the round, aiming to tie together the various sentiments expressed into the session's content.

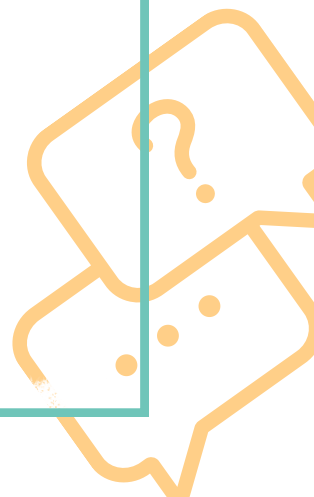
### Conducting the Activity:

- Invite participants one by one, or in small groups if the size of the gathering is large, to come up and place their dot on the poster board. Start the timer for 2 minutes per person or group to ensure the activity moves at a brisk pace.
- As participants place their dots, encourage them to reflect on the reasons behind their choice, acknowledging the diversity of experiences and perceptions within the room.

### Facilitator's Conclusion:

- Once all participants have placed their dots, take a moment to observe the overall distribution of emotions.
- Provide a brief summary of what you observe, noting any patterns or particularly diverse areas of sentiment without singling out any individuals.
- Use this as a segue to introduce the content of the session, highlighting how understanding and acknowledging diverse perspectives is crucial to fostering innovation in the school environment. Mention that the workshop will explore strategies to leverage this diversity for positive change.

### Transition to Session Content:



## 1. DIVERSITY & INCLUSION SENTIMENT MAPPING

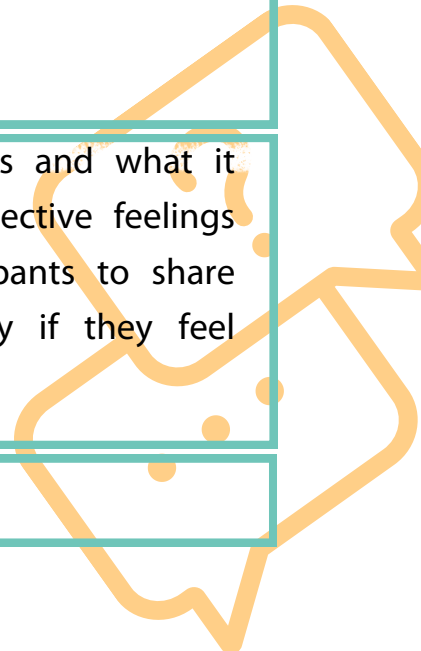


	<ul style="list-style-type: none"> <li>• Explain how the feelings and reasons shared during this activity reflect broader themes and challenges related to diversity and innovation.</li> <li>• introduce the next part of the workshop, which may involve deeper discussion, learning activities, or strategies to address the sentiments raised in this initial mapping exercise.</li> </ul> <p><b>Additional Notes for Facilitator:</b></p> <ul style="list-style-type: none"> <li>• Ensure a supportive and respectful atmosphere, reminding participants that all feelings and opinions are valid.</li> <li>• Be prepared to manage the emotional content sensitively, especially if any participants express negative feelings.</li> <li>• Use the insights gained from this activity to tailor the session's content to the participants' experiences and expectations.</li> </ul>
<p>Participant instructions</p>	<p>You have the opportunity to visually share how you feel about diversity and innovation in our school by placing a dot sticker on a poster board. This board is divided into sections with emoticon faces representing different emotions: happy, neutral and sad.</p> <p><b>How it works:</b></p> <p>Choose your emotion: Think about your feelings about diversity and innovation in our school. Think about which of the three emoticons (happy, neutral, sad) best represents your feelings.</p>

# 1. DIVERSITY & INCLUSION SENTIMENT MAPPING



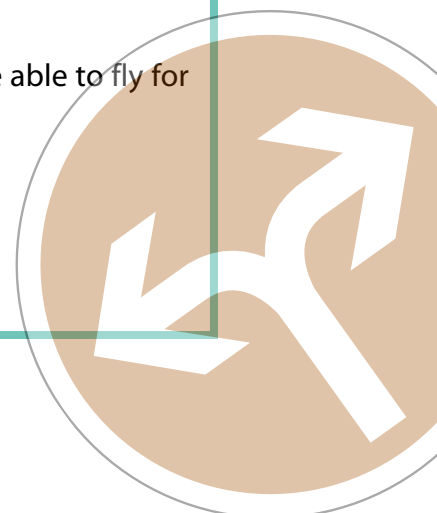
Possible Alterations	<p>Place your dot: When it's your turn, place a dot sticker on the area of the poster board that corresponds to your feelings. Think of this dot as your voice in this visual conversation.</p> <p>Share your why: After you have placed your dot, take a moment to think about why you chose that particular emotion. You can either keep this reason to yourself or write it down briefly. This is a chance to reflect on your personal experiences and perceptions.</p> <p>Rules to remember:</p> <p>No talking during the placement: To ensure that everyone's voice is heard equally, please do not discuss your decisions or influence others during the placement process.</p> <p>Respect privacy and diversity: Remember that everyone has a unique perspective. Please respect the contributions of all participants.</p>
Possible Alterations	The question can be changed to "When I think about diversity in my centre, I feel...)"
Debrief	Discuss the distribution of responses and what it might reveal about the group's collective feelings towards diversity. Encourage participants to share why they chose a particular smiley if they feel comfortable doing so.
Background reading	



## 2. THIS OR THAT



Theme	Theoretical Background
Category	Icebreaker
Learning Outcomes Key Messages	<p><b>General</b> Foster social interaction, break the ice among participants, and encourage quick thinking and decision-making.</p> <p><b>Specific</b> Encourage participants to get to know each other better, understand diverse perspectives, and stimulate discussions on various preferences and opinions.</p>
Time (approx.)	10 minutes
Participants	Minimum 4 persons
Description of the activity	<p>In this activity, participants will move to a particular side of the room to represent their opinions on a certain topic. To make this icebreaker work, "yes/no", "true/false", or "would you rather X or Y" questions are best.</p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• I had breakfast this morning.</li> <li>• Would you rather be invisible for a day or be able to fly for a day?</li> <li>• Do you speak more than three languages?</li> </ul>





## 2. THIS OR THAT

Materials needed	
Facilitator's guidelines	<p>Before the session, prepare a list of "This or That" questions. Ensure there's a good mix of light-hearted and more profound questions to keep the activity engaging and insightful. Explain the activity's rules and demonstrate the areas of the room designated for each choice.</p>
Possible alterations	
Participant instructions	<p>Pay attention to each question and the options provided. Decide which option you prefer or agree with more. Once you've made your choice, move to the area of the room designated for that option.</p>
Debrief	<p>Discuss the variety of choices made and the reasons behind them, highlighting the diversity of thought within the group. Encourage participants to reflect on what they learned about themselves and others, and how this understanding might affect their interactions moving forward.</p>
Background reading	

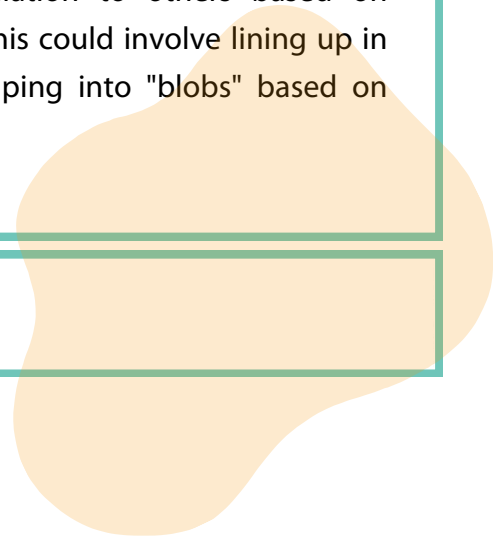




## 3. BLOBS AND LINES



Theme	Theoretical Background
Category	Icebreaker
Learning Outcome Key Messages	<p><b>General</b> Foster communication, self-awareness, and group awareness among participants.</p> <p><b>Specific</b> Encourage reflection on personal experiences and perspectives, particularly in relation to work, education, and diversity.</p>
Time (approx)	10 minutes
Participants	Minimum 4 participants
Description of the activity	Participants engage in a series of prompts requiring them to physically position themselves in relation to others based on personal experiences or viewpoints. This could involve lining up in order of years of experience or grouping into "blobs" based on opinions.
Materials needed	



## 3. BLOBS AND LINES



<p>Facilitator's guidelines</p>	<p>Choose a spacious area and think carefully about the prompts to ensure they are inclusive and considerate of all participants.</p> <p>Try these prompts:</p> <p>Line up based on least to most years of experience in a school/educational setting.</p> <p>Gather in blobs based on those who:</p> <ul style="list-style-type: none"> <li>• Consider diversity/inclusivity in schools/education settings a challenging topic, those who consider it a medium-impact topic, and those who consider it an easy topic.</li> <li>• Are currently very stressed with their working environment, those who are somewhat stressed, and those who are not stressed at all.</li> </ul> <p>Clearly explain the purpose of the activity and how participants should position themselves in response to each prompt.</p> <p>Emphasise that there are no right or wrong answers, encouraging honesty and openness.</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>Position yourself in the line or blob that best represents your response to the prompt.</p>
<p>Debrief</p>	<p>Encourage participants to share how the activity impacted their understanding of themselves and others.</p> <p>Discuss any surprises or new insights gained, and how these understandings could affect their approach to work and interactions with others.</p>
<p>Background reading</p>	

## 4. THIAGI HELLO! EXERCISE



Theme	Theoretical Background
Category	Icebreaker
Learning Outcome Key Messages	Getting to know each other. Creating psychological safety. Overview of expectations and/or experiences present in the group
Time (approx)	15-30 minutes
Participants	At least 10
Description of the activity	Purpose: To collect background information about the participants. For the facilitator, this establishes wants and needs and gives feedback for last-minute adjustments to the program.
Materials needed	Flipcharts or blank transparencies, Timer, Whistle



## 4. THIAGI HELLO! EXERCISE



### Facilitator's guidelines

**Topics:** definition of school leadership, desired outcomes from today's training, summary of most common cultural dilemmas in education, why is an inclusive school desirable, etc. (add more as desired, related to the various training topics)

**Team Formation.** At the start of the exercise, divide the participants into as many teams as there are categories of information you want. Assign each team to a different topic.

**Planning Session.** Ask the teams to retire to convenient corners and spend 3 minutes devising a strategy for efficiently collecting the information from all participants. Warn everyone that the total time for collecting all the data will be only 3 minutes.

**Data Collection.** Announce the beginning of the data collection period. Ask the teams to collect the data (using whatever strategies they devised earlier) within the next 3 minutes. Step back to avoid being trampled in the hectic rush to interview each other.

**Summarising Data.** After 3 minutes, call time. Ask the teams to retire to their corners, process the data, and produce a summary report on a transparency or a poster.

**Presenting Results.** After 3 minutes, announce the start of the show-and-tell period. Call on teams in a random order and give each team a minute to make its presentation.

### Possible alterations

**Too many people** - Assign the same topic to different teams.

**Not enough time** - Suggest that teams sample representative participants rather than attempting to interview everybody.

**Too much time** - Conduct a preliminary brainstorming activity to identify relevant areas of information to be collected. Ask teams to design a questionnaire before collecting the data.

**Too late** - Use the game as an end-of-workshop activity. Here are some suggested topics: the best feature of the workshop, the worst feature of the workshop, the most useful skill learned, plans for using the skill, and suggestions for improving the workshop.



## 4. THIAGI HELLO! EXERCISE



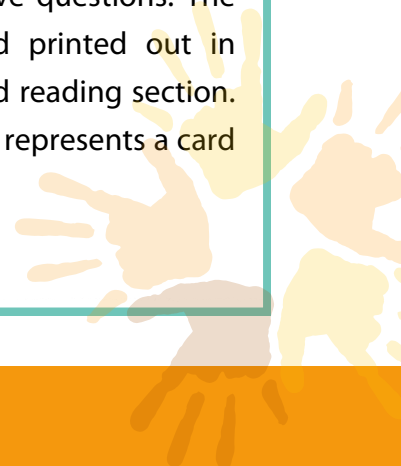
Participant instructions	See Facilitator's guidelines
Debrief	Summarise, look for similarities.
Background reading	Interactive Techniques for Instructor-led Training, The Thiagi Group Inc, 2013, <a href="http://www.thiagi.com">www.thiagi.com</a> .



