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TRAINING CURRICULA ON DIVERSITY AND DISRUPTIVE CLASSROOM BEHAVIOURS

Intellectual Output 2



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I. About the Inn2Diversity project

The partnership of Inn2Diversity project, composed by **9 organizations** from **6 European countries**, aims to contribute to the implementation of a new methodology – based on mentoring – as a system-level approach to empower teachers with managing diversity in the classroom, to deal with disruptive behaviours, and to equip them with tools to better engage students and transform teaching in a healthy profession. In order to reach this goal, the Inn2Diversity partners will contribute with their knowledge and experience, for 3 years (2019-2022), to build a set of Intellectual Outputs, namely:

- IO1 - Report on programmes and measures to support the development of diversity and disruptive classroom behaviours management competences in teacher's continuous professional enhancement
- IO2 - Training curricula on diversity and disruptive classroom behaviours management
- IO3 - Mentors' Coordinators and Mentors profile
- IO4 - Courses Curricula for Mentor's Coordinators and Mentors
- IO5 - Mentoring programme for effective inclusion

The Inn2Diversity project focuses on preparing teachers for diversity and strengthening healthy relationships by providing to teachers a new non-formal process that stimulates their active engagement in career-long competence development and diminishes the application of measures/policies as suspension because suspension rates themselves are predictive of drop-out rates.

The project was designed to follow the following **objectives**:

1. Develop, transfer & implement through transnational cooperation an innovative training curriculum on diversity and disruptive classroom behaviours management;
2. Identify the suitable profile & personal skills to manage students with disruptive behaviour;
3. Increase teacher's motivation & satisfaction of students' daily work in school thus contributing to increasing their teaching quality, and introducing a virtuous cycle between students' school achievement and teachers' job satisfaction;
4. Design a mentoring model to empower teachers and schools with the suitable methods, competencies to deal with daily difficulties at work and to manage students with disruptive behaviours;
5. Evaluate peer-mentoring effectiveness as an in-service only focused on professional development to promote positive relationships between teachers and disruptive students' skills.

Consortium Approach

To tackle this challenge regarding the improvements for the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Consortium organizations

from 6 countries (United Kingdom, Bulgaria, Finland, Italy, Portugal, Romania) have joined forces for the implementation of the Inn2Diversity project. All partners will work together to:

- increase awareness of schools on the need to put efforts in investing on the qualification of their teachers;
- adapt the teaching profession to a continuously changing educational environment;
- keep teachers more motivated and satisfied due the investment on their needs;
- design a new and tailor-made tool that will allow teachers to self-evaluate themselves;
- generate awareness on needs of self-development, flexibility and adaptation to new realities;
- design a mentoring process that can be individually fine-tuning to mentors and mentees;
- engage pupils in the classroom environment with the sense of being valued by their diversity.

II. Course Curriculum on diversity and disruptive classroom behaviours management

The Training curricula on diversity and disruptive classroom behaviours management is a strategic IO to provide a consistent support to project priorities, objectives, results and replication. The aim is to provoke new ways of thinking that would be more effective in preventing and tackling social exclusion, creating schools' awareness on the need to invest in continuing professional development, and showing the mentoring approach positive results when dealing with diversity and behaviour problems in the classroom in a collaborative way. Thus, it's focused on create schools' awareness to take the perspective of managing diversity and contact with other more collaborative and low-cost methodologies to address diversity management in classroom, manage students' disruptive behaviour and recognise the value of invest on the qualification of teaching & learning, setting up a network of inclusive schools.

Contents Development Methodology and Validation Process

A guide was developed with instructions on the Pilot preparation, implementation, and evaluation. Tasks and templates were provided to each partner complete before, during and after the piloting activities.

The developed course curricula is a result of some activities conducted by all partner countries:

Activity 1: Suggestion of main structure of the training program (curricula), supported by the findings of IO1

Activity 2: Feedback of all partners regarding the suggested training program structure

Activity 3: Adjustments to the training program (curricula) based on partners' feedbacks and its finalization

Activity 4: Development of the modules' contents (in EN)

Activity 5: Review and fine-tuning/cross-check of each module (in EN) for approval of the partnership and translation of all materials from EN to partners' languages

Activity 6: Piloting.

Activity 7: Evaluation. Participants had the opportunity to give feedback on the content and materials delivered.

Intended audience

Educators | Teachers | Educational policy makers | School Heads

Keywords

Community awareness; Classroom; Diversity; Learning environment; Mentoring

Language of instruction

Language of each partner country (United Kingdom, Portugal, Romania, Italy, Finland, Bulgaria)

Course delivery

The training was thought to be delivered in b-learning modality, where the learner must attend online sessions before beginning the training sessions. Online sessions aim to provide the theoretical knowledge required for the training programme. Face-to-face sessions were conducted to provide guidance on theoretical knowledge and to develop trainees' competencies using active methods. Nevertheless, the training was tailored to countries and training group needs and the trainers adjusted the training modality, training duration of Face-to-Face or online sessions or learning materials to be used, according to the respective trainees and country reality (in terms of the pandemic situation).

Objectives

The objectives of this training were:

- Empower professionals to deal with classroom diversity
- Understand the best strategies to cope with children with SEBD
- Recognize relevant theoretical approaches and their application in the classroom context
- Identify strategies to increase student's involvement and motivation in classroom
- Understand the importance of effective communication and a positive relationship establishment
- Identify socio-emotional learning strategies
- Recognize classroom leadership importance
- Understand how to diminish the application of measures/policies as suspension.
- Understand group behaviour and social influence
- Identify effective school policies

Learning Outcomes

At the end of the training the learners should be able to:

- Better understand the classroom management strategies
- Provide solutions to improve the classroom environment
- Understand the importance of leadership in learning environments

Course contents

Module	Contents
1. Classroom Management & Group behaviour	<ul style="list-style-type: none"> • Classroom management approaches • Main components of group behaviour & social influence • Coping strategies to deal with children with SEBD • Cognitive-Behavioural (CB) Interventions
2. Relationships & Social Emotional Learning	<ul style="list-style-type: none"> • Assertive communication • Promotion of positive relationships • Peer support models and its influence • Conflict management • Development of Social Emotional Learning (SEL) skills in the classroom
3. Leadership, Classroom Dynamics & Student Motivation	<ul style="list-style-type: none"> • Transformational leadership and teachers' role as a leader • Skills and strategies associated with classroom leadership • School climate importance and influence on behaviour • Classroom dynamic and motivation • Parental involvement
4. Effective practices and policies in school context	<ul style="list-style-type: none"> • Social capital and social capital effects & benefits • Key concepts, models and processes on Mentoring • Restorative practices in classroom • Effective European practices in school context

Learning effort

The minimum amount of learning effort established was **12 hours**, including online and Face-to-Face activities, as is depicted in the following table:

Modules	Duration		
	Face-to-Face	Online	Total

1. Classroom Management	2 h	1h	3h
2. Relationship and behaviour management	2 h	1h	3h
3. Group management and leadership	2 h	1h	3h
4. Effective practices and policies in school context	2h	1h	3h
Total	8h	4h	12h

III. Training Modules

Module 1 - Classroom Management & Group behaviour

1.1. Ecological perspective on classroom management

Bronfenbrenner (2005) described the structure of the human ecology as taking place within “a series of nested and interconnected structures” (p. 45). These structures include five social systems:

- Microsystem - closest to the child and includes the structures with which the child has direct contact; encompasses the relationships and interactions a child has with her immediate surroundings; include family, school, neighbourhood, or childcare environments.
- Mesosystem - provides the connection between the structures of the child's microsystem; the connection between the child's teacher and his parents, between his church and his neighbourhood, between the child and his classmates/peers, etc.
- Exosystem - defines the larger social system in which the child does not function directly; impact the child's development by interacting with some structure in her microsystem; parent workplace schedules or community-based family resources: the child may not be directly involved at this level, but he does feel the positive or negative force involved with the interaction with his own system.
- Macrosystem - consist of cultural values, customs, and laws (e.g. the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parent's function).
- Chronosystem - this system encompasses the dimension of time as it relates to a child's environments; timing of a parent's death, or internal, such as the physiological changes that occur with the aging of a child.

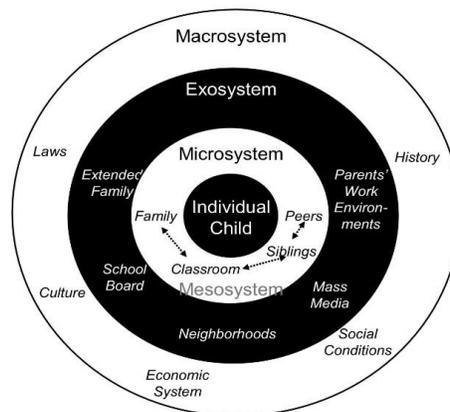


Figure 1 - Ecological model in classroom (Source: https://www.researchgate.net/figure/Bronfenbrenners-Ecological-Approach-1979_fig2_283898647)

Bronfenbrenner states that although a child may not be directly engaged at all these levels, they experience positive or negative impacts from the influence that occur through the interactions of the various layers.

Example: the responsibility for education lies with teachers or is shared with parents; teachers in the context of classrooms are considered nested within schools and school communities are influenced by the wider policy and societal context.

The ecological perspective views the children as active players in their development. Children both adapt to and influence the interactions that take place around them. From an ecological perspective, a classroom is an environment in which students are gathered with one teacher to engage in activities, which have educational purposes and outcomes for the students. From this standpoint, there are several important features or dimensions of classrooms that are already in place when teachers and students arrive at the classroom that are important to consider:

- Multidimensionality—a large quantity of events and tasks in classrooms takes place; classroom is a crowded place in which many people with different preferences and abilities must use a restricted supply of resources to accomplish a broad range of social and personal objectives.
- Simultaneity—many things happen at once in classrooms; while helping an individual student during seatwork, for instance, a teacher must monitor the rest of the class, acknowledge other requests for assistance, handle interruptions, and keep track of time.
- Immediacy—there is a rapid pace of classroom events; in most instances, therefore, teachers have little leisure time to reflect before acting.
- Unpredictability—classroom events often take unexpected turns; events are jointly produced and thus it is often difficult to anticipate how an activity will go on a particular day with a particular group of students.
- Publicness—classrooms are public places and events are often witnessed by a large portion of the students; each child normally can see how the others behave and how others are treated.
- History—classes meet for 5 days a week for several months and thus collect a common set of experiences, routines, and norms, which provide a foundation for conducting activities.

All of these factors combine to create demands and pressures on participants as activities are played out in these environments. These demands and pressures are placed especially on teachers who carry professional adult responsibility for planning and monitoring classroom activities. Ecologically, these pressures and demands are the origins of the task of classroom management, namely, to establish and sustain order in educative activities that fill the available time.

Multidisciplinary Teams

The exosystem, as already mentioned, comprises services and systems that the child is not directly part of. A good example and an important part of the child - school interaction are the multidisciplinary teams.

A Multidisciplinary Team (MdT) is a group of educators from different backgrounds (e.g.: teacher, special education teacher, therapist, social worker, medical and psychological professionals). These teams have the responsibility to analyse and evaluate the data from students with complex needs. This collaboration of the different professional of a multidisciplinary team helps make sure that its intervention with students is comprehensive and that the evaluation or the action is not improperly influenced by one perspective.

The MdT have the responsibility of assembling data of the students, that may influence their needs in and outside the school such as:

- medical history
- educational performance

- formal and informal assessments
- observations of social behaviour
- prosocial coping skills
- focus and attention
- task management
- self-regulation

This data helps to define a model of intervention with a particular student and establish the effectiveness of consequent actions. A broader set of tools could include a combination of both academic and social and emotional learning (SEL) goals. The lack of considering all factors may leave the professionals involved overlooking more efficient interventions or activities.

A multidisciplinary approach has the potential to provide a range of services to support students at risk of educational disadvantage, such as early school leaving or students with disruptive behaviour, offering a multi-level support in several areas:

- language development
- mental health support
- emotional support
- bullying prevention skills
- outreach to marginalised families
- development of parenting skills

For this to happen is necessary a strategic approach to focus on the student's complex needs. Instead of each member of the team working disjointedly, this requires all to have a common understanding of the outcomes they want to achieve for each student, and to determine how they can bring their combined expertise. Research emphasizes some key requirements for the efficient functioning of MdT: 1) appropriate leadership strategies; 2) inclusive communicative skills; 3) resolution skills; 4) development of shared strategy; 5) share resources and information about the learners in order to find an optimal solution (Downes, 2011).

1.2. Classroom management approaches and styles

Classroom management can be defined as “the actions and strategies teachers use to solve the problem of order in classrooms” (Doyle, 1986, p. 397). Effective teachers use rules, procedures, and routines to ensure that students are actively involved in learning and use management not to control student behaviour, but to influence and direct it in a constructive manner to set the stage for instruction (McLeod, Fisher, & Hoover, 2003).

Classroom management styles directly impact the effectiveness of a teacher as well as the sense of fulfilment and satisfaction in this role. Baumrind (1971) identified **4 distinct classroom management styles** related to the amount of control the teacher demonstrated and the level of involvement of the students in the classroom that allows to evaluate the classroom management techniques and choose a style:

- Authoritarian: high level of control over the classroom, but a low level of involvement with students. This teacher strictly enforces the rules, assigns seats and provides a lot of direct instruction; avoid close connections with students; often know little about their students' home and place little value on the home-school connection. This teacher likes a plan and won't tolerate problematic behaviour in the classroom; expects students to remain quiet and discourages active discussions;

quick and unquestioned compliance with demands is expected; inappropriate behaviour encounters strict punishment.

- Permissive: low levels of both control and involvement; doesn't prepare lesson plans; the students have taken control of the class and the teacher makes few moves to challenge this. They know little about the students; interacts little with students and have low interest in the needs of the students.
- Indulgent: high level of involvement with students, but a low level of control. This teacher cares for the students and loses authority by becoming friendly with the students; is prepared for lessons but isn't able to direct the students enough to present the lessons. The students generally do what they want, and the teacher allows them to freely express themselves. Students rarely encounter punishment, and the teacher encourages students to make their own decisions.
- Authoritative: high levels of both control and student involvement; is firm but fair; provides positive reinforcement for a job well done, encourages class discussions and considers reasonable consequences for behaviour. The authoritative teacher is invested in the success of the students and cares about what happens to them outside of school. Rules are consistent and regularly enforced, understands the challenges the students face and considerate when setting expectations; encourages autonomy and independence in the students.

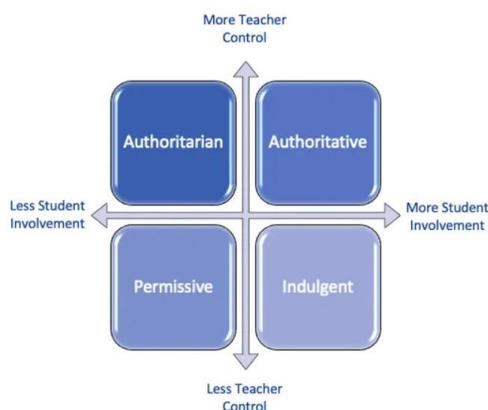


Figure 2 - Classroom management style (Source: <https://classroomchampion.com/classroom-management-styles/>)

How Your Classroom Management Style Impacts Student Outcomes?

- As a teacher you are judged on the success of your students (performance on standardized testing)
- There's a link between classroom management styles and the social-emotional well-being of your students
- The classroom management style also impacts their success on academic domains
- Students attend, participate and perform better when they feel heard and valued by their teacher.

Classroom management choices can have a number of important effects:

- Promote community or fragmentation
- Lead to clarity or confusion
- Create a psychology of success or one of failure
- Be a liberating influence or perpetuate an unjust social class structure
- Foster a climate of motivation and joy or one of disinterest and drudgery

Researchers have found that classroom management actions and attitudes can be the difference between teachers having either a sense of job satisfaction and a feeling that their gifts are being successfully used or a feeling of burnout and unhappiness. How teachers approach classroom management will significantly determine the degree to which they feel successful and satisfied with their teaching (Fallona & Richardson, 2006).

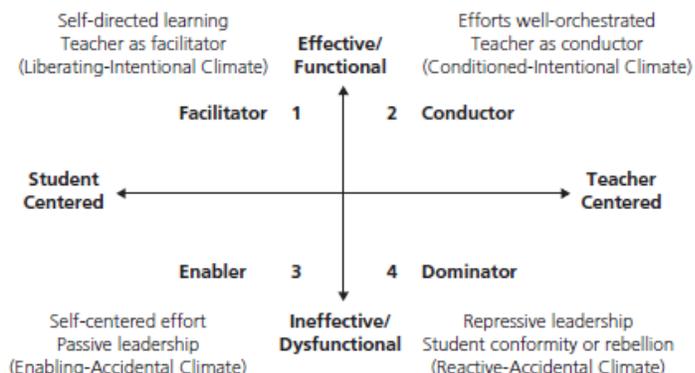
1.3. Transformative classroom management

Transformative classroom management (TCM) is an approach that assumes that classroom management practices have a powerful long-term effect on student development and teachers' ability to be successful. This approach assumes that high function is possible in any classroom and that some pedagogical practices lead to greater function, while others lead to greater dysfunction. Therefore, if designed successfully, any classroom can be a transformative place. TCM is a model that have the underlying idea that problems do not require reaction; rather, the causes of those problems need to be detected and modified (Shindler, 2010).

The Matrix of Management

Shindler (2010) purpose four quadrants that characterize different approaches to classroom management and teaching in general:

- 4-Style or dominator
- 3-Style or enabler
- 2-Style or conductor
- 1-Style or facilitator



According to the author, although there are advantages and disadvantages to each orientation, the 1- or 2-Style orientation will produce greater degrees of success for both teachers and your student and a healthy classroom with a fully functioning set of rules, responsibilities, and shared expectations.

1-Style or Facilitator Management Approach

Upon those recommendation, we will focus in this module. The 1-Style promotes a natural state of learning by using management strategies that empower students and create a needs-satisfying environment. The ultimate goal of this approach is to create a class that is self-directed and manages itself. These teachers' management goals are defined by an intentional promotion of the students' intrinsic motivation and sense of personal responsibility. It places emphasis on the process of learning over end products and on personal growth rather than the attainment of rewards or the students' success in relative comparison to other students. This orientation values long-term student empowerment over what might be considered methods that appear to be working in the short term. The goal is not merely to have the student appear to be on task, but to know that the learning is building toward a positive orientation toward learning itself. The pedagogical approaches are typically constructivist, collaborative, and problem based (Shindler, 2010).

	Student Centered	Teacher Centered
Effective/Intentional	<p>1-Style Approach</p> <ul style="list-style-type: none"> • Facilitator • Goal: self-directed students • Motivation: internal, build sense of self-efficacy • Clear boundaries • Build students' collective responsibility • Answers "Why are we doing this?" • Long-term goals (may be more challenging at first, but eventually becomes self-directed) • Our class 	<p>2-Style Approach</p> <ul style="list-style-type: none"> • Conductor • Goal: on-task behavior • Motivation: external, positive reinforcement • Clear consequences • Build students' collective efficiency • Answers "What is expected?" • Short-term goals (the management should be in good shape by the second week) • My class
Ineffective/Accidental	<p>3-Style Approach</p> <ul style="list-style-type: none"> • Enabler • Goal: keep students happy • Motivation: student interests • Unclear boundaries • Students increasingly self-centered • Chaotic energy • Goals are vague (management problems happen early and are still happening at end of the term) • The students 	<p>4-Style Approach</p> <ul style="list-style-type: none"> • Dominator • Goal: let students know who is boss • Motivation: avoid punishment • Arbitrary punishments • Students increasingly immune to coercion • Negative energy • Goals is to break students' will (students respond out of fear, but slowly increase hostility and rebellion) • Those students

Figure 4 - Different approaches in classroom (Adapted from Shindler, 2010)

Characteristics of the 1-Style Classroom (Shindler, 2010):

- ✓ Teacher as facilitator and leader. The teacher is not the boss, the police, or the attendant, but a leader. The teacher's role is to create the conditions for students to achieve best; is neither permissive nor domineering; is intentional in efforts to promote a shared vision among the members of the class and effectively facilitate and manage that vision.
- ✓ Self-responsible. Students in the 1-Style classroom act responsibly because they recognize that it is to the benefit of the class and themselves. In contrast to a teacher-centered class (responsibility is define by following directions responsibility) in the student-centered class is define by making choices that are good for the group, demonstrating accountability to the agreed-on group goals, and contributing to higher levels of learning and function.
- ✓ Clear implicit expectations. Expectations are shared and understood on a deep level. Knowing the expectations is not simply remembering them; it is about understanding why they are valuable and why when everyone buys into them, things are better.
- ✓ Learner-centered instruction. Curriculum and instruction that engage and empower learners will help promote the goals of the 1-Style classroom more readily than more teacher-centered methods. Giving students ownership of their learning and ownership for management of their class produces the most transformative results.

