



IKY

ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ  
STATE SCHOLARSHIPS FOUNDATION



ΕΛΛΗΝΙΚΗ  
ΔΗΜΟΚΡΑΤΙΑ



Erasmus+

1ο ΔΗΜ. ΣΧ. ΑΡΧΑΓΓΕΛΟΥ ΡΟΔΟΥ

ERASMUS +KA122

ΤΙΤΛΟΣ ΕΡΓΟΥ:Ο.ΜΑ.ΔΑ

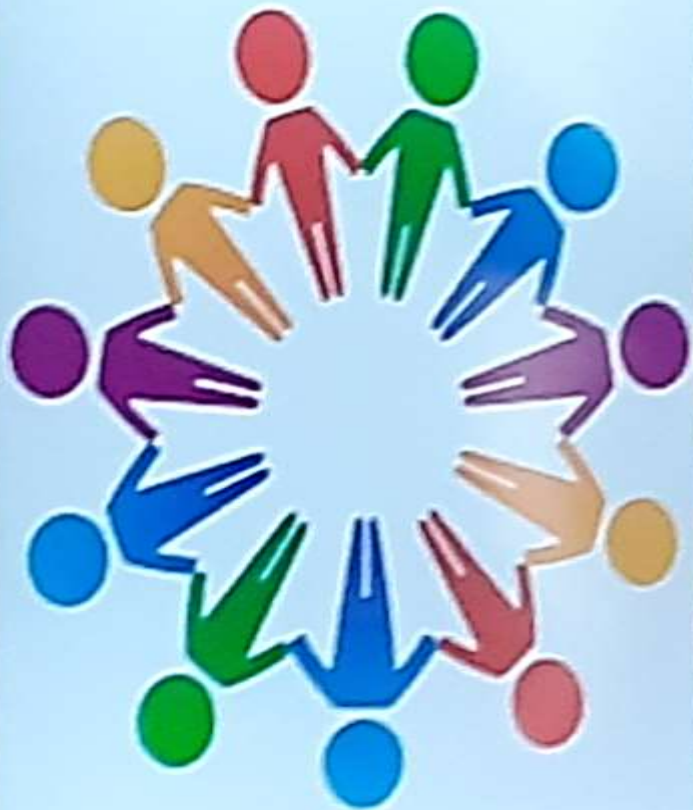
COURSE

Facing Diversity: Intercultural Classroom Management

Instructor: Tony Torralba

Europass Teacher Academy

May 01-06-2023 Barcelona, Spain



# Facing Diversity: Intercultural Classroom Management

Tony Torralba

Europass Teacher Academy

Tony Torralba

euro  
pass

May 1-5, 2023 - Barcelona

## Facing Diversity: Intercultural Classroom Management



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>10:00-11:30</p> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introductions</li> <li>• Course Information</li> <li>• Barcelona</li> </ul>	<p>9:30-11:00</p> <p>Values and behavior. What characterizes school inclusion? IS MY CLASSROOM INCLUSIVE?</p>	<p>9:30-11:00</p> <p>Communicative Competence HOW TO DEVELOP THIS SKILL?</p>	<p>9:30-11:00</p> <p>Collaborative Learning, Active listening, empathy, mindfulness</p>	<p>9:30-11:00</p> <p>Developing cultural intelligence</p>	<p>Cultural activities</p>
<p>11:30-11:45</p> <p>Break</p>	<p>11:00-11:15</p> <p>Break</p>	<p>11:00-11:15</p> <p>Break</p>	<p>11:00-11:15</p> <p>Break</p>	<p>11:00-11:15</p> <p>Break</p>	
<p>11:45-13:00</p> <p>Presentation of schools. (students offer a presentation of their school and the issues/problems/concerns/projects of diversity.</p>	<p>11:15-12:45</p> <p>How does culture impact identity and a belief system?</p>	<p>11:15-12:45</p> <p>Project-based Learning for an inclusive school  HOW CAN I IMPLEMENT IT IN MY CLASSROOM?</p>	<p>11:15-12:45</p> <p>Inclusion &amp; Role-plays  BASICS OF UNIVERSAL DESIGN FOR INCLUSION</p>	<p>11:15-12:45</p> <p>Design a special project for your school!  • journal writing</p>	
<p>13:00-13:15</p> <p>Break</p>	<p>12:45-13:00</p> <p>Break</p>	<p>12:45-13:00</p> <p>Break</p>	<p>12:45-13:00</p> <p>Break</p>	<p>12:45-13:00</p> <p>Break</p>	
<p>13:15-14:30</p> <p>Culture and its influence on behavior. Hands-on exercise. JOURNEY STICK • journal writing</p>	<p>13:00-14:00</p> <p>What unites us and what divides us? Games and soft skills are serious stuff. THE STORY OF LITTLE SQUARE. • journal writing.</p>	<p>13:00-14:00</p> <p>PAINTING CULTURE: GIVING VOICE TO THOSE WHO OFTEN DO NOT TALK IN MY CLASSROOM. practical activity</p>	<p>13:00-14:00</p> <p>Practical Activity  BEGIN TO DESIGN YOUR PROJECT FOR INCLUSION: UNIVERSAL DESIGN</p>	<p>13:00-14:00</p> <p>Round up of abilities acquired Certificates</p>	

