



Leadership
Diversity *for*



LEADERSHIP FOR DIVERSITY

HANDBOOK FOR PROFESSIONAL DEVELOPMENT PROGRAMME



Upgraded Version of the Training Programme (November 2024)

Prepared by L4D Consortium

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INTRODUCTION



The Leadership for Diversity Programme for Professional Development (PDP) is an initiative designed to provide school leaders and personnel with opportunities for professional development that are grounded in inclusive leadership principles. The programme aims to raise awareness of Diversity and Inclusion (D&I) and to enhance participants' intercultural competences. In the context of the increasing multicultural composition of European schools, ensuring a safe and effective learning environment for all students has emerged as a pressing priority for school leaders (European Commission, 2020). The programme has been developed in direct response to the pressing need to address gaps in professional development and to support school leaders in cultivating inclusive and equitable school environments.

The establishment of equitable and respectful societies is contingent upon the efficacy of the educational system. Acknowledgement of this fact, and the development of intercultural competencies, must therefore be the initial step in the construction of such equitable societies. Nevertheless, education for interculturality is frequently disregarded. The mere existence of multicultural and globalised societies does not inherently equip individuals with the essential competences to tackle the associated challenges. It is evident that educators, including teachers and school leaders, frequently lack training and education in intercultural competencies.

A survey done within the frame of the Teaching and Learning international Survey from OECD found that 47% of student teachers, 51% of teacher educators, and 66% of in-service teachers felt inadequately prepared to handle diversity in their roles.

Furthermore, 78% of teachers and 69% of teacher educators reported having no formal evaluation of the strategies they used to address diversity in the classroom. These findings highlight the paucity of preparation and ongoing professional development available to educators to effectively navigate diversity issues. Moreover the absence of suitable professional development opportunities (42%), are significant barriers preventing educators from engaging in training (OECD, 2010). These obstacles reveal the need for a tailored and accessible professional development programme that aligns with the schedules and specific needs of school leaders.

Teachers and school leaders can be supported in developing D&I beliefs and practices if they are offered a strong learning environment. Schools developing as learning organizations provide such an environment (Kools, 2020). School leaders can enact leadership practices to build the school as a learning organization (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 their equity lens and intercultural competence becomes a crucial initial stage in establishing positive leadership models for diversity within and across schools (Grissom et al., 2021).

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 are aimed to 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. By participants we refer to the target group of this PDP: school leaders, facilitators, VET teachers, DEI consultants, and educators seeking innovative tools to develop competencies in inclusive leadership and diversity management.

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.

ADVANCING INTERCULTURAL COMPETENCE THROUGH DESIGN BASED EDUCATION AND CHALLENGE BASED LEARNING

A critical foundation is the recognition that culture is not static or inherently given, but is dynamic and continually shaped by human interaction. While ethnic, migrant, or national groups may engage in shared cultural practices, these practices are subject to evolution over time, influencing one another. This understanding is embedded in the PDP's design, encouraging participants to approach intercultural competence with flexibility and openness. By acknowledging the dynamic nature of culture, school leaders can foster an inclusive environment where diverse perspectives are celebrated and cultural growth is embraced as part of the educational journey.

By focusing on these goals, the PDP empowers school leaders to develop an equity lens and cultivate their intercultural competence, laying the groundwork for systemic change and sustainable models of leadership for diversity.

At its core, the handbook emphasises the importance of diversity and inclusion (D&I) and intercultural competence as key elements for creating effective leadership models in multicultural and diverse school settings. The methodologies included in the PDP (**Design-Based Education (DBE)** and **Challenge-Based Learning (CBL)**) have been specifically selected since they are closely compatible with the goals of this document and provide a robust theoretical background for achieving its objectives.

Design-Based Education (DBE) is a transformative methodology for promoting diversity, equity and inclusion (DEI) in schools. It provides school leaders with practical tools to address real-world challenges, focusing on human-centred problem solving and collaboration. DBE encourages school leaders to reflect on diverse contexts and create inclusive policies. It emphasises empathy, creativity and collaboration in line with inclusive leadership practices. DBE promotes a continuous, iterative learning process that helps leaders adapt to evolving challenges. DBE bridges the gap between theory and practice, making it an effective approach to inclusive leadership development.

DBE's structured yet flexible framework aligns with the PDP's goal of fostering a deeper understanding of diversity and inclusion by encouraging school leaders to observe, define and address specific challenges in their educational settings. In addition, DBE's multidisciplinary approach encourages collaboration across different fields of knowledge, which supports the PDP's goal of enhancing school leaders' intercultural competence. By emphasising learning through experimentation and iteration, DBE allows participants to refine their strategies over time, making it an effective methodology for addressing the dynamic challenges of promoting inclusive school environments.

Challenge-Based Learning (CBL) is a pedagogical approach whose core is engaging students with real-world challenges, encouraging collaboration, creativity and problem-solving. In CBL, learners are equipped with open-ended problems by working together in teams, conducting research and developing solutions that are sustainable, innovative and contextually relevant. The process is iterative, involving stages of engagement, investigation and action, ensuring that the learning experience is dynamic and connected to real-life issues.

CBL meets the objectives of the PDP by empowering school leaders to address diversity and inclusion (D&I) challenges in a practical, collaborative way. Through CBL, participants develop practical skills for creating inclusive environments by tackling authentic, complex problems related to D&I. This point of view fosters intercultural competence, promotes inclusive leadership and encourages participants to take ownership of their learning - all key objectives of the PDP. By applying the principles of CBL, school leaders can generate actionable solutions to promote inclusive and equitable school environments, directly supporting the objectives of the PDP.

Additional information regarding these methodologies are be provided in the Annexes 1 and 2. This will provide facilitators and participants with a deeper insight into the methodology and its role in promoting inclusive school leadership.

PRINCIPLES FOR A SUCCESSFUL IMPLEMENTATION OF A PDP

The methodology for the Leadership for Diversity Programme for Professional Development (PDP) has evolved in response to the divergent educational requirements and shared challenges identified among the European countries participating in the consortium. Initially, the programme was conceptualized with a two-module training structure focusing on leadership and diversity management. However, following an in-depth analysis of needs and collaborative discussions among project partners, the methodology underwent significant adaptation. These discussions highlighted the necessity of a more integrated and flexible approach to effectively address the diverse challenges and contexts of the participating countries.

A review of the partner country reports developed at the beginning of the project back in January - February 2024 indicated significant variations in diversity issues and leadership requirements between nations. For instance, issues that are considered to be of pressing concern in one nation may not be as pertinent in another. Consequently, the consortium concluded that a single, generalized training programme would not suffice to meet the specific needs of each context.

In response to these findings, the current methodology of the PDP follows an activity-based structure designed for universal applicability. All activities are suitable for implementation in any school environment, requiring no prior specific skills or knowledge from participants. The activities vary in nature, modality, and execution, ensuring accessibility and relevance across diverse settings. This PDP thus offers a set of concepts, activities, models, approaches and reflections that will allow the facilitator to encourage learners (e.g. a school team) to empathize with the theme of diversity & inclusion and its relevant (school) context, to start designing strategies and approaches for intervention, sort out the various options and activities for addressing diversity & inclusion in educational context, experiment with a variety of interventions and ultimately implement and evaluate effective policy.

Furthermore, the PDP is designed to be carried out in a wide variety of environments and national contexts. The scope of the present study encompasses vocational education and training (VET) programmes, primary and secondary schools, high schools, non-governmental organisations (NGOs) operating within the field of education, and public policy initiatives that are designed to promote diversity and inclusion.

The activities are intentionally flexible, allowing facilitators to adapt them to their specific national contexts for a more personalized and effective implementation. Despite this adaptability, the PDP remains grounded in extensive research and a thorough literature review. The activities have been developed by the L4D project consortium, comprising professionals and experts with proven expertise in intercultural competencies, Diversity, Equity, and Inclusion, and school training. Additionally, these activities have been rigorously tested through pilot workshops conducted in five European countries: Spain, The Netherlands, France, Cyprus and Ireland. As the culmination of a comprehensive phase of desk research and testing, the PDP represents a robust and well-validated tool. Facilitators are therefore encouraged to implement the activities as described, adhering closely to the methodology to ensure maximum efficiency and impact.

Building on these foundations, and as outlined by van Wessum (2023), the consortium has also established a set of design principles to guide the development and implementation of PDP activities. These principles constitute the cornerstone of a successful PDP and ensure its effectiveness in fostering Diversity and Inclusion within schools. The activities described in this PDP are aligned with these principles, which are detailed in the following section.

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.



STRUCTURE OF PDP

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

NOTES/REFLECTIONS



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 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.

My personal notes/Reflections: Personal space for the facilitator to document observations, challenges, and insights gained during the activity. The notes may include suggestions for future adaptations, notable instances of success, or areas that require enhancement. These reflections can serve as a valuable resource for enhancing the activity in future iterations and for sharing experiences with other facilitators.

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* 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

1. DIVERSITY & INCLUSION SENTIMENT MAPPING



15 minutes

Theme

Theoretical Background

Category

Icebreaker

Learning Outcome 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.

Participants

No specific number of participants required

Materials needed

Large poster board or whiteboard.
Three large emoticon faces representing happy, neutral, and sad emotions.
Different coloured dot stickers.
Timer.

Description of the activity

Participants are invited to express their feelings about 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.

Participant instructions

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 faces representing different emotions: happy, neutral and sad. How it works: 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.

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.

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.

Rules to remember:

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.

Respect privacy and diversity: Remember that everyone has a unique perspective. Please respect the contributions of all participants.



1. DIVERSITY & INCLUSION SENTIMENT MAPPING



15 minutes

Theme

Theoretical Background

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Icebreaker

Learning Outcome 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.

Participants

No specific number of participants required

Facilitator's guidelines

Before the session, prepare the large poster board or 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.

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 to introduce the content of the session, highlighting how understanding and acknowledging diverse perspectives is crucial to fostering inclusion in the school environment. Mention that the workshop will explore strategies to leverage this diversity for positive change.

Transition to Session Content: Explain how the feelings and reasons shared during this activity reflect broader themes and challenges related to diversity and inclusion.

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.

Additional Notes for Facilitator: Ensure a supportive and respectful atmosphere, reminding participants that all feelings and opinions are valid. Be prepared to manage the emotional content sensitively, especially if any participants express negative feelings. Use the insights gained from this activity to tailor the session's content to the participants' experiences and expectations.

1. DIVERSITY & INCLUSION SENTIMENT MAPPING



15 minutes

Theme

Theoretical Background

Category

Icebreaker

Learning Outcome 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.

Participants

No specific number of participants required

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.

My personal notes/reflections

Background reading

Acton, C. (2022, February 4). Are you aware of your biases? Harvard Business Review. Retrieved January 8, 2025, from <https://hbr.org/2022/02/are-you-aware-of-your-biases> Through an example from her personal life, the author guides us through 5 steps that will help us to overcome our own prejudices.

2. THIS OR THAT

Theme

Theoretical Background

Category

Icebreaker



10 minutes

Learning Outcome Key Messages

General: Foster social interaction, break the ice among participants, and encourage quick thinking and decision-making.

Specific: Encourage participants to get to know each other better, understand diverse perspectives, and stimulate discussions on various preferences and opinions.

Participants

Minimum 4 persons

Materials needed

None

Facilitator's guidelines

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.

Possible alterations

If the room does not allow for movement, preferences can also be shared by raising a hand (yet, for icebreaker / energizer, movement is best)

My personal notes/ reflections

Description of the activity

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. Examples are:

- I had breakfast this morning.
- Would you rather be invisible for a day or be able to fly for a day?
- Do you speak more than three languages?
- My school is diverse.
- I am inclusive in all my behaviors.

Participant instructions

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.

Debrief

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.

Background reading

University of Nebraska–Lincoln. (n.d.). Designing effective discussions about diversity. Retrieved January 8, 2025, from [Thiagarajan, S. "Thiagi," Tagliati, T., Richter, M. S., & Thiagarajan, R. \(2015\). Interactive techniques for instructor-led training \(Chapters 1 & 2, pp. 3-11\). Bloomington. Retrieved from: https://static1.squarespace.com/static/54e26ec3e4b094c160497e6f/t/55cb6aaee4b0c0fd53755ac6/1439394478093/ITLT--Manual--2015.pdf](https://static1.squarespace.com/static/54e26ec3e4b094c160497e6f/t/55cb6aaee4b0c0fd53755ac6/1439394478093/ITLT--Manual--2015.pdf) This blog entrance give some insights in how to run a debate with inclusivity which can help to support the goal of this activity: understand different perspective and foster interaction based on different points of views

3. BLOBS AND LINES

Theme

Theoretical Background

Category

Icebreaker



10 minutes

Learning Outcome Key Messages

General: Foster communication, self-awareness, and group awareness among participants.
Specific: Encourage reflection on personal experiences and perspectives, particularly in relation to work, education, and diversity.