- ✓ Self-directed. The goal of the 1-Style classroom is for students to learn to self-govern and demonstrate self-discipline. Students learn that the only true discipline is self-discipline.
- ✓ Intrinsic forms of motivation. Structured to promote intrinsic versus extrinsic forms of motivation. Just as students experience the needs-satisfying effect of doing meaningful work, they recognize that being responsible, thinking about the needs of others, and being given power over the decisions that affect them is needs satisfying as well.
- ✓ Group functions collectively. As opposed to students responding to the will of the teacher, the group considers the good of the collective when making choices. The 1-Style class works like a team, with all members recognizing that they can achieve their potential only by working cooperatively with the other members.
- ✓ Intentional promotion of success psychology. In the 1-Style classroom, the teacher maintains an awareness of how his or her actions are contributing to the success psychology of the students. The three subfactors of internal locus of control, acceptance and belonging, and a growth-oriented orientation provide a lens to guide decision making.
- ✓ Social contract. The foundation of the governance of the 1-Style classroom is a well established system of social bonds, expectations, and rules.

How to create a Classroom Community?

- ✓ Membership and shared identity. Community members share a unique identity that creates a sense of belonging and membership. Each community has distinctive qualities that members adopt as their own
- ✓ Common purpose and goals. On some level, a community is working to accomplish something collectively. It has a purpose and a reason to be that works to the benefit of its members
- ✓ Communal bonds in addition to social bonds. Communities, like any other functioning body, require social bonds. What makes them a community, however, are their communal bonds. Whereas social bonds address such questions as, “What is my responsibility to the group?” , “What can I expect from others?” , “What can I do to make the community better?” , “When I have needs, whom can I count on?” .
- ✓ Traditions, rituals, and history. Over time, a community develops a history and a shared story. To mark this history, the community observes traditions and collectively remembers their past. Rituals and customs act to bond a community by creating a shared set of values and way of life.

Effectively managing a cooperative classroom

Cooperative learning is the instructive use of small groups for students to work together to maximise their own learning and learning and of others. It contrasts with traditional competitiveness-based teaching methods (students work against each other to achieve an academic goal) and individualistic learning (students work alone to achieve learning goals) (Johnson & Johnson, 2017). CL settings can promote students' involvement and motivation for school and learning, as well as facilitate integration and prevent discrimination, functioning as an activity scenario where students are able to connect with each other and learn from each other's skills and competencies (Hijzen et al, 2006).

Benefits:

- ✓ Positive effect on student learning when compared to individual or competitive conditions (Slavin, Hurley & Chamberlain 2003)

- ✓ Has the potential to meet more learning style needs more of the time than individualized direct instruction (Shindler, 2004)
- ✓ The interpersonal and collaboration skills that can be learned in a cooperative learning activity teach skills that are critical for later personal and professional success. ~
- ✓ It has the potential to produce a level of engagement that other forms of learning cannot (Slavin et al., 2003)
- ✓ It can be a powerful tool toward several transformative goals, including building communal bonds, learning conflict resolution skills, learning to consider others' needs, and learning to be an effective team member (Watson & Battistich, 2006)
- ✓ Research in the area of neuroscience indicates that students are more involved during cooperative learning. Student scans reveal that **students' brains are much more activated and engaged when explaining ideas to a partner** than when they are just listening or simply answering teacher questions (Rilling et al, 2002)

The CA must have the following 5 elements present:

1. Positive interdependence. Team members are required to trust each other to achieve the goal.
2. Individual responsibility. Students in the same group are responsible for specific tasks and play their part in completing the goal.
3. Interaction. Although some of the group work can be done individually, some activities or tasks should be done interactively. This means that group members must provide feedback to each other. In addition, they should draw conclusions together and, more importantly, teach and encourage all members.
4. Proper use of collaborative skills. Students are encouraged to develop and practice some skills such as trust building, leadership, decision making, communication and conflict management
5. Group processes. Team members set group goals, make an assessment of what they are doing as well as a team on a regular basis and plan the next steps, which they will have to do in the future (Johnson & Johnson, 2017).

Why is cooperative learning important in the classroom?

Classrooms represent a challenging context for students with behavioural problems. Cooperative learning invites students to establish closer links with other students and peers. It promotes competencies in terms of tolerance or resolution of differences, making them understand and agree that everyone has a voice in a group. In this this approach, students tend to show (Jonhson & Jonhson 2017):

- ✓ Greater academic achievement
- ✓ Deeper understanding of learning materials
- ✓ Increased performance in terms of time on tasks you need to do
- ✓ Less disruptive behaviour
- ✓ Lower levels of anxiety and stress
- ✓ Increased intrinsic motivation to learn
- ✓ Greater ability to see situations from the perspectives of others
- ✓ More positive and supportive relationships with peers
- ✓ Higher self-esteem

Classroom behaviour and “small group” dynamics

Billson (1986) compares the classroom to a small group. The author applies the principles of small group dynamics as they are studied and understood in sociology to what happens in the classroom: “Deeper awareness of small group processes can enhance the teaching effectiveness of college faculty through improving their ability to raise student participation levels, increase individual and group motivation, stimulate enthusiasm, and facilitate communication in the classroom.” (p. 143).

So what principles of small group dynamics might help us better understand what's happening in our classrooms?

1. Every participant in a group is responsible for the outcome of the group interaction. The major responsibility does belong to the professor, but she maintains that students share a significant responsibility as well. Its recommended discussing responsibility with students and explore the possibility of letting students plan certain segments of the course or maybe offer input as to the weight of the course's various assignments.
2. When people feel psychologically safe in a group, their participation levels will increase. This isn't a particularly new or novel idea, but it's something teachers often take for granted. They can be made to feel safer when students are known by names, when their first attempts to contribute garner positive feedback, and when the teacher avoids sarcasm and ridicule.
3. The leader of any group serves as a model for that group. The way in which professors play their role, including how they present expectations of students, carry out responsibilities, and handle privileges implicit in the professorial role, has a profound effect on how students enact their role.
4. A group will set its own norms of behaviour and will expect conformity to them. These norms may extend to the teacher. The same policies and procedures can be used and yet classes respond to them differently. In some classes, students argue at length about exam answers. In other classes, they want assignment deadlines extended. Teachers need to be aware of these norms and if they work against their goals, they should be discussed openly with students.

The notion that peer relationships are important for children's development has always been central in developmental psychology and to understand that in classroom these relationships within the group can have positive and negative effects. Nevertheless, it's important to understand that peer relationships can be used in the classroom well-being favour and that they are essential for (Wentzel, 2005):

- Social development
- Learning how to get along with others
- Juggling individual needs with the needs of a larger social structure
- Learning how to receive help and support
- Aligning oneself to the larger peer culture, and for making it through a year when things get tough.
- Cognitive, affective, and behavioural development
- Identity development and for experimenting with possible selves during adolescence

1.4. Social, Emotional and Behavioural Difficulties (SEBD)

SEBD is an umbrella term which is used to describe a range of social, emotional and behavioural difficulties experienced by many children and young people in today's society. There are many various definitions for SEBD, however, there is no absolute definition (Howarth & Fisher, 2005). This highlights the complexities of

SEBD for the individual themselves, their family and the practitioners. Despite the lack of a clear definition, SEBD are classified as both a special educational need and as a disability. One of the overriding issues in the field of SEBD is the ambiguity in understanding and identification of individuals who may have social, emotional and behavioural difficulties with those who have less severe discipline problems (Evan, Harden & Thomas, 2004).

In The Special Educational Needs (SEN) Code of Practice (2001), the definition was amended to incorporate social difficulties and so expanded to social, emotional and behavioural difficulties (SEBD), the code defines those with social, emotional and behavioural difficulties (SEBD) as:

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs (p.87)

This description describes a range of characteristics associated with this disorder and recognises that such behaviours can evolve from other special educational needs. This presents a broader spectrum of behaviours linked with emotional and social difficulties and remains open to the personal interpretation of those interacting with such children.

Challenging behaviours in classrooms require unordinary amount of educators' time and effort, which decrease the amount of time available for promoting appropriate behaviour. Student's behaviour might be considered deviant when they display too much of certain behaviours (e.g. physical or verbal aggression, disruption), or not enough of certain behaviours such as social interactions (Chandler, Dahlquist & Repp, 1999).

Behavioural disorders are grouped into two groups (Gresham & Kern, 2004):

- Externalizing behaviour - directed towards the social environment and can be characterized as out-directed mode of responding (e.g. aggression, disruption, opposition/defiance, and impulsivity/hyperactivity).
- Internalizing behaviour - directed towards the individual and represents an overcontrolled and inner -directed pattern of behaviour (e.g. social withdrawal, depression/dysthymia, anxiety, somatization problems, obsessive-compulsive behaviours and selective mutism).

External behaviour problems are characterized as "disturbing" to others in the social environment and internalizing behaviours as "disturbing" to the individual. The behaviour characteristics of children with EBD often make them rejected in social groups, unpopular among peers, and unwanted in classrooms where their behaviours can be disruptive, disrespectful, unpleasant and extraordinary difficult for teachers to manage. Approximal 1% of the population in school age have been identified as students with EBD and in need of special support. But professionals estimate that the true prevalence would be from 3% to 6 % of the school-aged population probably have emotional or behavioural disorders that require intervention (Landrum, 2011).

The A B C model:

The ABC method was first described by Bijou, Peterson and Ault (1968). Nevertheless, recording behaviour through ABC charts is now common practice among many professions addressing challenging behaviour. ABC recording is a way of collecting information to help determine the function of a child's behaviour. It does this by breaking down your observations into three elements:

- Antecedents (A): what happened directly before the behaviour occurred.
 - e.g. Being asked to stop or start specific tasks or activities, e.g. task transition; A particularly easy or difficult assignment/activity; Independent work; Group work; Being told 'no'; Loud noises or bright lighting; A comment or action from another child; Absence of attention (e.g. teacher diverted to another student, or peers working quietly and not looking at the child); Being in 'free-play' (no instructions or guidance)
 - important to consider antecedents that are not immediate and include the wider environment. These 'slow' triggers are noted at the start of a recording session, and could include: Time of day (influencing hunger and energy levels/tiredness); Medication; Routine disruption; Family events such as new sibling or bereavement; Specific people/children being present.
- Behaviour (B): the specific action(s) or behaviour of interest.
 - E.g. threw book on floor; ignored request and carried on playing with toy; tapped pen loudly on desk; spoke without putting hand up; got up from chair
 - Behaviour is commonly thought of as having one of four functions (often referred to using the acronym SEAT):
 - **S**ensory – it feels good.
 - **E**scape – from environment or situation.
 - **A**ttention – from others (adults or peers).
 - **T**angible – access to a specific thing, such as a toy or food.
- Consequences (C): what happened directly after the behaviour occurred.
 - Repeat of request by teacher or other adult, Being given a choice, Behaviour being ignored (no action), Item or toy taken away/received, Time-out/sent out of class, Reprimand by teacher or other adult (negative attention), Praise or reassurance from a teacher or other adult (positive attention).

When is it useful to apply the ABC model?

- difficulties with a particular child
- a certain class-wide behaviour which frustrates you
- get to the root of a specific the problem in the classroom
- track how a child behaves throughout the day across different subjects or classrooms.
- you need to manage behaviour of children who have special educational needs (SEN), learning difficulties or autism, where challenging behaviour often presents as the result of an unmet want or need.

1.5. Whole School Approach

A Whole-School Approach (WSA) as a concept that varies across several sources. A number of international initiatives including those from the World Health Organization (WHO), UNICEF, UNESCO and others use different terms to describe holistic, comprehensive approaches in response to the health and well-being issues of students, school staff and the wider community. For SDERA (n.d), the approach involves all members of the school community, students, staff, parents and other community members. It is not just what happens in the curriculum, it is about the entire school day, advocating that learning occurs not only through the formal curriculum, but also through students' daily experience of life in the school and beyond. It requires schools to address the health and wellbeing of their staff, students, parents /carers and the wider

community through the three key components working in unison to achieve improved health and wellbeing outcomes:

- **Curriculum:** teaching and learning, how this is decided and the way in which teaching is delivered and learning encouraged.
- **Environment:** the physical environment, the ethos and values as well as the policies and structures developed to create a conducive environment for living, learning and working.
- **Partnerships and community links:** internal partnerships with parents, staff and students and external partnerships with other schools, health workers, government and non-government organisations.



This approach is based on an eco-holistic model, recognising the physical, social, mental, emotional and environmental dimensions of health and well-being (Parsons, Stears & Thom). It recognises that the good health of an individual cannot be attained just through their own efforts, but that health is also shaped by the surroundings within which they live, work and go to school.

A whole-school approach recognizes that all aspects of the school community can impact upon students' health and wellbeing, and that learning and health are linked. SHE¹ (Schools for Health in Europe, n.d.) recommends focus on six components in order to seek to achieve a whole-school approach.

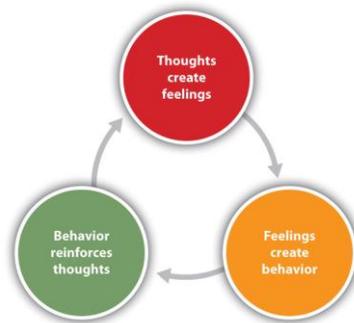
1. Healthy school policies are clearly defined documents or in accepted practice that are designed to promote health and well-being. These policies may regulate which foods can be served at the school or describe how to prevent or address school bullying. The policies are part of the school plan.
2. School physical environment includes the buildings, grounds and school surroundings. For example, creating a healthy physical environment may include making the school grounds more appealing for recreation and physical activity.
3. School social environment relates to the quality of the relationships among and between school community members, e.g., between students and students and school staff. The social environment is influenced by the relationships with parents and the broader community.
4. Individual health skills and action competencies can be promoted through the curriculum such as through school health education and through activities that develop knowledge and skills which enables students to build competencies and take action related to health, well-being and educational attainment.
5. Community links and links to the school and key groups/individuals in the surrounding community. Consulting and collaborating with community stakeholders will support health promoting school efforts and support the school community in their health promoting actions.

¹ Available at: <https://www.schoolsforhealth.org/concepts/whole-school-approach>

6. Health services are the local and regional school health services or school-linked services that are responsible for the students' health care and health promotion by providing direct student services. This includes students with special needs. Health service workers can work with teachers on specific issues, e.g., hygiene and sexual education.

1.6. Cognitive-Behavioural Interventions

Cognitive behavioural intervention is based on the belief that behaviour is mediated by cognitive processes. These interventions involve teaching the use of inner speech ("self-talk") to modify underlying cognition's that affect behaviour. The internalization of self-statements is fundamental to developing self-control and maladaptive self-statements are viewed as contributing to negative beliefs about oneself, which can contribute significantly to childhood behaviour problems (Mahoney, 1974).



Using the techniques of this approach, learners are taught to examine their own thoughts and emotions, recognize when negative thoughts and emotions are escalating in intensity, and then use strategies to change their thinking and behaviour (Brock, 2013). These interventions tend to be used with learners who display problem behaviour related to specific emotions or feelings, such as anger or anxiety. Cognitive behavioural interventions are often used in conjunction with other evidence-based practices including social narratives, reinforcement, and parent-implemented intervention.

CBI incorporates:

- behaviour intervention (e.g., modeling, feedback, reinforcement)
- cognitive mediation (e.g., think-aloud) to build what can be called a new "coping template."

Example: not hitting or pushing a peer when teased can be mediated by inner speech such as "That makes me mad, but first I need to calm down and think about this." The fundamental assumption of a CBI is that behaviour (e.g., hitting or pushing a peer when teased) is mediated by cognitive events (e.g., "I'm going to let him have it") and that individuals can influence cognitive events to change behaviour. Numerous studies demonstrate that teaching children cognitive strategies can strengthen pro-social behaviour and decrease maladaptive behaviours like hyperactivity/impulsivity, disruption, and aggression. In a nutshell, by using CBIs within the classroom, you can equip your students with the skills to remain in control of their behavioural choices in a variety of settings, even when teachers are not around.

Cognitive strategies incorporate a "how-to-think" framework for students to use when modifying behaviour rather than any explicit "what-to-think" instruction from a teacher. Most important is that CBIs are student-operated systems, thus allowing students to generalize their newly learned behaviour much more than

teacher-operated systems that rely on external reward and punishment procedures (Harris & Pressley, 1991).

There are some **steps to implement** these strategies (Riccomini, Williams Bost, Katsyannis, & Zang, 2015):

A) *Cognitive components*

Instruct students on strategies that promote self-regulation, increase positive behaviour, and reduce inappropriate behaviour, namely, direct instruction in a specific problem-solving strategy, self-instruction, communication skills, relaxation, and situational self-awareness. Components of problem solving include:

- ✓ **Recognition of the problem.** Students are instructed in problem recognition and given opportunities to practice recognizing problem situations (use role-playing, real and hypothetical problems to help students recognize the existence of problems)
- ✓ **Define specifics of the problem.** Students practice describing the problem, including who is involved, where the problem arose, and what happened. Students are encouraged to view the problem from their own perspective (analyse situational problems to assist students in learning how to articulate problems)
- ✓ **Develop a process for solving the problem.** Students are taught all steps in the problem-solving process through teacher modelling, corrective feedback and positive reinforcement. Students learn to order the steps in a sequential process that helps lead to an appropriate solution to the problem (use role- playing, group discussion activities, and self-monitoring to teach the systematic process)
- ✓ **Generate alternative strategies to solve the problem.** Using a organized method, students learn to generate alternative solutions through brainstorming different strategies for solving the problem using the question "What are your possible solutions?". Learning to create alternatives is positively related to increasing problem-solving skills and social adjustments throughout life.
- ✓ **Evaluate the consequences of each alternative.** Students learn to identify the most effective solution and the most feasible alternatives as well as consequences for each alternative in terms of benefits and risks. This component offers vital practice in making appropriate future choices.
- ✓ **Decide on a course of action and try it.** Students are directed to decide upon the best alternative to resolve the problem and to try the selected alternative (use roleplay to rehearse and implement the solution and then discuss consequences)
- ✓ **Evaluate the effectiveness of the selected alternative.** Students are assisted in determining if the solution worked and are made aware that the initial choice may not always resolve the problem and other alternatives may need to be considered.

B) *Behavioural components*

Systematic procedures for rewarding students for the reduction of disruptive behaviour and the use of problem-solving strategies, including the use of social reinforcers and recognition. Behavioural contingency contracts are used to motivate students toward desirable behavioural change. The following steps are involved in writing a **contingency contract**:

- ✓ The teacher determines the specific behaviours required of the student.
- ✓ The teacher and student identify the reinforcement for which the student will work (only be available to the student for performing the specified behaviour).

- ✓ The teacher writes up the behaviour contract, specifying the exact terms of the contract, including the amount and type of behaviour required and the amount and frequency of the reward. The contract should also state the method and frequency for data collection.
- ✓ Both parties sign the contract.
- ✓ The teacher monitors for the specific behaviour and rewards the student according to the terms of the contract.

Module 2 - Relationships & Social Emotional Learning

2.1. Communication styles

People communicate with each other both verbally and nonverbally. We transmit our thoughts and feelings through words - verbal and nonverbal through body language, tone of voice, facial expressions, gestures and actions. Studies show that when there is a discrepancy between verbal and nonverbal message, we tend to believe the second one. Starting from the two forms of communication are **three styles of communication** in relationships:

- ✓ Passive
- ✓ Aggressive
- ✓ Assertive

It is known that people use all three styles of communication in a conversation and when the situation requires, they address only one style (Pipas & Jaradat, 2010).

The communication styles is based on **six domains** (Barnett & Johnson, 2016):

- Expressiveness - talkativeness (how much one contributes to conversations), then it comes the conversational dominance (leads the conversation without giving others much opportunity to contribute and/or express their thoughts), after that comes the humour (be comical or amusing) and finally the informality (interacting with others in a professional manner)
- Preciseness - structuredness (link one thought with another), then it comes thoughtfulness (think carefully before speaking), after that comes the substantiveness (tend to discuss important topics) and finally the conciseness (the use of few words to communicate)
- Verbal aggressiveness, we have angeriness (react irritably to people) and authoritarianism (insist on others complying with demands), after that comes derogatoriness (put others down) and finally the unsupportiveness (doesn't take time for others' concerns)
- Questioningness - unconventionality (offers ideas or topics that are not typically discussed in conversation), then it comes philosophically (engage in philosophical conversations and topics), after that comes inquisitiveness (inquiry or asking questions) and finally the argumentativeness (being fond of arguments and disputes)
- Emotionality - sentimentality (become visibly emotional and crying), then it comes worrisomeness (talk a lot about concerns), after that comes tension (become tense or have difficulty remaining calm) and finally the defensiveness (become easily hurt)
- Impression manipulateness - ingratiation (attempt to become more attractive or likeable), then it comes charm (use charm or flirtation), after that it comes inscrutableness (not be easily understood and to be mysterious) and finally the concealingness (avoid full disclosure)

These 6 domains are also organized in 3 main styles of communication (Barnett & Johnson, 2016):

- integrating style - consists of high interest from both an individual and the other person. This style is related to the collaboration of both sides in a conflict on subjects such as openness, information sharing, and analysing differences. Example: a school principal meets the conflicting parties and negotiates probable solutions in an open, trusting way. The parties see the problem, reason with each other, and try to figure out various solutions regarding the problem.
- obliging style - demonstrating a low concern for self and a high concern for others. This style is about the individual attempts to play down the differences and emphasise commonalities to satisfy the

concern of others. This style regards figuring out various solutions to be meaningless, which causes principals at schools to exercise caution towards conflictive solutions.

