



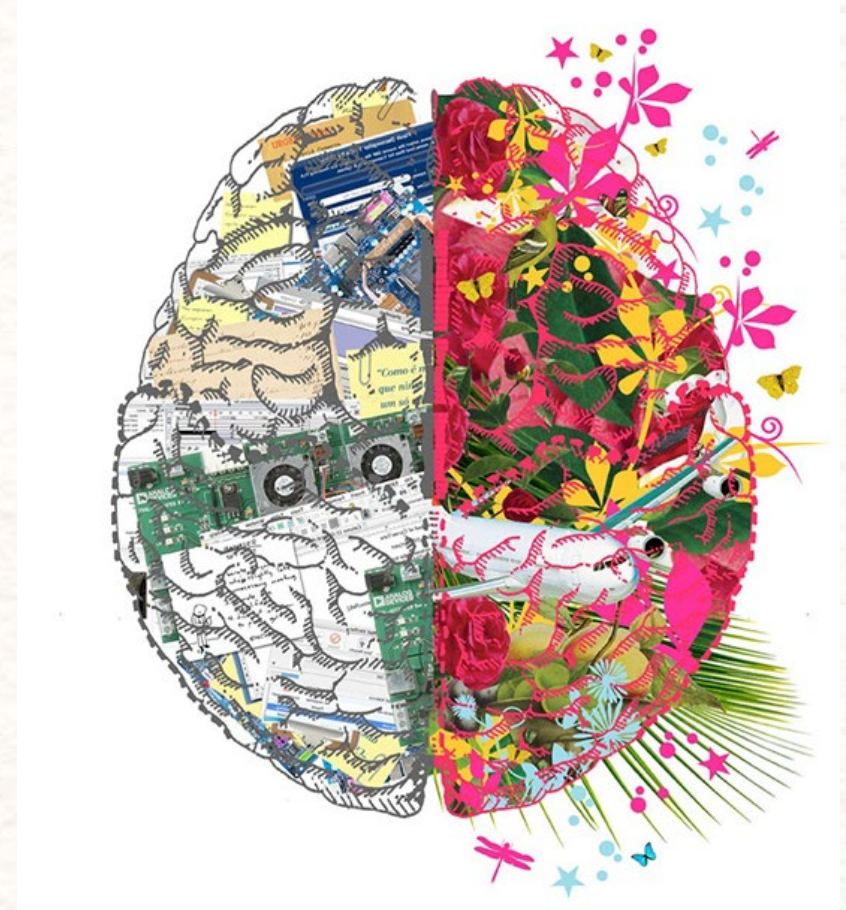
*How to respond to different needs of different students and develop an inclusive classroom climate?*

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# Managing digital transformation - 21st century skills and key competencies

## TRANSVERSAL SKILLS (UNESCO, 2014)

- Critical and innovative thinking
- Inter-personal skills (e.g. presentation and communication skills, organizational skills, teamwork, etc.)
- Intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.)
- Global citizenship (e.g. tolerance, openness, respect for diversity, intercultural understanding, etc.)
- Media and information literacy such as the ability to locate and access information, as well as to analyse and evaluate media content



