



BE-IN

Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe 2022-24

2nd newsletter BE-IN project April 2023

THE TEACHERS'S TRAINING COURSE IS ONLINE



Inclusion and SEL: better together! Innovative learning processes to create inclusive European school environments and tackle early school leaving

In the second year of BE-IN project the on line training course *Inclusion and SEL: better together! Innovative learning processes to create inclusive European school environments and tackle early school leaving (ESL)* has been realized and ready for the testing with teachers' hub schools of the 5 partner country of the project. Starting from the model of multilevel units designed by Oxfam the contents and the pedagogical materials of the training course has been developed with the contribution of all partners. Citizenship in power has been responsible of the digitalization of materials and of the platform. The training aims to provide to EU teachers an innovative approach based on the inclusive and socio emotional education to tackle early school leaving and to promote inclusion of all students with a attention on vulnerable students,

The on line course is a important occasion for teachers from secondary school to:

- gain awareness of innovative inclusive and emotional teaching practices for secondary schools that are specifically tailored to students' personal learning processes and abilities.

- use of interdisciplinary tools to implement inclusive teaching units with embedded SEL activities to reduce cognitive, social, linguistic, and emotional barriers in the learning environment.
- to promote a more inclusive space for your students at school and therefore help to tackle early school leaving.
- share example lesson plans and teaching units that you can test in your classroom in order to further facilitate inclusion and SEL in everyday teaching practices.
- to create teaching units for the subjects you teach by using the framework provided by BE-IN.

The training course is always available for all teachers by the platform at this address:

Login - be-ineducation



WHAT ARE THE MAIN CONTENTS OF THE ON LINE TRAINING COURSE?

Inclusion & SEL, Better Together!

2022-2023

TOPIC 1

- Inclusive and socio-emotional education as a response to new educational emergencies
- The promotion of well-being at school



TOPICS 2-3

Approaches and methodologies that can innovate the school curriculum with inclusion and socio-emotional development at heart

TOPIC 4



- Mentoring methodologies
- Scaffolding techniques

TOPICS 5-6



The Stratified Teaching Unit: Stages and examples related to the school curriculum
Best practices and participatory methodologies for motivating and inclusive learning environments

TOPICS 7-10

Inclusion Workshop: Steps for creating stratified teaching units for multilevel classrooms in different subject areas



TOPIC 11

Guidelines for experimenting with stratified teaching units in multicultural and multilevel classrooms



THE ADDED VALUE OF INCLUSION & SEL, BETTER TOGETHER ! MODEL AT SCHOOL

The model of intervention of inclusive teaching that we propose for working with schools is partly the result of the experience gained by teaching Italian as L2 in classes with differentiated skills (CAD) and partly through the experience of inclusion for disabilities and SEN carried out in the last decades. As Dario Lanes reminds us in *The Special Normality* (in Erickson 2006) the concept of normality is “equality of value, the equal value of everyone”. The real risk, to quote Lanes, is “not recognizing the specific needs and therefore not giving suitable answers”. The point of view we adopt for class work is that of CAD (Classes with Differentiated Skills) because we recognize that within the classroom we find different personalities and intelligences, attitudes, different levels of motivation to study, non-homogeneous cognitive developments, and learning and cognitive styles that are individual specific and unique. A CAD is an open system in which the “DIFFERENCE” on several levels is the key to effective learning management.

The teachers' course and curriculum objectives are:

- The introduction of socio-emotional learning in curricula
- The development of innovative strategic models to manage multi-level and multicultural classes (CAD) in which the difference (cognitive styles, multiple intelligences, personalities, background etc.) is the basis on which learning units are created
- The implementation of multilevel pedagogical /learning units (stratified) with content adapted to the different learning styles and graduation of activities (proposing activities, tasks or exercises specifically graduated and designed for the classroom).

Our curriculum is inclusive because it:

- Places attention on the learning processes, with an emphasis on scaffolding that also promotes the transmission of additional information and background with a fixed and repeated framework with activities and interactional schemes that are less traditional and less frontal.
- It encourages group and pair work, which allows for initiating or consolidating tutoring and mentoring experiences.
- It promotes Learning to Learn, cooperation, and interaction with peers and the environment as the focal points of the learning skills to be developed. They guide the student to become autonomous in their learning.
- It also leads to motivation for all students to continue studying. The first step of motivation is succeeding. Knowing you can! It is not a competition. If you promote competition you will always have students dropping out of school. If you promote success and well-being you will obtain the exact opposite. That is why SEL is embedded in most of the activities we propose.



The BE-IN second Transnational Meeting at Budapest



Finally, after 1 year since the start of the project, the partnership met in Budapest the 16th and 17th of February 2023 to discuss the next steps to be taken in order to start the experimentation in the participating countries.

The two days of meetings were very fruitful in understanding in which direction to go to organise teacher training and classroom experimentation, also highlighting all the difficulties we are facing especially from a technological point of view.



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