Participants

Minimum 4 participants

Materials needed

List of 'prompts'

Possible alterations

Position yourself in the line or blob that best represents your response to the prompt.

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.

Participant instructions

None

Debrief

Encourage participants to share how the activity impacted their understanding of themselves and others. Discuss any surprises or new insights gained, and how these understandings could affect their approach to work and interactions with others.

My personal notes/reflections



3. BLOBS AND LINES

Theme

Theoretical Background

Category

Icebreaker



10 minutes

Learning Outcome Key Messages

General: Foster communication, self-awareness, and group awareness among participants.

Specific: Encourage reflection on personal experiences and perspectives, particularly in relation to work, education, and diversity.

Participants

Minimum 4 participants

Facilitator guidelines

Choose a spacious area and think carefully about the prompts to ensure they are inclusive and considerate of all participants.

Try these prompts:

- Line up based on least to most years of experience in a school/educational setting.

Gather in blobs based on those who:

- 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.
- Are currently very stressed with their working environment. those who are somewhat stressed, and those who are not stressed at all.

Clearly explain the purpose of the activity and how participants should position themselves in response to each prompt. Emphasize that there are no right or wrong answers, encouraging honesty and openness.

Background reading

Fakazlı, Özlem. (2021). Different ways of promoting reflective teaching. International Journal of Social Humanities Sciences Research (JSHSR). 8. 1255-1267. 10.26450/jshsr.2429. This article provides an insightful perspective in how reflective teaching is a necessary approach taking into account the educational needs nowadays (many different students coming from different backgrounds). It discusses the important role of reflection in teachers' growth based on the scientific arguments and research findings.

4. THIAGI HELLO! EXERCISE

Theme

Theoretical Background

Category

Icebreaker



15-30
minutes

Learning Outcome Key Messages

Getting to know each other. Creating psychological safety. Overview of expectations and/or experiences present in the group.

Participants

At least 10

Materials needed

Flipcharts or blank transparencies.

Timer.

Whistle.

Description of the activity

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.

Participant instructions

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.

Debrief

Summarise, look for similarities. The facilitator may also highlight the objective of the instrument: the possibility of collecting a lot of rich data in very limited time - 'an 80/20 rule'



HELLO
MY NAME IS

Background reading

Thiagarajan, S. "Thiagi," Tagliati, T., Richter, M. S., & Thiagarajan, R. (2015). Interactive techniques for instructor-led training (Chapters 1 & 2, pp. 3-11). Bloomington. Retrieved from: <https://static1.squarespace.com/static/54e26ec3e4b094c160497e6f/t/55cb6aaee4b0c0fd53755ac6/1439394478093/ITLT+-Manual+-+2015.pdf> The objective of the Interactive Techniques for Instructor-Led Training manual is to furnish trainers with a compendium of pragmatic, interactive methodologies to augment engagement and learning during instructor-led workshops. In chapters 1 and 2 from Thiagi's group manual is explained in more detailed the Hello! Exercise

Edmondson, A. C. (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. Wiley.

Clark, T. R. (2020). The 4 stages of psychological safety: Defining the path to inclusion and innovation. Berrett-Koehler Publishers.

4. THIAGI HELLO! EXERCISE

Theme

Theoretical Background

Category

Icebreaker



15-30
minutes

Learning Outcome Key Messages

Getting to know each other. Creating psychological safety. Overview of expectations and/or experiences present in the group.

Participants

At least 10

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 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 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

See Facilitator's guidelines

My personal notes/reflections

5. DIVERSOPHY®



30 minutes

Theme

Theoretical Background, Role of School Leaders in building an Inclusive Team

Category

Ice-Breakers, Role-Playing and Simulations, Group Activities and Discussions

Participants

3-8

Learning Outcome Key Messages

Raise awareness of Diversity and Inclusion

Understand the importance and relevance of Diversity and Inclusion

Materials needed

The Diversophy cards. These cards are a collection of factoids, critical choices, risks, wisdom and reflective questions.

Possible alterations

Ask participants for additional relevant terms and concepts that participants may come across in their respective workplaces and/or institutions when dealing with Diversity & Inclusion.

Description of the activity

This activity follows a quizz typology. 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.

Participant instructions

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.



Background reading

<https://www.diversophy.com/> Diversophy® is a company which has created a series of interactive games designed to enhance cultural awareness and competence among individuals and organizations.

5. DIVERSOPHY®



30 minutes

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

Participants

3-8

Learning Outcome Key Messages

Raise awareness of Diversity and Inclusion

Understand the importance and relevance of Diversity and Inclusion

Facilitator's guidelines

If there are more than 8 participants, consider the possibility of splitting into two or more groups. Each group plays separately.

Each card has a color, which reflects the type of challenge.

DiveriSMART reflect on factual knowledge about culture, DiveriCHOICE cards ask to choose appropriate behavior in a certain cultural setting.

DiveriRISK cards subject us to surprise happening in an unfamiliar context, DiveriGUIDE cards give us wisdom from a culture itself, DiveriSHARE cards ask to compare cultures and approaches in everyday situations.

The answers are kept by the facilitator and provided to the participants once they have answered/ reflected.

Debrief

What is the most relevant thing you learnt from this exercise?

Did the cards help you to reflect about the topic? If so, how?

Do you find it useful?

My personal notes/reflections

6. COMMON VOCABULARY



30 minutes

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.

Participants

No required number of participants

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.

Possible alterations

Ask participants for additional relevant terms and concepts that participants may come across in their respective workplaces and/or institutions when dealing with Diversity & Inclusion.

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.

Participant instructions

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.

Debrief

Do you think these definitions are accurate? Would you change any? Would you include/exclude more terms in this list?

My personal notes/reflections

Background reading

European Commission/EACEA/Eurydice, 2023. Promoting diversity and inclusion in schools in Europe. Eurydice report. Luxembourg: Publications Office of the European Union. Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/d886cc50-6719-11ee-9220-01aa75ed71a1/language-en>

United Nations Global Compact. (n.d.). Diversity, equity, and inclusion. Retrieved January 8, 2025, from <https://unglobalcompact.org/take-action/action/dei>

United Nations System Chief Executives Board for Coordination. (2024, January). Diversity, Equity and Inclusion Glossary (Annex I). Retrieved from <https://unsceb.org/sites/default/files/2024-01/DEI%20Glossary.pdf>

Landis, D., & Bhawuk, D. P. S. (Eds.). (2020). The Cambridge handbook of intercultural training (4th ed.). Cambridge University Press.

Martin, J. N., & Nakayama, T. K. (2017). Experiencing intercultural communication: An introduction (6th ed.). McGraw-Hill Education.

Mora Castro, A. (Coord.). (2018). Mediación intercultural y gestión de la diversidad: Instrumentos para la promoción de una convivencia pacífica. Tirant lo Blanch.

Zheng, L. (2022). DEI Deconstructed: Your No-Nonsense Guide to Doing the Work and Doing It Right. Berrett-Koehler Publishers.

7. DIVERSITY WHEEL

Theme

Theoretical Background

Category

Group Activities and Discussions



40 minutes

Participants

No required number of participants

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.

Materials needed

A copy of the Diversity Wheel, provided in the Annex (4)

Possible alterations

Take some time to reflect about the wheel and your own situation Briefly discuss your considerations with the group and listen to what others have to say.

Or: specific questions you may ask yourself:

- Which element poses the biggest challenge to me in my daily life?
- Which one at work?
- and which element do I call upon to compensate for or to cope with that challenge?

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, the less permanent and visible their elements are. Or said differently, those elements placed in more 'nuclear' spheres are considered to be more defining us. Thus, the Wheel represents most of the possible components that might define our identities, providing them with a degree of visibility and strength. All of those elements resonate with different relevance in each of us and we may perceive them differently from how they are observed in society.

Participant instructions

The Diversity Wheel comes in many forms and levels of detail (search the internet for examples). Consider using an image with less details in order to focus on specific elements or to make the assignment easier.

Background reading

Hawkins, B. W., 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 : JMLA*, 105(4), 316–327. <https://doi.org/10.5195/jmla.2017.206> In this paper, the authors engage in a discursive examination of subsequent reflections, with a particular focus on the evolving role of health sciences librarians in delivering culturally competent services to the LGBTQ+ community. Through the utilisation of a case study approach, this paper offers a practical illustration of the exploration of cultural competencies, drawing upon the paradigm of diversity in the context of healthcare.

M. Loden, J. Rosener (2017), *Workforce America! Managing Employee Diversity as a Vital Resource*, McGraw-Hill Professional Publishing, 1990
Link: <https://community.astc.org/ccli/resources-for-action/group-activities/diversity-wheel>

7. DIVERSITY WHEEL

Theme

Theoretical Background

Category

Group Activities and Discussions



40 minutes

Participants

No required number of participants

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.

Facilitator Guideline

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. 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.

After, ask participants to reflect about their own identities by observing the Wheel. Some inputs could be:

- What are the components you feel you identify more with?
- Are there any advantages/disadvantages related to them?
- How much do you think they determine your role in society?

My personal notes/reflections

Debrief

How did you feel?

What is difficult and why?

What have you learned from this discussion?

What can you apply in your daily life?

Background reading

Hawkins, B. W., 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 : JMLA*, 105(4), 316–327. <https://doi.org/10.5195/jmla.2017.206> In this paper, the authors engage in a discursive examination of subsequent reflections, with a particular focus on the evolving role of health sciences librarians in delivering culturally competent services to the LGBTQ+ community. Through the utilisation of a case study approach, this paper offers a practical illustration of the exploration of cultural competencies, drawing upon the paradigm of diversity in the context of healthcare.

M. Loden, J. Rosener (2017), *Workforce America! Managing Employee Diversity as a Vital Resource*, McGraw-Hill Professional Publishing, 1990

Link: <https://community.astc.org/ccli/resources-for-action/group-activities/diversity-wheel>

8. LAST PERSON STANDING

Theme

Theoretical Background

Category

Group activity and discussions



5 minutes

Participants

Any number

Learning Outcome Key Messages

Fostering recollection of key concepts by repeating. The activity encourages active listening, quick thinking, and recall of important ideas. It fosters recollection of key concepts by requiring participants to repeat and build on previous answers, enhancing learning retention.

Materials needed

None

Facilitator's guidelines

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'.

Possible alterations

Instruct the participants that they decide among themselves when a participant is being 'eliminated' (e.g. by making a 'buzzer' sound).

Description of the activity

Taking turns to give alternative answers to an open-ended question that relates to a previous activity

Participant instructions

In case of multiple groups or teams (3 or more), consider having all 'winners' play a final round using a 'new' question.

Debrief

None (apart from possibly repeating the learning outcome: we may foster recollection by repetition)

My personal notes/reflections

Background reading

Thiagarajan, S. "Thiagi," Tagliati, T., Richter, M. S., & Thiagarajan, R. (2015). Interactive techniques for instructor-led training (Chapters 1 & 2, pp. 3-11). Bloomington. Retrieved from: <https://static1.squarespace.com/static/54e26ec3e4b094c160497e6f/t/55cb6aaee4b0c0fd53755ac6/1439394478093/ITLT--Manual+-+2015.pdf> The objective of the Interactive Techniques for Instructor-Led Training manual is to furnish trainers with a compendium of pragmatic, interactive methodologies to augment engagement and learning during instructor-led workshops.

9. ALL ABOARD? CHECK-IN

Theme

Role of School Leaders in building an Inclusive Team

Category

Icebreaker



5 minutes

Participants

No required number of participants. The activity can be used within a team as well as in a classroom

Learning Outcome Key Messages

General: Develop a positive approach to creating a welcoming and equitable learning environment.

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.

Materials needed

- Flip over
- Sticky notes (if you chose to use the written check-in)
- Pens or pencils

Possible alterations

See facilitator guidelines

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

Participant instructions

Ask participants questions after the meeting: What is your feeling about conducting the check in?

Debrief

Reflecting on our check-in, how do you feel about the psychological safety we've established so far, and is there anything we can adjust to ensure everyone feels fully supported as we continue the session?

This question encourages participants to assess the effectiveness of the initial check-in, provides an opportunity for adjustments, and reinforces the collective commitment to maintaining a safe and supportive space throughout the workshop.



9. ALL ABOARD? CHECK-IN

Theme

Role of School Leaders in building an Inclusive Team

Category

Icebreaker



5 minutes

Participants

No required number of participants. The activity can be used within a team as well as in a classroom

Learning Outcome Key Messages

General: Develop a positive approach to creating a welcoming and equitable learning environment.

