****

****

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein*

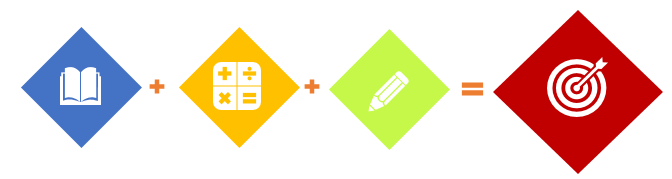
# **Contents**

|  |  |
| --- | --- |
| Areas of competence | Теми |
| **Cultural identities**  **Cultural awareness**  **Cultural differences, tolerance and constructive interactions**  **Intercultural education and human rights** | 1. Overcoming stereotypes and prejudices and forming cultural awareness |
| 1. Inclusive multicultural classroom |
| 1. Working with the families of students from different ethnic backgrounds, including migrants |

# Topic 2.

Inclusive multicultural classroom

|  |  |
| --- | --- |
| **Specific objectives** | * To improve the knowledge and skills to introduce innovative practices in the multicultural educational environment, contributing to the inclusion of students from different ethnic backgrounds, including migrants and their educational integration. * To learn specific techniques of pedagogical interaction, taking into account the culture of learning and behavior of students from different ethnic backgrounds, including Migrant. |
| **Expected learning outcomes** | * Using effective pedagogical approaches based on cooperative learning to project-oriented learning, thereby stimulating teamwork, cooperation, respect in the multicultural educational environment. * Introducing practical working patterns oriented towards managing student behaviour and ensuring tolerance and respect for democratic principles. * Organization and management of educational spaces to provide each student with the attitude that the territory of the classroom is also its territory. |
| **Basic concepts** | Multicultural educational environment; inclusive educational environment; learning based on cooperation; conflict resolution |



**Theoretical Definition**

**The multicultural educational environment** is not just a space where people with different experiences and different types of culture have to coexist and work. According to the modern view of education, this is an educational space where a positive attitude to different cultures is created, an atmosphere of respect and trust dominates and approaches are applied that recognise and take into account the specificities of diversity.

**The inclusive educational environment** is this space in which each of the students feels the territory as their territory, positive emotions and attitudes dominate, conditions are created to effectively achieve the necessary results according to the teacher's pedagogical goals and the desires, attitudes and interests of the students. In such an educational learning environment, a favorable emotional climate and a specific learning organisation is created, which ensures the performance of the tasks of the day in a casual and entertaining way for students. Thus, an educational learning environment also becomes an effective learning environment.

Within the **inclusive** classroom, each student is a value. It is a self-identified identification of values that must align with the values of other students in the class and thereby strengthen or change in a more personality-friendly direction of development.

**A personality-oriented educational environment** is a concept that does not coincide with the concept of individualization of learning, although it implies it. If we want to organize such an environment, we must invariably comply with the requirements for the principle of individualization of learning and take into account the specific characteristics of each student, differentiated by a number of researchers in pedagogy:

• *nature of the course of thought processes*: flexibility or stereotyping, inertness of the mind in solving learning tasks; speed in establishing links between concepts, phenomena, cause and effect; presence or lack of self-opinion and critical attitude towards what is studied, etc.

• *working capacity:* easily occurring tiredness and distraction or possibility to carry out the activity for a long time;

• *autonomy and activity:* cognitive and practical autonomy or the presence of one, but lack of the other, as well as lack of any autonomy; presence of complexes, timidity and aspiration to seek patronage and guidance when approaching any activity

• *attitude to learning:* positive, negative, indifferent

• *cognitive interests:* lack of them; presence of amorphous, only to basic parameters of knowledge; interests in different fields of knowledge and culture.

The student's personality approach requires not only taking into account individual learning abilities but also taking into account the teaching tasks with these characteristics.