## 5. DIVERSOPHY®



Theme	Theoretical Background, Role of School Leaders in building an Inclusive Team and Role of School Leaders in Building an Inclusive Team
Category	Ice-Breakers, Role-Playing and Simulations, Group Activities and Discussions
Learning Outcome Key Messages	Raise awareness of Diversity and Inclusion Understand the importance and relevance of Diversity and Inclusion
Time (approx)	30 minutes
Participants	3 - 8
Description of the activity	<p>This activity follows a quizz typology.</p> <p>It consists of answering the questions posed by the Diversophy cards. These cards will provide them with interesting inputs through which they would need to reflect.</p>
Materials needed	<p>The Diversophy®cards are needed. These cards are a collection of factoids, critical choices, risks, wisdom and reflective questions. The cards could be developed by the facilitator and printed out in advance. An example is provided in the Background reading section. It could be done using a PPT. In this case, each slide represents a card with the question and the following answer.</p>





## 5. DIVERSOPHY



<p>Facilitator's guidelines</p>	<p>If there are more than 8 participants, consider the possibility of splitting into two or more groups. Each group plays separately</p> <p>Each card has a colour, which reflects the type of challenge.</p> <p><b>DiversiSMART</b><sup>®</sup> reflect on factual knowledge about culture, <b>DiversiCHOICE</b><sup>®</sup> cards ask to choose appropriate behaviour in a certain cultural setting. <b>DiversiRISK</b><sup>®</sup> cards subject us to surprise happening in an unfamiliar context, <b>DiversiGUIDE</b><sup>®</sup> cards give us wisdom from a culture itself, <b>DiversiSHARE</b><sup>®</sup> cards ask to compare cultures and approaches in everyday situations.</p> <p>The answers are kept by the facilitator and provided to the participants once they have answered/ reflected.</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>All participants draw a card. They proceed to play in alphabetical order. When it's someone's turn, that person should read the card aloud and choose the best answer or follow the instructions, depending on the card. Participants may share their opinions. Once they are ready, they see the answer and move to the next question.</p>
<p>Debrief</p>	<p>What is the most relevant thing you learn? Did the cards help you to reflect about the topic? Do you find it useful?</p>
<p>Background reading</p>	<p>Diversophy Cards Example: <a href="https://www.canva.com/design/DAFqStQcLYw/1bsXOCLN8qwQsabNaeGBag/edit">https://www.canva.com/design/DAFqStQcLYw/1bsXOCLN8qwQsabNaeGBag/edit</a></p>



## 6. COMMON VOCABULARY

Theme	Theoretical Background
Category	Trainer's input; group activity & discuss
Learning Outcome Key Messages	Definition and meaning of Diversity and Inclusion terms. Clarifying conceptual common understanding of related vocabulary
Time (approx)	30 minutes
Participants	No required number of participants
Description of the activity	This activity consists of reviewing the main terms and concepts regarding Diversity and Inclusion. Participants would come across definitions and reflect about the meaning of them, also considering their own views.
Materials needed	List of Diversity and Inclusion terminology, provided in the Annex (1)
Facilitator's guidelines	Divide the participants into two or three groups and provide copies of the List to each of them. It could help to give an example first, by reading out loud several definitions and offering personal views on the one you may think is most commonly accepted.

## 6. COMMON VOCABULARY

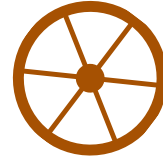


<p>Possible alterations</p>	<p>Ask participants for additional relevant terms and concepts that participants may come across in their respective workplaces and/or institutions when dealing with Diversity &amp; Inclusion.</p>
<p>Participant instructions</p>	<p>Ask participants to read the terms and concepts and comment on which of those definitions they think fit best with their own understanding or interpretation of the word. Discuss it with the rest of the participants.</p>
<p>Debrief</p>	<p>Do you think these definitions are accurate? Would you change any? Would you include/exclude more terms in this list?</p>
<p>Background reading</p>	<p>European Commission, DG Employment, Social Affairs, and Inclusion, 100 words for equality – Glossary of terms related to equality between men and women, Publications office, 1998</p>

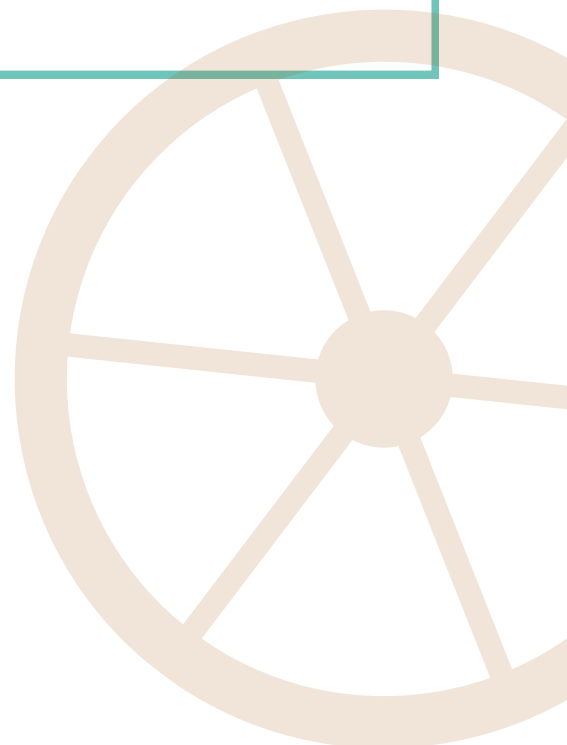




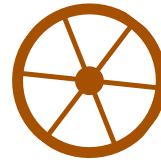
## 7. DIVERSITY WHEEL



Theme	Theoretical Background
Category	Group Activities and Discussions
Learning Outcome Key Messages	To understand the complexity of diversity. Reflecting about own identities. Acknowledge different realities. Become aware of the advantages and disadvantages related to any identity. To develop own understanding of the impact of the diversity in participant's lives
Time (approx)	40 minutes
Participants	No required number of participants



## 7. DIVERSITY WHEEL



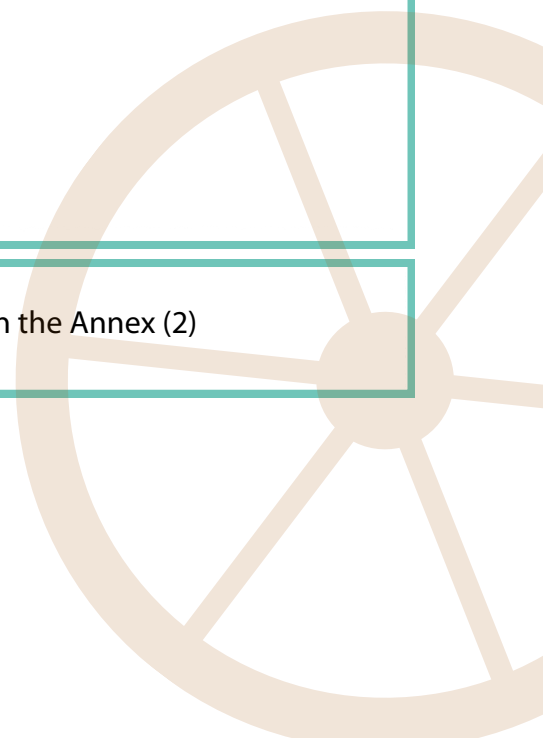
### Description of the activity

The activity is based on the reflections on each participant's identity. Following the model of the Diversity Wheel, the participants engage in group discussions considering their own identities, reflecting on which characteristics they consider more relevant, or more interesting.

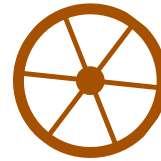
The Wheel consists of 4 dimensions. The nucleus is the personality, the self. There is a series of rings surrounding that nucleus. Each ring represents a sphere. As further the sphere is from the nucleus less permanent and visible their elements are. On the contrary, those elements placed in more 'nuclear' spheres are considered to be more defining to us. Thus, the Wheel represents all the possible identities that might define us, providing them with a degree of visibility and strength. All of those elements combine with different relevance in each of us. We might as well perceive them differently from what is seen by society.

### Materials needed

A copy of the Diversity Wheel, provided in the Annex (2)



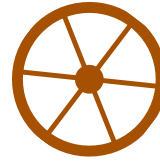
## 7. DIVERSITY WHEEL



<p>Facilitator's guidelines</p>	<p>If there is a considerable number of participants, divide them into groups of 3-4 people maximum. Provide a copy of the Diversity Wheel to everyone. Since it is quite a detailed figure, each participant should have one. If not, sharing it in pairs or even in three could work as well, but try to avoid handing 1 copy per group.</p> <p>After, explain the concept of the Diversity Wheel. Note this figure was developed in 1990. Nowadays, concepts such as gender and sexual orientation have been revised, and some experts might place them on other less 'nuclear spheres' as they could be considered less permanent or visible to our communities. Consider mentioning this issue so as to avoid misunderstandings.</p> <p>After, ask participants to reflect about their own identities by observing the Wheel. Some inputs could be:</p> <p>What are those identities you feel you identify more with?</p> <p>Are there any advantages/disadvantages related to them?</p> <p>How much do you think they determine your role in society?</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>Take some time to reflect about the wheel and your own situation</p> <p>Briefly discuss your considerations with the group and listen to what others have to say.</p>



## 7. DIVERSITY WHEEL



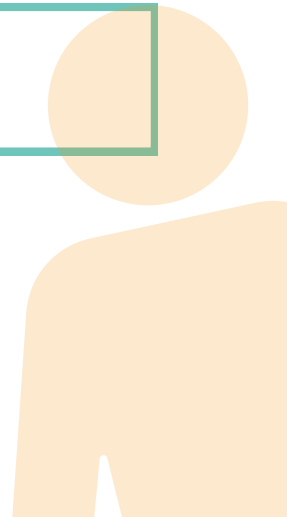
Debrief	<p>How did you feel?</p> <p>What is difficult and why?</p> <p>What have you learned from this situation, what can you apply in your daily life?</p>
Background reading	<p>Blake W. Hawkins et al (2017), Advancing the conversation: next steps for lesbian, gay, bisexual, trans, and queer (LGBTQ) health sciences librarianship, <i>Journal of Medical Library Association</i>, 105, 4, 2017</p> <p>M. Loden, J. Rosener (2017), <i>Workforce America! Managing Employee Diversity as a Vital Resource</i>, McGraw-Hill Professional Publishing, 1990</p>





## 8. LAST PERSON STANDING

Theme	Theoretical Background
Category	Icebreaker
Learning Outcomes	remembering key concepts by repeating
Time (approx)	5 minutes
Participants	Any number
Description of the activity	Taking turns to give alternative answers to an open-ended question that relates to a previous activity
Materials needed	None





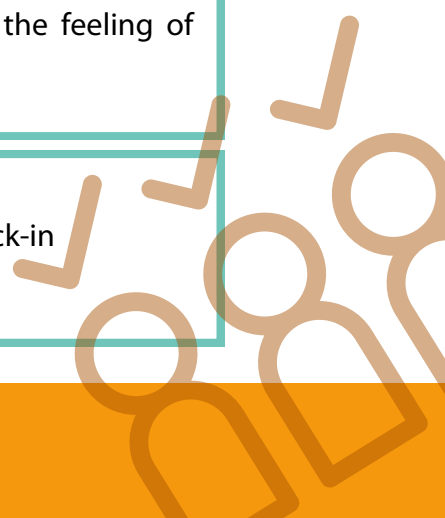
## 8. LAST PERSON STANDING

<p>Facilitator's guidelines</p>	<p>When with a large number of participants consider splitting the group into various teams (e.g. of 7-10). Ask participants to stand up and form a circle. Share an open-ended debriefing question related to the earlier activity. Instruct the participants to take turns in answering the question (e.g. clockwise). Ask the participants to listen carefully to the answers given. A participant will be 'eliminated' from the circle (steps back / sits down) when: a) the participant hesitates for too long before giving an answer, or b) when giving an answer that was already given by another participant. The 'game' continues until there is a 'last person standing'.</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>Instruct the participants that they decide among themselves when a participant is being 'eliminated' (e.g. by making a 'buzzer' sound)</p>
<p>Debrief</p>	<p>none</p>
<p>Background reading</p>	<p>Interactive Techniques for Instructor-led Training, The Thiagi Group Inc., 2013, <a href="http://www.thiagi.com">www.thiagi.com</a>.</p>