: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

Facilitator Guidelines

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. Creating psychological safety is crucial for meaningful discussions in workshops on Diversity, Equity, and Inclusion (DEI). Based on Amy Edmondson's work, here are three questions designed to foster openness, respect, and trust at the beginning of a workshop:

- "What do you hope to gain from this workshop, and how can we create an environment where everyone feels comfortable sharing their thoughts?" This invites participants to express their expectations while collectively establishing norms for respectful communication.
- "Can you share an example of a time when you felt included or excluded, and what made the experience impactful for you?" This encourages vulnerability and helps participants connect on a human level, acknowledging the value of diverse experiences.
- "What does a 'safe space' mean to you, and what ground rules would help us ensure that everyone feels respected during our time together?" This empowers participants to co-create the atmosphere, fostering mutual responsibility for psychological safety.
- "What are some ways we can support each other if someone feels uncomfortable or uncertain during our conversations today?" This invites proactive strategies to address discomfort and ensure mutual care.
- "How can we encourage one another to ask questions or challenge ideas respectfully, even when the topic feels difficult?" This sets the tone for constructive dialogue and emphasizes respect in disagreement.

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 categorize these. This can enhance collaborative learning. 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). 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.

9. ALL ABOARD? CHECK-IN

Theme

Role of School Leaders in building an Inclusive Team

Category

Icebreaker



5 minutes

Participants

No required number of participants. The activity can be used within a team as well as in a classroom

Learning Outcome Key Messages

General: Develop a positive approach to creating a welcoming and equitable learning environment.

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.

My personal notes/reflections

Background reading

Intercultures Global. (2024, January 29). The role of psychological safety in training: Strategies for inclusive learning. Retrieved from <https://www.interculturesglobal.com/2024/01/29/the-role-of-psychological-safety-in-education-strategies-for-inclusive-learning/> This blog post highlights the importance of inclusive learning and making all participants in a training feel included. It gives tips for facilitators on how to do this.

Clark, T. R. (2020). The 4 stages of psychological safety: Defining the path to inclusion and innovation. Berrett-Koehler Publishers. This book is a practical guide that shows how leaders can create psychological safety in their organisations, developing an environment where people feel included, fully engaged and encouraged to contribute their best efforts and ideas.

Edmondson, A. C. (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. Wiley. This book explores this culture of psychological safety and provides a blueprint for bringing it to life. It offers practical guidance for teams and organisations that are serious about succeeding in the modern economy. The traditional culture of 'fitting in' and 'getting along' is doomed in the knowledge economy..People must be allowed to express half-finished thoughts, ask out-of-the-box questions and brainstorm out loud.This creates a culture where a minor slip-up or momentary lapse is no big deal, where actual mistakes are owned and corrected, and where the next out-of-the-box idea could be the next big thing.

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

Theme

Role of School Leaders in building an Inclusive Team

Category

Icebreaker
Group Activities and Discussions



15
minutes

Participants

No required number of participants

Learning Outcome Key Messages

Develop a positive approach to creating a welcoming and equitable learning environment. The code of conduct is about the rules of collaboration. These rules exemplify the just, ethical and desirable behavior. It will help people feel welcome, understood and valued and helps forcreating an inclusive learning environment.

Materials needed

- Flip over
- Marker (to write down the rules of engagement/rules for the code of conduct)
- Small stickers in red, orange and green

Possible alterations

See facilitator guidelines

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 behavior. It will help people feel welcome, understood and valued.

Participant instructions

None

Debrief

After the meeting, ask participants: did we manage to engage with our code of conduct and act accordingly?

My personal notes/reflections



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

Theme

Role of School Leaders in building an Inclusive Team

Category

Icebreaker
Group Activities and Discussions



15
minutes

Participants

No required number of participants

Learning Outcome Key Messages

Develop a positive approach to creating a welcoming and equitable learning environment. The code of conduct is about the rules of collaboration. These rules exemplify the just, ethical and desirable behavior. It will help people feel welcome, understood and valued and helps for creating an inclusive learning environment.

Facilitator Guidelines

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 in order to collaborate within this group? What kind of behavior satisfies your needs?

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.

Reflect at the end of the meeting by asking the participants did we manage to engage with our code of conduct and act accordingly?

If you want to work inquisitively, you can provide the participants with colored 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. As a facilitator, work with subtitles, or 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)

Background reading

O'Neill, J., & Bourke, R. (2010). Education teachers about a code of ethical conduct. *Ethics and Education*, 5(2), 179-192 DOI:10.1080/17449642.2010.516633 The article focuses on the framework created by the New Zealand Teachers' Council which has developed an ethical code of conduct for teachers. The authors address in the article how to run a workshop on this and the challenges that educating teachers on this subject

Harvard University. (n.d.). Inclusive dialogue cards. Retrieved from

https://edib.harvard.edu/files/dib/files/dib_inclusive_dialogue_cards_pdf.pdf This pdf from Harvard University is a set of guidelines has been devised to encourage meaningful and respectful conversations about diversity, inclusion and belonging. Each card presents a principle or action intended to promote open dialogue and understanding among individuals.

Loes Van Wessum (2014) Guidelines for schools leaders. Providing a code of conduct <https://cms.eu.dynatex.io//api/assets/prod-eu-asha/564b4af6-e130-4117-b95d-899d8411002c> This document highlights the importance of having a code of conduct within apprenticeships and the steps needed to develop one.

11. MICROAGGRESSIONS



20-30
minutes

Participants

No required number
of participants

Theme

Role of School Leaders in
building an Inclusive Team

Category

Icebreaker

Learning Outcome Key Messages

Raise awareness about possible microaggressions in our daily life. Microaggressions are mostly everyday remarks, questions, behaviors that can be experienced as disrespectful, painful or harmful due to fostering (negative) stereotypes or preconceived ideas, mostly concerning marginalized groups in our society. Through this exercise participants will reflect about these situations and think about the best ways to handle them.

Materials needed

Hand-outs with case descriptions (1 case per hand-out) for discussion in smaller groups.

Possible alterations

See facilitator guidelines

Description of the activity

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 experience or face something similar.

Participant instructions

Participants may volunteer to provide an example of a microaggression from their own experience.

Debrief

Consider sharing three possible bystander reactions:

1. To - kindly - ask for further clarification (additional information, details, reasons)
2. To separate intent from impact (highlight the difference between meaning and effect)
3. Sharing what you observe (share pure observation, not your interpretation)

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.



11. MICROAGGRESSIONS



20-30
minutes

Participants

No required number
of participants

Theme

Role of School Leaders in
building an Inclusive Team

Category

Icebreaker

Learning Outcome Key Messages

Raise awareness about possible microaggressions in our daily life. Microaggressions are mostly everyday remarks, questions, behaviors that can be experienced as disrespectful, painful or harmful due to fostering (negative) stereotypes or preconceived ideas, mostly concerning marginalized groups in our society. Through this exercise participants will reflect about these situations and think about the best ways to handle them.

Facilitator guidelines

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:

Case 1. 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?

Case 2. You are the co-teacher of a female teacher of Turkish descent. 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?"

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. 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)

11. MICROAGGRESSIONS



20-30
minutes

Participants

No required number of participants

Theme

Role of School Leaders in building an Inclusive Team

Category

Icebreaker

Learning Outcome Key Messages

Raise awareness about possible microaggressions in our daily life. Microaggressions are mostly everyday remarks, questions, behaviors that can be experienced as disrespectful, painful or harmful due to fostering (negative) stereotypes or preconceived ideas, mostly concerning marginalized groups in our society. Through this exercise participants will reflect about these situations and think about the best ways to handle them.

My personal notes/reflections

Background reading

Washington, E. F. (2022, May 10). Recognizing and responding to microaggressions at work. Harvard Business Review. Retrieved from <https://hbr.org/2022/05/recognizing-and-responding-to-microaggressions-at-work>. The research provides unequivocal evidence of the deleterious impact that seemingly innocuous statements can have on an individual's physical and mental health, particularly over the course of a career. The consequences of such statements may include an increased likelihood of depression, prolonged stress and trauma, physical ailments such as headaches, hypertension, and sleep disturbances.

Holocaust Center for Humanity. (n.d.). Pyramid of hate. Retrieved January 8, 2025, from

<https://www.holocaustcenterseattle.org/pyramid-of-hate> In this web entry from the Holocaust center for Humanity, the concept of the pyramid of hate is explained.

12. DEFINING THE INCLUSIVE TEACHER



45 minutes

Theme

Theoretical Background

Category

Icebreaker

Learning Outcome Key Messages

Understand the role of the school leader in establishing a diverse and inclusive school. The activity encourages critical discussion on how school leaders can support inclusive teaching practices, leading to actionable steps for fostering inclusivity in their schools.

Participants

No minimum, groups of 3-4, max 20 total

Materials needed

- European Agency for Development in Special Needs Education (2012)
- Post-its/sticky notes.
- Optional: white board or flipchart to summarize answers.

Facilitator Guideline

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

Possible alterations

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).

Description of the activity

Discuss and critique the article Profile of Inclusive Teachers (pg 11-18) in small groups.

Participant instructions

Instead of Post-it, use flipchart paper that can be attached to the wall (3 columns).

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.

My personal notes/reflections

Background reading

European Agency for Development in Special Needs Education. (2012). Teacher education for inclusion: Profile of inclusive teachers. Retrieved from <https://www.european-agency.org/sites/default/files/Profile-of-Inclusive-Teachers.pdf> The article's framework delineates the qualities and competencies required for teachers to effectively support inclusive education. The text emphasises the necessity for teachers to be adequately prepared to address the diverse needs of all students, including those with disabilities and from various backgrounds.

13. FOSTERING AN INCLUSIVE TEAM

Theme

Role of School Leaders in building an Inclusive Team

Category

Action Learning Project



45-60
minutes

Learning Outcome Key Messages

To assist participants in cultivating a favourable stance towards the establishment of a welcoming and equitable learning environment. It encourages participants to share insights and engage in reflective dialogues to deepen their understanding of leadership strategies that foster a professional, psychologically safe, and inclusive learning environment.

Participants

No minimum. Max 20 participants

Materials needed

Articles listed in background / further reading (see below)

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.

Possible alterations

While reading the articles, please answer these questions:

- 1.What leadership practices do you recognize in your school?
- 2.What did you do that helped develop an inclusive school?
- 3.What did you do that didn't help develop an inclusive school?

Do you know why it helped or hindered the development of an inclusive school?

- 4.In pairs, share your answers to these questions.

Description of the activity

Discuss - in pairs - the theoretical background to the inclusive team.

Participant instructions

Limit the number of articles, or use alternative or additional relevant articles to the list below.

Debrief

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.



13. FOSTERING AN INCLUSIVE TEAM



45-60
minutes

Theme

Role of School Leaders in building an Inclusive Team

Category

Action Learning Project

Learning Outcome Key Messages

To assist participants in cultivating a favourable stance towards the establishment of a welcoming and equitable learning environment. It encourages participants to share insights and engage in reflective dialogues to deepen their understanding of leadership strategies that foster a professional, psychologically safe, and inclusive learning environment.

Participants

No minimum. Max 20 participants

My personal notes/reflections

Background reading

Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis> The report's findings affirm that effective principals have a pronounced, positive effect on the schools they lead. These leaders contribute to significant outcomes, including student achievement, reduced absenteeism, and teacher retention. The report also provides a detailed analysis of the practices that contribute to effective leadership. Furthermore, it conducts a thorough examination of educational equity and the principal's role in promoting it.

Leithwood, K. A Review of Evidence about Equitable School Leadership. *Educ. Sci.* 2021, 11, 377. <https://doi.org/10.3390/educsci11080377> The paper reviews 63 studies in order to identify leadership practices that improve equity for diverse students. The review identified two key practices: the establishment of partnerships and the promotion of culturally responsive instruction. The study calls for effective leaders to critically assess policies and develop a deeper understanding of students' cultures, thus paving the way for future research in this area.

Huijboom, et al (2021). Professional learning communities (PLCs) as learning environments for teachers: An in-depth examination of the development of seven PLCs and influencing factors. *Learning, Culture and Social Interaction*, 31, <https://www.sciencedirect.com/science/article/abs/pii/S2210656121000775> This study explores the development of Professional Learning Communities (PLCs) over time and the school context factors that influence this development. It is posited that school leaders can support PLC development by tailoring actions to the needs of the PLC and providing necessary resources, autonomy, and time.

14. REFLECTING ON LEADERSHIP FOR INCLUSIVE EDUCATION



Theme

Role of School Leaders in Inclusive School Leadership. Role of School Leaders in building an Inclusive Team

Category

Follow-up and Support, Action learning projects, Group activities and Discussions

Participants

No limitations

90 minutes for the activity
Additional participant preparation time, depending on the time needed for background reading.