**The management of the inclusive multicultural educational environment** requires not just knowledge of the cultural features, rights and attitudes of the students. It requires:

• applying techniques to identify educational deficits of students who have learning problems and have certain forms of resistance to their participation in class life;

• differentiation of causes of a particular educational deficit, problems with communication and the level of motivation and learning needs;

• design of learning content, learning technologies and educational space according to the diversity of cultures, need to develop intercultural competence;

• communication management, group bonding, conflict prevention;

• implementation of modern methods for initiating, resource provisioning and conducting various projects for intercultural communication both within the class and in extracurricular and extracurricular forms of work;

• applying a variety of techniques for diagnosing and evaluating students and situations without simplification and stereotyping;

• cooperation of each teacher with other teachers, educators, parents and contact persons in resolving difficulties that, for objective reasons, cannot overcome on his own.

**The organisation of the workspace and its design are important elements in the management of the inclusive educational environment.** In this issue, especially places have different views on how students' jobs should be deployed, what is the impact of the space in which the teacher moves, how to organize individual centers, can you talk about the so-called " multifunctional educational environment.

**An inclusive educational environment requires the creation of a comfortable (ergonomic) and esthetical organized environment,** creating in the student a security mindset and quick orientation when necessary to change activities, search for materials, perceive information, demonstrate achievements. Usually there is talk of three main areas in the educational environment:

• resource center where materials are stored for the thematic individual and group activities of the students;

• a place for teacher teaching activity, where modern digital resources are located;

• a student activity centre that has a dynamic structure and can be assigned to a number of other centres according to the interests of the students in order of time interval and the group tasks to be solved in the different thematic units.

**The management of student behavior** is one of the main prerequisites for maintaining the educational environment. To do this, it is necessary to study the behavioural habits of each of the students and to observe the way they react in different situations.

**Collaborative learning** is one of the main guidelines of work in modern democratic school anywhere in the world. As an essential feature of modern school, it also becomes a basic approach to building relationships characteristic of an inclusive educational environment. The emphasis placed on the specific educational strands of work and results is related to the formation of:

• readiness for reasonable retreat;

• positive critical personality;

• empathy (development of empathy);

• holding back emotions that counteract current or lasting prudence requirements;

• respect for everyone's human dignity;

• in extreme situations – composure, mastering affects and passions, concentrating on cultural regulators of behavior;

• socially responsible behaviour, both in terms of society and in relation to itself;

• partnership, tolerance, training in the rules of "fair play".

In collaborative learning, it is important to distinguish the specificities of **team interaction** and to perceive them as educational content. Students need to gradually understand that **the team** is a cohesive group whose members constantly interact to achieve a particular goal and strive to achieve process efficiency.

**Cooperative learning** can be seen as a variety of collaborative learning. Cooperation means working together and joining forces to solve a common task, but each of the "cooperatives" does their part. Any part of the work (e.g. to find certain information and make it available to others or to perform a certain action on which the actions of other classmates depend, etc.) is significant enough to achieve the overall result.

The most important **features of the design orientation of the training** are: reaching a practically significant and visible result; cooperation on a common task; combining theoretical knowledge uptake and practical actions, the priority being on practical action. In the project organisation of training, it is important to form **team interaction skills, as well as skills to take more adequate account of all environmental factors and interaction with different contact groups**.

**Problem-based learning** is another characteristic component of learning. The problem is a complex cognitive task, the solving of which is associated with a particular practical or theoretical interest.

Teachers are those who discover the problems possible and realization and provide conditions for students to be prompted to solve or analyze or even rediscover. Modern training implies students to learn not just to carry out certain operations but to:

• solve problems;

• analyze problems;

• find problems.

