

# TRAINING TOOLKIT

## - pupil adaptation

### MINDSET



*School Adaptability*

as a key to develop a child's potential



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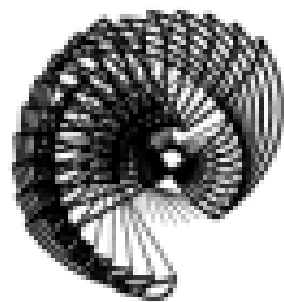


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# MINDSET

In this section the materials focus on supporting the right mindset for the important integration work that is required. In fact working with another individual is impossible without first working on oneself. In particular, the material is split in 3 fundamental keys to well understanding the Models: self-motivation, recognition of prejudice and diversity as an opportunity.

The kind of material chosen is the factsheet, with the purpose of efficiently organizing thinking, increasing proactivity with respect to specific situations, avoiding cognitive bias, and bringing out and sharing values.

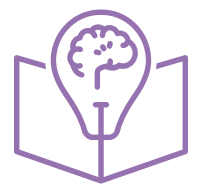




# TYPES OF MATERIALS

The Toolkit's main goal is to provide a practical integration to the two models in terms of tools, study materials and guidelines. It provides the possibility to practice with the tools included in the Models and new materials provided in this document, in order to serve as a training for the teachers and also a training for trainers, that is, those teachers who will be spokespersons for the Models in their school.

## The Toolkit materials include:



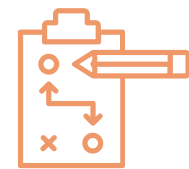
### Factsheets:

theoretical and practical contents for the development of specific skills/mindset.



### Case Studies:

contents to give teachers the possibility to learn from different experiences and actions and to reflect on how they could use or change them in their real circumstances.



### Learning scenarios:

they provide the teachers with the possibility to interact with a possible situation and imagine how they could apply the tools and knowledge of the Models.



### Activities:

specific materials to achieve goals with the class.



### Monitoring and Evaluation tools:

questionnaires, checklists, evaluation tools and methods to check the progress and measure the effectiveness of the actions taken.



# 1. Self motivation

Self-motivation is the ability to motivate yourself, in its simplest form, the force that drives you to do things. People can be motivated by many things, both internal and external. Usually, motivation is a result of several factors.



## Why is it important for the specialists in the educational relationship?

According to Edward Deci and Richard Ryan, the authors of Self Determination Theory, intrinsic motivation is the best incentive to act. This type of motivation cannot be “bought”. It is the basis of proactivity aimed at learning and developing, as well as natural curiosity and desire to achieve mastery and become great at what you do.

On the other hand, external factors such as rewards and punishments intensify the rivalry, which ruins the cooperation in a team. The system of rewards and punishments builds extrinsic motivation and, as a result, the meaning of work and sense of responsibility of the teacher’s work risk becoming less prevalent. The desire to get a reward and avoid punishment starts to dominate. The need to obtain a quick reward kills creativity and the quality of work, introduces a routine and clichéd actions aimed at achieving success (sometimes it also provokes cheating, socially unacceptable behaviours). People start acting in order to win or avoid something, and the meaning of work is devalued.

The theory of self-determination by Deci and Ryan focuses on three areas: competence, autonomy and relatedness. The combination of this three components builds intrinsic motivation.



## Competence

is the ability to perform one's professional duties. It is teachers' belief that they can implement the Model, that they can work with a pupil returning from abroad to the native education system, that they have the appropriate skill set. Thus, the teachers are convinced that they are able to face challenges at work. It's hard to stay motivated when you feel like you can't do something. The need for having competences is related to openness and undertaking development activities, participating in training and education courses.

When building intrinsic motivation, it is important to be aware of meaningfulness – know the purpose and meaning of work. It is the answer to two simple questions: 1) who needs my work? 2) who does it serve? It is not always easy to see the long-term effects of a teacher's work. However, the awareness of the importance and purposefulness of everyday lessons and activities of the teacher increases motivation and improves the quality of the duties performed.

It is worth considering what a teacher can do to build his own intrinsic motivation in working with a migrant background pupil:

## Autonomy

is a natural need of every human being. People like to manage their own lives, make decisions on their own, have an impact on what they do and how they do it. This freedom of choice makes the desire and need to act more intense. Therefore, it is worth taking care of autonomy in terms of tasks, time, teamwork and ways of getting work done.

- What does he/she need to learn in order to effectively work with a migrant background pupil?
- Does he/she have a freedom of action in his/her school? How can you increase your impact on what and how he/she works?
- Who can be an additional support in the process of pupil's adaptation? What kind of support can he/she get from the headmaster, school specialists, teachers and the parents of the pupil?
- What will he/she gain from the effective adaptation of the migrant background pupil? What will the pupil gain? What will the class with the migrant pupil gain? And what will the school community gain?