## 9. ALL ABOARD? CHECK-IN.



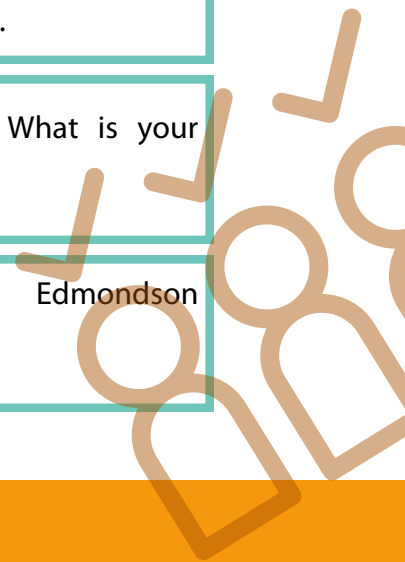
Activity Theme	Role of School Leaders in Building an Inclusive Team
Category	Icebreaker
Learning Outcomes Key Messages	<p><u>General</u> Develop a positive approach to creating a welcoming and equitable learning environment.</p> <p><u>Specific</u> Experiencing the value of using a check in as starter for a professional development activity Conducting a check-in enhances the development of an inclusive learning environment and it helps participants to do the same in their schools)</p>
Time (approx.)	5 minutes
Participants	No minimum or maximum amount. The activity can be used within a team as well as in a classroom
Description of the activity	A check-in is a short form for starting a professional development activity or meeting. It enhances the feeling of belonging of the participants
Materials needed	<p>Flip over</p> <p>Sticky notes (if you chose to use the written check-in)</p> <p>Pens or pencils</p>



## 9. ALL ABOARD? CHECK-IN.



<p><b>Facilitator's guidelines</b></p>	<p>Start with a check-in, this helps to build psychological safety. A check-in can be very brief. The facilitator can ask a couple of questions. Give an example, preferably your own, such as: "I've been in a rough situation at work, so I might be responding stressfully"</p> <p>Examples of questions are:</p> <ul style="list-style-type: none"> <li>- Is there something we need to know about you?</li> <li>- What are your preferred pronouns?</li> <li>- What do you expect to learn or want to learn from this session?</li> </ul> <p>Ask the participants to write down their professional check-in for themselves</p> <p>If you allow yourself more time you can ask participants to write their answers for the professional question on a sticky note. The facilitator can put them on a flip over and invites the participants to categorise these. This can enhance collaborative learning.</p> <p>At the end of the session, you can reflect on the answers on the sticky notes or ask participants to reflect on their own answers (written down for themselves)/</p> <p>As a facilitator, work with subtitles, or scaffolding- explaining why you conduct a check-in. Mention that it enhances the development of an inclusive learning environment, and it helps participants to do the same in their schools.</p>
<p><b>Possible Alterations</b></p>	<p>Ask participants questions after the meeting: What is your feeling about conducting the check in?</p>
<p><b>Background reading</b></p>	<p>Psychological Safety – Amy C. Edmondson (amycedmondson.com)</p>

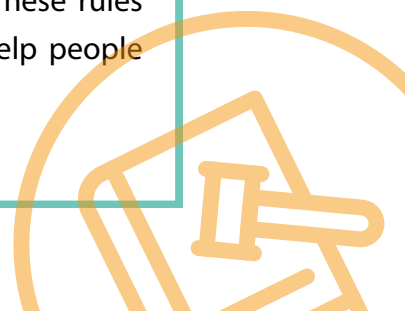




## 10. BUILDING A SAFE SPACE. PROVIDE A CODE OF CONDUCT



Activity Theme	Role of School Leaders in Building an Inclusive Team
Category	<ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Group Activities</li> <li>• Discussions</li> </ul>
Learning Outcomes Key Messages	<p><u>General and specific</u></p> <p>Develop a positive approach to creating a welcoming and equitable learning environment.</p> <p>The code of conduct is about the rules of collaboration. These rules exemplify the just ethical desirable behaviour. It will help people feel welcome, understood and valued and helps for creating an inclusive learning environment.</p>
Time (approx.)	15 minutes
Participants	No required number of participants
Description of the activity	Participants create a code of conduct. The code of conduct is about the rules of collaboration or engagement. These rules exemplify the just or desirable behaviour. It will help people feel welcome, understood and valued.



**10. BUILDING A SAFE SPACE. PROVIDE A CODE OF CONDUCT**



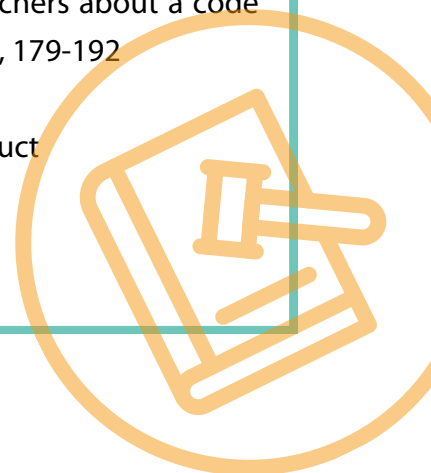
<p><b>Materials Needed</b></p>	<p>Flip over          Marker (to write down the rules of engagement/rules for the code of conduct)          Small stickers in red, orange and green</p>
<p><b>Facilitator's guidelines</b></p>	<p>Help the participants with formulating a code of conduct, e.g. "We will not interrupt each other; we will ask for each other's opinion". This can be done by asking participants: what do you need to collaborate within this group? What kind of behaviour satisfies your needs?</p> <p>Allow participants 5 minutes private time to write down their needs, preferably formulated as rules. You can provide inclusive dialogues cards as an example (see for example Inclusive Dialogue Cards Harvard University). Participants can make cards like these, but then you need more time. Have an open dialogue about the rules, which ones are seen as valuable for all? Write down these rules on the flip over, so every participant can see them during the session. You can put them up every session you have with this group and can make alterations if these are desired.</p> <p>Reflect at the end of the meeting by asking the participants did we manage to engage with our code of conduct and act accordingly?</p>



## 10. BUILDING A SAFE SPACE. PROVIDE A CODE OF CONDUCT



	<p>If you want to work inquisitively, you can provide the participants with coloured stickers and invite them to stick them on the flip over. Participants can use a red (we didn't adopt this rule), an orange (we didn't adopt this rule completely), or a green sticker (we did adopt this rule). Ask participants to elaborate on the placement of their stickers. Ask: what can we learn from this for our next meeting? Write down the answers on the flip over and provide this at the start of the next meeting.</p> <p>As a facilitator, work with subtitles, of scaffolding- explain why you provide the code of conduct (it enhances the development of an inclusive environment, and it helps participants to do the same in their schools)</p>
Possible alterations	
Participant instructions	
Debrief	<p>After the meeting, ask participants: did we manage to engage with our code of conduct and act accordingly?</p>
Background reading	<ul style="list-style-type: none"> <li>• O'Neill, J., &amp; Bourke, R. (2010). Education teachers about a code of ethical conduct. <i>Ethics and Education</i>, 5(2), 179-192</li> <li>• Inclusive Dialogue Cards Harvard University</li> <li>• ESHA Headstart 11. Providing a code of conduct</li> </ul> <p>ESHA   HEADstart</p>



## 11. MICROAGGRESSIONS



Theme	Role of School Leaders in building an Inclusive Team
Category	Role-play and simulation
Learning Outcomes	<p>Raise awareness about possible microaggressions in our daily life. Microaggressions are mostly everyday remarks, questions, behaviours that can be experienced as disrespectful, painful or harmful due to fostering (negative) stereotypes or preconceived ideas, mostly concerning marginalised groups in our society.</p> <p>Through this exercise participants will reflect about these situations and think about best ways to handle them</p>
Time (approx)	20-30 minutes
Participants	No required number of participants
Description of the activity	<p>The facilitator will offer the participants two different situations, representing common examples of microaggressions in our daily life. Participants share their thoughts about it and how they would react if they face something similar</p>



## 11. MICROAGGRESSIONS



<p>Materials needed</p>	<p>Hand-outs with case descriptions (1 case per hand-out) for discussion in smaller groups.</p>
<p>Facilitator's guidelines</p>	<p>Divide the group into small teams. Give each team a different written case. The cases you should have them prepared beforehand. You can ask one team member to read it out loud for its team. Here are two examples of microaggressions situations:</p> <p><b>Case 1.</b> As a bystander, or in just passing by, you experience the following: Four male colleagues have a discussion at a table in the canteen. One table further sits a female colleague who overhears the discussion. She decides to make a contribution. According to one of the men, the remark of the woman is not correct. Another man then says the following: "That is exactly why women should stay in the kitchen!" and all other men laugh. The woman remains silent. What would you do?</p> <p><b>Case 2.</b> You are the co-teacher of a female teacher of Turkish descent. All colleagues know that the female teacher is a Muslima. She does not come to work wearing a headscarf. But then one day she does. There are reactions from colleagues, some reactions are positive, other reactions are less positive. You overhear one colleague making the following remark: "Oh, are you married now? Does your husband want you to wear that thing? What would you do?"</p> <p>You should adapt your cases to the national reality and the specific realities of your participants. These are just general examples, but your cases should follow similar structure: Simple and clear.</p> <p>After you have handed over the written situation, ask them to discuss it as a team. Give them 6-8 minutes to do so. Then, each team will share their example and case with the rest of the group. After that, you could finish the activity by giving some hints on how to act in case of a microaggression (see Debrief)</p>

## 11. MICROAGGRESSIONS

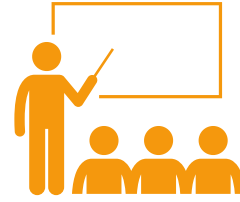


Possible alterations	
Participant instructions	
Debrief	<p>Consider sharing three possible bystander reactions:</p> <ol style="list-style-type: none"> <li>1. To ask for further clarification (additional information, details, reasons)</li> <li>2. To separate intent from impact (seek for difference between meaning and effect)</li> <li>3. Sharing what you observe (share pure observation, not an interpretation)</li> </ol> <p>Microaggressions are considered the base of the so-called 'pyramid of hate'. When microaggressions continue, this may lead to aggravated forms of aggression like bullying, discrimination and violence.</p>
Background reading	European Agency for Development in Special Needs Education (2012)

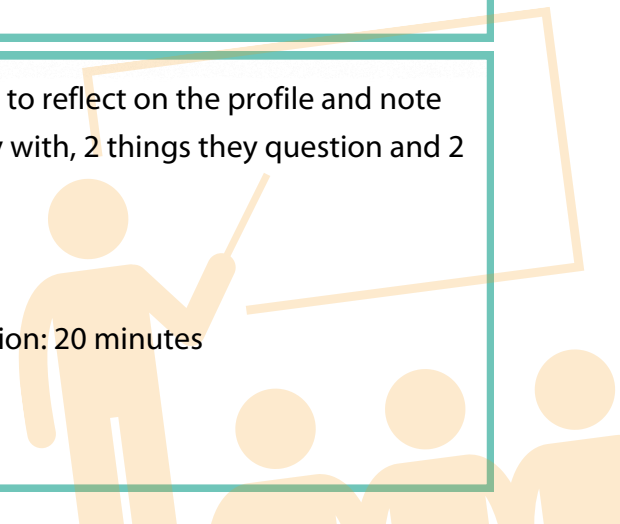




## 12. DEFINING THE INCLUSIVE TEACHER



Theme	Role of School Leaders in Building an Inclusive Team
Category	Reflection and Journaling, Group Activities and Discussions
Learning Outcomes	Understand the role of the school leader in establishing a diverse and inclusive school.
Time (approx)	45 minutes
Participants	No minimum, groups of 3-4, max 20 total
Description of the activity	Discuss and critique the article Profile of Inclusive Teachers in small groups
Materials needed	European Agency for Development in Special Needs Education (2012) Post-its/sticky notes Optional: white board or flipchart to summarise answers
Facilitator's guidelines	Form teams of 3-4. Ask participants to reflect on the profile and note (on 3 Post-Its) 2 things they identify with, 2 things they question and 2 things they would change. Introduction: 5 minutes Team discussion: 15 minutes Collect Post-Its and plenary discussion: 20 minutes Debrief: 5 minutes



## 12. DEFINING THE INCLUSIVE TEACHER



Possible alterations	
Participant instructions	Reflect on the profile and note (using Post-Its) 2 things you identify with, 2 things you question and 2 things you would change (each on 3 separate Post-Its).
Debrief	Ask participants what similarities and differences stand out. Ask participants how they as school leaders can foster inclusive teachers – try to elicit concrete steps
Background reading	Article: <a href="#">European Agency for Development in Special Needs Education (2012)</a> .