- dominating style - demonstrating a high concern for self and a low concern for others. This style is identified with a win-lose orientation, and the expectations and needs of others are generally neglected in this style. Example: a school principal who aligns with one side and ignoring the needs and expectations of the other.

Assertive communication

Assertive communication is the ability to convey thoughts, feelings, needs while still paying attention to the rights of others, therefore, research recommends that parents and schools are important to continue to provide assertive communication stimulation in adolescents (Yuliani, Etika, Suharto & Nursekasatmata, 2020). Communicate assertively is when you say what you want to say, firmly, spontaneous, honest and direct, keeping your dignity and rights and at the same time, not insulting the other - so without attack him as a person, but referring strictly to his behaviour (Pipas & Jaradat, 2010). An assertive communication means, first, to know what your needs are and how to get them. Therefore, a communication objective is to win, but to solve problems and to have maximum results. In terms of social or professional relationships, assertive communication is the middle way and involves request of own rights and denial of tasks in a simple, direct manner. Assertiveness is a compromise between a passive communication, where you agree with everything your caller says, and an aggressive one, when counter any reply and have desire to impose (Pipas & Jaradat, 2010). An assertive communication is an effective adaptation to conflicting situations. In any organisation, communication is improved if there is an open, non-aggression or malice dialog. Assertiveness includes being able to express your opinions and viewpoints; to be able to say no without feeling guilty; to be able to ask for what you want; to choose how to live your life without feeling guilt about it and being able to take risks when you feel the need (Pipas & Jaradat, 2010).

The main principles of assertive communication are (Pipas & Jaradat, 2010):

- combination of passive and aggressive style
- requires fairness and power and is characterised by people fighting for their rights while remaining sensitive to the rights of other
- requires a balance between what the person want and what others want
- open attitude towards oneself and others
- open to hearing other points of view and respect for others
- best suited for a good long-term relationship
- allows you to argue your opinion without being aggressive and not feel humiliated

Some people confuse assertiveness with aggression, considering that both behaviours imply to express your needs and your rights. The major difference between them is the respect for other people that you meet in the assertive style. They respect themselves and others and always think in terms of "win-win." Aggressive people use tactics of manipulation, abuse and have no respect for others. They think negatives about others and do not take into account the views of others. Passive people do not know how to communicate their feelings and needs. They are so much afraid of conflict that they prefer to hide their true feelings and needs, to maintain peace with others. They let others always come out winners in any conflict and this leads to total loss of self-esteem. People who acquire this skill have less conflict, less stress, therefore, they meet their

needs and help others to meet theirs as well and have strong relationships that they can rely on. All these lead to a better mental state and a substantially improved health (Pipas & Jaradat, 2010).

Benefits of assertive communication to manage disruptive behaviour

The concept of assertiveness was introduced by experts in behavioural therapy, assertiveness claiming to inhibit anxiety and reduce depression. It points out that assertive behaviour leads to improved self-image (Pipas & Jaradat, 2010). The behavioural component of assertiveness includes a series of non-verbal elements such as:

- ✓ Eye contact: an assertive person will look their interlocutor in the eye. Lack of eye contact can send unwanted messages, such as: "I'm not sure what to say" or "I am very afraid";
- ✓ Tone of voice: even the most assertive message will lose its significance if it is expressed with a hushed voice (this will give the impression of uncertainty) or too hard, which could activate depressive behaviour on the interlocutor;
- ✓ Stance: assertive posture of a person varies from situation to situation. However, it is estimated that in most cases, the subject must stand right: not too stiff, because it expresses a state of tension, not too relaxed, because others could interpret such a position as disrespectful;
- ✓ Facial expressions: for the message to be assertive naturally, mimicry must be appropriate and congruent with the message content. Otherwise, for example, if someone smiles when he says that something bothers him, the party offers ambiguous information, which alters the meaning of communication;
- ✓ Timing the message: the most effective assertive message loses meaning when taken in the wrong time. Thus, for example, no boss will respond favourably to a request for wage increase, no matter how well made is that made, if an employee approaches you when preparing to appear before a committee of the company's control;
- ✓ Content: even if all other conditions are met, the message does not achieve its purpose if it is too aggressive, with the intention of blaming the other or, conversely, expressed in a very shy and passive way.

Promote positive relationships

There is considerable evidence to indicate a positive correlation between teacher-pupil relationships and pupil social competence (e.g. Hamre & Pianta, 2001). Positive interactions with significant adults within school can promote improved pupil adjustment to school. Pupils who experience positive interactions with teachers display fewer behavioural problems than pupils who experience poor or coercive interactions with teachers (Hamre & Pianta, 2001; Murray & Greenberg, 2000).

According to Monroe (2006) teachers can initiate and sustain positive relationships with pupils by:

- ✓ expressing warmth, caring and trust
- ✓ directing positive attention towards the pupil
- ✓ providing encouragement and emotional support
- ✓ recognising pupil strengths
- ✓ showing interest in the pupils' activities and life
- ✓ being sensitive to pupil needs
- ✓ recognising that setting events or antecedents influence behaviour

2.2. Peer support

Peer support processes and benefits are based on diverse theories with origins in social psychology, such as social support principles, social learning theory, social comparison theory and self-determination theory.

- Social support refers to positive psychosocial interactions with others with whom there is mutual trust and concern. Positive relationships are essential since they contribute to positive adjustment and buffer against stressors offering emotional support, self-esteem, reassurance as well as guidance, and feedback (Solomon, 2004).
- Social learning theory suggests that peers, due to their relevant experiences, are more credible role models for others and that interactions with peers who are successfully coping with their experiences are more likely to result in positive behaviour change (Salzer & Shear, 2002).
- Social comparison principles state that individuals are more comfortable interacting with others who share common characteristics with themselves and by interacting with others who are perceived to more experienced than them, peers are given a sense of optimism and something to strive towards (Festinger, 1954)
- Self-determination theory assumes that individuals have the right to determine their own future and are more likely to act on their own decisions rather than decisions made by others for them (Deci & Ryan, 1985).

Definitions of peer support vary, reflecting different cultural contexts and theoretical approaches. Nevertheless, it is a very important concept in school settings, since it gives direction to young people's desire to be an active citizen in their school. Currently, peer support is widely used in formal and informal programs and has been found to have a positive impact on individuals with shared diseases, conditions or situations. Potential positive outcomes from the use of peer support are listed below (Solomon, 2004):

- Foster social networking
- Improve quality of life
- Promote wellness
- Improve coping skills
- Support acceptance of illness/situation
- Improve compliance
- Reduce concerns
- Increase satisfaction with social and health status

Peer support systems in school settings are generally defined as flexible frameworks within which children and young people are trained to offer emotional and social support to fellow pupils (Cowie & Smith, 2010) through appropriate training in such skills as mentoring, active listening, conflict resolution, befriending and representation of young people's issues in school councils (James, Cowie, & Toda, 2013).

It also can be defined as the provision of emotional, appraisal and informational assistance by a created social network member who possesses knowledge and experience of a specific behaviour or similar traits as the target population (Orzechowska & Muhammad, 2020). Peer support systems can take many forms, depending on the purpose for which they have been created. Generally, it consists in drawing on a shared personal experience to provide information, social interaction, emotional support or practical help, often in a way that is mutually beneficial (Cowie & Wallace, 2000). Peer support differs from other forms of support since it is provided by a person with similar experience to that of the people being helped.

For the individual, peer support increases the number of social relationships, and provides education to support positive coping behaviours as well as information on resources available beyond the immediate

peer supporter. Peer supporters, in turn, can experience a sense of empowerment by helping a peer, while at the same time building their own self-confidence and strength. In educational settings, it is most effective when it is part of a wider structure of support, such as a whole school anti-bullying (Cowie & Jennifer, 2008). The existence of a peer support system in school is essential since (Cowie, 2020):

- Gives direction in the willingness to play an active part in the maintenance of a good social climate
- Allows to students and teachers look out for one another
- It's characterised by the sensitivity to those who may be experiencing social or emotional difficulties in their everyday life

In school settings, there are some children and young people who spontaneously act to help others in distress, but these skills can also be learned towards altruistic behaviour. The development of such skills are very important since the existence of peer support systems has links to the emotional health and wellbeing of children and young people during their formative years. The need of promoting peer support systems is evident since we are living at a time when the mental health of youth is a prominent issue, particularly in Western cultures. Peer support has a key role to play in the creation of safe social environments where there is a concern to promote fairness, inclusiveness and justice for all. There are an increased concern to understand peer support since (Cowie, 2020):

- it's beneficial to promote social connectedness among children and young people
- Peer support is a crucial helping them to forge close relationships
- Peer support is needed to fulfil the human need to play a meaningful part in their social group (which gave an even greater impact when considering the importance of belonging to a social group in childhood and adolescence).

Peer support influence

Peer support programmes have become increasingly popular in Europe, and some studies point out to the fact that the majority of youngsters had developed some form of peer support system (Houlston, Smith & Jessel, 2009). These systems were perceived as being beneficial in promoting emotional health and well-being in the schools (Houlston, Smith & Jessel, 2011), being a power factor to improve pupils' sense of safety from aggression and bullying at school, for example (Cowie, Boardman, Dawkins & Jennifer, 2004).

In European schools the peer support system consists sometimes in adopting a buddying/befriending approach or mediation (Houlston, Smith & Jessel, 2009). Some schools with younger students incorporate other activities for peer supporters such as leading games, supporting reading and carrying out one-to-one work with vulnerable pupils who find it hard to make friends. On the other hand, secondary schools typically train peer mentors to build on the methods such as being available in a 'drop in' room, workshops in tutor groups, mentoring younger pupils in need, and active or problem-solving skills (Thompson & Smith, 2011).

Stacey (2009) affirms that peer supporters have a big influence on students, since it has the potential to help younger students victims of cyberbullying and suggest coping strategies. In fact, research studies consistently find that peer supporters can also benefit from their practice (James, Cowie, & Toda, 2013):

- enhanced feelings of confidence in their capacity to communicate
- joy in offering effective help
- personal development
- sense of doing something useful for their school community

- pride in the value of their peer supporting role

Those who make use of the peer support systems report considering helpful since (Smith & Watson, 2004):

- provides support when experiencing interpersonal difficulties, such as being bullied
- helps dealing with victimisation
- they feel that they have someone who listens
- provides an opportunity to explore a range of coping strategies with an understanding peer

Mental Health Foundation (2002) also states about the benefits for schools and students' behaviour of having strong peer support systems, namely satisfaction with the systems and a perception that the school climate improves following the introduction of a peer support system, impact in reducing the rates of bullying and increasing pupil perceptions of safety. Cowie and Smith (2009) also conclude that peer support systems that are widely promoted in the school, are generally viewed in a positive way and that the head teacher and the staff who run the schemes play a substantial part in integrating peer support systems into the wider school policies on children's emotional health and well-being.

The development of peer support initiatives appears linked to the increasing importance of tackling social issues within schools. Peer support can be an effective means to enhance children and young people's social relationships and the emotional climate of schools, especially giving the need for anti-bullying measures within education systems. The presence of a peer support system in a school offers a framework within which the participants can play an active part in challenging behaviour that the majority report to be distasteful, having the potential to (Cowie, 2014):

- extend protectiveness beyond the immediate friendship group
- help to develop a school community
- give relevance to the principles of equality, concern for others and empathy for others' feelings
- work together in harmony
- provide a vehicle through which students can have an active role

Peer support models

In schools and education, the most known peer-support models are the following (Kaye, Beverly, Jordan-Evans & Sharon, 2005):

- Peer mentoring: takes place in learning environments such as schools, usually between an older more experienced student and a new student or a younger student. This model is used mainly in secondary schools where younger students moving to another class year may need help in settling into a new schedule and structure of school routine
- Peer listening: another model of peer support widely used within schools, where peer supporters are trained (within schools, other institutions such as universities), to be active listeners
- Peer mediation: a model that allows to handle incidents of bullying by bringing the victim and the bully together using mediation techniques

2.3. Conflict Management

Understanding conflict

Inherent in the human condition, conflict with the other, with one's own, and with the institution, is at the heart of the educational relationship (Pérez-de-Guzmán et al., 2011), whose causes are due to differences in culture, personality, values, needs, interests, and power (Almost et al., 2016). Thus, it is impossible to think of a school where there are no conflict situations, so the existence of conflict is part of everyday life, revealing itself in the mirror of social conflict and, thus, a place conducive to the occurrence of conflicts. Conflict can be defined as "... when two or more parties have differences in beliefs, values, positions, or interests, whether the divergence is real or perceived" (Barsky, 2007, p. 2). Using this definition for conflict makes it easy to see how that conflict is a common occurrence in the school setting each day.

School conflict is defined as the disagreement between individuals or groups regarding ideas, interests, principles, and values within the school community, perceiving the parties their interests as excluded, although they may not be (Pérez-Serrano & Pérez-de-Guzmán, 2011). As stated by Silva and Dota (2013) "Conflict episodes are part of the everyday life of any school, which makes teachers need to work with conflict rather than against it" (p. 69). In the absence of necessary skills, teachers who are unable to solve and manage conflict situations are confronted with one of the most important time-wasting problems that must be applied in students' education and instruction (Argon, 2014).

The most frequent school conflicts occur between students–students and students–teachers (Hojbotāa et al., 2014). In that way, Shahmohammadi (2014) indicated the conflicting attitudes of students that include a wide range of unacceptable behaviours such as lack of classroom participation, causing and disrupting peers and situations of violence (e.g., verbal: offending peers; and physical: destroying school facilities and equipment, as well as peer materials).

For conflicts in the teacher–student relationship, Göksoy and Argon (2016) indicated the following causes:

- Failure in communication (e.g., indifference, disrespect, personal judgement, persistence, misunderstanding);
- Personal origin (e.g., unnecessary complaints, high expectations/ambitions, prejudices, and cultural–economic differences);
- Political/ideological (e.g., contempt for different ideas, intolerance, and insistence on personal judgments);
- Organisational causes (e.g., failure to follow rules, neglect of duty, negative impact of social environment, curriculum, failure to educate, and unfair practises in the distribution of tasks).

Conflict outcomes affect individuals, and how interpersonal conflict management takes place determines whether outcomes are positive or negative (Park & Antonioni, 2007). Consequently, Morris-Rothschild and Brassard (2006) indicated that constructive strategies for conflict management are important in maintaining a positive classroom environment.

Conflict is often needed to raise and address problems, energises work to be on the most appropriate issues, helps people "be real", it motivates them to participate, helps people learn how to recognize and benefit from their differences. Conflict is a problem when it hampers productivity, lowers morale, causes more and continued conflicts and when it causes inappropriate behaviours (Ghaffar, 2010). The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively.

Glasl's Escalation Model

The most known and recognized in the literature model of conflict escalation was created by Friedrich Glasl, (Jordan,2000). Glasl's escalation model is a very useful diagnostic tool for the conflict facilitator, but also valuable as a means for sensitising people to the mechanisms of conflict escalation. Such sensitising may lead to a greater awareness of the steps one should take care to avoid if one wants to prevent a conflict from escalating out of control. Rather than seeking causes in the individuals, the model emphasises how there is an internal logic to conflict relationships, stemming from the failure of "benign" ways of handling contradictory interests and standpoints. Conscious efforts are needed in order to resist the escalation mechanisms, which are seen as having a momentum of their own.

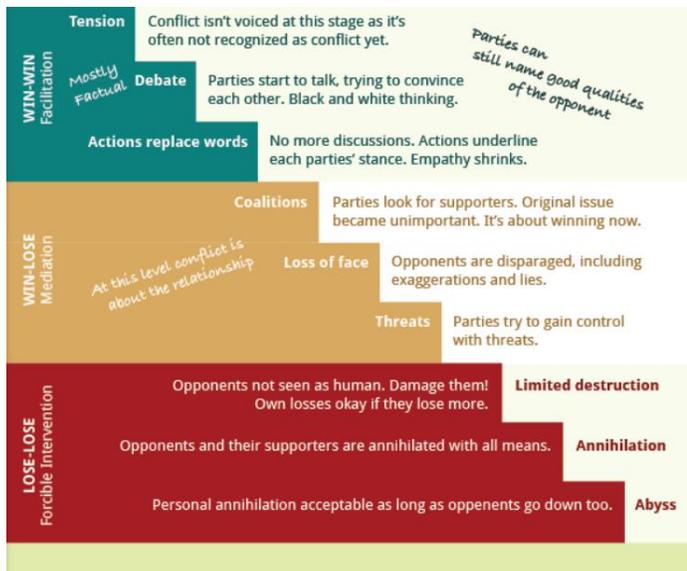


Figure 6 - Glasl's Stages of Conflict Escalation (Source: <https://wall-skills.com/2017/glasl-stages-of-conflict-escalation/>)

Glasl outlines an escalation in nine descending stages, at which the first three stages can still be described as "win-win situations.". The stages four to six can be titled "win-lose", i.e., only one party to the conflict can still win and finally the stages seven to nine, here we have a "lose-lose situation". In this phase, there are only losers and in the end it only remains important to destroy the opponent, even at the price of losing everything yourself. **When using mediation**, the escalation levels by Glasl help to assess in which phase of the conflict the parties currently are. This helps to decide which conflict handling method should be used, or whether this conflict can still be resolved by means of mediation.

- **win-win phases 1 - 3**

Stage 1 – Hardening: Conflicts begin with tension, e.g., the occasional clash of opinions. This is commonplace and is not perceived as the beginning of a conflict. When a conflict develops from this, the opinions become more fundamental. The communication between the parties is still based on mutuality: the basic status of the involved persons as responsible human beings is recognized, and one tries to be fair in the interactions.

Stage 2 – Debate: From this point on, the parties to the conflict think of strategies in order to convince the other of their arguments. Differences of opinion lead to a dispute. It attempts to put the other party under pressure. Black and white thinking develops.

Stage 3 – Actions instead of words

The parties to the conflict increase the pressure on the respective other party in order to get their way or press home their own opinion. Conversations are discontinued. Non verbal communication takes place anymore and the conflict intensifies faster. Compassion for the "other" is lost.

- **win-lose phases 4 - 6**

Stage 4 – Coalitions: The conflict hardens as a result of searching for sympathisers for one's cause. As you believe you are in the right, you can denounce the opponent. It is no longer about the issue, but about winning the conflict so that the opponent loses.

Stage 5 – Loss of face: The opponent is to be annihilated in his identity by means of all kinds of allegations or the like. Here the loss of trust is complete. Loss of face in this sense means loss of moral credibility.

Stage 6 – Threat strategies: The parties to the conflict attempt to fully control the situation by using threats. It is aimed at demonstrating their own power. One threatens, for example, with a demand (we will do what I say) which is enforced by sanction ("otherwise you will be suspended") and underlined by the potential for sanction (giving examples of people who were suspended before). The proportions decide the credibility of the threat.

- **lose – lose phases 7 – 9**

Stage 7 – Limited destruction: One tries to severely damage the opponent with all the tricks at one's disposal. The opponent is no longer regarded as human. From now on, limited personal loss is seen as a gain if the damage to the opponent is greater.

Stage 8 – Fragmentation: The opponent is to be destroyed with actions of annihilation.

Stage 9 – Together into the abyss: From this point personal annihilation is accepted in order to defeat the opponent. In this state, the means of mediation is no longer sufficient, only a superordinate authority can still make a decision.

Escalation is also more likely when the parties share a history of antagonism, view the conflict as win-lose, and when the conflict is thought to threaten central values or critical resources (Coleman, Vallacher, Nowak, & Ngoc, 2005). Typically, as one participant escalates tactics, it is reciprocated by others resulting in vicious escalatory spirals and an overall intensification of the conflict. This typically results in the broadening of the scope of the conflict (an increase in the number and size of the issues), the use of ever heavier tactics, and the involvement of more participants (Coleman, et. al, 2005). As conflict escalates, and the intensity of conflict crosses certain thresholds, important psychological, social, and community-based changes occur. With conflict intensification, we see a shift in motives from doing well or problem-solving to reducing loss or, eventually, to harming the other as much as possible (Pruitt & Kim, 2004).

As conflicts intensify, the quality of communications between the disputants transforms from direct discussions and negotiations to autistic hostilities where communication is non-existent except through direct attacks. In addition, loosely knit, politically inactive sets of individuals develop into well-organised conflict groups that become capable of challenging the perceived threat. As a result, strong norms develop supporting a contentious approach to the conflict (Coleman, et. al, 2005).

Conflict management skills and styles

Jhonson & Jhonson (1996) state that conflicts are resolved constructively when they result in an outcome that all disputants are satisfied with, improve the relationship between the disputants, and improve the ability of disputants to resolve future conflicts in a constructive manner. Conflict Resolution Education (CRE) and Ohio Department of Education (ODE) define conflict resolution as a philosophy and set of skills that assist individuals and groups to better understand and deal with conflict as it arises in all aspects of their lives (Batton, 2002).