Further information about the cultural activities are available on each location webpage.

Teacher Trainer: José Antonio (Tony) Torralba

 [teacheracademy.eu](https://teacheracademy.eu)

 [info@teacheracademy.eu](mailto:info@teacheracademy.eu)

# ΑΝΙΣΟΤΗΤΕΣ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΣΥΜΠΕΡΙΛΗΨΗ

Ίσες ή ισότιμες ευκαιρίες;

**Inclusive Education:**  
Towards a world of social justice, a world without barriers to participation, learning and achievement for ALL in their neighborhood school



**EQUALITY=SAWENESS**  
Giving everyone the same  
**MEANS**

*It only works if everyone starts from the same starting point!*



**EQUITY=FAIRNESS**  
Giving everyone **ACCESS** to the same opportunities.  
*We must first ensure equity before we can enjoy equality*



**JUSTICE**  
The systemic barriers (environmental, institutional, economic, attitudinal etc.) have been removed



# ΟΡΙΣΜΟΣ ΠΟΛΙΤΙΣΜΟΥ

## WHAT'S CULTURE ?

In 1871, E.B. Tylor defined culture as

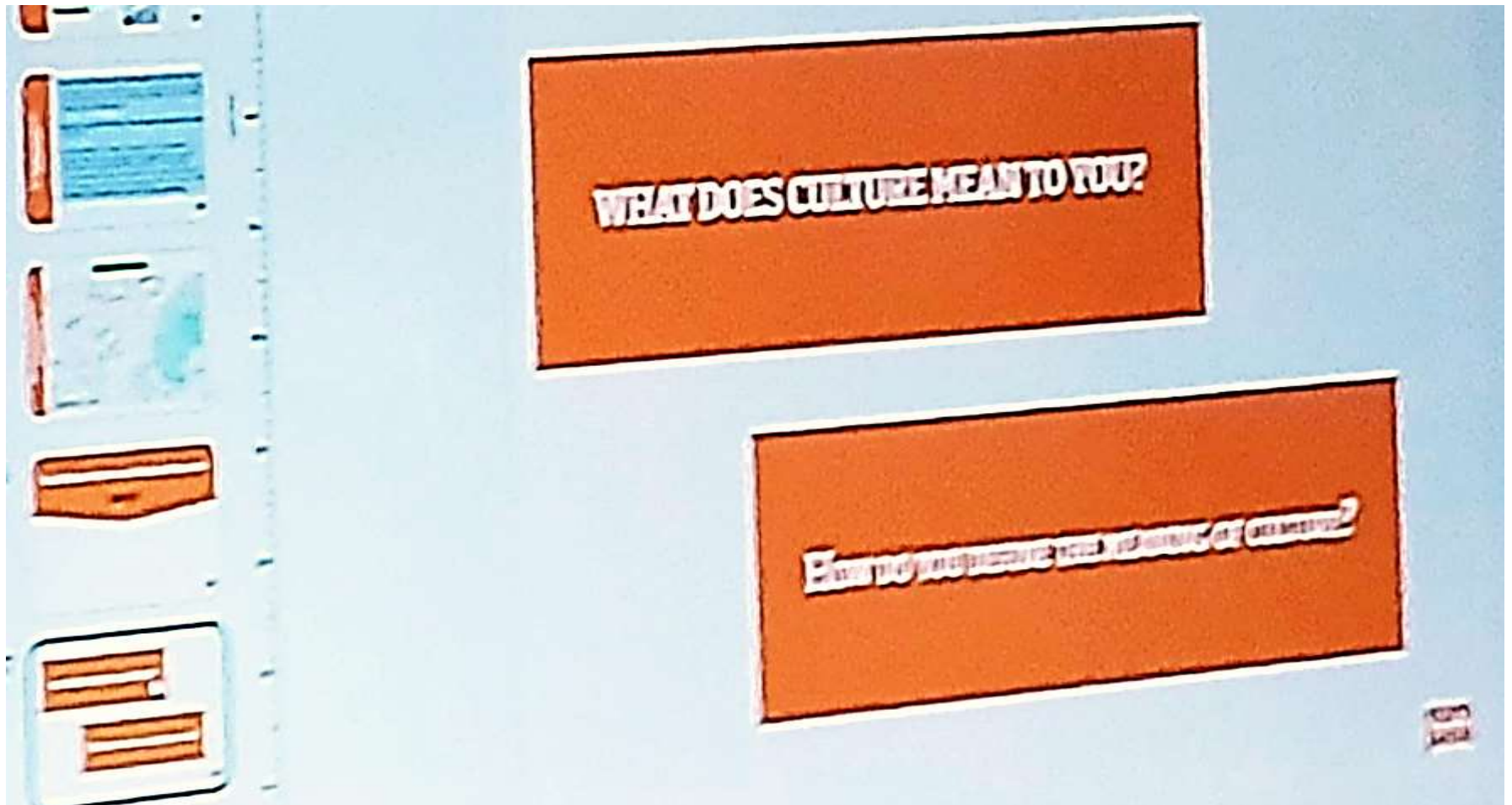
*'that complex whole which includes knowledge, belief, art, morals, law, customs and many other capabilities and habits acquired by ...{members} of society'*

# ΤΙ ΕΙΝΑΙ Η ΚΟΥΛΤΟΥΡΑ ΚΑΙ Ο ΡΟΛΟΣ ΤΗΣ



**CULTURE?**

# ΠΩΣ ΑΝΤΙΛΑΜΒΑΝΟΜΑΣΤΕ ΤΟ ΠΟΛΙΤΙΣΤΙΚΟ ΥΠΟΒΑΘΡΟ





# ΔΡΑΣΤΗΡΙΟΤΗΤΑ ΚΑΤΑΝΟΗΣΗΣ ΤΗΣ (ΔΙΑΦΟΡΕΤΙΚΗΣ)ΚΟΥΛΤΟΥΡΑΣ

**Understanding culture: Activity 2**

- What do you find funny?
