RAISING THE ACHIEVEMENT
OF ALL LEARNERS IN INCLUSIVE EDUCATION
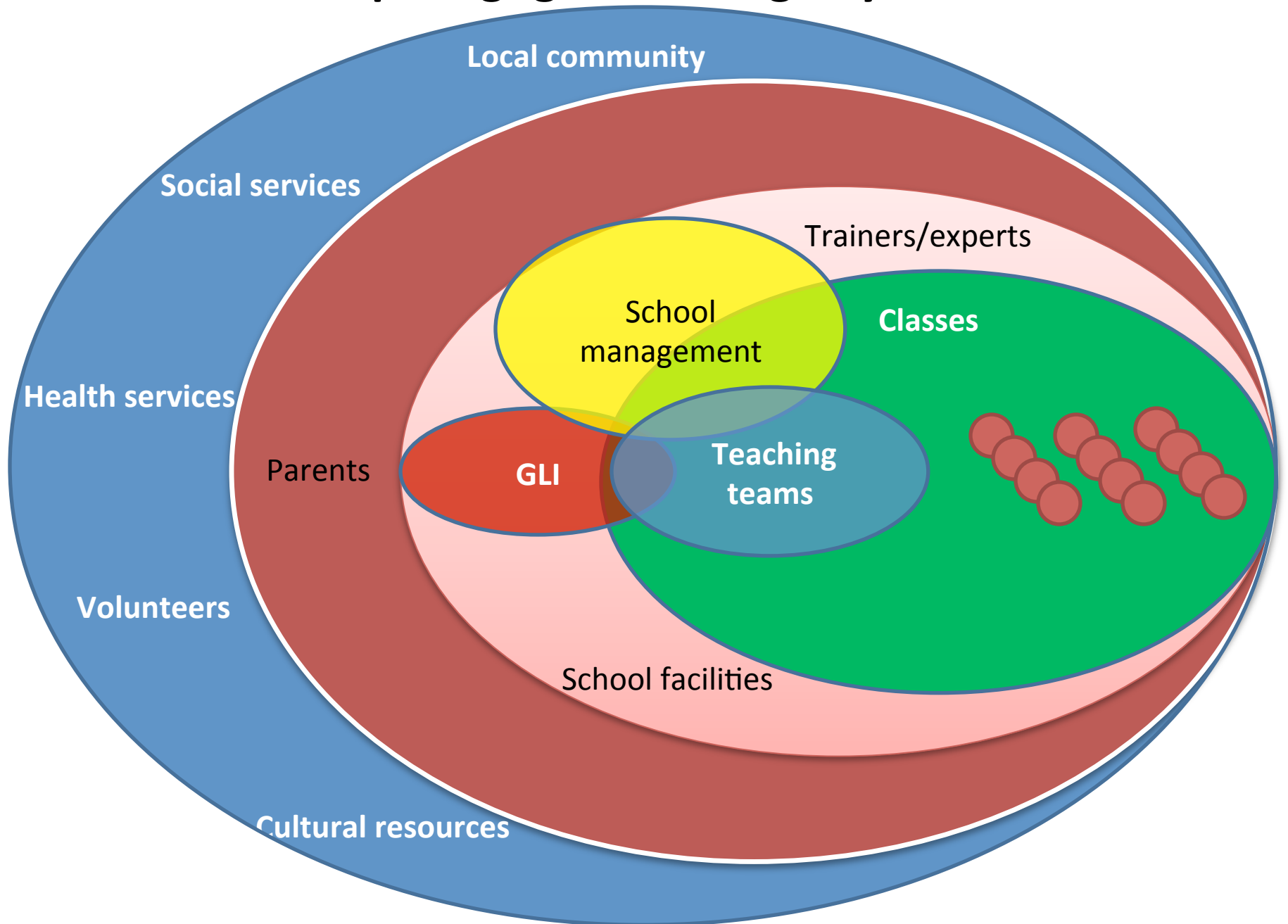
From the why to the how

Antonio Rosmini primary
and lower secondary school

From the "why" to the "how"

- How to build a "pedagogical setting" in the school, defining different levels of responsibility and roles in the school?

- How to promote new pedagogical views and new inclusive didactic methodologies amongst teachers?

- How to involve parents/students in creating a more inclusive school environment?

- How to create/use networks amongst the local community in order to make the interventions more effective?

- How to assess and measure changes in the inclusiveness of the school?

How to build a "pedagogical setting in your school

Local community

Social services

Trainers/experts

School management

Classes

Health services

Parents

GLI

Teaching teams

Volunteers

School facilities

Cultural resources

What pedagogical strategies/teaching approaches best support learning and are effective in raising the achievement of all learners?

Actions to be put under observation

What pedagogical strategies/ teaching approaches?

Class & group management:
- Cooperative learning
- Peer teaching/learning
- Circle time/brainstorming
- Open/mixed classes

Curriculum strategies:
- Cross-curricular teaching
- Learning by doing / problem-solving (taken from real life)
- Use of ITC / flipped lessons / Webquest
- Personalized curriculum
- Use of creative languages and synaesthetic teaching

Individual coaching:
- Compensatory strategies / specialized teaching
- Tutoring / mentoring / self- and vocational assessment
- Adult classmate (at risk of dropout/deviant children)
- Psychological support

How to train teachers/ disseminate practices?

- School training policy
- Welcoming / Involving new teachers
- The GLI as a consultant group

What leadership approaches are effective in raising the achievement of all learners
How to develop collaboration and development of your Learning Community (LC)?

Main issues	Actions to be put under observation
How does the school management act in order to ensure an effective response to SN?	**Defining different procedures at different levels of responsibility and interrelate them** •The role of the school leader: promoting and guaranteeing •The middle management: coordinating and requiring •The school administration: financing, ensuring up-to-date devices and facilities •The teachers: teaching, including, reinforcing •The specialized teachers and personnel: giving special/ personalised support •The experts: giving advice
How to involve parents/students?	Spreading sensitivity towards inclusiveness amongst parents Promoting parents' self-organisation and active cooperation with the school
How to create a network with your local community?	Defining models of intervention by the local agencies (i.e. health/social services, volunteers, etc.) in cooperation with the school and formalising agreements