## 13. FOSTERING AN INCLUSIVE TEAM



Theme	Role of School Leaders in building an Inclusive Team
Category	Action Learning Project
Learning Outcomes	Develop a positive approach to creating a welcoming and equitable learning environment.
Time (approx)	45-60 minutes
Participants	No minimum. Max 20 participants.
Description of the activity	Discuss - in pairs - the theoretical background to the inclusive team.
Materials needed	Articles listed in background reading
Facilitator's guidelines	The focus in this activity is on enhancing a professional and equitable learning environment - which is a very important part of an inclusive school. It's mainly about creating psychological safety and collectively striving for all students and team members to learn. These reflections will be shared in pairs. The pairs will conduct reflective dialogues and help each other get a better understanding of leadership practices enhancing a professional culture.

## 13. FOSTERING AN INCLUSIVE TEAM



Possible alterations	
Participant instructions	<p>While reading the articles, answer these questions:</p> <ol style="list-style-type: none"> <li>1. What leadership practices do you recognize in your school?</li> <li>2. What did you do that helped developing an inclusive school?</li> <li>3. What did you do that didn't help developing an inclusive school?</li> <li>4. Do you know why it helped or hindered the development of an inclusive school?</li> </ol> <p>In pairs, share your answers to these questions.</p>
Debrief	<p>Consider letting the pairs share key insights from their discussions with the group. Consider this to be sharing only, not discussion; the sole objective is expanding the knowledge base</p>
Background reading	<p>Grissom et al, 2021; Leithwood, 2021 Shore et al, 2022; Huijboom et al, 2020</p>



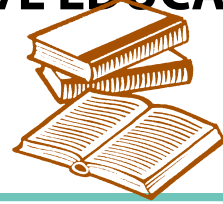
## 14. REFLECTING ON LEADERSHIP FOR INCLUSIVE EDUCATION



<p>Theme</p>	<p>Role of School Leaders in Inclusive School Leadership Role of School Leaders in building an Inclusive Team</p>
<p>Category</p>	<p>Follow-up and Support, Action learning projects, Group activities and Discussions</p>
<p>Learning Outcomes</p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Understand the role of the school leader in establishing a diverse and inclusive school.</li> <li>• Develop a positive approach to creating a welcoming and equitable learning environment.</li> <li>• Support teaching staff to create an inclusive and varied learning environment</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• Stimulating the professional development of teachers</li> <li>• Creating a safe environment</li> <li>• Stimulating development of professional learning community</li> </ul> <p>School leaders play a pivotal role in providing learning success and wellbeing for all students. There is growing consensus among international researchers about the inclusive leadership practices and personal resources that foster improvement in instruction and student learning. It is wise for school leaders to be acquainted with this knowledge for making evidenced informed decisions for their actions.</p>



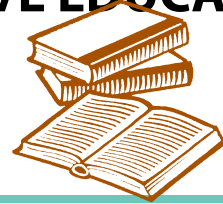
## 14. REFLECTING ON LEADERSHIP FOR INCLUSIVE EDUCATION



Time (approx)	90 minutes Participant preparation time
Participants	
Description of the activity	<p>School leaders play a pivotal role in providing learning success and wellbeing for all students. There is growing consensus among international researchers about the inclusive leadership practices and personal resources that foster improvement in instruction and student learning. In this exercise school leaders can use an evidence informed tool for reflecting on their leadership practices and personal resources</p>
Materials needed	<ul style="list-style-type: none"> <li>• Leadership for inclusive education: Assessment for learning tool <a href="#">ESHA   Leadership for inclusive education</a></li> <li>• Pen or pencils</li> <li>• Exercise reflection with model of professional growth</li> </ul>



## 14. REFLECTING ON LEADERSHIP FOR INCLUSIVE EDUCATION

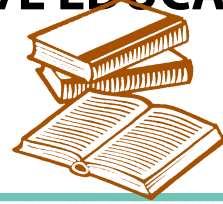


<p>Facilitator's guidelines</p>	<p>Let participants read (preferably in advance of the meeting) Van Wessum, L. (2023). Leadership for inclusive education. ESHA Magazine, september 2023</p> <p>Let them read Leadership for inclusive education: Assessment for learning tool and pair up with colleagues to have a a reflective dialogue on three clusters of leadership practices (Developing the quality of teachers, Creating a safe environment and Stimulating 'communities of learners').</p> <p>Let participants choose which questions of the Assessment for learning tool for enhancing equity in education they would like to have a dialogue on in pairs. The instructions how to work with this tool are mentioned in the tool. Allow participants 60 minutes to work in pairs.</p> <p>Participants discuss their chosen highlights (one item from each column of /needs to be considered/ emerging/in progress/sustainable practice) in pairs.</p> <p>Use a half hour to reflect on the learning outcomes of working with this tool. You can use the model of professional growth for this</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	





## 14. REFLECTING ON LEADERSHIP FOR INCLUSIVE EDUCATION



<p>Debrief</p>	<p>Ask participants the question: What have you learned from working with this tool?</p>
<p>Background reading</p>	<ul style="list-style-type: none"> <li>• Leithwood, K. A Review of Evidence about Equitable School Leadership. <i>Educ. Sci.</i> 2021, 11, 377.</li> <li>• Van Wessum., L. (2023). Building a shared vision. <i>ESHA Magazine</i>, jan 2023</li> <li>• Van Wessum, L. (2023). Leadership for inclusive education. <i>ESHA Magazine</i>, september 2023</li> <li>• Van Wessum, L. (2023). Leadership for inclusive education: Assessment for learning tool. <i>ESHA Magazine</i>, september 202</li> <li>• Van Wessum, &amp; Pruis, R. (2022). Esha headstart 2022 guidelines for school leaders # 2 stimulating teacher learning. <a href="#">Headstart - Guidelines for school leaders   ESHA</a></li> <li>• Van Wessum, &amp; Pruis, R. (2023). Esha headstart 2022 guidelines for school leaders # 7 stimulating collective efficacy. <a href="#">Headstart - Guidelines for school leaders   ESHA</a></li> <li>• Van Wessum, L. &amp; Verheggen (2019). Leading a learning school. Which questions have you asked today? Gompel &amp; Svacina.</li> </ul>



**15. CASE - STUDY**



Theme	Role of School Leaders in building an Inclusive Team
Category	Real Life Case Study
Learning Outcomes	Raise awareness about social inclusion in the educational setting.
Time (approx)	30 minutes
Participants	No required number of participants, its recommended they are an even number
Description of the activity	Participants may be presented with case study scenarios demonstrating a challenging situation of diversity/inclusion matter in an educational setting. After teaming up in groups of two, participants can discuss how they will manage this situation. Later, participants may exchange good practices, opinions, ideas, and experiences on how they will manage the same situation.
Materials needed	No materials needed



## 15. CASE - STUDY



### Facilitator's guidelines

#### 1. Introduction and Context Setting:

- Begin by introducing the purpose of the activity: to raise awareness about social inclusion in educational settings and explore strategies for managing challenging situations.
- Provide context on the importance of diversity and inclusion in education and how it contributes to a positive learning environment for all students.

#### 2. Case Study Presentation:

- Present participants with case study scenarios depicting challenging diversity or inclusion situations that may arise in educational settings. Ensure that the scenarios are realistic and relevant to the participants' experiences.
- Encourage participants to read and reflect on the case study scenarios individually, considering the complexities and potential solutions.

#### 3. Group Formation:

- Divide participants into pairs or groups of two. If possible, try to pair participants with diverse backgrounds or experiences to promote rich discussions.
- Ensure that each group has an equal opportunity to discuss and share their perspectives on the case study scenarios.

## 15. CASE - STUDY



### Facilitator's guidelines

#### 4. Discussion and Strategy Development:

- Instruct participants to discuss how they would manage the challenging situation presented in the case study within their groups. Encourage them to consider potential strategies, actions, and approaches to address the issues raised.
- Provide prompts or guiding questions to facilitate the discussion, such as:
  - What are the underlying causes of the situation presented in the case study?
  - How might different stakeholders (students, teachers, administrators, parents) be affected by this situation?
  - What are some potential challenges or barriers to addressing the situation?

What strategies or interventions could be implemented to promote social inclusion and address the issues at hand?

#### 5. Sharing and Exchange:

- After the group discussions, reconvene the larger group and invite each pair or group to share their thoughts, strategies, and insights on managing the challenging situation.
- Encourage participants to exchange good practices, opinions, ideas, and experiences related to social inclusion and diversity management in educational settings.
- Facilitate a respectful and inclusive discussion where participants feel comfortable sharing their perspectives and learning from each other.



## 15. CASE - STUDY

<p>Facilitator's guidelines</p>	<p><b>6. Reflection and Wrap-Up:</b></p> <ul style="list-style-type: none"> <li>· Facilitate a reflective discussion on the key takeaways from the activity. Encourage participants to reflect on what they have learned about managing diversity and promoting social inclusion in educational settings.</li> <li>· Summarize the main themes and strategies discussed during the activity, highlighting the importance of collaboration, empathy, and proactive problem-solving in addressing diversity and inclusion challenges.</li> <li>· Thank participants for their engagement and participation in the activity, emphasizing the value of their contributions to creating inclusive learning environments.</li> </ul>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p><b>1. Case Study Review:</b></p> <ul style="list-style-type: none"> <li>· You will be presented with case study scenarios depicting challenging situations related to diversity and inclusion in educational settings.</li> <li>· Take some time to read and reflect on the case study scenarios individually. Consider the complexities of each situation and think about potential strategies for addressing the issues presented.</li> </ul>

## 15. CASE - STUDY



### Participant instructions

#### 2. Group Formation:

- Once you have reviewed the case study scenarios, you will be paired up with another participant to form a group of two.
- If you are already in a group, you may stay with your current partner, or the facilitator may reassign pairs based on their discretion.

#### 3. Discussion and Strategy Development:

- In your pairs, discuss how you would manage the challenging situation presented in the case study.
- Consider potential strategies, actions, and approaches to address the issues raised in the scenario.
- Reflect on the perspectives of different stakeholders (students, teachers, administrators, parents) and how they may be affected by the situation.

#### 4. Sharing and Exchange:

- After your group discussion, you will have the opportunity to share your thoughts, strategies, and insights with the larger group.
- Listen actively to other participants' perspectives and experiences, and be open to exchanging good practices, opinions, and ideas related to social inclusion and diversity management.



## 15. CASE - STUDY



### Participant instructions

#### 5. Respectful Discussion:

- During the sharing and exchange phase, maintain a respectful and inclusive environment where all participants feel comfortable sharing their perspectives.
- Be mindful of differences in opinion and approach, and engage in constructive dialogue to learn from each other's experiences.

#### 6. Reflection and Wrap-Up:

- Reflect on the key takeaways from the activity and consider how the strategies discussed can be applied in your own educational context.
- Take note of any new insights or perspectives gained from the activity, and think about how you can contribute to promoting social inclusion and managing diversity in your school community.

Participate actively in the wrap-up discussion led by the facilitator, sharing your reflections and contributing to a collective understanding of the importance of inclusive practices in education.

#### 7. Engagement and Participation:

- Engage fully in the activity and participate actively in discussions with your partner and the larger group.
- Take advantage of this opportunity to learn from your peers and contribute to the collective exploration of strategies for promoting social inclusion and diversity management in educational settings.





## 15. CASE - STUDY



### Debrief

#### 1. Reflection on Case Studies:

- Start by inviting participants to reflect on the case study scenarios they discussed. Ask them to share their initial reactions, thoughts, and emotions upon encountering the challenging situations presented.

#### 2. Group Discussions:

- Facilitate a discussion on the strategies and approaches that emerged during the group discussions. Encourage participants to share the solutions they proposed and the reasoning behind their choices.

#### 3. Sharing Insights:

- Invite participants to share any insights or new perspectives they gained from engaging with the case studies and discussing them with their partners. Encourage them to reflect on how their understanding of diversity and inclusion in educational settings may have evolved.

#### 4. Identification of Challenges:

- Discuss any challenges or barriers that participants identified in addressing the issues presented in the case studies. Encourage them to consider factors such as institutional policies, cultural norms, and interpersonal dynamics that may impact the implementation of inclusive practices.





## 15. CASE - STUDY



### Debrief

#### 5. Exploration of Good Practices:

- Facilitate a conversation on the good practices, opinions, ideas, and experiences exchanged during the activity. Encourage participants to highlight strategies that they found particularly effective or innovative in promoting social inclusion and managing diversity.

#### 6. Relevance to Personal Practice:

- Guide participants to consider how the insights gained from the activity can be applied to their own educational practice. Encourage them to think about concrete steps they can take to promote social inclusion and diversity management in their school communities.