Learning Outcome Key Messages

General: Understand the role of the school leader in establishing a diverse and inclusive school. Develop a positive approach to creating a welcoming and equitable learning environment. Support teaching staff to create an inclusive and varied learning environment

Specific Stimulating the professional development of teachers Creating a safe environment Stimulating development of professional learning community 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.

Materials needed

- Leadership for inclusive education: Assessment for learning tool
- ESHA | Leadership for inclusive education
- Pen or pencils

Possible alterations

See facilitator guidelines

Description of the activity

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

Participant instructions

Consider giving the instruction to read the materials as a pre-activity assignment in order to shorten the time needed for the activity.

Debrief

Ask participants the question: What have you learned from working with this tool?

My personal notes/reflections



14. REFLECTING ON LEADERSHIP FOR INCLUSIVE EDUCATION



Theme

Role of School Leaders in Inclusive School Leadership. Role of School Leaders in building an Inclusive Team

Category

Follow-up and Support, Action learning projects, Group activities and Discussions

Participants

90 minutes for the activity
Additional participant preparation time, depending on the time needed for background reading.

No limitations

Learning Outcome Key Messages

General: Understand the role of the school leader in establishing a diverse and inclusive school. Develop a positive approach to creating a welcoming and equitable learning environment. Support teaching staff to create an inclusive and varied learning environment.

Specific Stimulating the professional development of teachers Creating a safe environment Stimulating development of professional learning community 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.

Facilitators Guidelines

Let participants read (preferably in advance of the meeting) Van Wessum, L. (2023). Leadership for inclusive education. ESHA Magazine, september 2023 Let them read Leadership for inclusive education: Assessment for learning tool and pair up with colleagues to have a reflective dialogue on three clusters of leadership practices (Developing the quality of teachers, Creating a safe environment and Stimulating 'communities of learners'). Let participants choose which questions of the Assessment for learning tool for enhancing equity in education they would like to discuss, in pairs. The instructions how to work with this tool are mentioned in the tool. Allow participants 60 minutes to work in pairs. Participants discuss their chosen highlights (one item from each column of /needs to be considered/ emerging/in practice in pairs. 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.

Background reading

Van Wessum, L. (2023). Leadership for inclusive education. ESHA Magazine, september 2023. Retrieved from: <https://www.google.com/url?q=https://cms.eu.dynatex.io//api/assets/prod-eu-esh/933d0309-1de6-4d0e-9ad9-ba95d5ef8b2c/download%3D1&sa=D&source=docs&ust=1736339670843515&usg=AOvVaw3Nn68bG-VEvKca1CNQyF17>

Leithwood, K. A Review of Evidence about Equitable SchoolLeadership. Educ. Sci. 2021, 11, 377. <https://doi.org/10.3390/educsci11080377>

Van Wessum., L. (2023). Building a shared vision. ESHA Magazine, jan 2023 <https://www.google.com/url?q=https://cms.eu.dynatex.io//api/assets/prod-eu-esh/6c1c5127-127b-4b45-8454-c7ae93ca30e7?download%3D1&sa=D&source=docs&ust=1736339654435000&usg=AOvVaw1-wUdRXcNHouIPJCueMk4>

Van Wessum, L. (2023). Leadership for inclusive education: Assessment for learning tool. ESHA Magazine, september 2023 <https://www.google.com/url?q=https://cms.eu.dynatex.io//api/assets/prod-eu-esh/933d0309-1de6-4d0e-9ad9-ba95d5ef8b2c?download%3D1&sa=D&source=docs&ust=1736339670843515&usg=AOvVaw3Nn68bG-VEvKca1CNQyF17>

Van Wessum, & Pruis, R. (2022). Esha headstart 2022 guidelines for school leaders # 2 stimulating teacher learning. Headstart - Guidelines for school leaders | ESHA https://www.google.com/url?q=https://cms.eu.dynatex.io//api/assets/prod-eu-esh/3f19d5af-28ed-4e07-a5fb-266236ed58a2?download%3D1&sa=D&source=docs&ust=1736339766223954&usg=AOvVaw0j8xevetSA0_m08W6yMfqb

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.

15. CASE-STUDY

Theme

Role of School Leaders in Building an Inclusive School

Category

Real Life Case Study



50 minutes

Participants

No required number of participants

Learning Outcome Key Messages

This activity aims to deepen participants' understanding of the importance of diversity and inclusion in education, helping them develop critical thinking and problem-solving skills to address inclusion challenges. Through group discussions, participants will collaborate, reflect, and consider diverse perspectives, enhancing their ability to empathize with various stakeholders. The activity also focuses on equipping participants with practical strategies for promoting social inclusion and managing diversity in their own educational contexts.

Materials needed

Print out of Handout with Case study

Facilitator Guideline

Introduction & Context Setting: Introduce the purpose of the activity—raising awareness about social inclusion in education—and highlight its importance in creating a positive learning environment.

Case Study Presentation: Present realistic case studies depicting inclusion challenges. Encourage participants to reflect on the scenarios and think about possible solutions.

Group Formation: Divide participants into small, diverse groups to discuss the case studies, ensuring equal opportunities for everyone to share their perspectives.

Discussion & Strategy Development: Have groups discuss strategies to manage the challenges in the case studies, focusing on potential causes, affected stakeholders, and strategies for promoting social inclusion.

Sharing & Exchange: Each group shares their insights and strategies with the larger group, fostering an open discussion about best practices and experiences.

Reflection & Wrap-Up: Facilitate a reflection on the key takeaways, summarizing strategies for promoting diversity and inclusion, and thank participants for their contributions.

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 or three, 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.

Participant instructions

If time allows, consider letting groups discuss a variety of cases. Another alternative is to have groups discuss different cases (to be shared during plenary).



15. CASE-STUDY

Theme

Role of School Leaders in Building an Inclusive School

Category

Real Life Case Study



50 minutes

Participants

No required number of participants

Learning Outcome Key Messages

This activity aims to deepen participants' understanding of the importance of diversity and inclusion in education, helping them develop critical thinking and problem-solving skills to address inclusion challenges. Through group discussions, participants will collaborate, reflect, and consider diverse perspectives, enhancing their ability to empathize with various stakeholders. The activity also focuses on equipping participants with practical strategies for promoting social inclusion and managing diversity in their own educational contexts.

Possible alterations

Case Study Review:

Review case studies on diversity and inclusion challenges in education. Reflect on potential strategies for addressing the issues.

Group Formation:

Pair up with another participant or form a group of three to discuss the case study.

Discussion & Strategy Development:

In your group, discuss how to manage the situation, considering the perspectives of different stakeholders (students, teachers, administrators, parents).

Sharing & Exchange:

Share your group's strategies with the larger group and listen to others' insights on managing diversity and inclusion.

Respectful Discussion:

Maintain a respectful and inclusive environment, engaging in constructive dialogue while appreciating different perspectives.

Reflection & Wrap-Up:

Reflect on key takeaways and consider how to apply the strategies in your own educational context.

Engagement & Participation:

Engage fully in discussions, learning from peers and contributing to the exploration of strategies for promoting inclusion and diversity in education.

Debrief

Reflection on Case Studies: Invite participants to share their initial reactions and thoughts on the case study scenarios.

Group Discussions: Facilitate a discussion on the strategies and solutions proposed during group work.

Sharing Insights: Encourage participants to share new perspectives gained from the case studies and discussions.

Identification of Challenges: Discuss barriers to implementing inclusive practices, such as institutional policies and cultural norms.

Exploration of Good Practices: Highlight effective strategies and ideas shared during the activity to promote social inclusion.

Relevance to Personal Practice: Guide participants to think about how to apply insights in their own educational settings.

Wrap-Up: Summarize key takeaways, emphasizing collaboration and empathy in addressing diversity challenges.

Action Planning: Encourage participants to create action plans to implement inclusive practices in their schools.

15. CASE-STUDY

Theme

Role of School Leaders in Building an Inclusive School

Category

Real Life Case Study



50 minutes

Participants

No required number of participants

Learning Outcome Key Messages

This activity aims to deepen participants' understanding of the importance of diversity and inclusion in education, helping them develop critical thinking and problem-solving skills to address inclusion challenges. Through group discussions, participants will collaborate, reflect, and consider diverse perspectives, enhancing their ability to empathize with various stakeholders. The activity also focuses on equipping participants with practical strategies for promoting social inclusion and managing diversity in their own educational contexts.

My personal notes/reflections

Background reading

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin / Sage. 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.

Singleton, G. E., & Linton, C. (2005). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin Press. 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.

"Peristeris, Konstantina. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. *Journal of Teaching and Learning*, 11. 10.22329/jtl.v11i1.4987. 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.

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice* (2nd ed.). Routledge. 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



30 minutes

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.

Participants

No required number of participants

Materials needed

Pens, paper sheets, flipchart

Possible alterations

Write down your answers to the questions written on the flipchart (individually). After, form pairs and discuss your thoughts on the questions written on the flipchart.

Description of the activity

Participants are asked some questions regarding their own experiences; they write down the answers. Some questions are answered individually, others in pairs

Participant instructions

Depending on context and focus the facilitator may alter the questions.

Debrief

What have you learned from your own experiences? Did something come up which you did not realize before? How did you feel sharing your thoughts with your counterpart?

My personal notes/reflections



16. PERSONAL EXPERIENCE WITH INCLUSION

Theme

Role of School Leaders in
Building an Inclusive School

Category

Self reflection and journaling



30 minutes

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.

Participants

No required number
of participants

Facilitators Guideline

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 on the flipboard the following questions. You may explain each question more in depth.

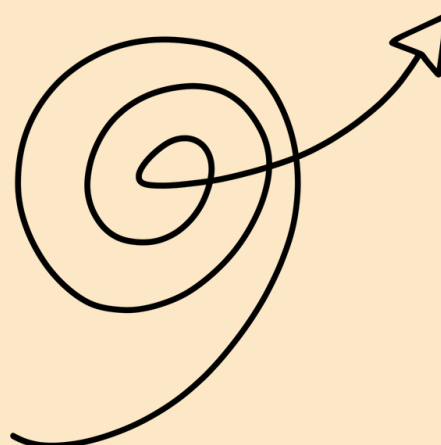
Individually:

- 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 you were not seen as the person you are...-
- What happened? -What made you feel not seen or welcome, when did it happen...-

In pairs:

- What does it mean to be and not to be included?
- What do we need to feel welcome?

As facilitator, it would be good to start by giving some examples.



Background reading

Shore, L. M., & Chung, B. G. (2022). Inclusive Leadership: How Leaders Sustain or Discourage Work Group Inclusion. *Group & Organization Management*, 47(4), 723-754. <https://doi.org/10.1177/1059601121999580> Whilst the value of inclusive leadership has been demonstrated for the wider workforce, this article places particular emphasis on the significance of inclusive leadership for employees belonging to marginalised social identity groups.

17. TAG GAME- AFFINITY BIAS

Theme

Role of School Leaders in Building an Inclusive School

Category

Icebreaker



10-15 minutes

Learning Outcome Key Messages

Understand the concept of unconscious bias. The concept of this game is that the participants - making use of their own experiences - realize what an affinity bias is and how intrinsic it is for human nature.

Participants

No required number of participants

Materials needed

Pens, sticky notes

Possible alterations

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.



Description of the activity

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. 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.

Participant instructions

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.

Debrief

Why did you decide to group with this person? Would you have grouped with different people if there were none geometric figures involved?

17. TAG GAME- AFFINITY BIAS



10-15 minutes

Theme

Role of School Leaders in Building an Inclusive School

Category

Icebreaker

Participants

No required number of participants

Learning Outcome Key Messages

Understand the concept of unconscious bias. The concept of this game is that the participants - making use of their own experiences - realize what an affinity bias is and how intrinsic it is for human nature.

Facilitator Guideline

Do not explain the concept of unconscious biases before this activity. The idea is to introduce these theoretical concepts after the activity. 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). 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. 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...'

My personal notes/reflections

Background reading

Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. Delacorte Press. This book provides a deep dive into the concept of unconscious bias, how it forms, and its implications in various aspects of life, including education. It helps readers understand how biases, such as affinity bias, can influence decision-making and interactions.

Unconscious Bias in Schools: A Developmental Approach" by Jennifer L. Eberhardt (Stanford University) This article provides an overview of how unconscious bias manifests in schools and offers practical advice for educators and leaders to reduce bias and promote inclusivity. <https://web.stanford.edu/~eberhard/press.html>

Kahneman, D. (2012). *Thinking, fast and slow*. Penguin Books. In this book, the author explains the two systems that drive the way we think. System 1 is fast, intuitive and emotional; System 2 is slower, more deliberative and logical. He exposes the extraordinary capabilities - as well as the flaws and biases of fast thinking, and reveals the pervasive influence of intuitive impressions on our thoughts and behaviour.