Thomas and Kilmann identified **five conflict management styles**:

- ✓ **Accommodating** - when you cooperate to a high degree. It may be at your own expense and work against your own goals, objectives, and desired outcomes. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party;
- ✓ **Avoiding** - when you simply avoid the issue. You aren't helping the other party reach their goals, and you aren't assertively pursuing your own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly or when the atmosphere is emotionally charged, and you need to create some space. Sometimes, issues will resolve themselves, but "hope is not a strategy." In general, avoiding it is not a good long-term strategy.
- ✓ **Collaborating** - when you partner or pair up with the other party to achieve both of your goals. It's how you break free of the "win-lose" paradigm and seek the "win-win." This can be effective for complex scenarios where you need to find a novel solution. This can also mean reframing the challenge to create a bigger space and room for everybody's ideas. The downside is that it requires a high degree of trust and reaching a consensus can require a lot of time and effort to get everybody on board and to synthesise all of the ideas;
- ✓ **Competing** - the "win-lose" approach. You act in a very assertive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence or when you need quick, decisive action, and people are aware of and support the approach;
- ✓ **Compromising** - the "lose-lose" scenario where neither party really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution or where both sides have equally important goals. The trap is falling into compromising as an easy way out when collaborating would produce a better solution. By knowing your own default patterns, you improve your self-awareness. Once you are aware of your own patterns, you can pay attention to whether they are working for you, and you can explore alternatives. By using a scenario-based approach, you can choose more effective conflict management styles and test their effectiveness (Thomas & Kilmann, 1974).

Conflict management strategies in coping with students' disruptive behaviours in the classroom

According to Smith, Fisher and Frey (2015), schools that are truly focused on conflict resolution proactively teach students the skills they need to work collaboratively and solve problems collectively. They do not wait for conflicts to arise to begin the work of peace-making.

Beginning in the first week of school, teach students about the way their actions impact the community; ways to express emotions in healthy ways; and how to use problem-solving skills to find resolutions.

Here are some simple ways to focus on peace-making (Fisher, Frey & Smith, 2015):

- Directly teach students the skills they need to work in partners or groups, including the importance of communicating needs, setting goals, and what to do if something goes wrong
- Encourage students to role-play situations that require empathy, communication, and problem-solving
- Help students see how their actions impact others, both positively and negatively, by including these observations in everyday conversation. Phrases such as “*I feel confused when you...*”; “*I feel happy when we...*” or “*we work best together when...*”, help students make this connection.
- Teach students your process for resolving classroom conflicts *before* issues come up. This way, students are prepared to take an active role in resolving their own problems.
- Remember that conflicts often arise from a combination of fear, anxiety, or frustration. Help students learn to recognize emotional triggers and manage them in healthy ways, such as with mindful activities, movement, or reflection.

Have a Plan in Place to Solve Problems Together:

- ✓ Give students a chance to cool off and reflect on their feelings. Even if disputes occur in the middle of class, when you may not be able to discuss the situation with the students, you *can* provide students with a quiet space to calm down and focus on some reflection questions to prepare for a later discussion.
- ✓ At an appropriate time, bring the students together, and with your help, ask them to share their feelings about the situation. This is often the most difficult step, especially for students who are not used to resolving conflict in this way. Students should share their perspectives on the situation, using I-statements to discuss their feelings and actions.
- ✓ Once students have shared their perspectives, choose a solution. Depending on your students' maturity and comfort-levels, you can either provide them with options, or you can work together to choose from their own proposed resolutions. Both students should feel comfortable with the solution, even if some compromise is required.

There are five key conflict resolution strategies:

- Problem-solving negotiations: When both the goal and the relationship are highly important to the students, problem-solving negotiations are initiated to resolve the conflict. Solutions are sought that ensure both students fully achieve their goals and that any tensions or negative feelings between the two are dissipated.
- Smoothing: When the goal is of little importance, but the relationship is of high importance, one person gives up their goals so that the other person can achieve theirs. This is done to maintain the highest-quality relationship possible. If the teacher detects that one student's goals or interests in the conflict are much stronger than the others, the teacher can facilitate a smoothing of the conflict. Smoothing should be done with good humour.
- Forcing or win-lose negotiations: When the goal is very important, but the relationship is not, students will seek to achieve their own goals at the expense of the other person's goals. They do so by forcing or persuading the other person to yield. They are competing for a win.

- **Compromising:** When both the goal and the relationship are moderately important, and it appears that neither person can have their way, the students will need to give up part of their goals, and possibly sacrifice part of the relationship, in order to reach an agreement. Compromising may involve meeting in the middle or flipping a coin. Compromising is often used when students wish to engage in problem-solving negotiations but do not have the time to do so.
- **Withdrawing:** When the goal is not important to the student and neither is the relationship, a student may wish to give up their goal completely and avoid the issue with the person. Sometimes it is good for both students to withdraw from the conflict until they have calmed down and are in control of their feelings.

During a conflict negotiation, it is also important to highlight the importance of:

- **Empathy:** the pillar of good communication and the connection between teacher and student, which allows one to understand each other's feelings and motivations;
- **Assertiveness:** being able to expose your point of view, emotions, or opinions without provoking a defensive attitude, through a self-affirmative phrase that tells students what to think without blaming you, not putting you as an opponent. Being assertive requires understanding limitations to do another. The teacher when negotiating a conflict must establish his position and build self-confidence thus limiting abuse situations without attacking students;
- **Active listening:** a tool is useful to obtain more information, corroborating data so that the student knows that he was heard. When we listen actively, we are asking, paraphrasing, asking for clarification, defining, and contextualising. Some ways of they appear can be by echo, repetition of what the other said, reformulation, expressing in words what was understood, resolving points or questions, summarising and ordering information or reflection of the feeling, an expression of what we perceive of the other; and
- **Feedback:** the teacher must support and encourage positive behaviour, correcting the inappropriate ones. To put feedback into practice, it is necessary to let the student know what the teacher feels and what he thinks.

That way, thinking of the joint construction of solutions to the conflict, through the correct use of empathy, assertiveness, active listening, and feedback can make those involved in the conflict evaluate their actions and rethink their attitudes, discovering ways to solve the problems, trying to maintain respect and balance. Knowing how to listen, evaluate, rethink with everyone involved in the conflict, creating the habit of dialog. Because when those involved in the conflict participate in the construction of possible actions for solutions, relationships can be restored, and the conflict constructively resolved. Therefore, classroom conflicts when managed constructively contribute to the preservation of interpersonal bonds and promote the socio-emotional skills of involved, since it makes possible to develop skills to know how to see reality from the perspective of the other, knowing how to cooperate, and also learn that conflict is an opportunity for growth and maturation.

2.4. Social Emotional Learning skills in the classroom

The Socio-Emotional Learning (SEL) concept emerged in the 1990s by Elias et al. who defined it as: "the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable successful management of life. tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development." (Elias et al., 1997, p. 2).

According to Durlak et. al. (2015) Socio-Emotional Learning (SEL) involves improving social and emotional skills through explicit instruction and student-centred learning approaches, helping them in the learning process and in the development of analytical, communication and collaboration skills". Social and emotional skills consist in the ability to express emotions such as happiness, sadness, nervousness, and anger; helping children determine how to act when they feel these emotions. Children can learn about their own feelings and identities by practising social and emotional skills with their peers and teachers. Socio and emotional competence are a reasonable type of behaviour to socialise with others and to provide positive interaction (Alzahrani et.al, 2019).

In 1994, the Collaborative Consortium for Academic, Social and Emotional Learning (CASEL) was founded to establish high-quality socio-emotional learning based on empirical evidence, and to promote the inclusion of SEL as an integral part of school-based education from preschool through secondary. SEL has become a key reference for research and intervention. Collaborative for Academic Social and Emotional Learning (CASEL) (2016) postulates that socio-emotional skills are:

- Cognitive
- Affective
- Behavioural

Today's schools are increasingly multicultural and multilingual with students from various social and economic backgrounds. SEL provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

Five main Domains of SEL (CASEL, 2013):

- ✓ **Self-Awareness**: involves understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.
- ✓ **Self-Management**: requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviours. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.
- ✓ **Social Awareness**: involves the ability to understand, empathise, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behaviour and recognizing family, school, and community resources and supports.
- ✓ **Relationship Skills**: help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.
- ✓ **Responsible Decision Making**: involves learning how to make constructive choices about personal behaviour and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioural norms for risky behaviours, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.



Figure 7 - SEL process (Source: <https://casel.org/overview-sel/>)

Four characteristics must be present in order to ensure that SEL is effective in promoting socio-emotional skills, namely. The programs must be (Weissberg et al., 2015):

- Sequenced - include a set of coordinated and connected activities designed to promote skill development
- Active - they must help students master new skills
- Focused - it must enhance students' personal and social skills development
- Explicit - targeting specific social and emotional skills, promoting the development of students' socio-emotional skills in the classroom involves teaching socio-emotional skills, giving students the opportunity to practice and improve these skills and to apply them in various everyday situations

Importance of SEL development in schools

Support from adults in the development of socio-emotional skills in children is important to ensure that they have a healthy and safe life, filled with a good education (Alzahrani et.al, 2019). Society has demanded from children skills such as being socially and emotionally competent, in order to adapt more easily to growth and development and to achieve a successful adult life. Children and adults with high levels of SEL (social emotional learning) have an increased ability to more easily performing the tasks they are given and better involvement in their relationships, compared to those who operate at lower levels of skill SEL that demonstrate less capacity for productive involvement in tasks and relationships, elements that are essential for learning (Simões & Alarcão, 2011).

Sutherland et al. (2018) state that children with problematic behaviours become more likely to experience developmental difficulties in childhood and adulthood. In addition, they anticipated that behavioural problems at a young age are strongly linked to certain maladaptive types of behaviour in adolescence (such as drug use, violence, and school dropout). Thus, interventions to develop socio-emotional skills (for example, classroom activities) are essential when it comes to changing children's behaviour in childhood. Research also concludes that children without social skills, behavioural or emotional skills are at a disadvantage in the classroom (Alzahrani et.al, 2019).

Preschool and kindergarten are particularly important for child development, due to saving children with a good base of social, emotional, and behavioural skills. From early childhood, teachers collaborate in supporting children and developing their social, emotional, and cognitive skills, always considering the characteristics of their students, and using various activities to help them become healthy teenagers. When

excellent teachers are present in schools, there is a contribution to a better and easier social and emotional learning including activities in small groups (Alzahrani et.al, 2019).

- The development of SEL in educational settings is fundamental since school is one of the primary places where students learn social and emotional skills.
- From a long term perspective, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behaviour, and engaged citizenship (Jones, Greenberg & Crowley, 2015).
- Teaching and learning in schools has a strong social, emotional and academic component.
- The relationship between teachers and students is of utmost importance. Results from one large body of research have indicated that the presence of positive and supportive relationships between students and teachers promotes the long-term development of better school outcomes and reduced instances of problem behaviours (Williford et. al, 2015).

Some of the main benefits SEL are (Durlak et al., 2011):

- improves achievement
- increases prosocial behaviours (such as kindness, sharing, and empathy)
- improves student attitudes toward school
- reduces depression and stress among students
- more positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- more positive social behaviours and relationships with peers and adults
- reduced conduct problems and risk-taking behaviour
- decreased emotional distress
- improved test scores, grades, and attendance

Module 3 - Leadership, Classroom Dynamics & Student Motivation

3.1. Teacher role as leader

The teacher leadership is based in a school vision in which teachers are encouraged to exercise leadership and to effort for improvement and change of their working contexts. In this sense, leadership is not just about performance roles and responsibilities within the structures and hierarchies of the school, but encompasses the different ways in which teachers make a difference in their professional contexts through the influence and mobilisation of others (colleagues, students, parents, etc.) and participation in innovative initiatives (Poekert, 2016).

The terms of teacher leadership refer to that set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere. Teacher leaders are committed to helping others achieve their potential, with the overarching goal of improving students' learning and classroom environments. This more broader understanding of teacher leadership draw's attention to the centrality of the leadership that is built more from the influence and interaction rather than authority and power. Thus, leadership is not assumed to be automatically linked to specific positions in organisation hierarchy schools but recognize the potential of all teachers to exercise leadership as part of their roles (Frost, 2012). A model standard for teachers' leaders is presented in seven domains (Teacher Leader Model Standards, 2011 cit in Cozenza, 2015):

- ✓ Fostering a collaborative culture to support educator development and student learning;
- ✓ Accessing and using research to improve practice and student learning;
- ✓ Promoting professional learning for continuous improvement;
- ✓ Facilitating improvements in instruction and student learning;
- ✓ Promoting the use of assessments and data for school and district improvement;
- ✓ Improving outreach and collaboration with families and community;
- ✓ Advocating for student learning and the profession;

Transformational leadership

Transformational leadership refers to particular behaviours/ activities engaged to particular behaviours/activities engaged in by leaders that improve overall organisation performance and outcomes. Is a style of leadership that transforms follower attitudes, beliefs, and behaviours, to a higher realm of motivation where the leader inspires followers to be motivated to rise above and beyond current levels of achievement and performance to even higher levels of achievement and performance (Anderson, 2017).

What are the transformational leadership behaviours?

Implementing transformational leadership as part of classroom instruction could improve children's performance by promoting the development of student's capabilities to use ideas and information, critical thinking and problem-solving abilities. Transformational leadership research has been shown to have positive correlations to enhanced student performance in reading, as well as being successful in energising students, getting them to transcend self-interest, and embrace change.

- Inspirational motivation: leaders communicate high performance expectations in an encouraging and enthusiastic fashion;
- Individualising consideration: involves leaders coaching, mentoring, and providing feedback in a manner consistent with each individual's needs;
- Intellectual stimulation: Involves challenging followers to embrace new ways of thinking and doing, and to reassess values and beliefs. Also, leader solicits new ideas from followers and shows tolerance for mistakes;
- Idealised influence: is leadership providing vision and a sense of mission while displaying total commitment to the vision and mission;

Competences of a successful school leader and leadership strategies

- **Reflective practise:** Aware of teacher leader role and mindful of possible growth as leader in and out of the classroom.
 - Through reflective instruction, strong models, shared leadership practise (i.e understanding self and team as part of the system);
 - Create conditions that encourage reflective practise among students, peers, administrators and others staff members;
 - Making strategic plans that are informed by data, resources and reflective analyse in order to make informed decisions and drive others in their decisions;
- **Personal effectiveness:** Understand how personal strengths, leadership style, passions and values impact teaching philosophy and practise in developing an environmental of trust and credibility and capitalising on those attributes to support lifelong learning in others and yourself;
 - Balance the role and duties with others responsibilities;
 - Accepting the possibility of adversity, cultivate meaningful goals and a model's resilience and humility;
 - Encourage risk-taking amongst students and colleagues by creating a supportive environment that rewards not just successful ideas or initiatives but effort as well, no matter the outcome;
- **Interpersonal effectiveness:** Seeking opportunities to better support your colleagues and building critical relationships to promote action that's based on a shared vision and is deeply rooted in serving the needs of students.
 - Support others through an effective communication using connection language with empathy, trust, warmth and humility;
 - Build critical relationships to encourage action based and shared vision for the benefit of students;
- **Communication:** Defining, differentiating and sharing carefully crafted messaging that can spur others to pursue positive change at all levels of the education system.
 - Identify the needs and challenges for the student growth and feels ready and able to address them;
 - Ability to influence others teachers' leaders and builds their capacity to communicate and advocate effectively with stakeholders at all levels;

- **Continue learning and education:** Creating meaningful professional development goals and seeking learning opportunities to help you achieve them.
- Pursuing additional higher education, attending conferences or policy forums and participating in research projects.
 - **Group Processes:** Open-mindedly engaging in working with others, actively participating in group meetings, events and learning opportunities.
- Manage group dynamics, guides groups through challenges, controversy, conflicts while applying and understanding of diversity and what the diversity contributes for the group work.
 - **Technological facility:** Incorporating emerging technology as a tool to communicate with diverse audiences, to facilitate collaboration through synchronous and asynchronous learning experience and offer learning activities that otherwise be inaccessible extending the experience of the learners;

Instructional leadership

- **Coaching and mentoring:** Values the importance of self and others professional improvement and development in beneficence of students,
 - Help students and colleagues observing their own practise through peer assistance;
 - Engage in formal roles of coaching and mentoring and lead by example;
 - Utilising multiple measures to identify effective teaching and successful student learning;
 - Help students and colleagues to make their own professional or academic decisions by asking questions and encouraging reflection;
 - Connects colleagues and students based on strengths, needs and personal and academic qualities;
 - Identify others that would be good mentors and/on leaders;
- **Build collaborative relationships and inclusive learning environment:** provides all students a flexible learning and effective paths for achieving educational goals creating space for choices and were experience a sense of belonging and understand the importance of a collaborative culture, articulates the need for such a culture, and works with colleagues to create a positive environment.
- **Community Awareness:** Uses a deep understanding of the school, cultural, community, political and educational landscape to meaningfully connect and create buy-in with families, schools and community partners in order to address students needs.

3.2. School climate importance and influence on behaviour

School climate has been found as one of the most important factors that determine the success or failure of educational management. School climate is a complex and multidimensional construct and has been described as the unwritten personality and atmosphere of school, including its norms, values and expectations. A good school climate can provide support or encouragement of the school principal, teachers, and student's perform various activities according to their respective duties and functions

(Bar,2016) and is characterised by caring and supportive interpersonal relationships, opportunities to participate at school activities and decision-making, and shared positive norms, values and goals. Importantly, rather than concerning administrative and physical attributes of the school (teachers' salary or schools' physical resources) school climate research hones in on the psychosocial school atmosphere, and the inter-group interactions that affect student learning and school functioning. Furthermore, school climate is being found as a predictor of students' emotional and behavioural outcomes (Maxwell et al.,2017).

School climate refers to the characteristics of the school building or classroom settings and is often closely associated with school culture or identity, including the values, attitudes, beliefs and expectations that are characteristic of a particular school (Carlson & Tableman, 2012) and, although, is a product of social interaction which concerns a situation formed by a relationship between the principal and teachers, teachers and teachers and staff and teachers and students relationships among students that characterizes a school and distinguishes a school from others (Hadiyanto, 2018). Nevertheless, **classroom climate** is a reflection of student's opinion of their academic experience and it includes students' perception of rigour of the class, their interactions with their teacher and peers, and their involvement in the class. There is also a sense of community so the classroom environment is a general feeling shared by all in the class (Bar, 2016).

School climate and students' achievement

Students' achievement is influenced by many factors, namely, internal and external factors such as ability, interest, learning style of learners, teachers, facilities available, and no less important is the school climate. The social climate in schools has a great influence on the learning satisfaction and personal growth of learners. A conducive classroom climate which provides a sense of security, comfort and freedom will motivate students to learn well in school and in turn will clearly improve their achievement and learning outcomes (Bar,2016; Maxwell et al.,2017), whereas a negative school/classroom climate reduces the participation of students in school activities and student learning. Various sub-factors of school climate have been found to exert a powerful impact on academic achievement such as academic emphasis, stronger relationship teachers-students (for review, see Maxwell et al.,2017)

School climate and students' behaviour

School climate has a direct impact on students' adjustment at school. It affects students' adaptive psychosocial adjustment, mental health outcomes, and self-esteem. School climate also influences students' behaviour and, within a negative school climate, behaviours such as bullying, aggression, student delinquency, alcohol and drug use are more frequent (for review, Maxwell et al.,2017). Furthermore, school climate can influence student's absenteeism and drop out of the school and internalising and externalising behaviours. For instance, students with negative feelings about school and relationships with school personnel show greater attendance difficulties as well as antisocial behaviour in the classroom, students who report a lack of safety, also have greater absenteeism and time spent with delinquent peers and also students how feel less support at school shows absenteeism and also depression and physical symptoms. Students who feel less connected to their environment report higher levels of anxiety and depressive symptoms. Conversely, a positive climate school has been linked in different studies to less internalising problems, less self-criticism, fewer self-reports of psychiatry problems and better psychological well-being between students (for review, see Hendron & Kearney,2016).