#### 7. Wrap-Up:

- Summarize the key learnings and takeaways from the activity, emphasizing the importance of collaboration, empathy, and proactive problem-solving in addressing diversity and inclusion challenges.
- Thank participants for their engagement and contributions to the discussion, and encourage them to continue exploring strategies for creating inclusive learning environments in their respective contexts.

#### 8. Action Planning:

- Encourage participants to develop action plans based on the insights gained during the activity. Invite them to identify specific steps they can take to implement inclusive practices in their schools and commit to following through on their plans.



## 15. CASE - STUDY



### Background reading

1. "Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students" by Zaretta Hammond
  - This book explores the principles of culturally responsive teaching and offers practical strategies for creating inclusive classrooms that support the academic success of all students, particularly those from culturally and linguistically diverse backgrounds.
2. "Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools" by Glenn E. Singleton and Curtis Linton
  - Singleton and Linton provide a framework for engaging in courageous conversations about race and equity in education. The book offers tools and strategies for addressing implicit bias, fostering inclusive school environments, and promoting equity and social justice.
3. "The Equity Toolkit: Facilitating Equitable Conversations in Schools" by Alexis Pate, Sarah Park Dahlen, and Eun Joo Kim
  - This toolkit offers practical resources and strategies for facilitating equitable conversations in schools. It provides guidance on addressing systemic inequities, promoting inclusive practices, and empowering educators to create positive change in their school communities.



## 15. CASE - STUDY



### Background reading

4. "Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World" edited by Django Paris and H. Samy Alim
  - This edited volume brings together scholars and educators to discuss culturally sustaining pedagogies that honor and affirm diverse cultural identities. The book offers practical strategies for integrating culturally relevant content, language, and practices into curriculum and instruction to promote educational equity and social justice.
5. "Teaching for Diversity and Social Justice" by Maurianne Adams, Lee Anne Bell, and Pat Griffin
  - This comprehensive resource provides educators with theoretical frameworks, practical tools, and classroom activities for teaching about diversity, equity, and social justice. The book covers a wide range of topics, including race, gender, sexuality, class, and disability, and offers strategies for creating inclusive learning environments that empower students to become agents of change.



## 16. PERSONAL EXPERIENCE WITH INCLUSION



Theme	Role of School Leaders in Building an Inclusive School
Category	Self reflection and journaling
Learning Outcome Key Messages	Self-reflection about our own experiences. Writing down our thoughts helps us to reflect upon them. By reflecting, we become more conscious and aware of those experiences, and may help us to understand the topic of Inclusion better.
Time (approx)	30 minutes
Participants	No required number of participants, ideally an even number
Description of the activity	It is a self-reflection activity. Participants are asked some questions regarding their own experience, and they have to write down the answers. Some are answered individually, others in pairs
Materials needed	Pens, paper sheets, flipchart



## 16. PERSONAL EXPERIENCE WITH INCLUSION



<p>Facilitator's guidelines</p>	<p>Start by describing the activity. There are 2 phases. One phase for individual self-reflection and another one for collective reflection (in pairs). For the individual part, write down in the flipboard the following questions. You may explain each question more in depth.</p> <p><b>Individually</b></p> <ul style="list-style-type: none"> <li>- Have you ever felt not included in a professional setting? -How did you feel, did you feel you did not belong there, did you feel as you were not seeing as the person you are...-</li> <li>- What happened? -What made you feel not welcomed, when did it happen...-</li> </ul> <p><b>In pairs</b></p> <ul style="list-style-type: none"> <li>- What does it mean to be and not to be included?</li> <li>- What do we need to feel welcomed?</li> </ul> <p>As facilitator, it would be good to start by giving some examples.</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>Write down your answers to the questions written in the flipchart referred to the individual activity. If they wish, they may share it with the rest of the group.</p> <p>After, form pairs and discuss your thoughts on the questions written in the flipchart but those meant to be answered in pairs.</p>

## 16. PERSONAL EXPERIENCE WITH INCLUSION



Debrief	What have you learned from your own experiences? Did something come up which you did not realise before? How did you feel sharing your thoughts with your pair?
Background reading	Lynn M. Shore, Beth G. Chung (2021): 'Inclusive leadership: How leaders Sustain or Discourage Work group Inclusion



## 17. TAG GAME - AFFINITY BIAS

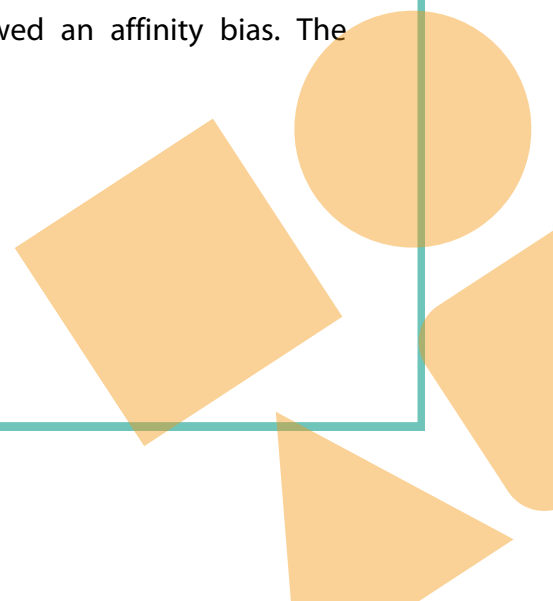


Theme	Role of School Leaders in Building an Inclusive School
Category	Icebreaker
Learning Outcome Key Messages	<p>Understand the concept of unconscious bias.</p> <p>The concept of this game is that the participants realise from their own experience what an affinity bias is and how intrinsic it is in our nature.</p>
Time (approx)	10-15 mins
Participants	No required number of participants
Description of the activity	<p>This activity consists of reflecting about the affinity bias. Participants will draw geometric figures in sticky notes and put them on. Afterwards, they will form groups. Ideally, they will tend to gather around other people based merely on similar geometric figures, thus grouping with those who have drawn the same figures. Therefore, following an affinity bias.</p> <p>Thus, it represents a good way to introduce the topic of unconscious biases, since participants themselves would see how they unconsciously followed an affinity bias when choosing who to group with.</p>



## 17. TAG GAME - AFFINITY BIAS

<p>Materials needed</p>	<p>Pens, sticky notes</p>
<p>Facilitator's guidelines</p>	<p>Do not explain the concept of unconscious biases before this activity. The idea is to introduce these theoretical concepts after this activity.</p> <p>Give 1-2 sticky notes to each participant and tell them to draw a geometric figure on it. After, tell them to form groups. Do not tell them how many people should form them or in what way, just to form groups. Once they have formed clear groups, observe. Then tell them to come back to their original seats (not with the group they've formed).</p> <p>You should observe how they decide to form groups. If in the first round you see they have gathered exclusively following the figures they've drawn (a group of those who have drawn a circle, others who have drawn a triangle for example) you can finish the activity and proceed to explain the concept of affinity bias.</p> <p>For example, you could connect both exercises by saying: 'Many of you have chosen based on the sticky note, rather than the person, therefore you have followed an affinity bias. The affinity bias is...'</p>



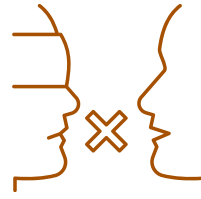




## 17. TAG GAME - AFFINITY BIAS

<p>Possible alterations</p>	<p>If the facilitator does not observe that they are guided through the sticky notes geometric form when grouping, it is recommended to do it 2 or 3 times, as participants would normally end up grouping by the geometric form</p>
<p>Participant instructions</p>	<p>Draw a geometric figure in a sticky note, one figure per sticky note. Put it in your body, it should be visible to everyone. Once everyone has done it, form groups. Form them freely, no minimum number of people per group. After you have grouped, come back to your original seat If the facilitator decides so, repeat the activity.</p>
<p>Debrief</p>	<p>¿Why did you decide to group with this person? ¿Would you have grouped with different people if there were none geometric figures involved?</p>
<p>Background reading</p>	

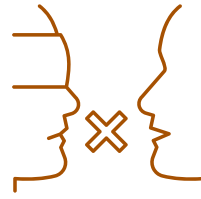
## 18. UNCONSCIOUS BIAS



Theme	Role of School Leaders in Building an Inclusive School
Category	Trainer's Input
Learning Outcome Key Messages	Understand concepts of Affinity, Benevolence and Confirmation Bias
Time (approx)	10-15 mins
Participants	No required number of participants
Description of the activity	The facilitator will explain the concepts of Affinity, Benevolence and Confirmation Biases
Materials needed	Pens and paper for notes
Facilitator's guidelines	This is a learning activity in which you explain to the participants what the unconscious biases are and more particularly, the Affinity, Benevolence and Confirmation biases.



## 18. UNCONSCIOUS BIAS



### Facilitator's guidelines

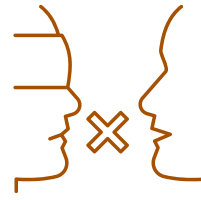
**Affinity** (if you decide to do the Tag Game – see above-, you can start by explaining this concept). To prefer, advocate or give extra help to those people who share our interests, beliefs, or environment. For example, when we meet someone in the work environment who has studied in the same university, centre, city or area as us.

**Confirmation.** Tendency to search or interpretate information that supports our beliefs, expectations or pre-existent hypothesis. We filter evidence to support already held points of view and ignore or overlook evidence that disapproves them. To even seek “proof” that further backs up your beliefs while discounting examples that do not support this idea. Example: Social media algorithms tend to show us what we are more inclined to, and we tend to think that is the reality

**Benevolence.** Making a more favourable assessment than would be the case, based on the perception of the vulnerability of others. This occurs when you make "well intentioned" decisions on other people's behalf that take away their choices. Even though your intentions may be good, they could be limiting the autonomy of the person in question. For example: not considering a woman for a promotion because they are on maternity leave or thinking that after coming back from maternity leave, they will want time to prioritise their family.



## 18. UNCONSCIOUS BIAS



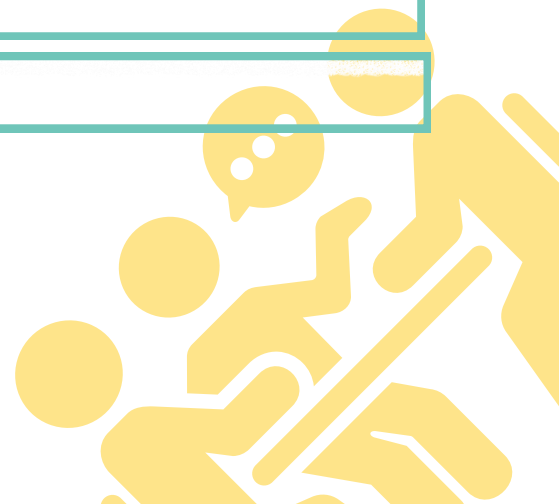
Possible alterations	
Participant instructions	Take notes if considered necessary
Debrief	What did you learn about your own biases



## 19. STORY CIRCLE



Theme	Role of School Leaders in Building an Inclusive School
Category	Group Activities and Discussions
Learning Outcome Key Messages	To recover or be able to tell stories and To promote dialogue, thanks to the strengthening of interaction and understanding through differences To understand others realities and experiences
Time (approx)	40 mins
Participants	Min. 10 people
Description of the activity	Participants would share personal experiences in small groups.
Materials needed	No materials needed





## 19. STORY CIRCLE

### Facilitator's guidelines

Divide into small groups of 4 to 6 persons per group. Then ask them to share with their group a situation where they acted on bias. For this activity you should remind them beforehand they should:

- Maintain confidentiality
- Speak from their own experience only
- Be genuine and authentic
- Keep their sharing simple
- Uphold positive intent
- Be comfortable in their own styles.

It may be helpful to give participants a minute or two of silence to think about their responses to the prompt and what stories they want to share so that eleven participants begin sharing their stories, the focus can be on truly listening for understanding (instead of still trying to think of one's own story to share).

Remind participants again about not interrupting when someone else is speaking in order to foster respect-ful deep listening.

Once the stories from the first round have been shared, groups can move into the personal stories for the second prompt, that could be: What have you learned from your experience and from the stories you have heard about your biases and how can you apply that in your day to day life from now on?