# Challenges

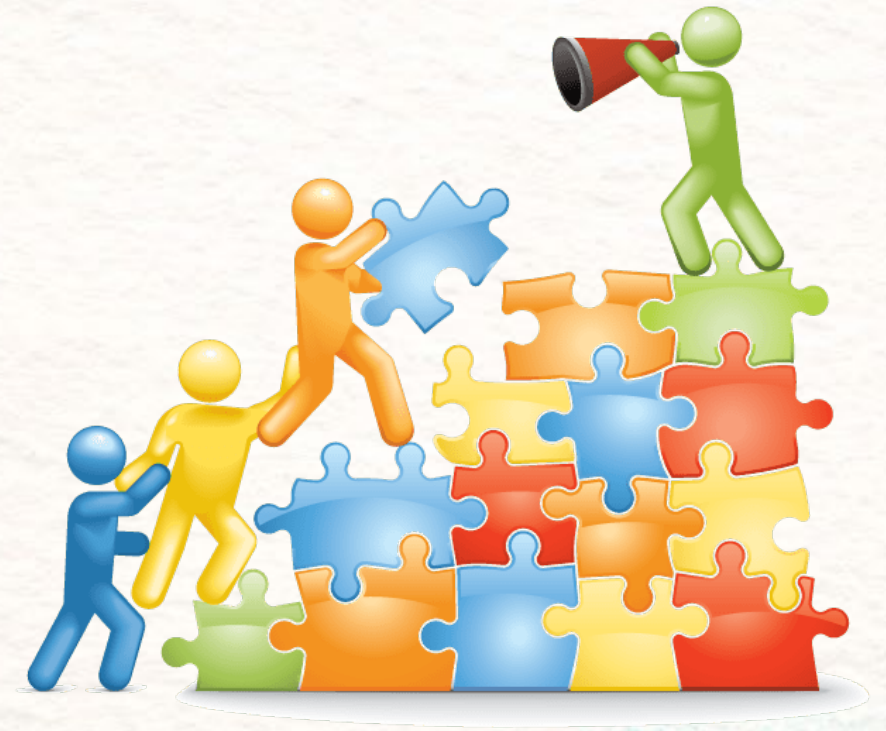
- **The importance of combining transversal skills with academic competencies, basic skills and (content) knowledge** (reading, writing, mathematics, science and technology, computers, effective communication, critical thinking,...)
- **Empowering learners and teachers** for blended learning
- **Relationships** – the glue that holds the transformation process together - the necessity of implementation of social interactions
- Changes and disharmony in society
- Individualization/isolation
- Escape from reality/(Ab)use of social media

**Children's social and emotional competence is the seed of academic success and success in life.**

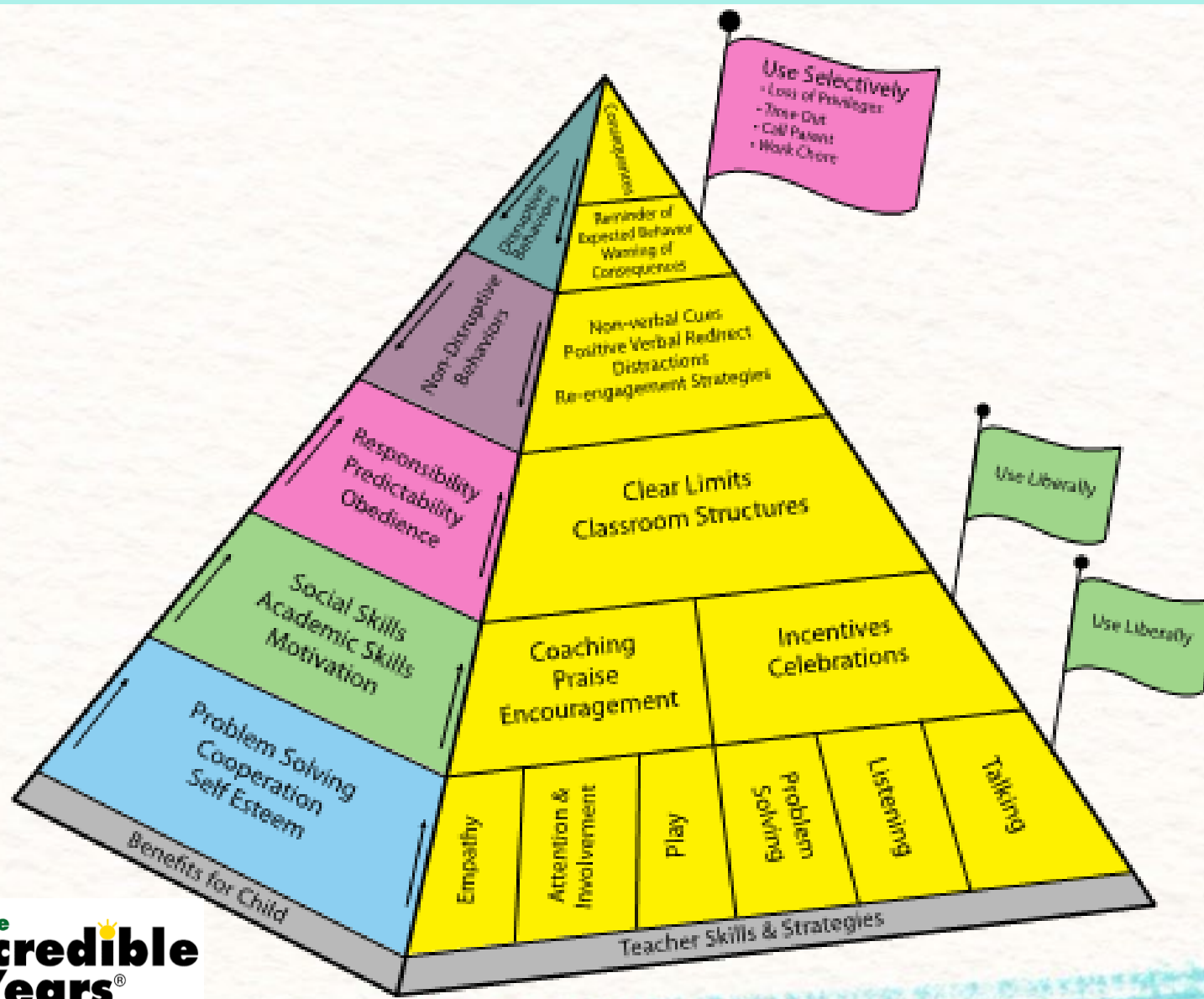
# What is an inclusive classroom / learning environment?