Negative school climate, positive school climate and benefits_(Kutsyuruba et al., 2015; Kane et al., 2016):

Positive school climate		Negative school climate
SAFETY (physical and social-emotional)	Students must feel safe, welcomed and respected through codes of conduct that ensure and promote positive relationships between adults and children. 1.Rules and norms; 2.Sense of physical security; 3.Sense of Socio-emotional security;	A negative school climate may be assumed as having the opposite characteristics of a positive school climate, such as lower academic achievement, increased risky behaviours, a diminished perception of safety,
ENGAGEMENT AND TEACHING LEARNING (at 3 interrelated dimensions:	Provide personalised learning through a student centred-approach and supporting their well-being experience. 1.Support for learning; 2.Social and civic learning;	poor relationships, lack of encouragement, low school connectedness, reduced teacher retention, and increased bullying and victimisation.
CONNECTEDNES S	Promotes student's connection at school, teachers and colleagues, for example, through a social and emotional learning to help children understand and manage their emotions and build the skills necessary to communicate and resolve conflicts. Teachers and educators identify and meets academic, social and emotional student needs.	<ul style="list-style-type: none"> ✓ Schools' climate is characterised by authoritarian and punishment atmosphere; ✓ Lower levels of student's connectedness; ✓ Hostile environmental, victimisation and bullying; ✓ Little communication among stakeholders; ✓ Resistance to change; ✓ Low distrust and little sense of community; ✓ (...)
SUPPORT AND INTERPERSONAL RELATIONSHIPS	Promotes an atmosphere of community and support by all those connected to the student's experience. This includes not only teachers but also, family, staff and community members. For example, crating a school community partnership and improve the school climate work by conversations, meetings, surveys and incorporate the feedback of all these groups in schools practise and work. 1.Respect for diversity; 2.Social support adults; 3.Social support students;	

Benefits of a positive school climate

In Overall has many benefits (Kane et al., 2016):

- ✓ Positive influence on academics, students, educators, relationships, safety and physical environment;
- ✓ Promotes young development and learning in a democratic system;
- ✓ People are engaged and respect;
- ✓ Families, students and educators work together and contribute to a shared school vision;
- ✓ Brings satisfaction for all people involved;
- ✓ Students increase in mental health status and decrease in internalizing and externalizing behaviours;
- ✓ Improvement of academic results and achievement;
- ✓ Is a protective factor for children's homeless and from poverty contexts;
- ✓ Is a protective factor against risky behaviour and bullying;
- ✓ Each person contributes to the operation of the school and the care of the physical environment (National School Climate Council, 2007 cit in Kane et al., 2016);

Positive classroom environment strategies:

Cultivate a classroom culture, that is an environment where students feel safe and free to be involved, is important for creating a comfortable and positive classroom environment. A positive classroom culture empowers students to be part of their own learning experience and to take responsibility. Following is presented some strategy that could help teachers in building a safe and respectful learning environment in the classroom:

- ✓ Set rules together: A positive classroom is where children are free to be themselves, feel safe and respected and a framework around that will help them to do so. Ask children's what kind of rules there should be, including rules surrounding communication;
- ✓ Promote diversity and multiculturalism: Multicultural education is a progressive approach for transforming education based on educational equality and social justice. For example, identifying students' learning styles, encourage students to be proud of their culture and be aware of their own bias (cultural beliefs, values, biases) and celebrate diversity and multiculturalism will help students to feel included in the group;
- ✓ Turn problems into a teachable moment: when problems happen, try to take a positive spin and get students interested in taking the steps to solve it. This not only develops problem-solving skills but also teamworking skills that are so vital in the classroom;
- ✓ Change the set up: when possible try to change the classroom set, there is no rule on how your classroom should be set up as this will vary depending on the age group, subject, space available and type of project being worked on. However, students should not feel segregated and should be able to work with others easily;
- ✓ Give individual responsibilities: Giving students responsibilities in the classroom is part of the day-to-day running but also helps children to build self-esteem and self-concept because they know that they have been trusted with a specific task. Change it every week;

- ✓ Make use of innovation and technology resources: Try new methods of teaching (for example more dynamic or practise tasks or game-based learning) also the use of new technology (e.g video-games) has been shown to heighten the level of interest, concentration, and enjoyment of educational materials among students ([The State of Technology in Education Report 2020/21 - Promethean \(prometheanworld.com\)](#)).

3.3. Classroom dynamic and motivation

Classrooms are a complex social and cultural settings with multiples events occurring simultaneously and classroom management is considering to be the key to effective teaching. A classroom dynamic involves the interaction between students and teachers in a classroom community. The purpose of studying a classroom dynamic is to learn how to set up a positive classroom atmosphere where students feel comfortable learning and communicating with other students and with the teacher. Following is presented a model of classroom dynamics with a set of environmental classroom contents that should always be consistently implemented on a daily basis.

Dynamic Classroom Management Approach (DCMA) (*adapted from Davis, 2017*)

<i>Flexibility in management style</i>	
Flexibility and adaptability of management style	Successfully adapts management styles and approaches based on the context and make-up of each individual class and group;
<i>Diversity in context</i>	
Cultural responsiveness	Successfully accommodates differences in all students' communication and learning styles based on their cultural context, in their learning styles based on their cultural context and accommodates differences in all students' cultural tastes (Bourdieu 1984);
Socioeconomic class responsiveness	Successfully accommodates differences in all students' communication and learning styles based on their socioeconomic context and socioeconomic tastes;
Gender and sexuality responsiveness	Successfully accommodates differences in all students' communication and learning styles based on their sexuality and gender; Supports all students based on theirs gender and sexuality;
Language responsiveness	Successfully accommodates differences in all students' communication and learning styles based on their language abilities;
Ability-based responsiveness	Successfully accommodates differences in all students' communication and learning styles based on their abilities; Successfully accommodates differences in all students and differentiates based on their individualized abilities;

<i>Pedagogy</i>	
Course, unit, and lesson design	<p>The course is structured to tell a cohesive story that successfully transitions from unit to unit and lesson to lesson</p> <ul style="list-style-type: none"> • Each unit is structured to tell a cohesive story by successfully ordering and connecting each lesson • Each lesson is successfully structured to tell a cohesive story with a clearly defined beginning, middle, and conclusion that are inter-related and have tight transitions between them • The course, unit, and lesson content, activities, and projects are personally relevant and engaging for all students • The course, units, and lessons are designed to successfully build grade-specific skills and challenges students to achieve and exceed these skills
Lesson implementation	<p>The lesson successfully tells a cohesive story with a clearly defined beginning, middle, and conclusion that are inter-related and that have tight transitions between them;</p> <ul style="list-style-type: none"> • The lesson content, activities, and projects are personally relevant and engage all students through active learning and effective questioning; • The lesson successfully builds grade-specific skills and challenges students to achieve and exceed these skills;
Managing misbehaviours *	<p>Student misbehaviour is dealt with through effective de-escalation strategies</p> <ul style="list-style-type: none"> • Standards are consistently maintained for student misbehaviour • All students who misbehave are addressed individually and treated with respect • The teacher always seeks to uncover and address the underlying issues surrounding the student misbehaviour rather than just punishing the student;
<i>Classroom culture and community</i>	
Caring community	<p>The teacher prioritizes and creates positive, caring relationships among the teacher and all students</p> <ul style="list-style-type: none"> • The teacher prioritizes and facilitates positive, caring relationships among all students; • The teacher creates and facilitates cooperative learning environments for all group activities;
Safe community	<p>All students feel safe to share and communicate their ideas in an open environment</p> <ul style="list-style-type: none"> • All students feel mutually respected by their peers and the teacher • All students perceive the teacher's pedagogy and management to be fair and equitable;
Encouraging community	<p>All students are encouraged to establish and meet short- and long-term personal and academic goals;</p> <ul style="list-style-type: none"> • Are encouraged to be change agents; • Receive positive reinforcements and active feedback;

- | | |
|--|---|
| | <ul style="list-style-type: none"> • The teacher creates a community of active learners where all students are engaged with classroom material and motivated to learn; • The physical environment of the classroom entices all students to learn; |
|--|---|

Managing misbehaviours in classroom

Even if a teacher has created a safe, caring, and encouraging classroom environment, and uses a curriculum that is culturally responsive and differentiated for different types of learners, student disruption is likely to still occur. Although teachers cannot control what happens outside of the classroom. For example, even if the teachers implement a plan or the ideal lesson, there may be a student who has difficulty engaging due to the stressors outside of the context of the classroom and therefore misbehaves according to the classroom expectations.

Examples of school-wide to behavioural management:

- **School-based restorative practises:** In the school setting, restorative justice emphasizes amendment and healing for the wider community, as well as reparation and rehabilitation of the offender. The ultimate goal of restorative justice programs is the restoration of relationships and restitution to the community (e.g Mayworm et al.,2016)
- **General strategies used to manage misbehaviours in classroom** (Marzano et al.,2003): Most of these strategies, and several others, focus on teachers creating a safe environment and deescalating situations rather than worsening the misbehaviour.
 - ✓ Establishing rules and procedures;
 - ✓ Implementing disciplinary interventions;
 - ✓ Building teacher-student relationships;
 - ✓ Interpreting the mental state of students;
 - ✓ Empowering students to take responsibility in their own management.

Promoting a culture of respect and effectiveness in classroom

From "5 strategies that works" in creating a climate of respect and effectiveness in classroom available on: [Creating a Climate of Respect - Educational Leadership \(ascd.org\)](https://www.ascd.org/Portals/0/Handbook/Handbook%20-%20Creating%20a%20Climate%20of%20Respect.pdf).

- **Create opportunity for group decision making.** Open dialogue engages students in a democratic process in which compromise rather than competition is crucial to making decisions;
- **Democratize the space.** When group decision making or student interaction is key to an effort, rearrange the room. Change which way is the front, move all the desks to the side, or have students sit on the floor in a circle and link arms. Let students have a say; give them a chance to learn from their decisions.
- **Use multidimensional group projects and vary the composition of the groups.** A good group project should highlight different learning styles and skills. Graphic, textual, presentation, creative, and other components should have equal importance; successful completion of the project will require interdependency among group members.
- **Vary protocols for classroom sharing.** Student sharing in classrooms typically comes through talking or writing; often the fastest or loudest wins the stage. Instead, use reflection and writing time to help

students organize their thoughts, have students share through visual art without using language, or have students share in pairs or small groups. Focus on ways for the writer, the thinker, the talker, and the visual artist to share their ideas.

- **Create conflict around issues.** When discussing issues in class, provide a more realistic experience of what a complex issue is. Taking different sides of an issue—not to compete and win, but to come to a collective decision—creates a democratic experience that demonstrates the messiness and complexity of the process.

3.4. Motivation - The Self-Determination Theory

An important goal of education is to cultivate an inherent interest that exist within the learn. However, many teachers are in daily struggle to energize and motivate learners who lack enthusiasm, are passive, refuse to cooperate, or even display aggressive or disruptive behaviours. Evidences shows that Learners intrinsic motivation decrease with increasing age, and during the teenage years many learners have lost interest in and excitement for school. Thus, understanding learner's motivation is a key to promote learning and adjustment at school. In this context, the SDQ theory provides a theoretical framework to stimulate critical reflection on contemporary education political and practise providing evidence-based guidelines for teachers on how to create a motivational classroom climate (Deci & Ryan, 2012; Ryan & Deci, 2020).

SDT In Practise

Self-determination theory (SDT) is an empirical derived theory of human motivation and personality in social context that differentiates motivation in terms of being autonomous and controlled (Deci & Ryan,2012) and which provide understanding factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation and psychological wellness, all issues of direct relevance to educational settings (Ryan & Deci,2020).

According to this theory, learners have a natural tendency to explore their environmental, to grow, learn and develop. However, these proactive human tendencies are not seen as automatic-they require supportive condition to be robust. SDT specially argues that for a healthy development to unfold individuals and for actively and positively involve in learning requires supports for basic psychological needs (Ryan,Di Domenico, & Deci, 2019).

The **three psychological needs**, namely those for autonomy, competence and relatedness:

- **Autonomy** refers a sense of initiative and ownership one's actions and to a sense of psychological freedom supported by experiences of interest and value when engaging in a learning activity.
- **Competence** refers to learners feeling of effectiveness, mastery and to their need experience confidence in achieving desired outcomes within well-structured environments that afford optimal challenges, positive feedback, and opportunities for growth.
- **Relatedness** concerns a sense of belonging and connection through experience of positive and mutually satisfaction relationships. It is facilitated by conveyance of respect, trust and caring.

Many factors can contribute to the satisfaction of these three needs, but among the most important is the teachers' style of engaging with the students. Furthermore, these needs are innate and their satisfaction is fundamental to foster intrinsic motivation and internalized forms of extrinsic motivation following explained.

Distinction between Intrinsic and extrinsic motivation within SDT

- **Intrinsic motivation:** refers to the expression of the active internal tendencies in human nature, technically intrinsic motivation pertains to activities done “for their own sake,” or for their inherent interest and enjoyment (Deci & Ryan, 2000). Play, exploration and curiosity- spawned activities exemplify intrinsically motivated behaviours, as they are not dependent on external incentives or pressure, but rather provide their own satisfactions and joys. This kind of motivation is likely responsible for the preponderance of human learning across the life span, as opposed to externally mandated learning and instruction (Deci & Ryan, 2017).

The benefits of promoting intrinsic motivation in formal education are school achievement, higher perform and student engagement. Evidences shows that declines in intrinsic motivation are associated with decreasing psychological need satisfaction.

- **Extrinsic motivation:** contracting with internal motivation, extrinsic motivation is an heterogeny that concerns behaviours done for other reasons than their inherent satisfaction. Accordingly, to SDT extrinsic motivation is subdivide in 4 major categories, namely, **external regulation** (i.e behaviours driven by externally imposed re- wards and punishments and is a form of motivation typically experienced as controlled and non-autonomous); **Introjection** (i.e concerns extrinsic motivation that has been partially internalized and behaviour is regulated by internal rewards of self-eestem for success and avoidance of anxiety, shame, guilt for failure); **Identification regulation** (i, e In identified regulation, the person consciously identifies with, or personally endorses, the value of an activity, and thus experiences a relatively high degree of volition or willingness to act) and finally, the most autonomous extrinsic motivation is **integration regulation** (i,e in which the person not only recognizes and identifies with the value of the activity, but also finds it to be congruent with other core interests and values).

Amotivation

Amotivation, all too common in class- room settings, can result from either lack of felt competence to perform, or lack of value or interest. Amotivation has been a strong negative predictor of engagement, learning, and wellness.

The motivation styles within SDT

In the context of SDT is presented supportive **motivation styles** (generally involves, positive feedback, empathy, choice and rational provision) that facilitates intrinsic motivation and internalization. Allows teachers face the challenge to support rather that thwart these three basic psychological needs through the adoption of an autonomy-supportive, structuring and warm motivating style rather than a controlling, chaotic or cold motivating style.

Autonomy-supportive style consist in an instructional effort to provide students with a classroom environmental and teacher-student relationship that can support the student needs for autonomy promoting, first identifying and then to vitalize and nurture and develop the inner motivational resources. Begins by attempting to understand, acknowledge, and where possible, be responsive to students' perspectives. Consist in provide opportunities for students to take ownership and p and initiative of their schoolwork, providing them with meaningful choices and tasks that can engage their interests. When they require something to be done, they provide a meaningful rationale. In contrast, controlling teachers are more oriented to pressure students to think, feel, or behave in particular ways without responsiveness to student perspectives.

Highlights:

- ✓ Provision of choice and make time for independent work;
- ✓ Listen students and give opportunities to speak and be responsive to comments and questions;
- ✓ Focus on students interests or questions;
- ✓ Acknowledging improvement and mastery;
- ✓ Encourage effort;
- ✓ Offer progress-enabling hints when students seem stuck;
- ✓ Acknowledging students' perspectives.

Autonomy-structuring style: is the combination of high teacher autonomy support and structure; is aimed to promote higher levels of motivation, to provide a great use of learning self-regulate learning strategies and keep lowers levels of anxiety. **Structure** refers to the amount and clarity of information and clear directions that teachers provide to students about expectations and ways of effectively achieving desired educational outcomes (Skinner, E. A., & Belmont, M. J.,1993).This style consist, in first, provide autonomy support, for example, by involving students' inner motivational resources, communicating in non-controlling and informational ways and acknowledging students' perspectives and negative feelings when motivational (e.g., listlessness) and behavioural (e.g., disrespectful language) problems arise. And second, provision of structure, for example, initiate learning activities by offering clear and detailed expectations and instructions, offering helpful guidance and scaffolding as students try to profit from the lesson, and providing feedback to enhance perceptions of competence and perceived personal control during a reflective post- performance period.

Although is important to attend and recognize that every situation and student are different. Students enter the classroom with different backgrounds, goals and personality traits, thus is important to practise those **motivation styles adopting curious, receptive, flexible, warm and open attitude**, which allows for teachers to gain deeper insight into the differences between learners, so that they can tailor their motivating strategies to these learners' emerging skills, interests, values, and preference (<https://selfdeterminationtheory.org/application-education/>).

Others strategies to increase self-motivation

Based in SDT theory and factors that enhance intrinsic motivation, self-regulation and well-being, following is presented more strategies to increase student's self-motivation(Odanga et al., 2018; Xu et al.,2020).

Self-discipline

Self-discipline, which is a form of self-regulation, and consist in the capacity of control one's thoughts, speech and behaviours, make correction and deeds to attain the desire achievement. Self-discipline, in a day-by-day routine is vital in improving learning outcomes and should would result in students that have self-motivation to achieve academic success. Students should know that self-discipline is important to guide their activities to achieve intrinsic and extrinsic goals in a causality orientation.

Example to improve self-discipline:

- ✓ Students' identification of strengths and weakness (i.e help students anticipated struggles through a specific exercise or project; make plans to limit distractions; increase reward system, define non-negotiable times for studying, work and relaxation);

Goal orientation

When people use long-term goals to guide their activities, they might be stimulated by intrinsic aspirations such as personal development and extrinsic motivation, for example, personal wealth or fame. This example of valued outcomes that people hope to attain when they engage in specific behaviours. Because of this causality orientation people will be self-determined to achieve what they believe they need through a personal goal setting (immediate objectives of particular sequence of behaviours). In fact, goals are drivers of behaviours.

Goals-orientation is, therefore, behaviour that is energized by values, which refers to the desirability of the goal to the individual and expectancies, and beliefs about the attainability of goals.

Two types of goals orientation

Mastery orientation is defined as having the goal of learning and mastering the task according to self-set standards. Learner is focused on developing new skills, improving, and acquiring additional knowledge. In mastery orientated students find satisfaction with the work and are not influenced by external performance indicators such as grades. Students who have mastery goals tend to engage in activities that will increase their knowledge. They pay more attention, are more likely to process information at a higher level, and are not afraid to ask for help (Hsieh, 2011)

Learning goals and performance goals

Performance goals is where learners' main concern is demonstrating competence and focus on receiving favourable judgments of ability from others. The focus is on the task performance and on the outcome. Requires primally, choice, effort or persistence.

Learning goal frames, the instruction in terms of knowledge or skill acquisition. A learning goal draws attention away from the end result to the discovery of effective task processes.

In summary, learning goals help people progress to the point where performance-outcome goals increase one's effectiveness. The focus of a learning goal is to increase one's knowledge (ability); the focus of a performance goal is to increase one's motivation to implement that knowledge. Therefore, both learning and performance goals are needed to be successful in academic achievement.

Highlights

- ✓ Goals are driver behaviours;
- ✓ The persistence in pursuing a goal when the goal is greatly valued is indicator of self-motivation;
- ✓ Mastery orientation, goal setting, learning and performance goals as positive-approaching academic in achievement.

Time management

Time management is a set of principles, practices, skills, tools, and systems used to get more value out of a given amount of time with the aim of improving the quality of achieving a setoff goals and are essential for student's success and development academic success (Odanga et al.,2018). It's a self-regulatory strategy and is intrinsically related with intrinsic motivation.

Time management strategies at classroom (Akm et al., 2016)

- ✓ Prepare daily plan or class plan;
- ✓ Consider time-objectives proportion on planning the semester or tasks;
- ✓ Getting prepared for the topic beforehand;
- ✓ Choosing activities on the basis of difficulty level and time;
- ✓ Helps students to manage their own time, for example make them know their habits and best times working;
- ✓ Give students opportunity to make a week plan of goals and a timetable to estimate the amount necessary for each assignment or task;
- ✓ Encourage scaffolding among students;

3.5. Parental involvement importance

Why do parents have to get involved in their children's education?

According to Centre for Child Well-Being (2010), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behaviour and social adjustment. Family involvement in education helps children's to be successful in school, to grow up to be proactive and later, a responsible member of society. The benefits of parental involvement at children's education extend across a spectrum that involves children's (for example, self-discipline; school achievement regardless of ethnic, socioeconomic status or parent's education level; self-esteem and Highers levels of motivation; positive attitude and display less disruptive behaviour...)(e.g Sapungan et al.,2014), parents, educators and school. However, the association between parental involvement and academic achievements is not the same for all ethnic and racial groups and also a recently review of this relation has found that the most consistent relation between parental involvement and academic achievement was found for parents holding high expectations (Boonk,2019).

Why do parent's involvement is important to classroom management?

Classroom management can be defined as teachers' ability to cooperatively manage time, space, resources, and students' roles and behaviours, so as to provide a climate that encourages learning (Edwards & Watts, 2010 *cit in* Cheng & Cheng et al., 2018). Osakwe (2014 *cit in* Cheng & Chen 2018) claimed that effective classroom management begins with mutual respect and the establishment of interpersonal relationships, which is crucial to improving student achievement and teacher self-efficacy (defined as a personal judgment of how well one can execute courses of action required to deal with prospective situations). Teachers' parents involvement practise have practical value in classroom manager once can make teaching easier and more effective. For instance, teachers are more likely to meet students' individual needs and abilities when parents are involved, because parents are sources of critical information about students, such as their interests, learning style, and learning history. Also teaching and classroom management could be easier when children's are motivated to learn. Furthermore, Parents are important to student engagement in the classroom because, as the primary socializing agents in children's lives, they have considerable influence on children's attitudes toward school (Walker et al., 2006;2013). Added to this both parents and teachers can initiate parent involvement, but teachers have the main responsibility for establishing contact with parents and supporting parent involvement and some parent avoid contact because they feel demeaned by schools and teachers (for example, Aasheim et al., 2018).