- How do you dress?
- How do you greet your friends?
- What happens in public places, e.g. parks?
- How is success measured in your world?
- What do you do on the weekend?
- How do you eat your main meal each day?
- What is your favourite food?
- How important is religion to your family?
- How do you communicate with family and friends?
- Who is the most important person or people on your family, and why?
- How are visitors welcomed into your home?
- What happens if/when you do the wrong thing at school?



# ΔΟΜΗ ΔΡΑΣΕΩΝ ΣΥΜΠΕΡΙΛΗΨΗΣ

The image shows a presentation slide for the 'THINK - PAIR - SHARE' activity. The slide is titled 'THINK - PAIR - SHARE' in large, bold, black letters. To the left of the title, there is a vertical orange bar with the text 'THINK PAIR SHARE' written vertically. The slide is divided into three columns, each with a list of instructions and options for the activity. The first column is for the 'THINK' phase, the second for the 'PAIR' phase, and the third for the 'SHARE' phase. The instructions include time limits, group sizes, and various ways to engage in the activity, such as writing, talking, or using a laptop. At the bottom of the slide, there is a black bar with the Greek text 'δραση: σκέψου, συνεργάσου, μοιράσου' (action: think, collaborate, share). The slide is displayed on a screen, and a blue circle with the number '2' is visible in the bottom right corner.