18. UNCONSCIOUS BIAS



10-15 minutes

Theme

Role of School Leaders in Building an Inclusive School

Category

Trainers Input

Participants

No required number of participants

Learning Outcome Key Messages

To explain the concept of unconscious bias and introduce participants to the different types, including Affinity, Benevolence, and Confirmation Bias, helping them recognize how these biases influence their perceptions, decisions, and interactions in various contexts.

Materials needed

Pens and paper for notes

Possible Alterations

Take notes if considered necessary

Description of the activity

The facilitator will explain the concepts of Affinity, Benevolence and Confirmation Biases.

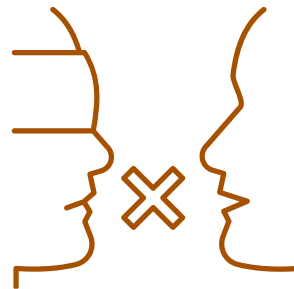
Participant instructions

Context dependent, the facilitator could consider describing additional forms of bias.

Debrief

What did you learn about your own biases?

How is understanding the concept of bias relevant for Diversity & Inclusion?



My personal notes/reflections

18. UNCONSCIOUS BIAS

Theme

Role of School Leaders in Building an Inclusive School

Category

Trainers Input



10-15
minutes

Learning Outcome Key Messages

To explain the concept of unconscious bias and introduce participants to the different types, including Affinity, Benevolence, and Confirmation Bias, helping them recognize how these biases influence their perceptions, decisions, and interactions in various contexts.

Participants

No required number of participants

Facilitator 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.

Affinity (if you decide to do the Tag Game – see # 17 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, center, city or area as us.

Confirmation. Tendency to search or interpretate information that supports our beliefs, expectations or pre-existent hypotheses. 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 favorable 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 prioritize their family.

Background reading

"Chugh, D. (2018). The person you mean to be: How good people fight bias. Harper Business.

Chugh's book dives into how biases like affinity, confirmation, and benevolence shape our decisions, even when we intend to be fair. It offers concrete strategies to address these biases in the workplace and beyond.

Ross, H. J. (2014). Everyday bias: Identifying and navigating unconscious judgments in our daily lives. Rowman & Littlefield Publishers. This book provides a thorough exploration of different types of biases, including affinity, confirmation, and benevolence biases, and how they influence our everyday interactions and decisions.

19. STORY CIRCLE

Theme

Role of School Leaders in Building an Inclusive School

Category

Group Activities and Discussions



40 minutes

Learning Outcome Key Messages

To recover or be able to tell stories.

To promote dialogue, thanks to the strengthening of interaction and understanding through differences.

To understand the realities and experiences of others.

Participants

Min. 10 people

Materials needed

No material needed

Possible Alterations

Get into small groups. Reflect out loud about a personal experience that you felt you acted on bias.

Participant instructions

Depending on context, the facilitator may alter the core theme for the stories (e.g. not 'bias' but 'inclusion / feeling included', etc.)

Description of the activity

Participants would share personal experiences in small groups.

Debrief

How did you feel? Was it difficult? Why?



My personal notes/reflections

Background reading

Deardorff, D. K. (2020). Manual for developing intercultural competencies: Story circles. UNESCO. Routledge.<https://unesdoc.unesco.org/ark:/48223/pf0000370336> This book presents a structured yet flexible methodology for developing intercultural competence in a variety of contexts

19. STORY CIRCLE

Theme

Role of School Leaders in Building an Inclusive School

Category

Group Activities and Discussions



40 minutes

Learning Outcome Key Messages

To recover or be able to tell stories.

To promote dialogue, thanks to the strengthening of interaction and understanding through differences.

To understand the realities and experiences of others.

Participants

Min. 10 people

Facilitators 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 when 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 respectful and 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 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

20. SILS SELF REFLECTION. INCLUSIVE SCHOOLS LEADER ROLE IN SETTING DIRECTION

Theme

Role of School Leaders in Building an Inclusive School

Category

Reflection and Journaling



20 minutes

Learning Outcome Key Messages

The goal is to encourage school leaders to think carefully about their role in setting the strategic direction of their schools, with a focus on inclusive education. This will involve identifying strengths, areas for improvement, and prioritising key issues for development and policy support to foster a more inclusive school culture and leadership practices.

Participants

No specific number of participants required

Materials needed

Copies of the Tool for Self-Reflection. Inclusive School Leader's role in setting direction (see background / further reading below)

Pens

Paper

Possible Alterations

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

Description of the activity

Participants engage in this activity by writing their own considerations and answers to the SILS reflection tool, provided by the facilitator.

Participant instructions

None

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 prioritize to discuss with policy makers? In what areas are policies needed to support our practice?

My personal notes/reflections



20. SILS SELF REFLECTION. INCLUSIVE SCHOOLS LEADER ROLE IN SETTING DIRECTION

Theme

Role of School Leaders in Building an Inclusive School

Category

Reflection and Journaling



20 minutes

Learning Outcome Key Messages

The goal is to encourage school leaders to think carefully about their role in setting the strategic direction of their schools, with a focus on inclusive education. This will involve identifying strengths, areas for improvement, and prioritising key issues for development and policy support to foster a more inclusive school culture and leadership practices.

Participants

No specific number of participants required

Facilitators Guidelines

Encourage participants to read in advance Turner-Cmuchal, Oskarsdóttir & Bilgeri (2021) - see below.. If not, you may explain the main concepts described in that article regarding Inclusive school leaders' role in organizational development. Focus on the part in which the authors explain the important role school leaders have in setting direction.

After, provide each of them with a copy of Creating and communicating school vision table (See Annex, 5a) and instruct the participants to reflect and answer the questions mentioned there.

Once the participants have answered the questions, you may initiate a group discussion about their overall insights, initiating a debate about their practices in school.

You can use the debriefing questions to guide the discussion.



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 https://www.european-agency.org/sites/default/files/SISL_Self-Reflection_Tool.pdf This self-reflection tool constitutes a guideline that has been developed by the Supporting Inclusive School Leadership (SISL) project, which is overseen by the European Agency for Special Needs and Inclusive Education. The SISL policy framework, bearing the title Inclusive School Leadership: A Practical Guide to Developing and Reviewing Policy Frameworks, forms the basis of this guideline. The policy framework delineates a vision, guiding principles, goals and objectives, as well as a framework of proposed standards and the corresponding policy measures to support inclusive school leadership.

21. SILS SELF REFLECTION. INCLUSIVE SCHOOLS LEADER IN ORGANIZATIONAL DEVELOPMENT

Theme

Role of School Leaders in Building an Inclusive School

Category

Reflection and Journaling



20 minutes

Learning Outcome Key Messages

Participants reflect on the organizational environment of their school. They explore the school status in terms of organizational 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, organizational development is a core function of inclusive school leadership (EASNIE, 2021)

Participants

No specific number of participants required

Materials needed

Copies of the Tool for Self-Reflection.

Inclusive School Leader's role in organizational development.

Pens

Paper

Possible Alterations

Reflect about your role in developing an organizational 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.

Description of the activity

Participants engage in this activity by writing their own considerations and answers to the SILS reflection tool, provided by the facilitators (see below).

Participant instructions

None

Debrief

How inclusive is your school leadership practices in organizational 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 prioritize to discuss with policy makers? In what areas are policies needed to support our practice?

My personal notes/reflections



21. SILS SELF REFLECTION. INCLUSIVE SCHOOLS LEADER IN ORGANIZATIONAL DEVELOPMENT

Theme

Role of School Leaders in Building an Inclusive School

Category

Reflection and Journaling



20 minutes

Learning Outcome Key Messages

Participants reflect on the organizational environment of their school. They explore the school status in terms of organizational 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, organizational development is a core function of inclusive school leadership (EASNIE, 2021)

Participants

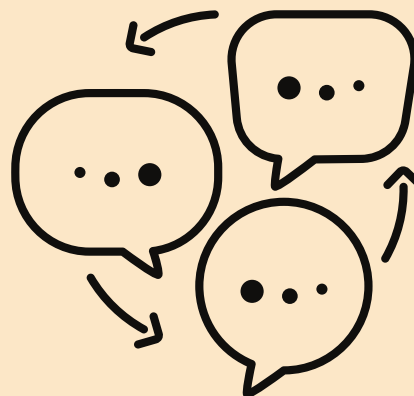
No specific number of participants required

Facilitator Guidelines

Encourage participants to read in advance Turner-Cmuchal, Oskarsdóttir & Bilgeri (2021) - see below. If not, you may explain the main concepts described in that article regarding Inclusive school leaders' role in fostering a supportive (organizational) environment.

After, provide each of the participants with a copy of the School management table (See Annex, 5b) and request them to reflect and answer the questions mentioned there. Once they have answered the questions, you may initiate a group discussion about their overall insights, initiating a debate about their practices in school.

You can use the debriefing questions to guide the discussion.



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 https://www.european-agency.org/sites/default/files/SISL_Self-Reflection_Tool.pdf This self-reflection tool constitutes a guideline that has been developed by the Supporting Inclusive School Leadership (SISL) project, which is overseen by the European Agency for Special Needs and Inclusive Education. The SISL policy framework, bearing the title Inclusive School Leadership: A Practical Guide to Developing and Reviewing Policy Frameworks, forms the basis of this guideline. The policy framework delineates a vision, guiding principles, goals and objectives, as well as a framework of proposed standards and the corresponding policy measures to support inclusive school leadership.

22. SILS SELF REFLECTION. INCLUSIVE SCHOOLS LEADER IN HUMAN DEVELOPMENT

Theme

Role of School Leaders in Building an Inclusive School

Category

Group Activities and Discussions



20 minutes

Learning Outcome Key Messages

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).

Participants

No specific number of participants required

Materials needed

Copies of the Tool for Self Reflection. Inclusive School Leader's role in human development
Pens
Paper

Possible Alterations

Reflect about your role in human (resource) development in your school. 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.



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.

Participant instructions

None

Debrief

How inclusive is your school leadership practices in human (resource) organizational 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 prioritize to discuss with policy makers? In what areas are policies needed to support our practice?

My personal notes/reflections

22. SILS SELF REFLECTION. INCLUSIVE SCHOOLS LEADER IN HUMAN DEVELOPMENT

Theme

Role of School Leaders in Building an Inclusive School

Category

Group Activities and Discussions



20 minutes

Learning Outcome Key Messages

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).

Participants

No specific number of participants required

Facilitators Guidelines

Encourage participants to read in advance Turner-Cmuchal, Oskarsdóttir & 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.

After, provide each of the participants with a copy of the School Leader capacity building table (See Annex, 3c) and tell them to reflect and answer the questions mentioned there. Once they have answered the questions, you may initiate a group discussion about their overall insights, initiating a debate about their practices in school.

You can use the debriefing questions to guide the discussion.

SMART

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 https://www.european-agency.org/sites/default/files/SISL_Self-Reflection_Tool.pdf This self-reflection tool constitutes a guideline that has been developed by the Supporting Inclusive School Leadership (SISL) project, which is overseen by the European Agency for Special Needs and Inclusive Education. The SISL policy framework, bearing the title Inclusive School Leadership: A Practical Guide to Developing and Reviewing Policy Frameworks, forms the basis of this guideline. The policy framework delineates a vision, guiding principles, goals and objectives, as well as a framework of proposed standards and the corresponding policy measures to support inclusive school leadership.

23. SMART GOALS ACTION PLAN

Theme

Role of School Leaders in Building an Inclusive School

Category

Group Activities and Discussions



20-30 minutes

Learning Outcome Key Messages

This exercise intends to capture the learning outcomes from the SILS reflection exercises (#20-#22) previously described. Participants would understand the complex realities of their schools and will set up goals for improvement

Participants

No specific number of participants required

Materials needed

Copies of the SMART Goals Action Plan Template (See Annex, 6), pens

Possible Alterations

Write down your goal following the SMART template and fill in the boxes, following the facilitator's concepts explanations.

SMART

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(-s) and formulate SMART goals for their schools

Participant instructions

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.

Debrief

See 'Facilitator's guidelines

My personal notes/reflections

23. SMART GOALS ACTION PLAN



20-30
minutes

Theme

Role of School Leaders in Building an Inclusive School

Category

Group Activities and Discussions

Learning Outcome Key Messages

This exercise intends to capture the learning outcomes from the SILS reflection exercises (#20-#22) previously described. Participants would understand the complex realities of their schools and will set up goals for improvement

Participants

No specific number of participants required

Facilitator 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.

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:

Visualize: how this goal enhances your life, role or expertise

Take action. Listing 5 small, specific steps they will take to get that goal. Emphasize 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.