Once the stories/experiences from the second round have been shared, then participants engage in a flashback in response to the shared stories. The purpose of the flashback is to demonstrate listening for understanding, demonstrate respect, and make connections (all part of intercultural competencies development). The flashback involves participants sharing quickly in 15 seconds or less the most memorable point they heard from the second story shared. To do this, the group starts with the first person who shared his/her/their story in round two, and the others go around the circle to tell that person the most memorable point of his/her/their/their/their/their/their/their story. Then the group moves to the second person who shared his/her/their story and the others do another round of flashbacks for that person, and so on until the flashbacks have been covered for each person in the circle

**19. STORY CIRCLE**



Possible alterations	
Participant instructions	Get into small groups. Reflect out loud about a personal experience that you felt you acted on bias.
Debrief	How did you feel? Was it difficult? Why?
Debrief	Darla K. Deardoff (2020), Manual for developing Intercultural competencies. Story Circles, UNESCO publishing, 2020



## 20. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN SETTING DIRECTION



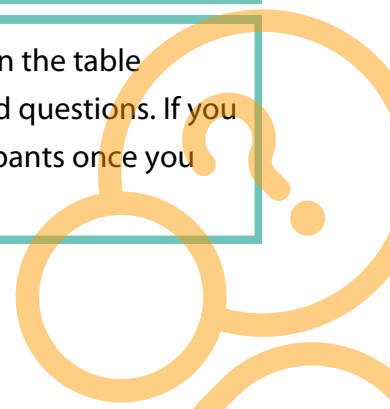
Theme	Role of School Leaders in Building an Inclusive School
Category	Reflection and Journaling
Learning Outcomes	Participants would reflect about the strategic direction of their school. In this way, they would deepen their school state of play in terms of inclusive education.
Time (approx)	20 minutes
Participants	No required number of participants
Description of the activity	Participants would engage in this activity by writing their own considerations and answers to the SILS reflection tool, provided by the facilitators
Materials needed	Copies of the Tool for Self-Reflection. Inclusive School Leader's role in <b>setting direction</b> Pens Paper



## 20. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN SETTING DIRECTION



<p>Facilitator's guidelines</p>	<p>Encourage participants read in advance Turner-Cmuchal, Oskarsdóttir &amp; Bilgeri (2021). If not, you may explain the main concepts described in that article regarding Inclusive school leaders' role in organisational devel. Focus on the part in which is explained the importance school leaders have in setting direction.</p> <p>After, provide each of them with a copy of <b>Creating and communicating school vision table</b> (See Annex, 3a) and tell them to reflect and answer the questions mentioned there.</p> <p>Once they have answered the questions, you may initiate a group discussion about their overall insights, initiating a debate about their practices in school.</p> <p>You can use the debriefing questions to guide the discussion.</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>Reflect about your role in setting direction. Then fill in the table provided by the facilitator by answering the provided questions. If you feel so, reflect about your answers with other participants once you have finished.</p>



## 20. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN SETTING DIRECTION



### Debrief

How inclusive is your school leadership practices in setting direction for your school?  
What are your strengths in that regard?  
What areas do you need to improve/further develop?  
What are your three priority issues? What issues would you prioritise to discuss with policy makers? In what areas are policies needed to support our practice?

### Background reading

European Agency for Special Needs and Inclusive Education, 2021. Inclusive School Leadership: A Tool for Self-Reflection on Policy and Practice. (M. Turner-Cmuchal, E. Óskarsdóttir and M. Bilgeri, eds.). Odense, Denmark



## 21. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN ORGANISATIONAL DEVELOPMENT

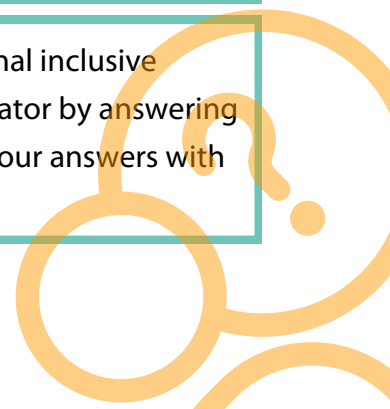


Theme	Role of School Leaders in Building an Inclusive School
Category	Reflection and Journaling
Learning Outcomes	Participants would reflect about the organisational environment of their school. In this way, they would explore on their school state of play in terms of organisational mechanisms. Maintaining a school culture that is collegial, interactive and focused on supporting teachers and learners throughout the educational process is a responsibility of school leaders. Therefore, organisational development is a core function of inclusive school leadership (EASNIE, 2021)
Time (approx)	20 minutes
Participants	No required number of participants
Description of the activity	Participants would engage in this activity by writing their own considerations and answers to the SILS reflection tool, provided by the facilitators
Materials needed	Copies of the Tool for Self-Reflection. Inclusive School Leader's role in <b>organisational development</b> , pens, paper

## 21. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN ORGANISATIONAL DEVELOPMENT



<p>Facilitator's guidelines</p>	<p>Encourage participants read in advance Turner-Cmuchal, Oskarsdóttir &amp; Bilgeri (2021). If not, you may explain the main concepts described in that article regarding Inclusive school leaders' role in setting direction. Focus on the part in which is explained the importance school leaders have in setting direction.</p> <p>After, provide each of them with a copy of the <b>School management table</b> (See Annex, 3b) and tell them to reflect and answer the questions mentioned there.</p> <p>Once they have answered the questions, you may initiate a group discussion about their overall insights, initiating a debate about their practices in school.</p> <p>You can use the debriefing questions to guide the discussion.</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>Reflect about your role in developing an organisational inclusive structure. Then fill in the table provided by the facilitator by answering the provided questions. If you feel so, reflect about your answers with other participants once you have finished.</p>



## 21. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN ORGANISATIONAL DEVELOPMENT



### Debrief

How inclusive is your school leadership practices in organisational development for your school?

What are your strengths in that regard?

What areas do you need to improve/further develop?

What are your three priority issues? What issues would you prioritise to discuss with policy makers? In what areas are policies needed to support our practice?

### Background reading

European Agency for Special Needs and Inclusive Education, 2021. Inclusive School Leadership: A Tool for Self-Reflection on Policy and Practice. (M. Turner-Cmuchal, E. Óskarsdóttir and M. Bilgeri, eds.). Odense, Denmark



## 22. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN HUMAN DEVELOPMENT



Theme	Role of School Leaders in Building an Inclusive School
Category	Reflection and Journaling
Learning Outcomes	Participants would reflect about their role in human development in their school. School leaders have strong influence in the learner environment regarding its well-being and sense of belonging (EASNIE, 2021)
Time (approx)	20 minutes
Participants	No required number of participants
Description of the activity	Participants would engage in this activity by writing their own considerations and answers to the SILS reflection tool, provided by the facilitators
Materials needed	Copies of the Tool for Self-Reflection. Inclusive School Leader's role in <b>human development</b> Pens Paper

## 22. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN HUMAN DEVELOPMENT



<p>Facilitator's guidelines</p>	<p>E that participants read in advance Turner-Cmuchal, Oskarsdóttir &amp; Bilgeri (2021). If not, you may explain the main concepts described in that article regarding Inclusive school leaders' role in setting direction. Focus on the part in which is explained the importance school leaders have in setting direction.</p> <p>After, provide each of them with a copy of <b>School Leader capacity building table</b> (See Annex, 3c) and tell them to reflect and answer the questions mentioned there.</p> <p>Once they have answered the questions, you may initiate a group discussion about their overall insights, initiating a debate about their practices in school.</p> <p>You can use the debriefing questions to guide the discussion.</p>
<p>Possible alterations</p>	
<p>Participant instructions</p>	<p>Reflect about your role in developing an organisational inclusive structure. Then fill in the table provided by the facilitator by answering the provided questions. If you feel so, reflect about your answers with other participants once you have finished.</p>

## 22. SILS SELF-REFLECTION. INCLUSIVE SCHOOL LEADER'S ROLE IN HUMAN DEVELOPMENT



### Debrief

How inclusive is your school leadership practices in organisational development for your school?

What are your strengths in that regard?

What areas do you need to improve/further develop?

What are your three priority issues? What issues would you prioritise to discuss with policy makers? In what areas are policies needed to support our practice?

### Background reading

European Agency for Special Needs and Inclusive Education, 2021. Inclusive School Leadership: A Tool for Self-Reflection on Policy and Practice. (M. Turner-Cmuchal, E. Óskarsdóttir and M. Bilgeri, eds.). Odense, Denmark





## 23. SMART GOALS ACTION PLAN

SMART

Theme	Role of School Leaders in Building an Inclusive School
Category	Group Activities and Discussions
Learning Outcomes	This exercise intends to capture the learning outcomes from the SILS reflection exercise previously described. Participants would understand the complex realities of their schools and will set up goals for improvement
Time (approx)	20 - 30 minutes
Participants	No required number of participants
Description of the activity	Participants will set up an action plan, following the model SMART goals (Specific, Measurable, Achievable, Relevant and Time-bound). Each participant would think about the conclusions extracted from the previous exercise and formulate SMART goals for their schools.

SMART

## 23. SMART GOALS ACTION PLAN

# SMART

### Materials needed

Copies of the SMART Goals Action Plan Template (See Annex, 4), pens

### Facilitator's guidelines

Ideally, this exercise should be done after participants have engaged before in reflection activities, such as the SILS Reflection Tool described before. It could be other activities as well, but it is important that participants have understood the state of play of their schools regarding inclusive leadership, so they are able to write down their objectives based on previous conclusions.

Hand over one copy of the SMART goals Action Plan template and ask them to write down their goals for improving following that model.

They will need to write the general goal, and then verify it complies with the SMART indicators.

# SMART

## 23. SMART GOALS ACTION PLAN

# SMART

### Facilitator's guidelines

Explain the indicators:

- **Specific:** the goal must be concrete. What exactly will you accomplish?
- **Measurable:** setting indicators. How will you know when you have reached this goal?
- **Achievable:** the goal must be realistic, in terms of resources, effort and commitment. How realistic is it, taking into account these three elements?
- **Relevant:** It is important that the goal has a meaning. Why is it significant to your life, personally or professionally?
- **Time-Bound:** Set a time framework. What is your specific due date for this goal?

Other sections of the template regard:

**Visualise:** how this goal enhances your life, role or expertise

**Take action.** Listing 5 small, specific steps they will take to get that goal. Emphasise they must be small (for example, the first step must be something they can do in just 15 minutes)

**Obstacles and Solutions.** List 2 possible obstacles and their respective solutions

**Strategy:** Who could help you develop this goal?

After everyone has written down their goals, you can ask if someone would like to present them to the rest of the group

# SMART

## 23. SMART GOALS ACTION PLAN

SMART

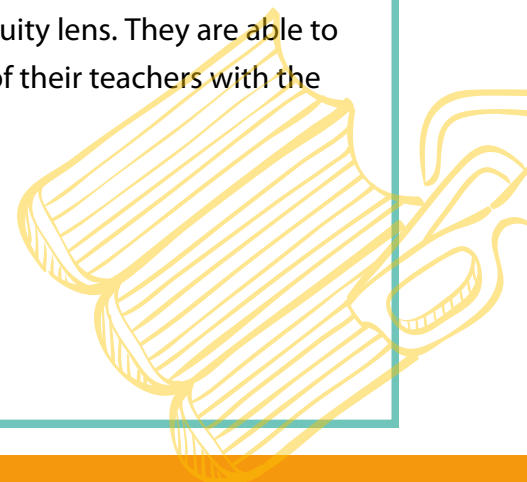
Possible alterations	One should be prepared to adjust and improve this exercise as necessary, based on the received feedback and data. The facilitator should also encourage trainees to reflect on their own learning and performance and suggest ways of improving their objectives and action plans. This will help them develop a growth mindset and a culture of continuous improvement.
Participant instructions	Write down your goal following the SMART template and fill in the boxes, following the facilitator's concepts explanations.
Debrief	See 'Facilitator's guidelines'
Background reading	<u><a href="#">SMART Goals: A How to Guide</a></u>

SMART

## 24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP



Theme	Role of School Leaders in Building an Inclusive School
Category	Trainer input
Learning Outcomes	<p>General</p> <ul style="list-style-type: none"> <li>• Understand the role of the school leader in establishing a diverse and inclusive school.</li> <li>• Develop a positive approach to creating a welcoming and equitable learning environment.</li> <li>• Support teaching staff to create an inclusive and varied learning environment</li> </ul> <p>Specific</p> <ul style="list-style-type: none"> <li>• Self-reflection on the leadership role in school inclusion</li> <li>• Articulating school vision and ambition</li> </ul> <p>Teachers have the greatest impact on student learning. School leaders are the second most important actors for student learning. The impact of school leaders on student learning is indirect by stimulating teachers' professional growth and through developing a school as a learning organisation. The literature provided, offers insight into leadership practices contributing to the development of inclusive and learning schools. Successful school leaders work value driven- they know what they are in for, they work based on strong ideals. They build an inclusive school looking through an equity lens. They are able to connect their own values and the values of their teachers with the development of a shared vision.</p>



## 24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP



<p>Time (approx)</p>	<p>Reading time differs, it is up to the participants to invest in studying the articles provided 30 minutes to have a reflective dialogue</p>
<p>Participants</p>	<p>An even number of participants is preferable. In case of an uneven number of participants, the facilitator can decide to participate, or one group of 3 can be made</p>
<p>Description of the activity</p>	<p>Teachers have the greatest impact on student learning. School leaders are the second most important actors for student learning. The impact of school leaders on student learning is indirect by stimulating teachers' professional growth and through developing a school as a learning organisation. The literature provided offers insight into leadership practices contributing to the development of inclusive and learning schools. Participants can read this literature and share their insights with their peers.</p>
<p>Materials needed</p>	



## 24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP



### Facilitators guidelines

Let participants read in advance any (or more) provided article (s). Ask them to take notes. You can guide them by asking them to consider questions while reading like:

- what leadership practices do you recognize in your school?
- What did you do that helped developing an inclusive school?
- What did you do that didn't help developing an inclusive school?
- Do you know why it helped or hindered the development of an inclusive school?