Teacher-parent relationship benefits

There are many benefits in a healthy relation between teachers and parents in creating a successful learning environment. For example, when exist a good communication between both it can improves student performance, increase parent engagement, satisfies social cognitive children's needs by providing opportunities to teach and learn and support teacher retention. Although, when teachers can work together with parents, student's achievement can increase and parents can become more connected to school. In overall research has been showed that building a strong relationship between parents and teachers can improve student's results and increase motivation, provides better mental health, and cultivates a better attitude towards school, classroom conduct and parent and teacher morals (Gisewhite, et al., 2019; Boonk et al., 2018; Holden, 2019).

Positive parenting

Studies have shown that using positive discipline generates positive results in terms of the child's behaviour and emotional growth. In the other hand, punitive parenting tends to lead to more behaviour difficulties. Parents who are uninvolved and unresponsive tend to have children with poor self-regulation that exacerbates the child's behaviour issues (Connel at al, 2008). Seay and colleagues (2014) refer to positive parenting as the "continual relationship of a parent(s) and a child or children that includes caring, teaching, leading, communicating, and providing for the needs of a child consistently and unconditionally (Seay et al., 2014, p. 207). Positive parenting can also be understood as "... nurturing, empowering, nonviolent..." that "provides recognition and guidance which involves setting of boundaries to enable the full development of the child" (Committee of Ministers of the Council of Europe, 2006). In a nutshell, positive parenting involves:

- Guiding
- Caring
- Empowering
- Nurturing
- Sensitive to the child's needs
- Consistent
- Non-violent
- Regular open communication
- Affection
- Emotional security and warmth
- Unconditional love
- Respect for the child's developmental stage
- Rewards accomplishments
- Sets boundaries
- Shows empathy for the child's feelings
- Supports the child's best interests

Positive parenting is correlated with more positive school adjustment and fewer behaviour problems, and it seems to mitigate the negative impact of familial risk factors (e.g.: socioeconomic status, family stress, and single parenthood) on student's behavioural problems. Children raised with positive parenting have higher self-esteem, more academic success, are more resilient, have more self-confidence, less family

conflict and better relationships with their parents, better mental health, better social problem-solving skills and social self-efficacy (Smokowski et al, 2014).

Module 4 - Effective practices and policies in school context

4.1. School-based social capital

The concept of social capital has several definitions across literature. Cohen and Prusak (2001) refer to social capital as “the stock of active connections among people; the trust, mutual understanding, and shared values and behaviours that bind the members of human networks and communities and make cooperative action possible” (p. 4). World Bank Social Capital Initiative (1998) defines social capital as: “internal, social and cultural coherence of society, the norms and values that govern interactions among people and the institutions in which they are embedded” (p. 3). In a more general manner, the social capital can be conceptualised as the ‘social glue’ that holds people together and gives them a sense of belonging in an increasingly fragmented and uncertain world. This social glue allows us (1) **bonding the** fragmented pieces of our social life; (2) helps **bridging** of communities to places and contacts outside their immediate environment and (3) supports the **linking process** of people to formal structures that they may need for help with opportunities. That brings us to the different **forms of social capital** (Putnam, 2000):

- ✓ **Bonding:** social capital translates in strong bonds among individuals that belong to the same social group and helps in developing a sense of shared identity and security. Bonding social capital may be established in different aspects in a school setting, some of the ways may be congruent with the school aims and values while others can work against it (e.g.: the bonding social capital that is produced in disruptive behaviour among groups of pupils);
- ✓ **Bridging:** social capital facilitates the building of relationships with a broader and a more diverse set of people than those in the immediate environment (e.g. school, family).
- ✓ **Linking:** social capital allows connections between people with various status (e.g.: social capital allows connections between parents of children attending the same school from different backgrounds). It may help teachers connect with children (and their parents) from diverse social, religious or ethnic backgrounds from their own.

These ideas about social capital developed by Putnam (2002) include the notion that the development of trust between individuals and working in networks encourages solidarity and build positive attitudes and relationships within institutions and social groups, that are beneficial to the communities. Schools are one of the institutions in which civic community and positive attitudes and relationships can be developed. Therefore, social capital in education is essential and focusing in the main principles of this concepts in school settings can have several benefits.

For example, literature shows that social capital and school attainment and achievement are positively linked and that differences between students in academic success can be attributed to different levels of existing social capital (Dika & Singh, 2002). Improvement of social capital in school settings refers to the establishment relationships and networking between three main parties: educator-parent-community.

Parental responsibilities as well as social links through family members, school and community lead to an improved social capital (Alunogen & Cetin, 2007).

Putnam (2000) also refers that child and youth development is deeply influenced by social capital in school and that the social capital within children's families, peer groups, schools, and the community positively interfere with the educational achievement as well as students' behaviour. Higher levels of social capital are also associated with also low dropout rates and higher graduation rates (Israel et al., 2001), higher college enrolment (Yan, 1999), higher achievement on tests and greater participation in school and community organizations (Sun, 1999).

The collective value of social networks in school settings and the benefits that arise from them (Putnam, 2000):

- Help people resolve individual and collective problems more easily
- In educational settings individuals people use their social networks and involve different stakeholders that may help to increase the quality of education (e.g. community, state)
- Improves enrolment, ownership, building consensus, reaching remote and disadvantaged groups, strengthening institutional capacity

According to Putnam (2000), the strong bonds that people have with others in a organizations promotes some personality traits such as toleration, empathy, respect and eagerness to engage in dialog with other members in a group. In other hand, people with less links can be less tolerant, and more likely to be influenced by negative or unhealthy habits. Some of the example of **indicators linked to social capital** in schools and that can derived from pupils, parents, teachers, school staff, and other professionals (Catts & Ozga, 2005) **are listed below:**

- ✓ Community and family connections with school
- ✓ Attitudes to school among communities and within families
- ✓ School-related social activities-among staff, students, parents and with community
- ✓ Friendship networks among staff, students, parents and communities
- ✓ Participation in school governance by staff, students, parents and communities
- ✓ Relationships with and among teachers and other school staff members
- ✓ Teachers' relationships with other professionals
- ✓ Communication and information within schools and with communities
- ✓ Responsiveness to particular issues, including diversity

4.2. Democratic Practices in Classrooms

EUDEC (European Democratic Education Community) defines Democratic Education, based on the 2005 Resolution of the 13th International Democratic Education Conference by stating that in any educational institution, students have the right to:

- ✓ Make their own choices concerning learning and all other areas of everyday life (e.g. individually determine what to do, when, where, how and with whom), as long as their decisions do not infringe on the liberty of others to do the same
- ✓ Have an equal share in the decision making as to how their organisations (in this case their schools) operate, and which rules and sanctions are needed

Indeed, the literature in the educational field give support to democratic education, showing that educational environments that engage students as active participants in their own learning are linked with higher student attendance and achievement, greater creativity and conceptual learning, and increased intrinsic motivation (Caine et al., 2008; Gray & Feldman, 2004). According to the EUDEC, democratic education meets the needs of the learner, the community and society, through developing reflective individuals who are collaborative problem-solvers and creative flexible thinkers. It also affirms that democratic education can be valid to learners of all ages and in any learning environment, that share the following elements:

- ✓ Firm foundations in a values culture of equality and shared responsibility
- ✓ “Respect breeds respect”, “Trust breeds trust” , “Compassion breeds compassion”, “Tolerance breeds tolerance” and so on
- ✓ Collective decision-making where all parts of the community, whatever the age or social status, have an equal say over important decisions (e.g.: school rules, curricula, projects, hiring of staff, budgetary matters)
- ✓ Self-directed discovery, where learners select what they learn, when, how and with whom they learn it (through play as well as conventional classes).
- ✓ The learning process go after the students intrinsic motivation and pursuing their individual interests.

Democratic classroom notion rely on the premise that the principles of democracy are not only a government concept but also a lifestyle, being associated to common decision making processes in any organization. **Some of the main principles underpinning the notion of democratic classrooms can be condensed as follows:**

- ✓ Democratic classrooms enable student perspectives to be heard and acknowledged, which empowers students to uphold their own rights and personal freedoms as human beings (Apple & Beane, 2007)
- ✓ Democratic education promotes students' autonomy and critical thinking (Veugelers, 2007).
- ✓ Students and main stakeholders (family, other institutions) are encouraged to participate in important discussions that address community' interests and issues (Apple & Beane, 2007, ASCD, 2018).
- ✓ In democratic schools, the decision-making is not only for the parties that are in charge but for everyone that are involved in the school (Apple & Beane, 2007; Wood, 2005)

Indeed, the main elements of democracy can be applicated to classes, creating a classroom where students develop as active, participatory democratic individuals through experiences that are essential to learning (Wraga, 1998; ASCD, 2018):

1. Sovereignty of Public: Teachers give opportunity to students to involve in decisions that affect themselves (e.g. classroom rules)
2. Freedom: the ideas of the students are given weight and students are given the opportunity to bring to the classroom problematic situations that require decision-making
3. Equity: each student has the right to participate in classroom discussions and decisions and teachers show effort for each student in an equal manner to learn in the best way.
4. Individualism: classroom environment is is open to all kinds of political and moral values and set in a way to sustain and develop the self-control, self-discipline and positive behaviour of students. In the

education process, the interests of all students are taken into consideration. Students' critical thinking is promoted.

5. Social responsibility: teachers help students in recognizing their own participation and how such participation impacts the world in which they live in, using participative democratic activities within classrooms and communities. Students take part in the process of making decisions or solving problems in the classroom increasing the social responsibilities of the students. Students learn how to act in group environment and handle social actions beyond school and classroom.

How can democratic education be practiced by teachers?

Democratic education can take numerous forms, influenced by yourself as a teacher, but also by parents and young people in your community or your particular classroom setting. The Institute of Democratic Education in America (IDEA, n.d.) provides some tips to practice the principles of democratic education in your school and classroom:

- **Creatively engaging students.** Even if you work in a more traditional school setting, you can still provide students with a chance to have choice in their learning, going beyond the conventional curriculum to build a more significant and engaging experience that have practical connection to the day to day life of the students.
- **Implementing democratic education techniques** in a day-to-day basis. Examples: self-directing learning, shared decision-making, individualized project-based work, and student-chosen internships in the community.
- Start **using the terminology "democratic school/classroom"** and others that practice the values of democratic education.
- **Promote significant voice forums for students.** Promote student's engagement in student councils and student-teacher-administrator committees. Give your students the opportunity to be part of educational planning and decision-making in the school/classroom.
- **Encourage your students to** take the lead in reform efforts in their classroom, schools and communities.
- **Take a leading role in your school to disseminate and bring awareness to the need of** educational reform efforts to personalize learning, break out of the conventional structures and curriculum towards a democratic school label.
- **Encourage the school and your students to participate in** non-profit and after-school programs empowering students to explore their interests and create networking with the outside community
- **Participate in** teacher education programs focusing on democratic and progressive education

4.3. Mentoring

A mentor is an individual with expertise who can help develop the career of a mentee. The career related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work-life balance (APA, 2006).

Models of mentoring

The type of mentoring program depends on its structure and procedures such as:

- goals the mentoring program to achieve
- the length and frequency of mentor commitment required
- kinds of activities that take place

The most common types or models of mentoring are the following:

- ✓ **Dyads** - one-on-one mentoring. Dyads are the most traditional mentoring model and can be the easiest to administer for an organization. One-on-one mentoring can create strong relationships between mentors and mentees.
- ✓ **e-Mentoring** - the mentor and mentee "meet" via the Internet, for example through e-mail, instant messaging, Skype, Google Hangouts, and so on. This model is especially useful where mentors and mentees are not in the same location, or where program participants travel a great deal.
- ✓ **Group mentoring** - one mentor works with several mentees as a group. This is particularly useful if there are not as many mentors as mentees. This model has the added benefit of mentees gaining insight from each other. Under this model, however, the mentor/mentee relationship is not as close as it is with one-on-one mentoring relationships.
- ✓ **Multiple mentoring** - a mentee has more than one mentor, meeting with each separately. Multiple mentors can provide different perspectives and expertise to the mentee. Multiple mentoring is essentially the same as the "mentor network" concept.
- ✓ **Peer mentoring** - the mentor and mentee are of more-or-less the same level and they mentor each other. This is often used, for example, for on-boarding (where recent hires show new hires how the organisation operates).
- ✓ **Reverse mentoring** - a junior person is the mentor to a more senior person. (e.g., a youngster introducing a senior to internet)
- ✓ **Team mentoring** - It can be where several mentors work with several mentees who meet as a team or where an individual serves as leader/mentor and that mentor is available to many mentees at the same time and the team members (the mentees) also support each other through peer mentoring.
- ✓ **Triad** - involves three people. There are two traditional ways a triad can be structured: 1) it can involve one relatively senior person mentoring two complimentary mentees (for example, two staff who are at approximately the same level or stage in their career), or 2) it can be comprised of one senior, one mid-level, and one junior person. With this type of mentoring, mentees benefit from the direct help they get with their goals, as well as indirectly from observing how others work on other goals. It is also useful when there are fewer mentors than mentees.

Mentoring in school

Mentoring in school settings, and most concretely when talking about peer mentoring between teachers, is defined in TALIS "as a support structure in schools where more-experienced teachers support less-experienced teachers". "Evidence shows that teachers who receive more hours of mentoring have higher student achievement gains than those who had fewer hours of mentoring (Rockoff, 2008). In the results of TALIS (2013) is recommended to support teachers' participation in mentoring programmes at all levels of their careers. Mentoring provides teachers with a way to build relationships with colleagues & to

collaborate to improve their teaching practice. The same report recommend that policy makers should provide schools with support to develop mentoring programmes.

Peer mentoring refers to a process based on an equal or nearly equal peer based relationship in which peers play the role of mutual mentor. Peer mentors are usually equals in terms of age, expertise, power, and hierarchical status, and the interactions are based on reciprocal and mutual beneficial relationships and learning partnerships rather than on the traditional transmission of expertise and experience from experts to beginners. Peers as a source of psychosocial support have been increasingly recognised in the literature:

- Teachers who were assigned to work with other peers, reported that they provided each other with emotional support by sharing their ups and downs because they had an equal with whom they could discuss various issues and concerns. This support helped the teachers to build up more confidence in teaching (Goodnough, Osmond, Dibbon, Glassman & Stevens, 2009)
- Psychosocial support works to reduce teacher burnout and intimidation, calms fears, and has been confirmed in many other studies which look at the use of peers in teacher education (Heidorn, Jenkins, Harvey, & Mosier, 2011; Kurtts & Levin, 2000)
- When working with peers, teachers experienced qualitative development in their teaching identities. (Dang, 2013)
- Speaking openly and frankly with peers is recognized as one stress-reducing factor because peer mentors feel supported and share responsibility for the workload with each other (Walsh & Elmslie, 2005).

Mutual benefits of mentoring

There are potentially many benefits of mentoring in school settings for both mentor and mentee as well as benefits for the school, the educational system and the profession itself, such as (State of Victoria - Department of Education and Training, 2016):

- Opportunities to offer practical knowledge (pedagogical and experience)
- Increase in professional growth, self-reflection and problem-solving capacity
- An increase in confidence, self-esteem, morale, and sense of identity
- Opportunities for learning new skills, teaching strategies and communication techniques, including how to engage evidence-informed conversations
- Greater sense of inclusion or reduced feelings of isolation
- Opportunities for close collaboration and shared challenges
- Sense of achievement from successfully working through challenges
- Opportunities to discuss teaching and learning, students, strategies and successes
- Opportunities to capture and analyse evidence of student learning, leading to professional insights
- Developing a sense of belonging, as a contributor to the school and its community

Mentoring relationships evolve through various stages over time. These stages include (Roberts, 2000):

- ✓ **An initiation phase**, which reflects the start of the relationship, and during which the mentor prescriptively directs the mentee;

- ✓ **A cultivation phase**, where mentorship functions are better established and maximized, and where the mentor guides/persuades the mentee, so they may begin to collaborate, with the mentor ultimately confirming the mentee's ability through full delegation of tasks;
- ✓ **A separation phase**, in which organizational and/or psychological changes within one or both mentoring parties decrease the relationship's fruitfulness; and
- ✓ **A redefinition phase**, where the relationship ceases to exist or evolves into a new form, such as friendship.

Role and responsibilities of the teacher as a Mentor

- ✓ Continue to teach while serving as mentors
- ✓ Understand the typical needs and challenges of the beginning teacher
- ✓ Develop and use a variety of strategies to assist other teachers
- ✓ Prepare themselves for effective one-on-one consultation with individual teachers
- ✓ Initially focus their efforts in areas known to be difficult for the other teachers
- ✓ Make the accumulated wisdom of other experienced teachers accessible to beginning teachers
- ✓ Develop strategies for giving acceptance and support for the beginning teacher within the school context

Why is peer mentoring by teachers important (Bowman, 2014):

- ✓ Consistency - Schools benefit from consistency, and mentorship can provide new teachers with a level of consistency that may otherwise be overlooked. With mentoring, novice teachers have direct access to the mentoring teachers who can share their knowledge, thus reducing the time that it takes to acquire necessary information. Mentorship promotes rapid learning (Stanulis & Floden, 2009) and builds a level of consistency useful in all aspects of the day-to-day school practices: student learning, expected behaviours, and the overall positivity of the school's climate.
- ✓ School climate - It is based upon experiences, goals, teaching practices, relationships, and organizational hierarchies within schools (Cohen, McCabe, Michelli, & Nicholas, 2009). When teachers mentor, they teach the novice teachers about the school climate. This transfer of knowledge is invaluable for who are struggling to remember and conquer many tasks.
- ✓ Team Teaching – mentoring promotes connections to peers. Traditionally, co-teaching and collaborative work was not considered a necessity, which is why there are still professionals who are used to, and more comfortable with, addressing issues on their own and working in isolation (Grillo, Moorehead, & Bedesem, 2011). Opportunities for teachers to collaborate and team teach are beneficial to students because they provide more balanced instruction and consistencies among educators. Team teaching is a form of collaboration that enhances teachers' knowledge of instructional strategies, promoting competency and confidence in their profession. Team teaching provides new teachers and their mentors with chances to observe new teaching methods, learn new skills, reflect upon teaching practices, and motivate each other (Grillo et al., 2011).
- ✓ Leadership - Teachers who have opportunities to mentor other teachers emerge as leaders within their professions, thus developing learning organizations and improving their own credibility with their colleagues (HM Inspectorate of Education, 2008). Through mentoring, they acquire levels of ownership and responsibilities in the programming that takes place within schools.
- ✓ Teacher Retention - Teacher retention is an ongoing issue in education, particularly for new teachers. Low retention rates mean that schools continuously have to start over instead of dealing

with the larger educational issues they may have (Ronfeldt, Loeb, & Wyckoff, 2013). Low teacher retention rates can have negative effects on a school's climate, disturbing staff cohesion and community, which may also result in the disruption of student achievement. Mentoring provides instructional assistance and promotes socialization between teachers and the rest of the staff. Having a mentor promotes efficacy, alleviates some of the stress of being in a new profession, and encourages teachers to remain in their chosen career.

4.4. Restorative practices in classroom

The Restorative Justice philosophy has roots in the Criminal Justice Systems and in the basic assumption that crime or wrongdoing causes harm, and that true justice involves repairing that harm and restoring the relationships that were affected by it. These practices were established on the idea that the well-being of a community and its members is safeguarded through communication, emotional connection, understanding and meaningful relationships (Chicago Public Schools Office of Social & Emotional Learning, 2017).

Restorative justice can be defined by “promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experience and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive” (Amstutz & Mullet, 2005, p. 15). In the educational field, the restorative practices can be defined as “facilitating learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity and worth of all” (Evans & Vaandering, 2016, p. 8).

Classrooms can be considered as microcosms of society where children and youngsters learn the necessary social and emotional skills. CASEL (2017) states that social and emotional learning in the classroom involves the development of self-awareness, social awareness, responsible decision making, self-management, and relationship skills and that the developing these skills is possible when people are have opportunities to recognize and understand the impact of their behaviour on others, have empathy towards others, engage decision-making and problem-solving processes, regulate their own emotions and behaviour, thus, being able to constructively solve conflicts. The traditional approach to discipline in school settings focuses on violation of rules and punishment of the offender with no chance for making amends between the offender and victim. In the other hand, a restorative approach focuses on breach of relationships and recognizing the impact on all parties with opportunity for expression of remorse and repairing harm. Restorative approaches presume that all people make mistakes, but that it's essential to take responsibility for their own actions and learn from one's mistakes in building positive relationships (Smith, Fisher, & Frey, 2015).

What are Restorative Practices?

According to the International Institute for Restorative Practices², Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and

² <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>

wrongdoing. Restorative Practices promotes the developing of relationships and community, as well as repairing community when harm is done. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

Restorative Practices provide a way of thinking about the conflict or harm, responding to issues and problems by involving all participants to (Chicago Public Schools Office of Social & Emotional Learning, 2017):

- Discuss their feelings and opinions
- Identify what happened
- Describe how it affected everyone
- Find solutions to make things better

Restorative mindset

A restorative mindset describes how a person understands community and one's role in the community. The values and concepts that underlie a restorative mindset include:

- ✓ Relationships and trust are at the center of community
- ✓ All members of the community are responsible to and for each other
- ✓ Multiple perspectives are welcomed and all voices are equally important
- ✓ Healing is a process essential to restoring community
- ✓ Harm-doers should be held accountable for and take an active role in repairing harm
- ✓ Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved

Why Restorative Practices?