Background reading

University of California Office. (n.d.). How to write SMART goals (Version 2). https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf This document is a guideline that show us what are the SMART goals, their principles and how they work

24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP

Theme

Role of School Leaders in Inclusive School Leadership

Category

Trainer input



30 minutes to have a reflective dialogue
Reading time differs, it is up to the participants to invest in studying the articles provided

Participants

No required number of participants. The activity can be used within a team as well as in a classroom

Learning Outcome Key Messages

General: Understand the role of the school leader in establishing a diverse and inclusive school. Develop a positive approach to creating a welcoming and equitable learning environment. Support teaching staff to create an inclusive and varied learning environment

Specific: Self-reflection on the leadership role in school inclusion
Articulating school vision and ambition
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 organization. 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.

Materials needed

Article(-s), made available to the participants well before the activity

Description of the activity

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 organization. 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.

Possible Alterations

See facilitator guidelines.

Participant instructions

Variations in number and type of resources / articles to be read prior to the activity; variations in guiding questions while reading the resources.

Debrief

Ask the Participants: what is your most valuable insight from reading and sharing with your peers? What do you plan to do with that insight?



24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP

Theme

Role of School
Leaders in Inclusive
School Leadership

Category

Trainer input



30 minutes to have a
reflective dialogue
Reading time differs, it is
up to the participants to
invest in studying the
articles provided

Participants

No required number
of participants. The
activity can be used
within a team as well
as in a classroom

Learning Outcome Key Messages

General: Understand the role of the school leader in establishing a diverse and inclusive school. Develop a positive approach to creating a welcoming and equitable learning environment. Support teaching staff to create an inclusive and varied learning environment

Specific: Self-reflection on the leadership role in school inclusion Articulating school vision and ambition
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 organization. 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.

Facilitator 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 develop an inclusive school?
- What did you do that didn't help develop 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

Theme

Role of School
Leaders in Inclusive
School Leadership

Category

Trainer input



30 minutes to have a
reflective dialogue
Reading time differs, it is
up to the participants to
invest in studying the
articles provided

Participants

No required number
of participants. The
activity can be used
within a team as well
as in a classroom

Learning Outcome Key Messages

General: Understand the role of the school leader in establishing a diverse and inclusive school. Develop a positive approach to creating a welcoming and equitable learning environment. Support teaching staff to create an inclusive and varied learning environment

Specific: Self-reflection on the leadership role in school inclusion Articulating school vision and ambition
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 organization. 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.

My personal notes/reflections

24. THEORETICAL BACKGROUND: INCLUSIVE LEADERSHIP

Theme

Role of School
Leaders in Inclusive
School Leadership

Category

Trainer input



30 minutes to have a
reflective dialogue
Reading time differs, it is
up to the participants to
invest in studying the
articles provided

Participants

No required number
of participants. The
activity can be used
within a team as well
as in a classroom

Learning Outcome Key Messages

General: Understand the role of the school leader in establishing a diverse and inclusive school. Develop a positive approach to creating a welcoming and equitable learning environment. Support teaching staff to create an inclusive and varied learning environment

Specific: Self-reflection on the leadership role in school inclusion Articulating school vision and ambition 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 organization. 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.

Background reading

- 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.
- 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.
- Van Wessum, & Pruis, R. (2022). Esha headstart 2022 guidelines for school leaders # 2 stimulating teacher learning. Headstart - Guidelines for school leaders | ESHA
- European Agency for Special Needs and Inclusive Education. (2018). Supporting Inclusive School Leadership: Literature Review. <https://www.europeanagency.org/resources/publications>
- European Agency for Special Needs and Inclusive Education. (2021). Inclusive School Leadership A Tool for Self-Reflection on Policy and Practice
- Huijboom F., Van Meeuwen P., Rusman E. & 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. <https://doi.org/10.1080/19415257.2019.1634630>
- Leithwood, K. A Review of Evidence about Equitable School Leadership. *Educ. Sci.* 2021, 11, 377. <https://files.eric.ed.gov/fulltext/EJ1307355.pdf>
- Van Wessum, L. (2023). Building a shared vision. ESHA Magazine, jan 2023
- 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.
- Fanshawe, S. (2021). The power of difference: Where the complexities of diversity and inclusion meet practical solutions. Kogan Page.
- Barnes, J., Stevens, M. J., Eklund, B. Z., & Kreamer-Lipman, K. (Eds.). (2021). Inclusive leadership: Transforming diverse lives, workplaces, and societies. Stylus Publishing.

25. COMMUNITY OF LEARNERS



10/20
minutes

Theme

Role of School Leaders in Inclusive School Leadership

Category

Action Learning projects, Group Activities and Discussions

Participants

No specific number of participants required

Learning Outcome Key Messages

General: The overarching objective is to cultivate a collaborative and accountable community of school leaders who actively implement inclusive leadership practices. This is to be achieved by identifying actionable steps and engaging in meaningful partnerships for mutual support and professional growth.

Specific: 1. Commitment to action by The objective is to empower participants to implement one or two inclusive actions in their schools, which are rooted in the workshop's learning outcomes.

2. Strengthening relationships and partnerships: A system of peer accountability and support will be established by pairing school leaders with colleagues from other schools. leading to an exchange of ideas and knowledge.

Materials needed

Pen, paper

Possible Alterations

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/them. 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 things materialized

Description of the activity

This activity may serve as an alternative for or an addition to the SMART goals activity (#23). It consists of participants selecting one or two actions they will implement once they get back to school. Yet, each participant must choose a 'partner' - someone from the participants present and from another school - and agree to share it with him/her/them, and who will get in touch in 2 weeks' time to ask if and how it has materialized.

Debrief

Reflection on Selected Actions: 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.

Sharing with Partners: 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.

25. COMMUNITY OF LEARNERS



10/20
minutes

Theme

Role of School Leaders in Inclusive School Leadership

Category

Action Learning projects, Group Activities and Discussions

Participants

No specific number of participants required

Learning Outcome Key Messages

General: The overarching objective is to cultivate a collaborative and accountable community of school leaders who actively implement inclusive leadership practices. This is to be achieved by identifying actionable steps and engaging in meaningful partnerships for mutual support and professional growth.

Specific: 1. Commitment to action by The objective is to empower participants to implement one or two inclusive actions in their schools, which are rooted in the workshop's learning outcomes.

2. Strengthening relationships and partnerships: A system of peer accountability and support will be established by pairing school leaders with colleagues from other schools. leading to an exchange of ideas and knowledge.

Facilitators Guidelines

Set the stage: Begin by providing a brief overview of the activity and its purpose. Emphasize the importance of reflecting on workshop learnings and committing to actionable steps for promoting inclusive school leadership.

Clarify Instructions: 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.

Encourage Collaboration: Emphasize 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.

Create a Safe Space: 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.

Provide Support: 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.

Facilitate Partner Pairings: 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.

25. COMMUNITY OF LEARNERS



10/20
minutes

Theme

Role of School Leaders in
Inclusive School
Leadership

Category

Action Learning projects,
Group Activities and
Discussions

Participants

No specific number
of participants
required

Learning Outcome Key Messages

General: The overarching objective is to cultivate a collaborative and accountable community of school leaders who actively implement inclusive leadership practices. This is to be achieved by identifying actionable steps and engaging in meaningful partnerships for mutual support and professional growth.

Specific: 1. Commitment to action by The objective is to empower participants to implement one or two inclusive actions in their schools, which are rooted in the workshop's learning outcomes.

2. Strengthening relationships and partnerships: A system of peer accountability and support will be established by pairing school leaders with colleagues from other schools. leading to an exchange of ideas and knowledge.

Facilitators 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.

25. COMMUNITY OF LEARNERS



10/20
minutes

Theme

Role of School Leaders in Inclusive School Leadership

Category

Action Learning projects, Group Activities and Discussions

Participants

No specific number of participants required

Learning Outcome Key Messages

General: The overarching objective is to cultivate a collaborative and accountable community of school leaders who actively implement inclusive leadership practices. This is to be achieved by identifying actionable steps and engaging in meaningful partnerships for mutual support and professional growth.

Specific: 1. Commitment to action by The objective is to empower participants to implement one or two inclusive actions in their schools, which are rooted in the workshop's learning outcomes.

2. Strengthening relationships and partnerships: A system of peer accountability and support will be established by pairing school leaders with colleagues from other schools. leading to an exchange of ideas and knowledge.

Participants Instructions

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.

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.

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.

Structured Reflection: 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.

Resource Sharing: 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.

Peer Coaching: 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.

Incorporating Technology: Utilize online platforms or apps for participants to document and share their progress with their partners, making it easier to track and communicate updates.

25. COMMUNITY OF LEARNERS



10/20
minutes

Theme

Role of School Leaders in Inclusive School Leadership

Category

Action Learning projects, Group Activities and Discussions

Participants

No specific number of participants required

Learning Outcome Key Messages

General: The overarching objective is to cultivate a collaborative and accountable community of school leaders who actively implement inclusive leadership practices. This is to be achieved by identifying actionable steps and engaging in meaningful partnerships for mutual support and professional growth.

Specific: 1. Commitment to action by The objective is to empower participants to implement one or two inclusive actions in their schools, which are rooted in the workshop's learning outcomes.

2. Strengthening relationships and partnerships: A system of peer accountability and support will be established by pairing school leaders with colleagues from other schools. leading to an exchange of ideas and knowledge.

My personal notes/reflections

Background reading

B, Lindsey et al. (2018). Culturally proficient leadership: A primer for school leaders. Corwin The fundamental "inside-out" tenet of Cultural Proficiency posits that introspective examination of one's personal convictions, principles, and practices in the context of human diversity constitutes the initial phase in the pursuit of systemic educational reform.

Childress et al (2009). Leading for equity: The pursuit of excellence in the Montgomery County public schools. Teachers College Press. This book provides an exploration of the potential for educational leadership strategies to engender equitable opportunities for all students. It discusses the practices, frameworks and policies implemented in Montgomery County Public Schools to foster equity and excellence in education.

Khalifa(2018) Culturally responsive school leadership and the education of African American children. Harvard Education Press. The author's primary focus is on the manner in which school leaders can effectively serve students who are members of minority groups, that is, those who have been historically marginalised within both the school and wider society. The book demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honouring indigenous heritages and local cultural practices.

26. LEARNING OUTCOMES ACTIVITY



20 minutes

Theme

Conclusion/Reflection

Category

Reflection and Journaling

Learning Outcome Key Messages

Reflecting on learning outcomes will contribute to professional growth.

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.

Participants

No specific number of participants required

Materials needed

- Prints of Simplified Model of Professional Growth for each participant (see Annex, 7)
- Sticky notes
- Pens or pencils

Possible Alterations

See facilitator guidelines

Description of the activity

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

Participant Instructions

None

Debrief

What have you learned from this activity?

My personal notes/reflections



26. LEARNING OUTCOMES ACTIVITY

Theme

Conclusion/Reflection

Category

Reflection and Journaling



20 minutes

Learning Outcome Key Messages

Reflecting on learning outcomes will contribute to professional growth.

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.

Participants

No specific number of participants required

Facilitator Guideline

Ask participants the question:

What have you learned from this session?

Write every lesson you have learned on a sticky note (one lesson learned per sticky note).

Offer the participants approx. 5 minutes to do so.

Then present the simplified *model of professional growth* and ask the 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:

- What might be the following step in your learning process?
- What support do you need to apply what you've learned?
- Ask participants to write down their answers underneath the model.
- Ask participants to make a picture of their model and share that with the facilitator. All the answers are collected by the facilitator.

Background reading

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For Dutch speaking participants: Van Wessum, L., & Kools, Q. (2019). Professionele groei van leraren en andere professionals. Grip op leren. Gompel en Svacina.



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.



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Van Wessum, L., & Verheggen. (2019). *Leading a learning school. Which questions have you asked today?* Gompel & Svacina.

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Handbook for the PDP ———

ANNEXES

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DESIGN-BASED EDUCATION: A TRANSFORMATIVE METHODOLOGY FOR INCLUSIVE LEADERSHIP TRAINING

Design-Based Education (DBE) offers more than a structured methodology—it embodies a mindset that supports school leaders in their lifelong journey toward fostering Diversity, Equity, and Inclusion (DEI) within their institutions. By centering on real-world problem-solving, collaborative engagement, and iterative learning, DBE equips leaders with the practical tools and empathetic mindset necessary to navigate the complexities of modern educational landscapes.

Much like navigating leadership itself, DBE thrives on adaptability, reflection, and connection. It provides school leaders with a framework to address challenges in diverse contexts, whether that means designing policies to bridge equity gaps or cultivating inclusive school cultures where every voice matters. Research highlights that this approach is especially effective for addressing complex challenges. As Laurillard (2012) argues, design-based methodologies bridge the gap between theoretical knowledge and practical application, making them particularly impactful in education.

What makes DBE transformative is its focus on human-centered challenges, placing the needs and perspectives of students, staff, and community members at the heart of the learning process. By fostering collaboration and a reflective learning environment, DBE encourages school leaders to see diversity not as an obstacle, but as an opportunity. Brown (2009) emphasizes that human-centered design fosters empathy and creativity—two essential competencies for inclusive leadership.