In the session participants can share their reflections in pairs (for 20 minutes). The pairs will conduct reflective dialogues and help each other getting a better understanding of leadership practices enhancing a professional culture. A reflective dialogue encourages school leaders to gain new perspectives by taking into consideration their colleagues' points of view. Engaging in dialogue means that school leaders have open to learning conversations which uncover the viewpoints of individuals rather than making assumptions about individuals' beliefs or motivations. They are listening and asking probing questions designed to help understand the underlying theory of action of those involved in the discussion

The last 10 minutes you can wrap up the session by asking each pair to share their most valuable insights



## 24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP



Possible alterations	
Participant Instructions	
Debrief	Ask the Participants: what is your most valuable insight from reading and sharing with your peers?
Background reading	<ul style="list-style-type: none"> <li>• European Agency for Special Needs and Inclusive Education. (2018). Supporting Inclusive School Leadership: Literature Review. <a href="https://www.europeanagency.org/resources/publications">https://www.europeanagency.org/resources/publications</a></li> <li>• European Agency for Special Needs and Inclusive Education. (2021). Inclusive School Leadership A Tool for Self-Reflection on Policy and Practice</li> <li>• Grissom, J. A., Egalite, A.J., &amp; Lindsay, C.A. (2021). How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research . The Wallace Foundation.</li> <li>• Huijboom F., Van Meeuwen P., Rusman E. &amp; Vermeulen M. (2020) How to enhance teachers' professional learning by stimulating the development of professional learning communities: operationalising a comprehensive PLC concept for assessing its development in everyday educational practice, Professional Development in Education, 46:5, 751-769</li> </ul>





## 24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP



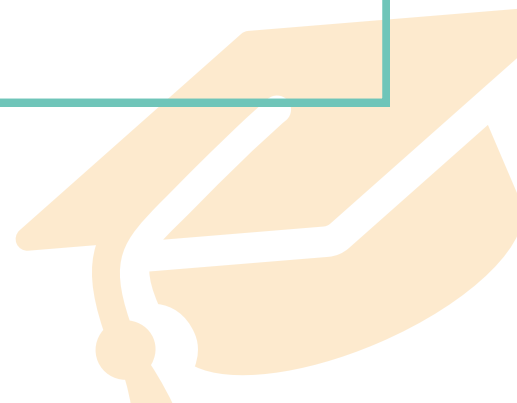
- Leithwood, K. A Review of Evidence about Equitable School Leadership. *Educ. Sci.* 2021, 11, 377.
  - Van Wessum, L. (2018). The Learning Turbine. An aligned model for continuous development of teachers and school leaders. ESHA (European School Heads Association), October 2018, pp 60-68.
  - Van Wessum., L. (2023). Building a shared vision. *ESHA Magazine*, jan 2023
  - Van Wessum, & Pruis, R. (2022). Esha headstart 2022 guidelines for school leaders # 2 stimulating teacher learning. [Headstart - Guidelines for school leaders | ESHA](#)
  - Van Wessum, & Pruis, R. (2023). Esha headstart 2022 guidelines for school leaders # 7 stimulating collective efficacy. [Headstart - Guidelines for school leaders | ESHA](#)
- Van Wessum, L. & Verheggen (2019). *Leading a learning school. Which questions have you asked today?* Gompel & Svacina.



**25. COMMUNITY OF LEARNERS**



Theme	Role of School Leaders in Inclusive School Leadership
Category	Action Learning projects, Group Activities and Discussions
Learning Outcomes	Engaging in actions to be taken and implemented in their school
Time (approx)	10 minutes
Participants	No required number of participants
Description of the activity	This activity could represent an alternative for the SMART goals activity. It consists on participants selecting one or two actions they will implement once they get back to school, but they must choose a 'partner' -someone from the participants from to another school- and agree to share it with him/her, who will get in touch in 2 weeks' time to ask if and how it has materialised.



## 25. COMMUNITY OF LEARNERS



<p>Materials needed</p>	<p>No materials needed</p>
<p>Facilitator's guidelines</p>	<p><b>Set the Stage:</b> Begin by providing a brief overview of the activity and its purpose. Emphasise the importance of reflecting on workshop learnings and committing to actionable steps for promoting inclusive school leadership.</p> <p><b>2. Clarify Instructions:</b> Clearly explain the participant instructions, ensuring that everyone understands what is expected of them. Encourage participants to think critically about the actions they plan to implement and to consider how these actions align with the workshop's key messages.</p> <p><b>3. Encourage Collaboration:</b> Emphasise the value of partnering with someone from another school to share chosen actions. Encourage participants to approach this partnership as an opportunity for mutual support and accountability.</p> <p><b>4. Create a Safe Space:</b> Foster an atmosphere of trust and respect where participants feel comfortable sharing their ideas and experiences. Remind participants that the purpose of the activity is to support each other in implementing positive change in their schools.</p> <p><b>5. Provide Support:</b> Be available to answer any questions or provide clarification as needed throughout the activity. Offer encouragement and guidance to participants as they articulate their chosen actions and engage with their partners.</p> <p><b>6. Facilitate Partner Pairings:</b> If necessary, facilitate the process of pairing participants with partners from other schools. Consider factors such as geographic location, grade level, or area of expertise to ensure meaningful connections.</p>

## 25. COMMUNITY OF LEARNERS



### Facilitator's guidelines

**Set Expectations for Follow-Up:** Clearly communicate the timeline for follow-up communication with partners (e.g., within two weeks). Encourage participants to exchange contact information and make a commitment to reconnect and share progress on their chosen actions.

**Promote Reflection:** Encourage participants to reflect on their experiences during the activity and consider how they can apply what they've learned to their practice as school leaders. Provide prompts for reflection, such as asking participants to identify any challenges they anticipate or resources they may need to support their chosen actions.

**Wrap-Up:** Conclude the activity by thanking participants for their engagement and commitment to promoting inclusive school leadership. Encourage them to continue supporting each other in their professional growth and development.

### Possible alterations

1. **Virtual Implementation:** If participants are not able to meet in person, the activity could be adapted for virtual implementation using video conferencing platforms or online collaboration tools.
2. **Extended Follow-Up Period:** Instead of a follow-up within two weeks, the follow-up could be extended to a month or more to allow participants more time to implement their chosen actions and share their progress with their partners.
3. **Group Pairings:** Instead of pairing participants individually, they could be grouped into small teams consisting of members from different schools to foster a sense of community and support among peers.





## 25. COMMUNITY OF LEARNERS



<p>Possible alterations</p>	<ol style="list-style-type: none"><li>1. <b>Structured Reflection:</b> Provide participants with specific reflection prompts or questions to guide their reflection process, such as asking them to identify successes, challenges, and lessons learned from implementing their chosen actions.</li><li>2. <b>Resource Sharing:</b> Encourage participants to share resources and best practices related to inclusive school leadership with their partners, either during the activity or as part of the follow-up process.</li><li>3. <b>Peer Coaching:</b> Pair participants not only for sharing their chosen actions but also for providing ongoing support and feedback to each other as they work to implement their plans.</li><li>4. <b>Incorporating Technology:</b> Utilise online platforms or apps for participants to document and share their progress with their partners, making it easier to track and communicate updates.</li></ol>
<p>Participant Instructions</p>	<p>Think about the actions you could implement in your school once you come back. These actions need to be based on what you learned during the workshop. You must then choose someone from the room and share it with him/her. The other person would do the same and you both will engage to get in touch within 2 weeks' time to ask if and how has materialised</p>
<p>Debrief</p>	<ol style="list-style-type: none"><li>1. <b>Reflection on Selected Actions:</b> Start by asking participants to reflect on the actions they chose to implement in their schools. Encourage them to share what inspired their choices and how these actions align with the workshop's key messages on inclusive school leadership.</li><li>2. <b>Sharing with Partners:</b> Invite participants to share their chosen actions with their partners from another school. Ask them how it felt to articulate their plans to someone outside their immediate context and whether this influenced their commitment to the actions.</li></ol>

## 25. COMMUNITY OF LEARNERS



### Debrief

3. **Accountability and Commitment:** Emphasise the importance of accountability in achieving goals. Discuss the significance of committing to follow through on their chosen actions, especially now that they have shared them with a partner.
4. **Reflection on Collaboration:** Facilitate a discussion on the value of collaboration in professional development. Encourage participants to reflect on the insights gained from hearing their partners' chosen actions and how this exchange might influence their approach to collaboration in their schools.
5. **Setting Expectations for Follow-Up:** Remind participants of the agreement to reconnect with their partners within two weeks to discuss progress on their chosen actions. Encourage them to consider what support they might need to successfully implement these actions and how they can hold each other accountable.

### Background Reading

- "Inclusive Leadership: The Journey Begins" by Desirée Pointer Mace and Shaun Johnson  
This article explores the concept of inclusive leadership and provides practical strategies for fostering inclusive environments in schools. It offers insights into the importance of collaboration, empathy, and cultural responsiveness in leadership practices.
- "Culturally Responsive Leadership in Schools: Promoting Equity and Excellence" by Muhammad Khalifa  
Khalifa's book delves into the role of culturally responsive leadership in promoting equity and excellence in schools. It examines the challenges faced by educational leaders and offers strategies for creating inclusive learning environments that honor diverse cultural backgrounds.

## 25. COMMUNITY OF LEARNERS



### Background Reading

- "Leading for Equity: The Pursuit of Excellence in the Montgomery County Public Schools" by Stacey M. Childress, Denis P. Doyle, and David A. Thomas

This case study explores the efforts of Montgomery County Public Schools to promote equity and excellence through inclusive leadership practices. It highlights the importance of data-driven decision-making, professional development, and community engagement in achieving educational equity.

- "Culturally Proficient Leadership: The Personal Journey Begins Within" by Raymond D. Terrell and Randall B. Lindsey

Terrell and Lindsey's book offers a framework for culturally proficient leadership that emphasizes self-reflection, cultural competence, and advocacy for equity. It provides practical strategies for educational leaders to engage in courageous conversations and lead transformative change in their schools.

- "Leadership for Social Justice and Equity: Weaving a Transformative Framework and Pedagogy" edited by Linda C. Tillman and James Joseph Scheurich

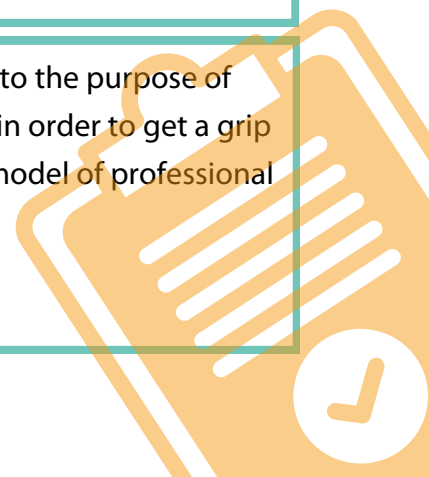
This edited volume explores the intersections of leadership, social justice, and equity in education. It features contributions from scholars and practitioners who offer theoretical insights and practical strategies for advancing equity and inclusion in educational leadership.