**Specific strategies, stimulating active learning and positive behavior on the part of students are:**

* **Focus attention.** This is done by giving meaning to students' activities and experiences through clear explanations of consequences and causes.
* **Redirection.** It is a change in students' activity, targeting another activity by means that can cause awareness of the reason for redirection.
* **Negotiation**. It is an arrangement between the teacher and an individual student or several students regarding the performance of or abstinence from certain actions, procedures, duties and consequences for a period of time specified by both parties. It is effective as a technique for preventing unwanted behavior.
* **Ignore.** Systematic and demonstrative ignorance of mismatched student behavior.
* **Stimulation of certain group dynamics processes**. It can include emotional infestation, a demonstration of attention to an emerging informal leader, organizing situations for the appearance of doubt in built attitudes related to prejudice, etc.

**• Collective and individual development of standards of conduct** – individual standards, class charter, rules on how individual activities or events are carried out.

In order to argue that a multicultural educational environment is inclusive, it is essential what strategies and techniques the teacher uses in pedagogical interaction with students.

The intercultural competence that a teacher needs to build within and in students is associated with multiple strategies, but some of them have a particular importance. According to the ASK model known in the theories for intercultural education, consisting of three main components: "Awareness" (understanding), "Sensitivity and Skills", "Knowledge", are important strategies for the absorption of:

• understanding of yourself and others;

• sensitivity and positive attitude towards others and skills to carry out effective communication;

• knowledge of the other culture with its inherent traits and characteristics;

• knowledge therefore how to take place, not to interrupt relationships.

Intercultural links in the multicultural educational environment often require you to perceive and tolerant to others without necessarily agree with them. And this rule should be learned by students, not only because the multicultural educational environment requires it, and because it is an element of the student's functional literacy as a future citizen of a democratic society.

The active life of a classroom, especially when it is multicultural, is usually accompanied by conflicts. Their management is a function and duty of the teacher and depends to a large extent on his skills and the desire to apply strategies and approaches to overcoming conflicts. In literature, the concept of "conflict management style" is often spoken, indicating five basic styles: 1) avoiding, 2) rivalry, 3) cooperation, 4) adaptation and 5) compromise.

Conflict resolutions depends on the type of conflict. In the so-called **Positional conflict** at least one of the countries or both parties actively protect their interests, they announce their positions at first and assert them firm to the end. In the **constructive conflict**, there is a pursuit of compliance with the interests of different countries in the conflict and readiness for negotiations and compromises.

The positional conflicts:

* worsen relationships
* Polarize positions
* do not disclose well enough interests
* exclude opportunities and other alternatives to solution

Prevention of positional conflicts requires timely introduction of agreements adopted by all relationships.

In the constructive type of conflicts, which are mostly resolved with negotiations based on the interest of both parties, trust and a good relationship between the parties are achieved. They require individual countries to reveal to other important information about their interests and attitudes. The result has largely been determined by the desire and skill of self-disclosure and emphatic capabilities of the countries in the conflict.

**Practical activities**

**Activity 1**

|  |  |
| --- | --- |
| Title | **Preparation of the Class Charter** |
| **Purpose** | * Focus on those rules and requirements that have a key role in ensuring an appropriate atmosphere in the multicultural educational environment. * To understand various aspects of behavior and interpersonal communication between students based on respect and tolerance. |
| **Duration** | 30-40 minutes |
| **Resources** | Handout - a sample model of the Charter with a number of rules and requirements for each student; white sheets; pens |
| **Description** | Work in small groups of 4-5 people. Each group provides an exemplary model of a charter with rules of conduct, eligible and unacceptable action, a way of speaking and interacting with other students and teachers.  Participants have the task of discussing and supplementing the Charter by taking into account its content with the peculiarities of the class and the individuality of each student.  One representative is selected from a group that presents to all the participants the Charter, explaining the arguments for the added texts. |