This approach aligns closely with the goals of Leadership for Diversity—empowering leaders to actively embrace and implement DEI practices that resonate beyond theory, creating lasting impact within their schools and communities. Collaborative problem-solving, as Lima et al. (2007) suggest, not only enhances professional learning but also fosters a culture of inclusivity within teams, ensuring that every stakeholder contributes to the shared vision.

As educational systems become increasingly complex and diverse, DBE offers a pathway not just to inclusive leadership but to building communities where diversity is celebrated, equity is foundational, and inclusion becomes a daily practice. Through this methodology, school leaders are prepared to meet the challenges of today and tomorrow with creativity, empathy, and resilience.

DESIGN-BASED EDUCATION: A TRANSFORMATIVE METHODOLOGY FOR INCLUSIVE LEADERSHIP TRAINING

DBE as a cornerstone of sustainable education

Design Based Education, as Laurillard (2012) puts it forward 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. Referring to Geitz G. & de Geus J. (2019), “DBE is an enhancement of problem-based learning and competence-based education, as it is based on a learning environment in which learners are motivated to develop their learning with fellow learners by engaging in design activities that consist of real-world assignment”.

We can also argue that DBE is one of the innovative concepts that aims at a more authentic and sustainable learning experience of students. In Design Based Education, 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 empathizing (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.

Personas and Inclusive Education Canvas

For programme design and development following the principles of DBE, two highly effective tools—Personas and the Inclusive Education Canvas—can significantly enhance the process. By developing several personas, the design of learning activities and learning paths becomes a process in which these personas seem to be involved as virtual stakeholders. When facilitating the learning activities, a facilitator may also benefit from these personas, as they help to have an open eye for various diversity aspects among the group of learners that require a different type of support, feedback, or acts of motivation.

DESIGN-BASED EDUCATION: A TRANSFORMATIVE METHODOLOGY FOR INCLUSIVE LEADERSHIP TRAINING

NAME	PHOTO
Personality characteristics	Personal characteristics
<ul style="list-style-type: none"> • Gender • Age • Marital Status • Children • Archetype • Attitude towards technology 	<ul style="list-style-type: none"> • Ambitions in life • Frustrations • Personality trait

Personas are a powerful, human-centered design tool that significantly enhance the creation of inclusive education programmes. By developing fictional but data-informed representations of diverse stakeholders—students, teachers, parents, or community members—personas allow school leaders and educators to design programmes that are empathetic, relevant, and tailored to the needs of specific groups.

This approach is particularly valuable for addressing Diversity, Equity, and Inclusion (DEI) in education, as it ensures that diverse perspectives and challenges are considered throughout the programme design process. Personas help bring theoretical ideas to life, making it easier to translate DEI principles into actionable strategies. As Brown (2009) emphasizes in his work on design thinking, human-centered tools like personas foster empathy and creativity, which are essential for solving complex challenges in diverse contexts.

The Inclusive Education Canvas depicts the intended target audience and aims for the module, the main activities to achieve these aims, and the way we allow for measuring the outcomes for learners, facilitators, and efforts of the organization. For facilitators, the Canvas provides an overview of the main choices that have been taken to design this module.

DESIGN-BASED EDUCATION: A TRANSFORMATIVE METHODOLOGY FOR INCLUSIVE LEADERSHIP TRAINING

<p>INTENDED LEARNING OUTCOMES (ILO) Active, concrete, feasible, max 4-6</p>	<p>LEARNING & TEACHING ACTIVITIES Active, diverse methods & models, alternative forms, match the ILO's, o-offline, individual/collaborative</p> <p>BEFORE</p> <p>DURING</p> <p>AFTER</p>	<p>ASSESSMENTS OF LEARNING Match the OLI's, alternative methods for assessing</p>
<p>PARTICIPANTS Group size, diversity, learning stage, intake, interests</p>		<p>ASSESSMENTS FOR LEARNING Various feedback methods & moments, alternative methods</p>
<p>DIFERENTIATION & SELF REGULATION Validation in topic-choice, interests, resources, support, (assistive) teach</p>		<p>RESOURCES Various modi, technology, experimental materials, physical environment</p>
<p>GROUP CULTURE (create & maintain) group dynamics, safe-climate, trust, community, generosity</p>	<p>EDUCATOR'S ROLE & BACKGORUND Teacher role & style (e.g. expert, coach, product owner), background, mission, vulnerabilities, rapport making</p>	<p>PEDAGOGICAL & DIDACTICAL BELIEFS Ideas of Learning & Teaching, didactical angle, opportunities & constraints</p>

The Inclusive Education Canvas can be used as a strategic framework designed to assist school leaders, educators, and administrators in the development of inclusive education programmes. Its structured, yet flexible approach enables the thoughtful integration of Diversity, Equity, and Inclusion (DEI) principles into educational strategies, ensuring that programmes address the diverse needs of all learners.

This tool is particularly effective for designing inclusive education initiatives because it organizes critical aspects of programme design—such as learner diversity, accessibility, pedagogy, and community engagement—into a clear and actionable format.

DESIGN-BASED EDUCATION: A TRANSFORMATIVE METHODOLOGY FOR INCLUSIVE LEADERSHIP TRAINING

Why DBE is Effective for Training School Leaders in Inclusive Leadership

Addressing Real-World Challenges

DBE situates learning within the context of authentic, real-world problems, which is particularly relevant for school leaders managing increasingly diverse educational environments. Leaders are tasked with designing solutions for actual challenges, such as fostering a sense of belonging among students from underrepresented backgrounds or creating inclusive policies for staff recruitment. This approach bridges the gap between theory and practice, ensuring that solutions are actionable and contextually relevant (Laurillard, 2012).

Fostering Collaborative Problem-Solving

Inclusive leadership is inherently collaborative, requiring the ability to engage with and learn from diverse perspectives. DBE emphasizes teamwork and co-creation, where school leaders work together to design and refine interventions. This mirrors the dynamics of educational leadership, where inclusive cultures are built collectively through the input and commitment of diverse stakeholders, including teachers, parents, and students (Lima et al., 2007).

Empathy and Human-Centered Design

A key aspect of DBE is its focus on understanding the human experience behind every challenge. For school leaders, this translates into developing empathy for the unique needs of their communities—students, staff, and families alike. By placing people at the center of the design process, leaders cultivate a deeper understanding of the barriers to inclusion and develop strategies that prioritize equity and respect (Brown, 2009).

Iterative Learning and Adaptability

DBE encourages an iterative approach, where solutions are continuously tested, evaluated, and refined. This aligns with the dynamic nature of DEI work, where strategies must evolve in response to feedback and changing contexts. For school leaders, this iterative process builds adaptability and resilience, both of which are essential for navigating the complexities of leading in diverse environments (Reeves, 2006).

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Challenge-Based Learning as a tool for Diversity & Inclusion in Higher Education (Vincent Merk, Eindhoven University of Technology, the Netherlands)

Abstract: Diversity & Inclusion (D&I) has been a recurrent topic for years now in many organizations that want to create a more equal, open and safe work environment. We will argue that one way to develop it in institutions of higher education is to implement Challenge-Based Learning (CBL). It is an innovative pedagogical approach based on the diversity of the group of students involved in solving a real-life challenge proposed by academia, the industry or other stakeholders. Using an interdisciplinary and creative approach, they gain a broad theoretical knowledge, but also develop both technical and professional skills. This article intends to demonstrate the convergence of D&I policies and CBL as a strong process and instrument to create more inclusion in an academic setting, for example in the International Classroom, within student teams, during a summer school or in an innovation space.

Keywords: Diversity & Inclusion, Challenge-Based Learning, International Classroom, Innovation Space, Eindhoven University of Technology

Setting the context

For many years now, many organizations in the world have developed Diversity and Inclusion (D&I) policies. The idea is to create a more equal, open and safe environment for their employees working in the office or in remote or hybrid modes. These policies are characterized by inclusive on-boarding procedures that are meant to create an open atmosphere with a strong sense of belonging and an overall feeling of well-being among employees.

Narrowing our scope and looking in particular at Institutions of Higher Education (IHE), we have observed the same evolution in the past years. Within these IHE, D&I policies often take place in the so-called International Classroom (IC). So how does one develop a D&I approach in the IC? One pedagogical method is to apply Challenge-Based Education (CBE) and in particular Challenge-Based Learning (CBL).

After explaining what all these concepts mean, I will argue that CBE, if appropriately implemented, is a vector and a tool to create a true D&I environment within the IC or other places. There is indeed a clear convergence between CBE and D&I processes, which invariably leads towards a better integration of both local and international students.

Challenge-Based Learning as a tool for Diversity & Inclusion in Higher Education (Vincent Merk, Eindhoven University of Technology, the Netherlands)

First, what does Diversity and Inclusion mean in an Institution of Higher Education?

What is diversity?

Generally speaking, diversity refers to ethnic and cultural backgrounds/nationalities, genders, generations, multi-disciplinarity, life-styles, various (sexual) orientations, (dis)ability, etc. Diversity can be visible or hidden. Visible differences between individuals or groups are in general gender, age, ethnic and cultural backgrounds, physical (dis)ability. Hidden aspects are personal or group values, beliefs, visions, attitudes, convictions, sexual orientation, knowledge, competencies, talent, lifestyles and past experiences, etc.

Sometimes diversity can be created because of a lack of it. This is done by using positive action measures or positive discrimination regulations, especially that of the gender issue. One known example is the Irène Curie Fellowship set up at the Eindhoven University of Technology (TU/e), to boost the recruitment of female scientists.

Another form of diversity is a situation you inherit, like a teacher in the International Classroom, which is more of a passive nature. What I mean by passive nature can be best understood with this simple metaphor: You have just bought a puzzle and have put all pieces on a table. They show diversity in shape, size and color. However, there is also a (hidden) common ground: They somehow will all fit in.

What is inclusion?

In contrast to the passive situation of diversity, inclusion is choices you make and actions you take; it is an attitude you adopt or a goal you pursue to eventually include everyone in the group. Coming back to the puzzle metaphor: Put all pieces into one big, inclusive whole. This is the D&I process we are talking about in IHE: Diversity is a fact, inclusion is an act!

For Fons Trompenaars: "Inclusion is about what you share, diversity is what you don't share"; think of the pieces of the puzzle mentioned above. For Verna Myers: "Diversity is being invited to the party; inclusion is being asked to dance". It is the result of a process, a new situation in which you feel self-confident, physically free, emotionally recognized and appreciated, mentally accepted and psychologically safe, where you can openly speak, question, and even make mistakes.

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Second, what is an International Classroom?

According to a common definition issued by the University of Groningen, an International Classroom is a diverse, multicultural and multilingual educational environment with the following characteristics:

- a group of students from diverse backgrounds (in culture, education, experience, etc.)
- an open mind toward internationalization
- working effectively with student and staff diversity through purposeful interaction
- accepting the overall learning environment (formal, informal, and hidden curriculum)
- appropriate support for staff and students

So, an International Classroom is the space where a full D&I process can be implemented. Clearly, during the past pandemic we needed to compensate the lack of personal social interaction with distant socializing. The lack of real face-to-face contact led to the erosion of the existing inclusion.

To summarize: to have a good mastery of the D&I process in an academic environment, we need to co-create practices for new blended-learning applications, deploy a systematic approach in developing personal resilience and collectively re-engineer the new digital and physical class setting.

Third, what is Challenge-Based Education and Challenge-Based Learning?

A general definition of Challenge-Based Education is a pedagogical approach that actively engages students in a situation that is real, relevant and related to their environment. It is the response to evolving and dynamic environments and societies in transition, in which the learner (and not the teacher anymore) has become the central figure.

Consequently, it involves students working together with stakeholders to define a challenge and develop solutions that are environmentally, technically, socially, and economically sustainable. Challenge-Based Education is at the core of the education strategy of TU/e, where the goal is to work step-by-step towards creating a new curriculum, one that will prepare the students even better for their future responsibilities and roles in society. This is why this special type of education has been implemented to become the main focus of its on-campus education by 2030. Supplementing this, Challenge-Based Learning (CBL) is the comprehensive learning process that stems from this new educational approach. It can be seen as a tool for integrating all kinds of professional and social skills by means of the framework engage, investigate and act (more on this framework later).

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During this process, one balances mental and emotional states, so that the actors are open to experiment, value progress and learn from each other. Ideally, this form of learning produces a shift from a pure engineering perspective in a traditional teacher-centered education to a user perspective, embedded in a learner-centered process. It takes place in a self-regulated learning and systems thinking format, focusing on both process and product and driven by challenging, open-ended projects. It ultimately generates multiple technical and social solutions. To express it differently, Challenge-Based Learning develops in an interactive and dialectic movement by using feedback and new information to repeatedly refine and improve a solution.