Since the late 1990s, the Restorative Justice principles have been adapted to use in schools in response to the inefficacy of traditional punitive discipline and to effectively deal with disruptive behaviour. Restorative practices are increasingly being applied in individual schools and school districts to address behaviour, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators, **whose behaviour often serves as a role model for students**. They allow each member of the school community to develop and implement a school's adopted core values. Restorative practices allow individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual(s) affected by the behaviour (Schiff, 2013).

Specialists have been emphasizing that traditional school-based disciplinary interventions, such as zero-tolerance disciplinary approaches that exclude students from their schools through out-of-school suspensions and expulsions and aren't effective. **Research shows that removing youth from their learning environment for extended periods of time is not an effective way to manage student behaviour**. The American Psychological Association (APA) for example, concluded that zero-tolerance policies fail to make schools safer since schools with higher rates of suspension and expulsion have less satisfactory ratings of school climate, less satisfactory school governance structures, and spend a disproportionate amount of time on disciplinary matters (APA, 2008). Additionally, Zero-tolerance hurts the relationship between

teachers and students and doesn't help students address their issues. The effects of these policies include (Cohen, McCabe, Michelli & Pickeral, 2009; APA, 2008).

- a) Academic Difficulties - Students subjected to harsh disciplinary measures that exclude them from school tend to fall behind academically and spend less time learning.
- b) Truancy - Students who face harsh discipline often feel alienated from their schools, resulting in more absenteeism.
- c) Behavioural problems - Students punished by zero-tolerance measures often fall behind their peers due to lost learning time and often become frustrated or embarrassed and proceed to disrupt class
- d) Mental Health Issues - Unjust disciplinary consequences are frequently traumatizing for young people, leading to public humiliation, diminished self-worth, and distrust of school officials.
- e) Lack of motivation – Punitive policies trigger a cycle of disengagement from schools, where students become less trusting and more resentful of their teachers, losing the connectedness that is such a critical component of academic success.
- f) Substance abuse - As youth become more alienated, they also become more likely to engage in risky behaviours, violence, and alcohol and substance abuse.
- g) Dropping Out - Zero-tolerance discipline sends a clear message to students that they are not valued, and the previously mentioned issues can lead to drop-out.

Evidence of positive impact of Restorative Practices

The use of Restorative Approaches (RA) in education is an expanding practice, beginning with a change from using Restorative Justice within the Criminal Justice System, expanding into schools in the early 1990 (Morrison, 2011). These practices involve conflict resolution using methods by which the offender, the victim, and other interested parties participate in the process to resolve the conflict), highlighting the values of reparation (psychological and/or material), and the relationships and community (Morrison, 2002;

United Nations, 2000; Pranis, 2011). The expansion of Restorative Practices in school has been widely recognized as a beneficial measure technique to increase deal with disruptive behaviour since this approach has been linked to development of positive behaviour, reduction of negative conduct, and prevention of future conflicts in school (Gonzalez, 2012; González, Sattler & Buth, 2018). More concretely, evidence show that in schools where these kind of policies are implemented, it's possible to verify an increased attendance, better grades, less victimization, and overall incidents of conflict (Armour, 2014; Kokotsaki, 2013; Morrison, 2002). Also, the implementation of these practices show a positive impact in student engagement, mental health and wellbeing (Croxford, 2010). Other studies point out to the potential of restorative practices in creating better teacher-student relationships, improving schools, and reducing racial inequities in discipline referrals (Gregory, Clawson, Davis & Gerewitz, 2016).

Traditional & Punitive approach vs Restorative approach:

	Traditional & Punitive approach	Restorative approach
Misbehaviour is viewed as:	Breaking school rules, disobeying authority	Harm done to one person/group by another

Process focus on:	Authority figure establishing what rules are broken, and who's to blame	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome
Accountability is:	Receiving punishment	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community
Goal of the response is:	Pain or unpleasantness to prevent future conflict situations	Meaningful restitution to reconcile and acknowledge responsibility for choices
Effects of the response:	Short term—behaviours often stop in the moment but return once the punishment is over	Long term—students learn critical social and emotional skills that serve them to understand and repair the harm

One of the main roles of the educators is to create a supportive school communities where students can prosper and learn skills (academic, social and emotional) that they need to succeed in their career and life. Restorative Practices offer a way for schools to consolidate the community, build positive relationships among students and between students and staff, and increase the improve learning environment.

Some of the benefits of Restorative Practices can be summarized as (Chicago Public Schools Office of Social & Emotional Learning, 2017):~

- Improve school and classroom climates by focusing on community, relationships and responsibility
- Promote social & emotional skill development by teaching students' self-awareness, empathy, communication skills, responsible decision-making, relationship building, and conflict resolution.
- Increase safety and order in school buildings by decreasing conflict, de-escalating volatile situations, and promoting a sense of collective responsibility
- Decrease disciplinary issues and disruptions, and serve as an alternative to harmful exclusionary practices such as suspension and expulsion
- Promote student engagement in learning and aids in classroom management

Examples of Restorative Practices

In the classroom, Restorative Practices may be implemented through daily rituals and practices, or simply through the interactions between teachers and students. Classroom practices may include Talking Circles or other community-building activities, teaching students self-awareness through "I" statements, resolving conflicts through restorative questions and conversations, and providing opportunities for reflection. Restorative Practices can be taught, learned, and used by all staff, students, and community members. These practices engages participants in developing skills and mindsets around relationships, school communities, and what happens when members of the community harm each other. **Some of practical examples of using restorative practices are:**

➤ **TALKING CIRCLES**

A Talking Circle is a Restorative Practice that helps to build trusting relationships between all members of the classroom and creates the opportunity for each student to feel accepted and significant within the group. A Talking Circle can last 10 minutes or up to a full period, depending on the goal.

- ✓ Before your first Talking Circle, explain to your students that the purpose is to get to know each other, share experiences and ideas. When we participate in a Talking Circle, we are taking the time

to pay attention to what's going on in our own head and in the heads of our classmates, and this helps us know each other, focus, and learn better.

- ✓ If it is not possible to rearrange chairs or desks in your classroom, stand in a circle or oval surrounding the desks, or ask students to move their chairs so they are facing the center of the room. A circle sets a different tone and encourages participation and interaction. It is important that students are comfortable and that everyone participates by sitting in the circle. Verbal participation is always optional.
- ✓ Use an object that can be peacefully held and passed around the circle as a "talking peace". The talking piece is passed around the circle to ensure equality of voice. That will ensure that only one person speaks at a time and that all focus is on that person, as well as it can be used to pass if students don't want to speak. Take the time to explain to the participants how to use and pass the talking piece, even if it is already a familiar concept.
- ✓ As facilitator, you will also be sitting in the Circle at the same level as the students. You are not there to teach a lesson or moral but as an equal participant. The facilitator welcome what is said without trying to influence or give advice.
- ✓ Create a ceremony or a pattern to follow each time the Circle is convened. This separates the Circle from the rest of the class period. It can include a brief introductory activity every time, read a quote or poem, play music.
- ✓ The use of a familiar ceremony sets the tone and helps students know what to expect and it normalizes a practice that at first may feel unusual
- ✓ Include in the opening ritual a reminder of norms and values (regarding speaking, listening, and demonstrating respect and caring; Reinforce these norms with positive feedback), topics or questions that participants are invited to respond to, and a closing ritual
- ✓ Use topics or questions that address social and academic challenges. Give think time before passing the talking piece.

➤ **PEACE CIRCLES.**

A Peace Circle is a structured and planned meeting between a person who caused harm, the person who were harmed, and both parties' family and friends, in which they discuss the consequences of the behaviour and decide how to repair harm. Participation in a Peace Circle is always voluntary.

This practice is a easy problem-solving method that helps students in resolving their own problems by providing the party or parties who were harmed with an opportunity to confront the person who caused harm, express their feelings, ask questions and have a say in what happens next.

- ✓ **student who caused harm** – hold accountable while providing them with an opportunity to be reintegrated into the school/classroom; provide a chance to understand how their behaviour has affected others; opportunity to start to repair the harm they have caused by apologizing, making amends and agreeing to restitution or personal or community service work.

➤ **PEER CONFERENCE**

A Peer Conference, also known as **peer mediation**, peer council, or peer jury, is a voluntary process led by students in which a small group of trained students provide a positive peer influence as they work to empower referred students to understand the impact of their actions and find ways to repair the harm they

have caused. These students are trained to be neutral and encouraging and to help the referred student to come up with his/her own solution instead of telling him/her what to and assist the referred student to create an agreement to repair harm.

- ✓ Students are referred for a Peer Conference after engaging in conflict with others or violating the school norms
- ✓ If the objective of the Peer Conference is to mediate between individuals who have been in conflict, the person harmed is present; In case of bullying, the person harmed usually is not present, except when requested by the person harmed
- ✓ An adult advisor that also have training in models Restorative Practices and promotes the program within the school, recruits the students for Peer Conference etc., observes the Peer Conference session and is available to support if needed.
- ✓ The agreements made in the peer conferences are monitored

Restorative language and communication

While implementing restorative practices is important to implement a restorative language that encourages positive interactions between the parts involved.

Examples of non restorative language and restorative language are summarized in the table below:

Communication stoppers vs Restorative language	
	
Judgment: <i>What did you do?</i> <i>Why would you do that?</i> <i>You ever listen, do you?</i> <i>You know what happens now don't you?</i>	Restorative questions: <i>What happened?</i> <i>What were you thinking and feeling at the time?</i> <i>Who do you think has been affected by your actions?</i> <i>What do you think you can do to make things right/better?</i>
Diagnosis: <i>The problem with you is that you are disrespectful.</i>	"I" statements: <i>When I heard you speaking to John in the way that you did, I felt frustrated because I value the respect the we've build in the classroom.</i>
Demand: <i>Don't you talk to me like that!</i>	Empathetic listening: <i>I her you are saying that you are still very upset about what happened. Although I am upset too, I want to hear your side.</i>
Deserve thinking: <i>He deserves to be punished</i>	

- ✓ Restorative Questions help the respondent learn from the incident and problem solve. They are non-judgmental ways of encouraging someone to consider the feelings of others, the impact of his/her actions, and what can be done to make things right.

- ✓ “I” statements or affective statements help to remain non-judgmental, gives the participants positive feedback through empathetic listening, and encourages the participants to speak using restorative questions. These statements help express feelings and communicate how one person's actions has an effect on the larger community.
- ✓ Empathetic Listening follows when one person truly considers thoughts, feelings, and needs of another person, and makes an sincere effort to understand the other person's point of view, ensuring that the person speaking feels that he/she is understood and that his/her perception is valued free of judgments. There are many ways that we can communicate to the speaker that we are not listening empathetically.

Empathetic listening: What to avoid?

 <p>While Listening....</p>	 <p>While Responding...</p>
<ul style="list-style-type: none"> - “Multitasking” while attempting to listen - Thinking about what we are going to say next while someone else is speaking - Thinking about how what the speaker is saying relates to our experiences when the speaker is talking about his/her own experience - Judging the speaker or what the speaker is saying 	<ul style="list-style-type: none"> - Letting the speaker know whether or not we agree with him/her - Asking too many probing questions when the speaker is not ready to share - Giving advice - Providing interpretations of the speaker's motives or behaviour - Relating the speaker's experience to our own experience

Restorative practices and SEL

As stated in the previous Module of this training, social and emotional competencies are critical skills that students need to succeed in school, career and life, and are pivotal when dealing with disruptive behaviour.

Having in mind the main principles of Restorative Practices it's easy to understand how they have the potential to support the development of the five core social and emotional competencies proposed by The Social and Emotional Learning Core Competencies and graphic from CASEL (2017).

The developing social and emotional skills also enhances the ability of students to actively participate in Restorative Practices, as we can see in the topics below:



- Restorative practices such as the use of “I” statements allow students learn to take ownership over their own feelings and actions, promoting **self-management** and **self-awareness**.
- Restorative Practices focused on reflection and “making things right” help students to understand the impact and consequences of their actions, promoting **responsible decision making**.
- The focus of Restorative Practices are strong relationships and communities. The use of a restorative mindset involves development of social awareness and relationship skills such as empathetic listening and circles, promoting **social awareness** and **relationship skills**.

4.5. Effective European practices in school context

- "Operational advice to put in writing the plan for prevention and management of the behavioural crises at school. Part first-second-third-fourth"/ MIUR-USRER, UfficioVIII-Diritto allo studio, Europa e Scuola, Tecnologie per la didattica

The model put in the centre the expert action of the teacher, single or in team, from that it descends the priority of the continuing training for teachers. The booklets offer materials (for example data sheets to analyse the behaviour-conduct) and recommendations (for example protocols of behaviour) clear and concretely usable by the teachers and by all school professionals. In support of that, there are the scientific facts: indeed, the experience and the research in the last years demonstrate that often the dysfunctional and disruptive behavioural situations at school are changeable, especially in childhood, that is possible to reduce the intensity and the frequency of the crises and that, sometimes, it is possible to extinguish them. It is possible to intervene in an educational way in the situation of behavioural crises, both in terms of prevention (to avoid them, or, at least to reduce and to make them less strong), and in terms of containment.

- Projeto SER – Segurança, Envolvimento e Responsabilidade (in English “project TO BE – Security, Involvement and Responsibility”)

The results from the evaluation of the project show that the model for promoting positive behaviours effectively reduced disciplinary occurrences, with this improvement being particularly visible in the classroom context, concluding that there is a need to find different and suitable responses. Researchers that made this evaluation believe that these results are a consequence of actions that are focused on classroom management. They also believe that this is a “preventive action, effective and less expensive, which means that it is generalizable to the Portuguese context” and that “there is a need to expand studies on the application of this model in other countries and with other participants”.

- Using the Good Behaviour Game in an Inclusive Classroom

General education teachers need a variety of behaviour management techniques in their toolbox to effectively instruct all of their students. This adaptation of the Good Behaviour Game is an interdependent group-contingency technique that helps manage classroom behaviour and integrate students with EBD into the general education class. It can be used as a way for special and general educators to collaborate successfully in general education inclusive classrooms. The biggest benefit is that the game makes explicit the phenomena of social interaction.

➤ The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity of Training Delivery

Considerable research has demonstrated that effective teacher classroom management strategies promote student interest in learning, enhance academic achievement and school readiness and prevent and reduce classroom disruptive behaviour. This article focuses on the Incredible Years Teacher Classroom Management (IY TCM) intervention as an example of an evidence-based program that embeds fidelity and adaptation within its design.

➤ Lion quest

Lions Quest Skills for Growing (SFG) is an evidence-based PreK-5 program that integrates social and emotional learning, character development, drug and bullying prevention, and service-learning. Through a series of developmentally appropriate thematic units and lesson plans, the program helps to create a school and classroom environment that promotes the positive student behaviours that lead to greater academic success.

➤ The PAX Good Behaviour Game

In this model, children work together to create a positive learning environment by monitoring their own behaviour as well as that of their classmates. Teachers use the Good Behaviour Game during the school day as a learning strategy that does not compete with instructional time. In classrooms where this model is used, there is less off-task and disruptive behaviour and teachers have more time to devote to teaching.

IV. Piloting

Pilots' Key Findings

The training course was piloted in the 6 countries of the consortium in total, 102 professionals (teachers, educators, social workers, psychologists, etc) attended the Inn2Diversity training pilot:

- UK – 17 participants
- PT – 32 participants
- RO – 14 participants
- IT – 12 participants
- FI – 8 participants
- BG – 19 participants

When evaluating the piloting activities, the following **instruments** were applied:

- 1) Self-assessment questionnaire (Annex 1)
- 2) Module's quality assessment (Annex 2)
- 3) Training's satisfaction assessment (Annex 3 and Annex 4).

Due to the pandemic situation and respective restrictions, some partners could not deliver the training pilot in a Face-to-Face (F2F) format (Annex 5 and 6). In this way, the partnership made the necessary changes and adaptations to deliver the training course in a Face-to-Face and/or online format.

In the next section, we present a table with a review on the main **findings and conclusions** of each pilot.

Partner	Training format	Participants	Evaluation			Recommendations
			Modules	Balance of competences	Overall training satisfaction	
City College Peterborough (UK)	F2F	17	<p>M1 – 15 participants evaluated the module as being very useful; 12 people rated the topics covered in the training as a 4 and 15 people felt that the module content contributed to their overall understanding.</p> <p>M2 – 12 participants evaluated with 5 the usefulness of the module, 14 evaluated with 5 the topics covered and 10 evaluated with 4 when asked how well the module content contributed to their overall understanding.</p> <p>M3 - This module received the best feedback scores of all the training modules, only one person rated the parameters as a 4, with all other participants rating the module as a 5.</p> <p>M4 – 15 participants evaluated with 5 all parameters; yet it received 2 scores of 3 points for the question regarding the usefulness and contribution to the overall understanding.</p>	<p>The balance of competence clearly has shown the distance travelled is very positive. All participants have been able to recognise that they have developed their knowledge in each of the 4 modules</p> <p>Prior to the training, the area that the participants felt most confident in was Leadership and management and this was the saw 2.0 points of growth.</p> <p>Relationships & Social Emotional Learning and Effective practices and policies in schools' contexts saw a distance travelled of 2.5 point.</p>	<p>The organisation of the training received excellent feedback. Between good, very good and excellent.</p> <p>The evaluation of the training contents shows that all the participants rated this as fair or above.</p> <p>All learners rated the trainers and promoting a good learning environment as excellent with all other ratings as very good or excellent. Concerning the nature of the training the 59% of the participants rating that the training was balanced between theory and practice and the 15%, that is 2 persons, evaluated it very theoretical.</p>	<p>The trainer considered that the training curricula contains a lot of topics, very interesting and relevant for the diversity and disruptive classroom behaviour management so, to devote to all the themes the right time, probably a longer training period will be more appropriate. The trainer felt that this would allow more time for classroom discussion and practical application of the learning.</p> <p>All the participants recognised the importance and need for training of this nature, not just when a teacher is training, but throughout their teaching experience. None of the participants felt that additional topics needed to be included and that there was a good variety. Both participants and trainer liked being on the classroom and sharing experiences and it is important to allow for reflective practice and opportunities within the training curriculum to share this.</p>
Aproximar & Amadora Innovation (PT)	B-learning (Synchronous and asynchronous sessions)	32	<p>M1 - all items were evaluated between 3 and 5. 18 evaluated the module as being very useful, 21 evaluated the topics covered as being very good, and 18</p>	<p>It's noticeable an increase in all 4 modules, what suggests that the participants experienced a positive evolution in terms of competencies/skills</p>	<p>In general, the participants were satisfied in terms of the organization of the training action and training contents, since the majority evaluated these parameters</p>	<p>The major recommendations were the following: Another session to consolidate the knowledge; Improve access and operation of the Aproximar's platform and make it more intuitive; More</p>

			<p>participants evaluated the module as being very useful.</p> <p>M2 – 18 evaluated the module as being very useful, 17 evaluated the topics covered as being very good. The module was evaluated as being very useful by 14 participants</p> <p>M3 – 19 evaluated the module as being very useful, 16 evaluated the topics covered as being very good, and 15 participants evaluated this module as very useful.</p> <p>M4 – 19 evaluated the module as being very useful, 19 evaluated the topics covered as being very good, and 19 participants evaluated it as very useful.</p>	<p>development from the initial moment of the training to the end of the training. The average of competences raised 1,4 points (in a scale from 1 to 5). The highest difference in terms of pre and post training average it's observed in Module IV with 1,6 points of difference. The lowest levels of change in terms of competencies/skills development occurred in Module III, with a 1,2 points difference.</p>	<p>with “Excellent” and “Very good”. The participants were satisfied with the trainers, since the majority evaluated these parameters with “Excellent” and “Very good”. The majority stated that the training action was balanced between theory and practice. Also, all participants but one would recommend this training course to others.</p>	<p>“room” for dialogue and more active participation to get to know the content better; Deliver the training in another time of the year since the end of the school year is not the most appropriate time for this type of training; Media illustrating situations of disruptive behaviour management in the classroom, followed by dialogue between all participants; Less theoretical sessions and more practical sessions, strategies and examples/cases; including contents regarding the importance of multidisciplinary teams, positive parenting and mental health</p>
<p>Asociația Centrul de Cercetare și Formare a Universității de Nord & EASI (RO)</p>	F2F	14	<p>M1 – the module received a general score of 4. The participants found that some of the models are applicable. Improving the ability of teachers to effectively manage classroom behaviour requires a systematic approach.</p> <p>M2 - this module was rated with a general score of 4. The information was relevant, and the facilitator has included several activities in the training session, however, in the original</p>	<p>Within modules 2 and 3 have been the most developed as a result of the training (4,65 and 4,68. The most significant is represented by Module 4. This improvement is especially relevant given the purpose of the Inn2Diversity project, that is the understanding and promotion of restorative practices to combat disruptive behaviours within the classroom.</p>	<p>Overall participants were satisfied from the organization of the training. With a scale from 1 to 6 (6 being excellent), 8 respondents scored 5, 6 people scored 4. All participants stated that they would recommend the training to their colleagues and other professionals that they know. In terms of duration and content, participants believed that the length of the training</p>	<p>There was a need for more time and activities, hands on activities to enhance the learning experience: the training needs to be longer or simplified; need for more hands-on examples and activities that could better support the learning process; include several activities in the training curricula that would engage and enhance the training experience; add several follow up meeting with the teachers and have a couple of real-life practical examples to highlight the application and usefulness of the techniques; the</p>