## 26. LEARNING OUTCOMES

Theme	Conclusion/Reflection
Category	Reflection and Journaling
Learning Outcomes	<p>Reflecting on learning outcomes will contribute to the professional growth.</p> <p>Reflecting on learning outcomes will contribute to the professional growth of the participants. Participants can use this reflective experience with their staff. The results of the reflection offers the facilitator valuable information for adapting the professional activity. It will provide valuable information for both the participants and the facilitator for developing next professional development steps.</p>
Time (approx)	20 minutes
Participants	
Description of the activity	<p>We need a theoretically funded model consistent to the purpose of (parts of) the professional development program in order to get a grip on the learning outcomes of school leaders. The model of professional growth provides this</p>







## 26. LEARNING OUTCOMES

<p>Materials needed</p>	<ul style="list-style-type: none"> <li>• Prints of Simplified Model of Professional Growth for each participant (see Annex, 5)</li> <li>• Sticky notes</li> <li>• Pens or pencils</li> </ul>
<p>Facilitator's guidelines</p>	<p>Ask participants the question:</p> <ul style="list-style-type: none"> <li>• What have you learned from this session?</li> <li>• Write every lesson you haveve learned on a sticky note (one lesson learned per sticky note).</li> </ul> <p>Offer them approx. 5 minutes to do so.</p> <p>Then present the simplified model of professional growth and ask participants to put their sticky notes in the model. Let them discuss it in pairs for approx. 15 minutes. During this discussion ask the participants to reflect on questions like:</p> <ul style="list-style-type: none"> <li>• What might be the following step in your learning process?</li> <li>• What support do you need to apply what you've learned?.</li> </ul> <p>Ask participants to write down their answers underneath the model.</p> <p>Ask participants to make a picture of their model and share that with the facilitator. All the answers are collected by the facilitator.</p>
<p>Possible alterations</p>	





## 26. LEARNING OUTCOMES

Participant instructions	
Debrief	What have you learned from this activity?
Background reading	<p>Van Wessum, L. (2022). Mapping school leaders' learning outcomes in a professional development program How to measure professional development? ESHA MAGAZINE, september 2022, <a href="#">ESHA   HEADlight Magazine</a>).</p> <p>For Dutch and Flemish participants: . Van Wessum, L., &amp; Kools, Q. (2019). Professionele groei van leraren en andere onderwijsprofessionals. Grip op leren. Gompel en Svacina.</p>





# FINAL RECOMMENDATIONS FOR THE FACILITATORS

To optimise the impact of the PDP it could be helpful for the facilitator to integrate both theoretical and practical exercises. This strategic combination serves as a dynamic pedagogical tool, which can adapt to diverse learning styles and preferences among participants. Blending theoretical concepts and practical experiences not only fosters a comprehensive understanding but also ensures sustained participant engagement in the learning journey. The theoretical component provides a solid foundation, offering participants a conceptual framework and theoretical insights. Meanwhile, the practical exercises offer a tangible and dynamic application of these concepts, allowing participants to actively apply and reinforce their recently acquired knowledge.

Before the session starts, it is advisable for the facilitator to conduct a pre-assessment by seeking and collecting detailed information about the specific needs and interests of participants. This preparatory step serves as a useful tool for adapting the PDP to the participants needs, aligning closely with the expectations and requirements of the individuals involved. Moreover, it will ensure that the PDP is responsive and effective.

Additionally, be mindful that educators may occasionally self-censor their ideas. Encourage an open and inclusive environment that fosters free expression, ensuring that participants feel comfortable sharing their thoughts.

Educators should feel not only encouraged but also empowered to express their thoughts without fear of judgment. In doing so, facilitators contribute to a more friendly and dynamic learning atmosphere, where the exchange of ideas flourishes and enriches the overall educational experience.

Remember to adapt the PDP to the national context. For example, the L4D Consortium, after testing the PDP, has identified that the concept of leadership may lack clarity when communicated in different national or local environments. Therefore, facilitators should take this into account by providing additional context and examples to enhance understanding.

Feedback is very important. It is suggested to implement continuous assessment methods and instruments, so activities can be adapted on-the-go. Be aware of the corporal gestures, participants behaviour regarding the activities and try to identify those that cause better engagement so to maintain greater connections with them.





# REFERENCES



- Dearthoff D.K. (2020) Manual for developing Intercultural competencies. Story Circles, UNESCO Publishing
- European Commission (2020) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions on Achieving the European Education Area by 2025
- Grissom J.A, Egalite A.J, Lindsay C.A (2021), How principals affect students and schools: A systematic Synthesis of two decades of research, The Wallace Foundation
- Hawkings B. Morris M. Nguyen T. Siegel J. Vardell E. (2017), Advancing the conversation: next steps for lesbian, gay, bisexual, trans, and queer (LGBTQ) health sciences librarianship, Journal of the medical Library Association
- Kools M. (2020) Schools as Learning Organisations: the concept, its measurement and HR outcomes. Dissertation. Erasmus Universiteit Rotterdam
- Landis D, Bhawuk P.S.D (2020) The Cambridge handbook of intercultural training, Cambridge University press (Fourth edition), United Kingdom
- Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. New York: Routledge
- Leithwood K. Harris A. Hopkins D. (2019) Seven strong claims about successful school leadership revisited, School Leadership & Management
- Van Wessum, L. & Verheggen (2019). Leading a learning school. Which questions have you asked today? Gompel & Svacina.
- Van Wessum L. 'Design principles for developing successful webinars', Educational Leadership Network Europe



Handbook for the PDP \_\_\_\_\_  
**ANNEXES**  
\_\_\_\_\_



# 1. LIST OF DIVERSITY AND INCLUSION TERMINOLOGY

- **Diversity:** The range of human differences, including but not limited to race, ethnicity, gender, sexual orientation, age, physical abilities, religious beliefs, socioeconomic status, and cultural backgrounds.
- **Inclusion:** Creating an environment where all individuals feel welcomed, respected, supported, and valued, and where they can fully participate and contribute to the organization or community.
- **Equity:** Ensuring fair treatment, access, opportunity, and advancement for all individuals, while striving to identify and eliminate barriers that have prevented the full participation of certain groups.
- **Implicit Bias:** Unconscious attitudes or stereotypes that affect our understanding, actions, and decisions towards others, often in a discriminatory manner, even without conscious awareness.
- **Microaggressions:** Brief, everyday exchanges that communicate derogatory or hostile messages, often unintentionally, towards marginalized groups, based on their race, gender, sexual orientation, or other aspects of their identity.
- **Intersectionality:** The interconnected nature of social categorizations such as race, class, gender, and sexuality, which creates overlapping and its related with interdependent systems of discrimination and disadvantage.
- **Cultural Competence:** The ability to effectively interact, communicate, and work with individuals from diverse cultural backgrounds, demonstrating respect, empathy, and understanding for their experiences and perspectives.
- **Unconscious Bias Training:** Educational programs designed to raise awareness of implicit biases and provide strategies for recognizing and mitigating their impact in decision-making processes.

# 1. LIST OF DIVERSITY AND INCLUSION TERMINOLOGY

- **Affinity Groups:** Voluntary, employee-led groups formed around shared identities or experiences, such as race, gender, sexual orientation, or disability, to provide support, networking, and advocacy within organizations.
- **Accessibility:** Ensuring that products, services, environments, and information are usable and inclusive for individuals with disabilities, allowing them to participate fully in all aspects of society.
- **Cultural Sensitivity:** Being aware of and respectful towards the cultural differences and nuances of others, avoiding stereotypes and assumptions, and adapting one's behavior and communication style accordingly.
- **Inclusive Language:** Using language that is respectful, inclusive, and affirming of all individuals, regardless of their race, gender, sexual orientation, disability, or other aspects of their identity.
- **Diversity Recruiting:** The practice of actively seeking out and recruiting candidates from underrepresented or marginalized groups to promote diversity within organizations.



## 2. HOPKINS DIVERSITY WHEEL



Hawkins et. al. (2017)

## 3. TABLES FOR SELF-REFLECTION

### a) Creating and communicating school vision

Questions	Something to consider	Emerging	In progress	Sustainable in practice	Does policy effectively support this?	Comments/Notes
Have we identified and clearly stated a vision of inclusive education built on children's rights and equity, in collaboration with the school community?						
Do we communicate the school's guiding vision of inclusion and encourage teacher and staff commitment to it?						
Do we guide and influence school organisation and resources according to principles of equity?						
Do we promote a culture of continuous improvement, innovation and collaboration to develop teaching, learning and assessment?						
Do we align school self-evaluation with the vision of inclusion?						
Do we set high expectations for all learners' well-being and achievement?						
Do we facilitate and empower learner-centred practice?						
Do we establish a school-wide ethos that enables learners to offer their views to inform all phases of education?						
Do we take learners' views seriously, consider them and act upon them?						

## 3. TABLES FOR SELF-REFLECTION

### b) School management table

Questions	Something to consider	Emerging	In progress	Sustainable in practice	Does policy effectively support this?	Comments/Notes
Do we manage school-level change? For example, regarding: curriculum and assessment frameworks; professional learning and development; funding and resource allocation; quality assurance and accountability?						
Do we manage financial resources to meet the needs of the whole school community (learners, families and all school staff)?						
Do we ensure curriculum and assessment are fit for purpose and meet all learners' needs?						
Do we encourage and support innovative and flexible pedagogy and practice that serve a diverse group of learners, and build on well-informed decisions?						
Do we provide a wide range of opportunities and support to ensure learners can take responsibility for their own learning, successes and achievements?						
Do we develop a culture of collaboration – positive and trusting relationships?						
Do we ensure a continuum of support in the school community for all learners, families and staff?						
Do we enable and build partnerships with: support agencies; other schools/institutions at other system levels; businesses in the community to benefit learners?						
Do we build school capacity for accommodating diverse learners through research engagement and collaborative professional learning and development activities, e.g. with universities?						
Do we organise an equitable continuum of support to ensure learner achievement and well-being?						
Do we build structures/processes that support collaboration with families and actively engage them to promote learners' outcomes and well-being?						
Do we monitor classroom practice, assuring high-quality education and well-being for all?						
Do we engage the learning community in self-review and reflect on data to inform on-going school improvement?						

## 3. TABLES FOR SELF-REFLECTION

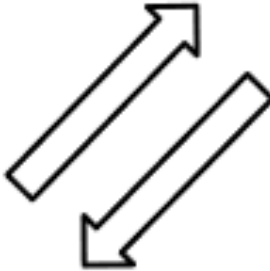
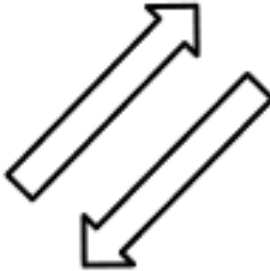

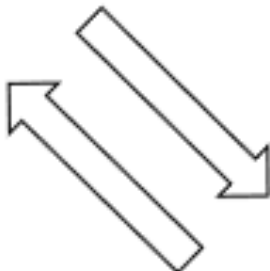

### c) School leader capacity

Questions	Something to consider	Emerging	In progress	Sustainable in practice	Does policy effectively support this?	Comments/Notes
Do we engage in professional learning and development opportunities to enhance our own capabilities to support inclusive education practices and raise all learners' achievement and well-being?						
Do we seek professional partnerships, critical friends and networking with other school leaders for support?						
Do we promote and facilitate collaborative opportunities for all staff: in routine aspects of learning organisation; through innovative approaches, including embracing new technologies?						
Do we focus on improving teacher and staff motivation, capacities and working environments to raise achievement and learner well-being?						
Do we ensure that expertise and experience are continually developed and shared within and across the school and beyond?						
Do we provide and foster professional learning and development opportunities for teachers and staff to develop their competences in raising learner achievement and well-being?						
Do we facilitate reflective practice with the aim of transforming teaching, learning and assessment?						
Do we use data as a basis for teacher reflection and on-going improvement?						

## 4. SMART GOALS ACTION TEMPLATE

Goal
Specific
Measurable
Achievable
Relevant
Time-Bound
Visualize
Take action
1.
2.
3.
4.
5.
Obstacles and Solutions

## 5. LEARNING OUTCOMES TABLE

	<p>What I've learned about the learning of my students or teachers. What I've learning about enlarging my impact</p>			<p>What I've learned from experimenting or want to try in my classroom or school</p>		<p>What I've learned from others and reading</p>	
<p>What I've learned about myself</p>	<p>What I've learned about myself</p>	<p>What I've learned about myself</p>	<p>What I've learned about myself</p>	<p>What I've learned about myself</p>	<p>What I've learned about myself</p>	<p>What I've learned about myself</p>	<p>What I've learned about myself</p>