Concrete assignments and projects are proposed by industry, public authorities, academia, student bodies or other stakeholders. What is important to note is that nobody has the answers yet. This is in contrast to the more traditional education, in which the teachers typically know the answers to the assignments they give to their students.

Diversity in the group is ideally as large as possible and embraces not only different cultural or ethnic backgrounds, or external actors, but more importantly the students' multi-disciplinary experiences. They cooperate in diverse teams, learn to productively deal with differences (also intercultural ones), interact with each other and with the clients. They subsequently learn and pull all their diverse forces and talents together to become enterprising, testing themselves to think at the system level. They experiment, apply and enrich their multi-disciplinary knowledge to finally solve the societal challenges that match both their interests and motivation.

In doing so, they develop important engineering skills: Problem identification and analysis, design of prototype solutions. Furthermore, they learn and cultivate inclusive communication and cooperation skills and competences. This implies time management and planning & organizing, reflection and peer coaching, multi-disciplinary teamwork, presentation skills and pitching. This learning process often happens in a flipped or reversed classroom format. What this means is the traditional learning experience is inverted, i.e. the theory and contents are learned in online lectures or tutorials, whereby practice and exercises are being held onsite in the classroom in an interactive and innovative format.

Fourth, the convergence of CBL and D&I processes leads towards a better integration of local and international students.

Consequently, I see this approach as a strong instrument and a collective process towards creating more inclusion in a group or in the International Classroom. Ideally, the multidisciplinary character present at the start will become an inclusive interdisciplinary state of mind at the end of this learning process!

Challenge-Based Learning as a tool for Diversity & Inclusion in Higher Education (Vincent Merk, Eindhoven University of Technology, the Netherlands)

The three steps of the Challenge-Based Learning framework engage, investigate and act engender a strong inclusion process. At each stage, dialectic reasoning is needed between teachers and students; it is like shifting panels that sometime overlap and separate or are opposites in tension, but will ultimately be reconciled. Diving deeper, let me define the three parts of the this framework.

Engage:

Learners use essential questioning to develop a personal or collective real-life challenge. Like in the D&I process, actors are confronted to a puzzle in front of them and they will need to put all the pieces together. In this first step, diversity in all its forms (including that of cognitive diversity) play an important role. Important here is intrinsic motivation at this stage. There are various methods to develop engagement within the International Classroom (see below Toolbox Internationalisation at 4TU/CEE for suggestions).

Investigate:

This means you have input from various angles. This is clearly experienced when the multi-disciplinary character of the classroom actors becomes the key to proposing a large variety of solutions. Teachers must design relevant tasks for students, in which all can contribute based on their disciplines, knowledge, competences, talents and experiences. Here again, cognitive diversity will play an important role in developing an inclusive mental process. For example, during brain storming sessions, the right atmosphere of respect, trust, empathy, patience and tolerance for each other needs to be created. Indeed, in some cultures brainstorming does not work or is not as common as in Western societies, so the group members need to become interculturally sensitive to this discrepancy.

Act:

The ongoing inclusive mental process moves over to action. Solutions proposed at an earlier stage will be implemented in an interactive, cooperative and coordinated way. At this stage, a sense of belonging to the team, of being part of the ongoing process, needs to be created.

This place of action can have various forms. I have mentioned so far the International Classroom as the standard unit in academia, but action can also take the form of ad-hoc student teams, set up for special innovative projects or summer schools.

The Innovation Space

Another aspect is the physical space for optimal performance, known as the Innovation Space or Innospace at TU/e. It is a multi-functional room designed as a learning hub for education, innovation and an open community, where students, researchers, industry, and societal organizations can exchange knowledge and develop responsible solutions to real- world challenges.

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The Innospace has hence become the center of expertise for student entrepreneurship and is now a well-recognized high-tech playground for talented students and young professionals. After winning the Dutch Higher Education Award last year, TU/e Innovation Space won The Triple E Awards for 'Innovation and Collaboration Space of the Year' (June 2022) as a global recognition of efforts toward the quest for entrepreneurship and engagement in higher education. A just reward for many years of investments in both staff and equipment and also expressing concretely the right vision at the start, which is developing an innovative, collaborative and inclusive type of education. And it is here where the students' many talents can thrive. This is also the recognition that Challenge-Based Learning and InnoSpace are tightly bound to each other. And finally, this success may also be the result of a typical Dutch attitude in business being pragmatic and no non-sense.

An example of this InnoSpace cooperation are the so-called Student Teams: They are various accredited groups of students who "address challenges in the fields of sustainability, artificial intelligence, health and mobility". They work on future-oriented projects like a solar-powered family car, a car made of bio composite, a drone assistant, future living, and renewable energy resources. Within these interdisciplinary teams, students get the opportunity to put their technical knowledge into practice and develop their personal and professional skills. While doing so, they will experience how Challenge-Based Learning generates a strong inclusive process, not only among students, but also between lecturers and their students. Indeed, lecturers are called in to "improve the process of training their students towards entrepreneurial behavior in a CBL context, to stimulate learning to deal with uncertainty, being proactive in teamwork, spotting opportunities and learn to create value in general; all in all, highly relevant skills in this world of constant innovation".

In other words, this InnoSpace is the ideal place to create a physical safe environment, where technical tools are being used properly by all students, but it is also the right space for creating psychological security and a true sense of belonging among all stakeholder and co-creators.

A sense of belonging

What do I mean here with a sense of belonging? It is not only "being invited to the party (diversity), and also being asked to dance (inclusion), but also feeling safe and (self)-confident to ask the DJ to play your favorite song, knowing it will also please the other dancers" (Vincent Merk). This is the sense of belonging both to the team and the International Classroom, or to express it in another way, the InnoSpace. This D&I process of creating the proper sense of belonging will ultimately produce individual, physical and mental well-being, but also collectively among members of the community at large.

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In a formula format, I would argue that Challenge-Based learning (CBL) is about IQ (general intelligence, cognitive and intellectual abilities) and EQ (emotional intelligence, personal and social competences) and when adding CQ (cultural intelligence, cultural sensitivity and intercultural competence), it leads to Diversity and Inclusion (D&I) and ultimately to Well-Being (WB). So $CBL (IQ + EQ) + CQ = D\&I \times WB$.

There are obviously aspects that still need more proper attention in the realm of Challenge-Based Learning. Take, for example, the impact on the relation between CBL and research as showcased in the MSc Summer School in Energy Technology at TU/e, where MSc students work in collaboration with PhD students in the domain of sustainable energy technology. Most projects require a quick digest of the latest research developments in a multi-disciplinary and intercultural context. The question here is whether these are feasible and adequate to prepare both groups of students for their future roles. No doubt this educational project includes all the aspects related to CBL and D&I, but careful analysis still needs to be placed on the design and detailed execution to insure the development of the necessary skills for the students involved. Finally, to broaden the scope, let me suggest a few other inclusive learning processes: Design Thinking, Diversity Competent Teaching and Value and Knowledge Education (VaKE). See references below.

Conclusion:

In these post-Covid times along with many geopolitical, ecological and social crises, we are now at the start of a new era. In Institutions of Higher Education we need more inclusion in our diversity. Challenge-Based Learning can contribute to greater inclusion and at the same time help solve real-life challenges, so let's all go for it!

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- Various projects or articles related to CBL and D&I in the Innovation Map of the 4TU.Centre for Engineering Education: <https://www.4tu.nl/cee/innovation/>
- Diversity Competent Teaching: <https://www.youtube.com/watch?v=gpt5VyBNIDw>
- Value and Knowledge Education (VaKE): <https://vake.eu/>
- The VaKE Handbook: <https://brill.com/view/title/62290>

3. 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.

3. 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.

4.HOPKINS DIVERSITY WHEEL



Hawkins et. al. (2017)

5. 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?						

5. 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?						

5. TABLES FOR SELF-REFLECTION

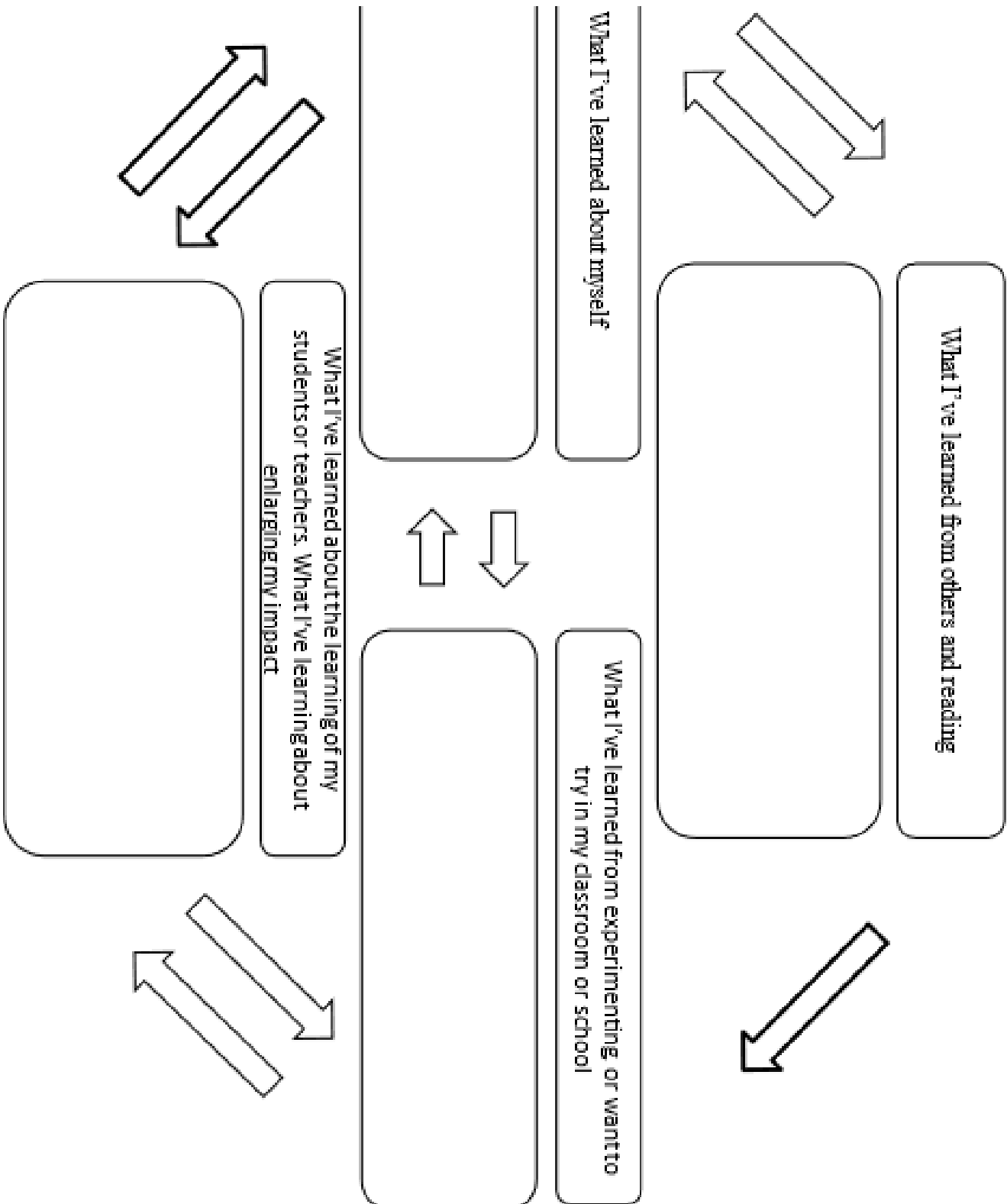
c) School leader capacity

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?						

6. SMART GOALS ACTION TEMPLATE

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

7. LEARNING OUTCOMES TABLE



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Seven organizations—Dramblys (Coordinator, Spain), Intercultures (Spain), Emphasys Centre (Cyprus), Hanze University of Applied Sciences (The Netherlands), Momentum (Ireland), Le LABA (France), and ESHA (The Netherlands)—joined forces to strengthen educational leadership by equipping school leaders with the skills and tools to promote inclusion and equity in their schools.

Recognizing the increasing complexities of managing diversity in today's schools, the project addressed a critical gap in professional development. Through the development of a tailored CVET programme and the Leadership for Diversity eHub, this initiative offered school leaders practical strategies, adaptable resources, and actionable tools to foster inclusive cultures and implement meaningful change in their educational settings.

This collaborative effort has laid the groundwork for more equitable, resilient, and inclusive schools across Europe, where diversity is acknowledged and valued as an essential asset in education.

More information about the project and developed results can be found on the project website:

<https://leadershipfordiversity.eu>