A place, where all children learn together, all are supported and included.

Every child is an equal participant in the learning process and receives support needed to succeed.



# What can a teacher do to promote an inclusive classroom climate?



# What can a teacher do to promote an inclusive classroom climate?

## Nurturing positive relationships with students

- Getting to know her/his students and families
- Making positive phone calls and sending notes home
- Inviting parents to participate
- Caring, believing in them, trusting them
- Listening to students
- Being playful
- Recognizing the importance of child directed play
- Recognizing the importance of humor
- Allowing students to make choices

## Proactive strategies

- Providing a predictable and safe learning environment
- Defining classroom rules
- Physical placement of particular students, „Wiggle space“
- Predictable routines and planned transitions
- Giving clear and positive commands
- Using redirecting strategies and positive warning reminders
- Using encouragement and praise

(Webster-Stratton, 2012)



# Reflection

How does the child feel about himself?

How does the teacher feel?

How do the parents of this child feel?



## A key challenge

How to build relationships in which both students and teachers feel responsible for the well-being and acceptance of all members?

**Group work:**

**BUILDING POSITIVE RELATIONSHIPS BETWEEN  
TEACHERS, STUDENTS AND PARENTS**

# THE PROFILE OF INCLUSIVE TEACHERS

European Agency for Development in Special Needs Education (2012) Profile of Inclusive Teachers

Core values	Areas of competence
1. <b>Valuing Learner Diversity</b> – learner difference is considered as a resource and an asset to education.	<ul style="list-style-type: none"><li>- Conceptions of inclusive education;</li><li>- The teacher's view of learner difference;</li></ul>
2. <b>Supporting All Learners</b> – teachers have high expectations for all learners' achievements.	<ul style="list-style-type: none"><li>- Promoting the academic, practical, social and emotional learning of all learners;</li><li>- Effective teaching approaches in heterogeneous classes;</li></ul>
3. <b>Working With Others</b> – collaboration and teamwork are essential approaches for all teachers.	<ul style="list-style-type: none"><li>- Working with parents and families;</li><li>- Working with a range of other educational professionals;</li></ul>
4. <b>Personal Professional Development</b> – teaching is a learning activity and teachers take responsibility for their lifelong learning.	<ul style="list-style-type: none"><li>- Teachers as reflective practitioners;</li><li>- Initial teacher education as a foundation for ongoing professional learning and development;</li></ul>

## For the conclusion



Rita Pierson – Every kid needs a champion (TED Talks Education)