			<p>format there were few hands-on activities.</p> <p>M3 - This module was rated with a general score of 4. Participants stated that they have been participating to various leadership and classroom management courses.</p> <p>M4 - This module was rated with a general score of 4, participants expressing their wish for more hands-on solutions on how to implement effective practices and policies in the school context.</p>	<p>Moreover, being aware of European good practices in the educational environment and being able to further present them is another important aim of the project which has been addressed within this training.</p>	<p>was not appropriate. They believed that more time is needed in order to understand and practice some of the techniques presented in the training. the participants believed that, in order to provide clear and useful training, there is a need for a balanced (theory and practice) training material.</p>	<p>delivery of the pilot was at the end of the school year, therefore since participants stated that the timing of the training was not the best, it's recommended to implement the training earlier in the school year; involve the Ministry of Education, first the regional branch, so all schools could have access to this information. In the participants' opinion there is a great need to express the needs and challenges that teachers and children face daily in the school environment.</p>
CEIS Formazione & San Giuseppe Onlus (IT)	Online	12	<p>M1 - The majority found the module useful giving the highest scores. The contribution of the modules the scores are especially 3 and 4.</p> <p>M2 - Half of the participants evaluated with 4 the usefulness of the module. The topic covered was evaluated with the score of 4 and 5; 7 participants evaluate with 4 the contribution of the modules.</p> <p>M3 - The module received the highest scores concerning its usefulness. The topics covered received the highest scores. The contribution of the modules the scores are 4 and 5 for 3 participants each one and 3 for one person.</p>	<p>All the modules' topics competences showed a growth after the training course, the one that grew more was "effective practice and policies in school context, that at the same time was the one where the participants felt to be less competent, with a growth of 1,3 points.</p> <p>"Leadership, classroom dynamics and students' motivation, that was the one where the participants felt to be more competent showed a growth of 1 point, the other two modules' topics grew of 0,9 points.</p>	<p>The organization of the training action received very positive evaluations for all the sub-parameters with the majority of the evaluations between excellent and very good. For the training contents the general evaluation is very positive especially in relation to the initial expectation of the participants.</p> <p>Concerning aims and learning outcomes and pedagogical resources only one person for each sub-parameter gave a fair evaluation, the others are</p>	<p>The trainers considered that the training curricula contains a lot of topics, very interesting and relevant for the diversity and disruptive classroom behaviour management so, to devote to all the themes the right time, probably a longer training period will be more appropriate (more than 12 hours).</p> <p>The participants recommend giving more space to practical examples and to add some topics related to distance learning and the social distance effects at school, considering the emergency situation due to the Covid pandemic that has been an issue for the schools in the last months. The participation of school professionals with different backgrounds, in our case teachers and educators, working</p>

			<p>M4 - Most participants gave the highest score to usefulness. The topics covered received very high score: 9 evaluated them 5. The contribution of the module receives the highest scores: 6 participants gave scores 5 and 5 gave score 4.</p>		<p>all between excellent and very good. The practical application of the contents received 7 very good. Concerning the nature of the training the 85% of the participant thinks that the training was balanced between theory and practice.</p>	<p>in the same environment and facing the issues of diversity management and management of disruptive behaviour, it has been considered very positive by the participants for having the possibility to share different points of view.</p>
<p>Diakonia-ammattikorkeakoulu Oy (FI)</p>	Online	8	<p>M1 - received a general score of 3. The module was found useful and some of the models presented in the material were found very useful to apply in practice.</p> <p>M2 - received a general score of 3. The peer support models and conflict management sections were found as the most interesting and useful.</p> <p>M3 - received a general score of 4. The module included a lot of good material and the theories presented in the module were up-to-date and generally well known. The module did not seem to miss anything vital.</p> <p>M4 - received a general score of 4. The content and the extent of the module was considered as good: "The content of the modules is extensive and the theoretical framework solid. The topics are covered</p>	<p>In Module 1, most of the participants evaluated their competencies improved. The most improved skill was CBI strategies in the classroom. In Module 2, the general level of competencies remained the same. The skill that was reported as having increased the most was the understanding of the main principles of student-teacher conflict. In the Module 3 after the training, most of the participants evaluated their skills as somewhat skilled, skilled or very skilled. In the Module 4 at the end of the training, there was an increase in the general level of skills: the level of skills of examples of effective European practices in school context rouse from not at all and a</p>	<p>The organisation of the training was evaluated as good. The participants would have preferred to meet Face-to-Face, but everyone thought that the training was well organised also online. The content of the program was generally evaluated as of high quality and extensive. The participants familiarised themselves thoroughly with the training guide and gave a lot of comments also for further development of the guide. The trainers were evaluated as professionals and being able to answer all the questions. Most of the participants evaluated the training as balanced between theory and practice. One of the participants evaluated the content as very theoretical.</p>	<p>The classroom management styles were considered as a bit of a black-and-white or too straightforward division; Clearer contextualization of the four management perspectives: For example, the facilitator role works well with adults, but with smaller children self-regulation skills should be learnt, too. How to create a classroom community - This is already highlighted in the Finnish teacher training. Perhaps this material could be used in countries where pedagogy is not as advanced as it is in Finland; The first part with the communication styles was a bit confusing, with dated references; The dynamic classroom management model seems like some sort of quality criteria framework but the "how to" is missing. In Finland, many of these issues are addressed in the law of equality and parity and teachers are liable to follow the law;" The whole module was a bit incoherent and disoriented, but there</p>

			thoroughly, and the theoretical framework is extensive.	little to somewhat skilled and even to skilled.		were lots of good things, for example the restorative classroom practices.”
Fondatsiya Obrazovatelno Satrudnichestvo, (BG)	F2F	19	<p>M1 - This module was very interesting for the teachers, and it received a general score of 5. Social Influence received a lot of discussion over the cultural differences and how complicated it is to make students understand the school environment.</p> <p>M2 - This module was rated with a general score of 5. The part with assertive communication. Teachers mentioned they try to communicate assertively but don't know it is an actual part of the communication skills (the theory)</p> <p>M3 - This module also received a general score of 5. This part was described as “a little forgotten”. The strategies were found to be very useful and the reminder for the importance of the school climate even when they face challenges was important.</p> <p>M5 - This module was rated with a general score of 5. The module was found as very informative, interesting, qualitative and inspiring for our participants. The part with</p>	As it is clear from the results of the assessments, there were a couple of topics that were completely new to the participants. All the modules' topics competences showed a growth after the training course, the one that grew more was M1 - Classroom Management & Group behaviour with a 3,1 point of growth and M2 - Relationships & Social Emotional Learning with 2,8 points growth.	The organization was evaluated as “very good” to “excellent”. participants rated: Educational facilities and resources available as excellent; Duration of the action, according to your needs as very good; Scheduling and time as excellent; Administrative and logistic support as excellent; The contents were evaluated from “good” to “very good”. The trainers were rated as “excellent”.	Most of the theory and information provided were completely new to the audience and the time was not enough, therefore it's recommended longer training; include more practical examples and interactive tasks; All participant shared that they are leaving with a lot of inspiration from this training but they wonder on future steps as it is a serious topic, therefore it's recommended to add a session a month or more after the training to share what happened and whether something changed in the classroom; provide this training at the beginning of the school year or during vacations; share this topic with different media channels, since teachers revealed the need for an open dialogue and more visibility of the schools realities and problems. Most of the content of such training should probably come from teachers working every day in disruptive environment, because they know best how serious the problem is. There was a suggestion even from them on creating working groups for those topics that work in the country in every school.

			restorative practices was found incredibly useful.			
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Conclusion

The training course “Training on diversity and disruptive classroom behaviours”, piloted in the 6 countries of the consortium, was implemented with a total of 102 professionals. The pandemic situation and respective restrictions in each of the partner countries, influenced the delivery of the training. Nevertheless, the partnership successfully adjusted the training, and some delivered it in online format.

The training evaluation, in terms of general satisfaction and modules contents, received overall positive feedback. Some recommendations and improvement suggestions were summarized by each partner countries that must be considered when replicating the training course. Namely, it was of general agreement that the training curricula contains a lot of topics, very interesting and relevant for the diversity and disruptive classroom behaviour management and, therefore, the training needs to be adjusted in terms of duration. It was pointed out by the participants as well as trainers, that there is a need to devote to all the themes a longer training period (more that the stipulated 12 hours) that would allow more time discussion and practical application of the learning. Some participants mentioned that it could be useful to have an extra session to consolidate the knowledge acquired during the training. Another recommendation was to include a session a month or more after the training to share what happened and whether something changed in the classroom or creating working groups for those topics in every school. Another general suggestion was to deliver the training in another time of the year (e.g., in the beginning of the school year), since the end of the school year is not the most appropriate time for this type of training (according to the teachers). Participants also mentioned that more practical sessions, strategies, and examples/cases are necessary to this training course.

Finnish participants mentioned that some of the topics included in the training are already highlighted in the Finnish teacher training and already part of their reality. These participants mentioned that the material could be used in countries where pedagogy is not as advanced as it is in Finland, which leads to the conclusion that this training needs some adaptations to this context that could fill this populations needs better. In contrast, for the Bulgarian participants for example, most of the theory and information provided were completely new to the audience and all participant shared that they are leaving with a lot of inspiration from this training.

In terms of contents, participants suggested to include materials on the importance of multidisciplinary teams, positive parenting, and mental health, that were added to the modules content in this final output.

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Annexes

Annex1 – Self-Assessment questionnaire

Inn2Diversity Diversity and disruptive classroom behaviours management

SELF - ASSESSMENT QUESTIONNAIRE

NAME: _____

DATE: _____

You are filling in this questionnaire...

Before the pilot

After the pilot

This competency self-assessment is designed to help Inn2Diversity partners to identify if you develop any knowledge and competences related diversity and disruptive classroom behaviours management.

It will also help you to assess your personal strengths and development opportunities.

INSTRUCTIONS:

Column one identifies the expected knowledge/behaviour of each competency. Please, check how skilled you believe you are presently demonstrating the described behaviour for each competency. Use the following scale:

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1 = No current skill in this area	2 = A little skill in this area	3 = Somewhat skilled	4 = Skilled	5 = Very skilled
--	--	-------------------------------------	------------------------	-----------------------------

I have the knowledge, skills, and/or ability to:	1 = No current skill in this area	2 = A little skill in this area	3 = Somewhat skilled	4 = Skilled	5 = Very skilled
Module I - Classroom Management & Group behaviour					
... identify the different classroom management approaches and styles					
... define social, emotional and behavioural difficulties (SEBD)					
... clarify the notions of a whole school approach					
... identify the main components of Cognitive-Behavioral Interventions (CBI) and to apply CBI strategies in classroom					
Module II - Relationships & Social Emotional Learning					

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... identify the main communication styles and how to communicate assertively					
... understand the benefits of peer support and how it affects wellbeing and behaviour					
... identify the main principles of student-teacher conflict and conflict management strategies					
... understand and identify the main domains of Social Emotional Learning (SEL) skills in classroom					
Module III - Leadership, Classroom Dynamics & Student Motivation					
... clarify the importance of the teacher role as a leader and leadership strategies					
... understand the influence of school climate on student behavior					
... understand the theoretical framework of					

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motivation and how to increase motivation in classroom					
... understand the importance of parental involvement					
Module IV - Effective practices and policies in school context					
...define social capital and social capital potential in school setting					
... clarify the main principles of democratic classrooms and apply democratic classroom practices					
... define mentoring and identify the main concepts, models and processes on mentoring					
... understand the benefits of restorative practices and apply restorative practices in classroom as strategies to deal with disruptive behavior					
... provide examples of effective European					

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practices in school context					
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Annex 2 – Modules Assessment

Evaluation Form for Trainees

Please take a few minutes to fill in this form about how good you think this module was. **Your feedback is very important to us** to improve our trainings. Please be honest and open with your feedback.

Please circle one score from 1 😞 to 5 😊.
1 is the lowest score you can give; 5 is the highest.

1. How useful have you found the module?

1: not useful at all <-> 5: very useful

Score: 1 😞 2 😞 3 😐 4 😊 5 😊

Comments

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2. How good do you think the topics covered in the training are?

Score: 1  2  3  4  5 

You can write your comments in the box below:

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3. How well do you think this module has contributed to understand diversity management in classroom and manage students disruptive behaviour 1: not well prepared at all <-> 5: very well prepared

Score: 1  2  3  4  5 

Comments

4. Are there any topics that you think should be included into this training module, which are currently missing?

Yes No

Comments

5. Did you feel that you got enough support from your trainer?

Yes No

Please explain why or why not:

6. If you have any other comments or feedback please write below:

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Annex 3 – Training satisfaction assessment (Face-to-Face format)

Participants' Satisfaction Assessment

This questionnaire is anonymous and the sincere and attentive answer will be used to continuously improve the training programme. We thank your collaboration.

Scale

Very poor Excellent

1	2	3	4	5	6	

Please mark with an "X" in the box that better represents your evaluation in relation to each of the following items presented below.

	Ve ry Po or	Po or	Fai r	Go od	Ve ry Go od	Ex cel lent
1. How do you assess the organization of training in terms of?	1	2	3	4	5	6
Educational facilities and resources available						
Duration of the action, according to your needs						
Scheduling and time						
Administrative and logistic support						
2. How do you evaluate programatic content?	1	2	3	4	5	6
As for what I expected						
Objectives and learning outcomes						

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Practical application of content						
3. How do you evaluate the trainer(s)?						
	1	2	3	4	5	6
Domain and knowledge of the subjects						
Use clear and accessible language						
Promoting a good learning environment						

4. Having in Consideration the course nature, do you think it was:

Very theoretical	
Very practical	
Balanced, theoretical and practical	

5. Would you recommend others to attain this course?

Yes	
No	

If you have any suggestion for improvement, please write below:

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Annex 4 – Training satisfaction assessment (online format)

Participants' Satisfaction Assessment

This questionnaire is anonymous and the sincere and attentive answer will be used to continuously improve the training programme. We thank your collaboration.

Scale

Very poor Excellent



1 2 3 4 5 6

Please mark with an "X" in the box that better represents your evaluation in relation to each of the following items presented below.

	Ver y Po or	Po or	Fai r	Go od	Ver y Go od	Exc elle nt
1. How do you assess the organization of training in terms of?	1	2	3	4	5	6
Event platform and resources available						
Communication of access data to platform						
Duration of the action, according to your needs						
Scheduling and time						

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Administrative support						
Troubleshooting access						
2. How do you evaluate programmatic content?	1	2	3	4	5	6
In relation to what you initially expected						
Aims and learning outcomes						
Pedagogical resources made available						
Practical application of the contents						
3. How do you evaluate the trainer(s)?	1	2	3	4	5	6
Domain and knowledge of the subjects						
Use clear and accessible language						
Promoting a good learning environment						

4. Having in Consideration the course nature, do you think it was:

Very theoretical	
Very practical	
Balanced, theoretical and practical	

5. Would you recommend others to attain this course?

Yes	
No	

If you have any suggestion for improvement, please write below:

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Annex 5 - Examples of recruitment flyers

UK flyer:



Portuguese Flyer:

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Educação, Formação & Capital Social 2019-1-UK01-KA201-062089

Formação

Gestão da diversidade e comportamentos disruptivos em contexto de sala de aula

O objetivo da formação é trabalhar colaborativamente com os formandos para lidar com a diversidade e comportamentos disruptivos em contexto de sala de aula, aprofundando os conhecimentos ligados à gestão da sala de aula de forma colaborativa.

Datas: Pós laboral (17h-19h)
14, 17, 21 e 28 de jun. e 1 de jul.

Modalidade: **Online**

Inscrição de livre acesso

Cofinanciado pelo Programa Erasmus+ da União Europeia

Inn2 Diversity

INOVA

aproximar

Romanin flyer:



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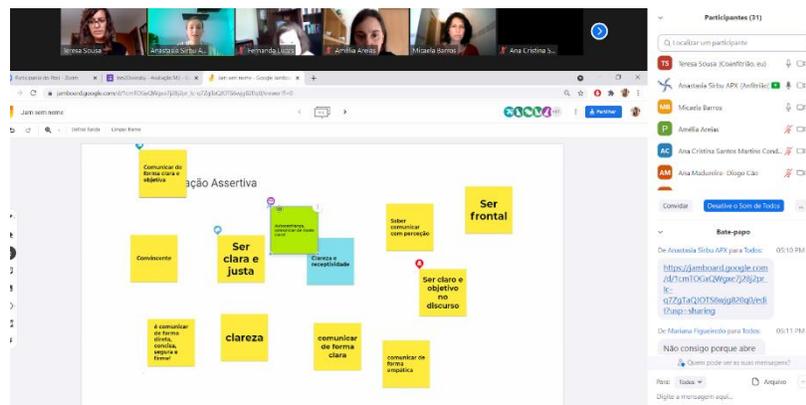
Annex 6 - Photos of the piloting activities

Piloting in UK:



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Piloting in Portugal:



3. Gestão de conflito

Modelo de escalada de conflito de Glasl.



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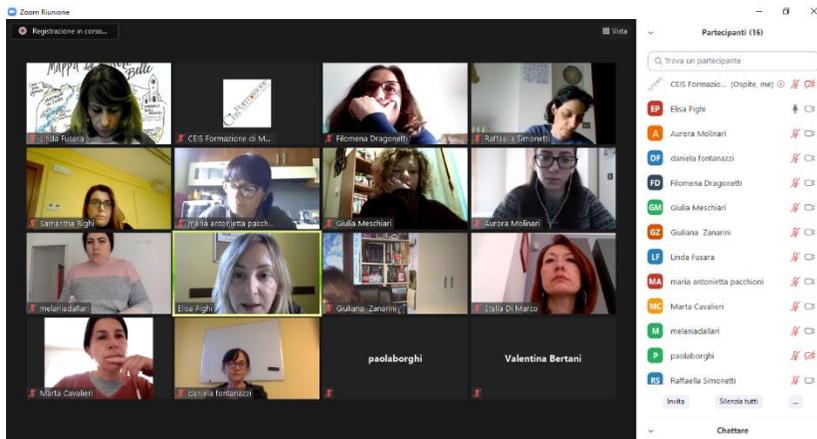
Piloting in Romania:



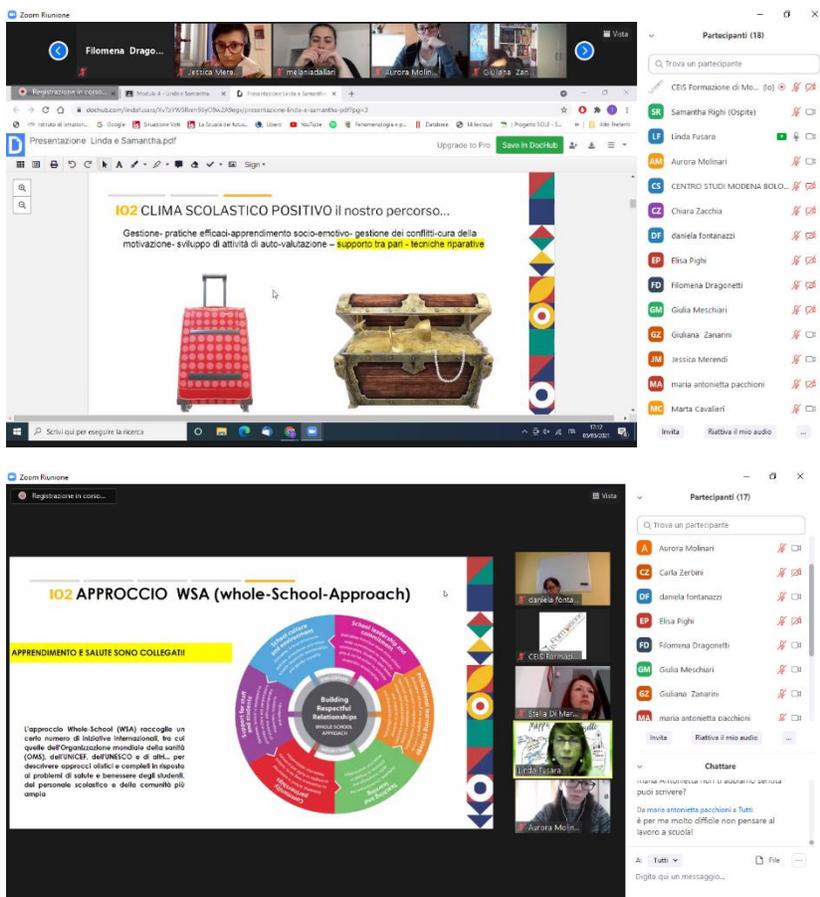
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Piloting in Italy



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Piloting in Bulgaria

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