**Activity 2**

|  |  |
| --- | --- |
| Title | **Group and team** |
| **Purpose** | * Formulate common, combining forms of behavior that support or make it difficult to communicate. * Be aware of the differences between a group and a team. * To reflect the elements of cooperative learning |
| **Duration** | 30 minutes |
| **Resources** | Additional material to activity 2, pens |
| **Description** | The participants are provided with the additional material with the following content:   * *Nice to communicate when. . .* * *It's hard for me to communicate when. . .* * *My strengths in communication are ...* * *In terms of communication, I would like to change ourselves. . .* * *I think people perceive me. . . (as a style of communication)* * *I prefer to work in a group, in a team, alone because ...*   They have the task of finishing the sentences, each working alone for a certain time.  They are then unite in pairs and formulate common unifying forms of behavior that support or hinder communication.  Based on the statements in a larger group (4-6 participants) is discussing what helps and what makes it difficult to communicate.  The results obtained are discussed by the whole group (recorded on a poster).  Through frontal work with the whole group clarifies the concepts of "group" and "team", and the guide reads in stirred order the definitions of the additional material. |

#### **Additional material to activity 2**

|  |  |
| --- | --- |
| **GROUPS** | **TEAMS** |
| Members believe they are united in a group only due to administrative considerations, so individual members work independently, sometimes to achieve opposite purposes. | Members realize their dependence on each other and understand that both personal and overall objectives are best achieved with common efforts. Do not waste time in struggles for influence and personal benefit at the expense of others |
| Members focus mainly on themselves as they are not sufficiently involved in planning the common goals. They approach their work only as hired workers. | Members are experiencing a sense of belonging to their work and team as they are tied to the objectives in whose determination they have taken part. |
| Members are told what to do, instead of being asked about the best approach. Proposals are not encouraged. | Members contribute to the success of the organization by putting their personal talent and knowledge to achieve common goals. |
| Members experience mistrust of their colleagues' motives as they do not understand their role. It is believed that the speech or dissatisfaction causes disagreements and acts discouraging. | Members work in an atmosphere of trust. They encourage to openly express their ideas, opinions, dissatisfaction and feelings. Stimulates the assignment of any questions. |
| Members are so cautious in their words that real understanding is impossible. Intrigues and tricks aimed at the reckless are possible in communication. | Members have open and honest relationships. They make an effort to understand the other's point of view. |
| Members may obtain good qualifications, but in its application, they are limited by his superior or other members of the group. | Members are encouraged to develop their skills and apply what they learn. They get their team's support. |
| Members fall into conflict situations that do not know how to resolve. Their manager may postpone his intervention until serious consequences are reached | Members adopt the conflict for a normal part of human communication. They look at similar situations as an opportunity to pass new, creative ideas. |
| Members may both participate and not participate in decision-making relating to the whole group. Confirmism is often more important than positive results. | Members participate in decision-making affecting the team but understand that their manager is entitled to the last word whenever the team can not take a general decision or exists an emergency. The goal is the positive results, not conformism. |

**Activity 3**

|  |  |
| --- | --- |
| Title | **Team building** |
| **Purpose** | * To form practical skills for building a team. * To determine the different roles that play each participant. * Consider the social behavior of participants during cooperative learning. |
| **Duration** | 30 minutes |
| **Resources** | Poster, role cards with different roles of group participants, markers |
| **Description** | Practical activity begins with a question to the group: "How could you form a working team?", As a poster showed the following "seven steps to build an effective team":  1. Define the mission of your team.  2. Formulate personal and general purposes.  3. Objectives of the team.  4. Define the benefits of achieving the goal.  5. Specify the tasks and distribute them over time  6. Discover the resources and strengths of the team  7. Share the merits and celebrate success!  The participants in the group shall make a comment on the proposed steps, after which the group is divided into teams to which the following tasks are placed:  1. Define the mission of your team. - The team's mission is. . .  2. Formulate the overall goals. - Our short-term goal is ... Our long-term goal is ... The benefits of achieved are ...  3. Create a team sentence! Give a visible expression to your common philosophy! Create!  In each teams define participants to perform the following roles: ● Smart chapter - generator of ideas; ● Measuring time - participants must comply with time determined for work; ● showing the direction - monitors the direction and logic of reasoning so as not to deviate from the specific subject; ● Support order - provides the necessary materials, and then returns them to their place; ● verifier - monitors the development of the process, the correctness of everyone's actions and after completing the performance of the task.  Participants comment on how they fulfilled the task, how they felt in their role while working in the group. The various variants for distributing roles are discussed: random, optional, numbered heads, cards with roles, emblems, stickers, hats, crowns and more. Social behavior during co-operative learning is discussed. |