for 30 seconds  
for 1 minute  
during class  
before class

Turn to your neighbor  
walk across the room  
group size = 2  
group size = 3 or 4

with the whole class  
with another group  
verbally  
in writing

**THINK - PAIR - SHARE**

with pen and paper  
or a laptop  
in writing  
as you decide

come to consensus  
agree to disagree  
explain your reasoning  
share your opinion

with the whole class  
with another group  
verbally  
in writing  
with pen and paper  
or a laptop  
in writing  
as you decide

Click to add speaker notes

δραση: σκέψου, συνεργάσου, μοιράσου

# **ΔΡΑΣΗ ΑΞΙΟΠΟΙΗΣΗΣ ΦΥΣΙΚΟΥ ΤΟΠΙΟΥ, ΥΛΙΚΩΝ- ΜΗ ΛΕΚΤΙΚΗ ΕΠΙΚΟΙΝΩΝΙΑ**

*Δημιουργία –κατασκευή - παρουσίαση προσωπικού  
stick*



# ΑΞΙΟΠΟΙΗΣΗ ΦΥΣΙΚΟΥ ΤΟΠΙΟΥ – ΔΡΑΣΗ ΓΕΩΓΡΑΦΙΑΣ

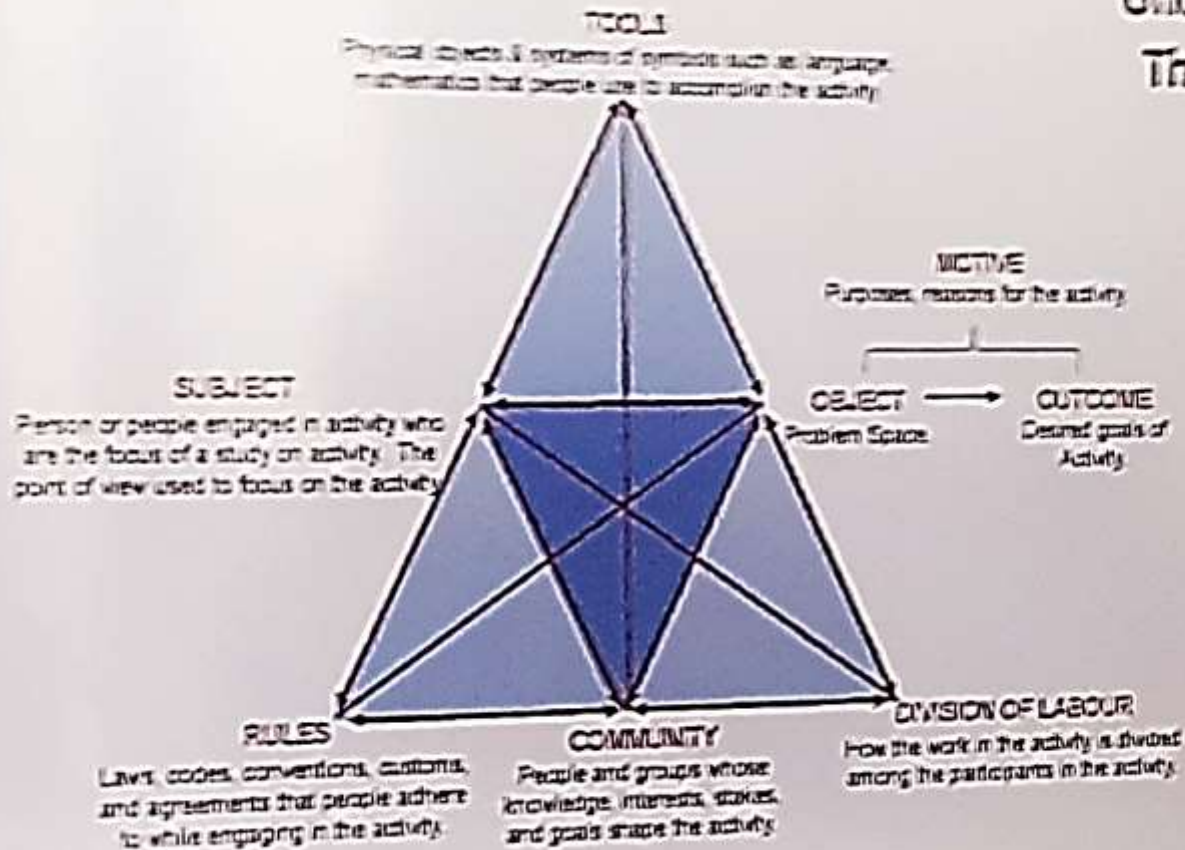




# TA PROJECTS

## A THEORETICAL/METHODOLOGICAL FRAME FOR PROJECT-BASED LEARNING

### Understanding Activity Theory in Practice



# ΒΑΣΙΚΑ ΣΤΟΙΧΕΙΑ – ΠΡΟΥΠΟΘΕΣΕΙΣ

## PROJECT-BASED LEARNING

In project-based learning, all learning activities are anchored to a larger project or problem (Blumenfeld et al., 1991). Project-based learning is closely related to problem-based learning (where learning is driven by challenging, open-ended problems. Both concepts are based upon a constructivist model of human cognition (Savery and Duffy 1994) which contends that true knowledge lies in our interactions with the environment, rather than in detached or decontextualised "facts". Project-based learning is further motivated by activity theory (Jonassen and Rohrer-Murphy, 1999). Activity theory places learning firmly in the perspective of contextual human praxis, and argues that conscious learning emerges from activity rather than as a precursor to it. When applied to education, activity theory helps educators to appreciate that the true focus of inquiry should be the everyday activity of persons acting in a setting. Another important motivation for project-based learning is the emphasis it places on teamwork. The ability to work in a team is often cited as the most important skill employers look for in candidate employees. Teamwork in project-based learning can be understood through the concept of distributed cognition (Nardi, 1992). Distributed cognition is the study of knowledge propagation between different individuals and artefacts. This has important implications for designing a learning environment which trains students to work as professionals in a

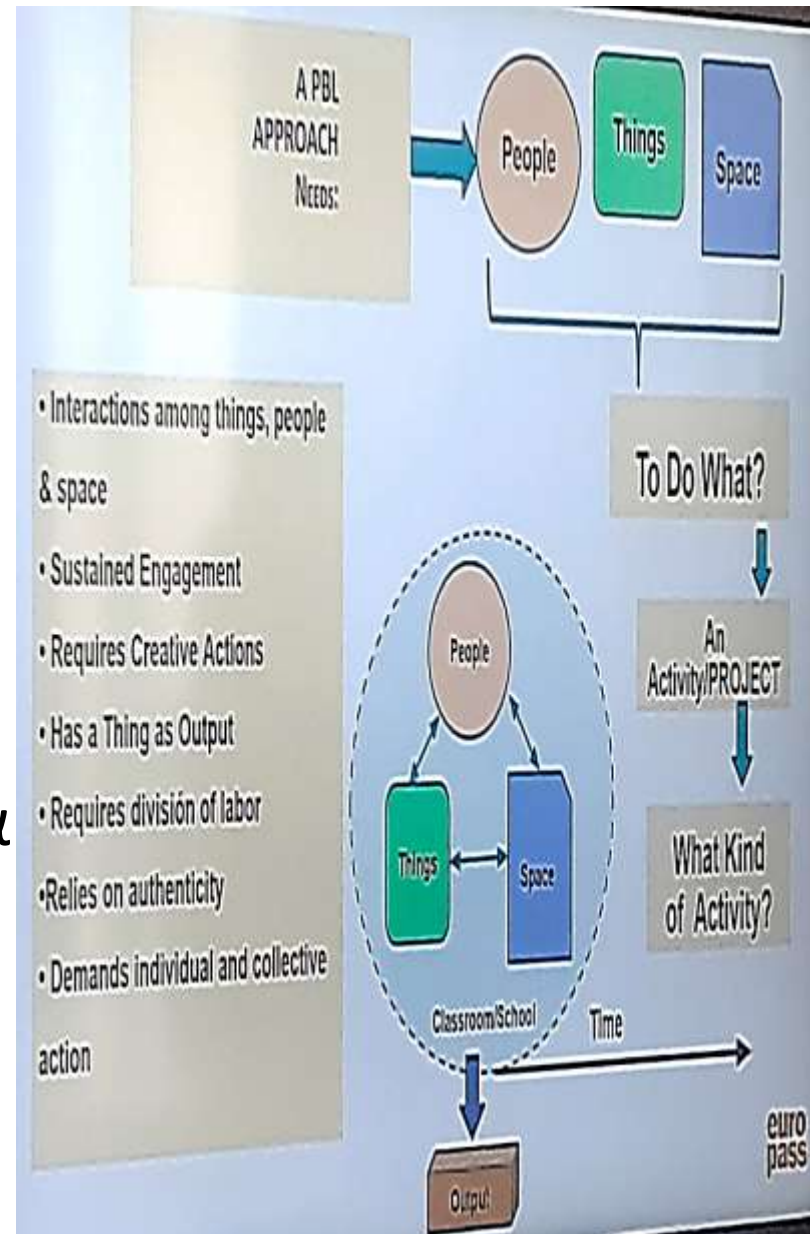
- Interactions among things, people & space.
- Sustained Engagement.
- Requires Creative Actions.
- Has a Thing as Output.
- Requires division of labor.
- Relies on authenticity (in-the-world).
- Demands individual and collective action.