**Activity 4**

|  |  |
| --- | --- |
| Title | **Let’s make up a fairy tale!** |
| **Purpose** | * Participants to understand the need to use different models of cooperative learning. * To stimulate teamwork and cooperation between all students, incl. those of different ethnic origin in the inclusive multicultural educational environment. |
| **Duration** | 60 minutes |
| **Resources** | Cards with the characters in the tale to devide the participants into groups, posters, markers, sheets |
| **Description** | Participants are devided into groups by drawing cards with animals depicted on them. Each group includes participants who have drawn cards with different animals. They are given the task to compose a collective tale, alternating successively and everyone writes one sentence in the group creation.  Title of the tale: "Two heads think better than one"  Characters in the fairy tale: cock, horse, dog, mouse, cow |
| **Instructions** | When compiling the story, it is necessary to answer the following questions:  • What happens to the five friends who decided to build a common home?  • Why do you think thay encountered so many difficulties in building a common home?  • What does their common house look like?   * Why did they succeed? |

**Activity 5**

|  |  |
| --- | --- |
| Title | **Project development** |
| **Purpose** | * Influence of students' attitudes and readiness for joint learning. * Stimulate teamwork between students with different culture, thinking and worldview in solving common tasks and achieving common goals. |
| **Duration** | 90 minutes |
| **Resources** | Posters, markers, sheets A4 - white and colored, glue, scissors, tape, stapler, colored pencils |
| **Description** | Participants are divided into four groups and develop a project on one of the following topics:  Group: "The most famous street in my city"  ІІ Group: "Our municipality"  III Group: "Circus"  IV Group: "The Market"  The objectives of the project are determined by the participants themselves.  The idea is to raise teamwork skills based on joint learning, and participants unite around a common goal - in the case of developing a project - and they are looking for and finding solutions to its achievement. |
| **Summary** | Collaborative learning is a method in which learners work together in small groups to achieve a common goal. The goal may be solving a task, explore a controversial problem or to practice a specific skill.  Some guidelines for joint learning:  • Confidence that participants work in heterogeneous, common groups while working on the topic.  • Provide sufficient time for joint planning. Include different strategies.   * + Use rationally the capabilities of "brainstorming" and the exchange of ideas. |

**Handout to activity 5**

|  |
| --- |
| “ Steps in project development” |
| 1. Build the teams. 2. Gather ideas through brainstorming. 3. Define strategies for communication, interaction and development. 4. Determine the goals. 5. Identify and set tasks. 6. Prepare a workplan and schedule. 7. Prepare the necessary funds. 8. Provide help. 9. Prepare the whole project. |

**Activity 6**

|  |  |
| --- | --- |
| Title | **Network** |
| **Purpose** | Participants make sense of how important the exact instruction is to successfully solve a task. |
| **Duration** | 30 minutes |
| **Resources** | Handout 3, handout 4, pens, flumasters |
| **Description** | The leader divides the group into pairs. One participant in the pair receives a handout (handout 3) and the other - a completed handout (handout 4). Participants sit with their backs to each other. The one who fills the empty network has no right to ask any questions, but only to listen to the participant's instructions holding.  After the specified job time, the participants compare the resulting figure with the given one. |

**Handout 3 – Blank network**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Handout 4 – Complete network**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | 8 |
|  | 5 |  |  |
|  |  | 6 |  |
| 3  2 | 4 |  | 7 |
|  |  |  | 1 |