# ΑΝΑΓΚΕΣ PROJECT

Αλληλεπίδραση  
(ΚΟΙΝΩΝΙΟΓΡΑΜΜΑ)

- δομή
- χρονοδιάγραμμα
- δημιουργικότητα
- σκοπό
- ατομική και -  
συλλογική/ομαδική ενέργεια
- σύνδεση με την  
πραγματικότητα  
(χρησιμότητα)

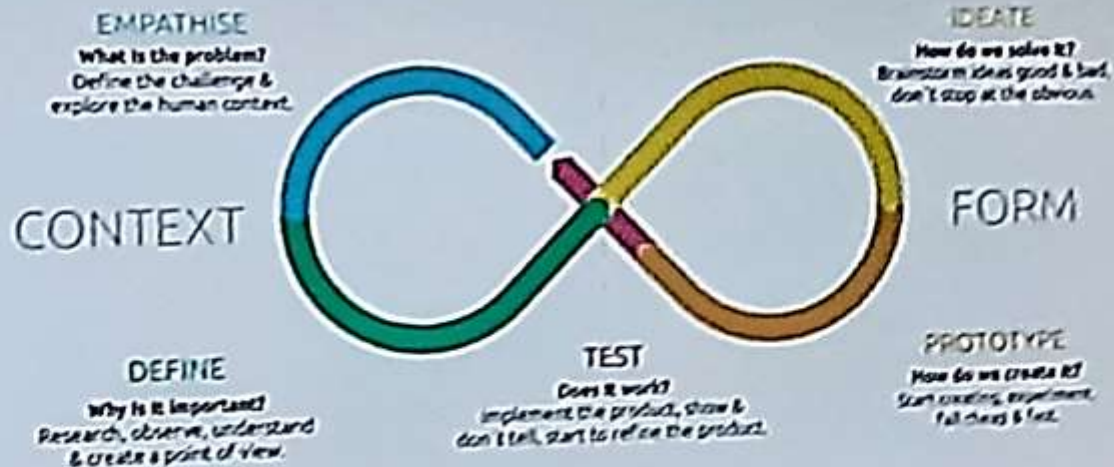




# ΣΤΑΔΙΑ ΣΧΕΔΙΑΣΜΟΥ PROJECT

Do We Have a Design Approach?

## DESIGN THINKING A FRAMEWORK FOR INNOVATION



DESIGNING A PROJECT  
FOR YOUR SCHOOL.

# ΣΥΜΠΕΡΑΣΜΑ: ΑΞΙΑ PROJECT ΩΣ ΠΑΙΔΑΓΩΓΙΚΟΥ ΕΡΓΑΛΕΙΟΥ

## Why are PROJECTS A Good Pedagogical Tool?

Can organized and re-organized teaching/learning environment to fit the intended activity.

Support collective and/or individual work.

Can provide high level of Inclusion.

Facilitate differential instruction.



Stimulate creativity & Autonomy.

Learning within them means knowing the multidisciplinary of things in the world.