**References**

*Баптист, Х.П.* Образованието в многокултурното общество. – *Отворено образование*, 1995, №2

*Брандър, П., Р. Гомес, Б. Оливейра и др.* Компас, Ръководство за обучение по правата на човека за млади хора, Съвет на Европа

*Бузов, Е.* Четирите стени на училището, София, 2007

*Бузов, Е.* Мениджмънт на занималнята и класната стая, София, 2004

*Вълчев, Р.* Как да решаваме успешно конфликти, Център Отворено образование, София, 1998

*Георгиева, В., Св. Николаева.* Образователен мениджмънт, Аскони Издат, София, 2001

*Георгиева В.* Методически и онтодидактически проблеми на обучението на деца със специални образователни потребности – В: Особености в методиката на обучение при деца със специални образователни потребности, УИ „Неофит Рилски“, Благоевград, 2006

*Георгиева, В.*Гражданско общество и правова държава. - В: В света на възрастните. Правно, икономическо и кариерно образование, сборник с материали за гражданско образование, Бл. БОН, 2002

*Гюрова В., В. Божилова, В. Вълканова, Гр. Дерменджиева.* Интерактивността в учебния процес, Агенция “Европрес”, София, 2007

***Европейска харта за демократични училища без насилие*,** Third Council of Europe Forum for the Future of Democracy, Страсбург, 2004,

<http://www.coe.int/t/e/Integrated_Projects/democracy/>

*Иванов, Ив.* Интеркултурно образование. Курс лекции, Аксиос, Шумен, 1999

*Иванов, Ив.* Мениджмънт на ученическия клас. Шумен, 2005

*Иванов, Ив.* Проблеми на педагогическата работа в мултикултурната класна стая. - В: Многообразие без граници, Фабер, В. Търново, 2008

*Иванов, Ив.* Въпроси на гражданското образование. Аксиос, Шумен, 2000

*Иванов, Ив.* Стилове на познание и учене. Теории. Диагностика. Етнически и полови вариации в България. Шумен, 2004

*Интеркултурно образование.* Наръчник, под. ред. на Ал. Андонов, Пл. Макариев, София, 1996

*Колева, И.* Модел на програмна стратегия за образование в междуетническа среда. – Интеркултурно образование, 2006, №3

*Колева, И.* Образование в междуетническа среда. - В: Теория на възпитанието, ред. Т. Попов, София, 2005

*Михова, М.* Преподаването и ученето. Теории. Стилове. Модели, В. Търново, 2002

*Програма “Стъпка по стъпка” за началното училище* – част I и II част, 2000

*Тодорина, Д.* Мениджмънт на класа. УИ „Неофит Рилиски“, Благоевград, 2005

*Хенкенборг, П.* Политическото образование като училищен принцип: Ученето на демокрацията в училищното ежедневие. - В: Наръчник за политическо образование, Федерална централа за политическо образование, поредица брой 476, Бон, 2005, с. 265-266, <http://www.dadalos-iizdvv.org/methoden_bg/grundkurs_5.htm>

*Boud, David, Cohen, Ruth, Walker, David.* Using experience for learning. The Society for Research into Higher Education and Open University Press, 1993

*Churchward, Budd.* 11 Techniques for Better Classroom Discipline. - McDaniel, Tomas R.A., A Primer on Classroom Discipline: Principles Old and new. 1986, September

*Everard,K.B.,G. Morris.* Effective School Management, third edition, Paul Chapman Publishing Ltd, London,1996

*Hedley, I.* Managing behaviour with classroom charters – *Support for Learning*, 1999, Vol. 14, No 3

*Learning: The Treasure within*, UNESCO, Paris, 1996 – [www.unesco.org](http://www.unesco.org)

***Wittmer, J.* Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest. - http://www.ericdigests.org/1992-3/diversity.htm**

<http://www.dadalos-iizdvv.org/methoden_bg/grundkurs_5/putzdienst.htm>