Provides a recognizable context in which to embed curricular concepts.

Support formative & Summative assessment

Link school knowledge to that present outside of it [work]

Αναδιάρθρωση μαθήματος και στόχου  
Ατομική και συλλογική εργασία  
Διαφορετικές μορφές μάθησης(έρευνα,  
κατασκευή,κ.α)

Μεγάλο ποσοστό συμπερίληψης  
Δημιουργικότητα και αυτονομία  
Ενσωμάτωση στο αναλυτικό πρόγραμμα  
Τυπική και αθροιστική αξιολόγηση  
Σύνδεση σχολείου με τη ζωή και την εργασία



# ΟΙ ΤΕΧΝΕΣ – ΑΞΙΟΠΟΙΗΣΗ ΤΗΣ ΣΥΝΕΡΓΑΤΙΚΗΣ ΖΩΓΡΑΦΙΚΗΣ



# ΠΑΡΑΔΕΙΓΜΑ ΔΙΑΠΟΛΙΤΙΣΜΙΚΟΥ ΣΧΟΛΕΙΟΥ ΒΑΡΚΕΛΩΝΗΣ JOAQUIM RUYRA

JOAQUIM RUYRA ELEMENTARY SCHOOL, *the Miracle School* Hospitalet de Llobregat, Barcelona, Spain

<https://www.youtube.com/watch?v=yFTL-U2aLCC>

All classes in the school feature group work 40% to 60% of the time.

The groups mix students of different abilities, genders and nationalities

Each group is facilitated by an adult (e.g. a classroom assistants, a parent)

A GOOD EXAMPLE

# **ΣΤΡΑΤΗΓΙΚΕΣ ΣΥΜΠΕΡΙΛΗΨΗΣ ΔΙΑΠΟΛΙΤΙΣΜΙΚΟΥ ΣΧΟΛΕΙΟΥ**

**Εργασία σε μεικτές ομάδες**

**Δραστηριότητες που προάγουν**

**διάφορες κλίσεις**

**Εθελοντισμός**

**Καθοδήγηση ομάδων από ενήλικες**

**–συμμετοχή γονέων και κηδεμόνων**

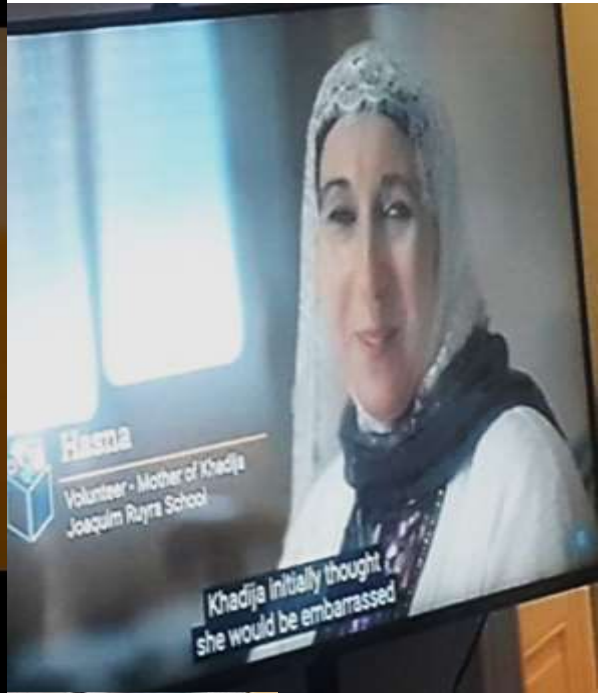




Στις αρχές της δεκαετίας του 2000, το σχολείο έζησε



**Raquel GARCIA**  
Principal  
Joaquim Ruyra School



**Hasna**  
Volunteer - Mother of Khadija  
Joaquim Ruyra School

*Khadija initially thought she would be embarrassed*

YouTube player controls: play/pause, volume, settings, YouTube logo, and full screen icon.

Το σχολείο εκμεταλλεύτηκε την ευκαιρία ν' αλλάξει εντελώς την οργάνωσή του.



Τα αποτελέσματα που είδαμε στα παιδιά του σχολείου μας το επιβεβαιώνουν.



*This promotes both learning and coexistence.*