## Relatedness

means having safe and satisfying relationships with others. It is important for people to belong to a group and be accepted by it. This allows them to function effectively and show their engagement.





## The necessary mindset

The key issue of self-motivation is self-awareness, knowledge of one's needs, preferences and values. The intrinsic motivation can be built on the basis of the sense of meaningfulness that is connected to individual identity, a vision of oneself. It is also important to know how a person perceives himself/herself as a teacher, how he/she define their role.

There are many techniques supporting self-motivation. Most of them are about beliefs and attitudes. The attitude "I can, but I don't have to", "I can and I do because it gives me pleasure"; seeking benefits for oneself from the actions taken; avoiding gossiping and complaining: focusing on solutions, not problems; taking care of the right work environment; caring for one's well-being; time management; self-affirmation; success visualization. These are just a few of the techniques that can be used. There is a number of instructional videos and data on these techniques available online.

Setting goals is also important in motivating oneself to act. In this area, the SMART technique may be helpful. It indicates that each goal should be specific, measurable, attractive, realistic and timed. Setting a goal adequately gives you a chance to achieve it, and thus motivates you to set new interesting challenges.

## The most common mistakes

In maintaining motivation, it is important to clearly define the goal one wants to achieve and to see the purpose and benefits of the actions taken. It is also worth dividing tasks into stages and steps – an expectation bar that is set too high can be demotivating. It is a mistake to do everything at once. It is more beneficial to work together with other teachers and school specialists. Teachers should not forget to reward themselves for any achievements.



## The technique



## Where you can use it in the models

Maintaining effort and commitment is important in the implementation of both the Models.



## What can you do to train it (one exercise)

In maintaining self-motivation it is significant to include a few elements. One should take into account a number of things when motivating oneself to act:

1. Clearly defining what is your goal when working with a migrant background pupil - what do you want, as a teacher, to achieve as the final result of working with the pupil. It's good to write down this goal.
2. Realizing what benefits the pupil and his/her family will gain and what you, as a teacher, will gain by implementing this goal.
3. A sense of influence on the actions taken - remember that you can modify the proposed Model and adapt it to your abilities and the specificity of the pupil you work with.
4. Implementing the Model step-by-step - the so-called small steps method. Doing everything at once can be scary and discouraging, dividing it into parts and stages allows you to strengthen your motivation more often, after each small success.

Working together - don't act alone - remember that there are other teachers and the headmaster who can support you. You can help and motivate each other. Different people can be responsible for individual steps - you don't have to take responsibility for everything.





## 2. Recognizing prejudices and overcoming them

The word “prejudice” means pre-judging, and happens when we judge a person and assess a stimulus as positive or negative, without a strong foundation or valid reasoning for those judgements. Prejudice can have a strong influence on how people behave and interact with others.

The aim of this part is to present the topic of prejudices and other issues connected to them like stereotypes and discrimination. It is also important to develop one’s own awareness about individual stereotypes and prejudices for different groups of pupils and their parents.



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## Why is it important for the specialists in the educational relationship?

Relations with other people as well as intergroup relations are based on three basic terms: stereotype, prejudices and discrimination (Fiske & Tablante, 2015, Wojciszke, 2019). A stereotype is a sort of matrix that we have in our mind, a scheme according to which we perceive another person or other people. Usually, this scheme is too simplified and based on one main characteristics of the group or a person. It is difficult to modify it and it is activated in situations with limited amount of information. Despite the fact that a stereotype is an early generalised information about a person or a group of people, it is very often used by people because it helps them find themselves in a relation with a new person or group easier (though not always in the right way). The second term, directly linked with stereotype, is prejudice. It is understood as a negative attitude to a person resulting only from the fact that the person belongs to a certain group. One of the most common type of prejudices is ethnocentrism, which is rejecting people belonging to groups that are different in terms of worldview, race or culture. The last of the concepts that fit into the understanding of interpersonal or group relations is discrimination.

Discrimination can be understood as behaving in a hostile or unfair way towards a representative of a different group. This hostility results only from the fact that the person belongs to a given group, e.g. migrants. These three concepts are closely related and determine what will happen to a person during contact with representatives of other groups or categories of people.

What a given person has in their head, their individual scheme of perceiving, e.g. migrants translates into their attitude towards them on the basis of liking (positive attitude) or disliking (negative attitude).

Going further, it will be also manifested in the decisions taken by this person and his/her behaviours, e.g. giving less attention or treating the person as if they did not understand or know something.



## The most common mistakes

A typical mistake when establishing relationships with other people, e.g. those functioning in a different cultural context, is the lack of awareness of one's own stereotypes about this category of people. Entanglement in stereotypical thinking, and thus manifesting negative attitudes of prejudice, is stronger the less knowledge one has about a person belonging to a different group. The lack of awareness of one's own stereotypes leads to succumbing to them, and thus discriminating, e.g. new migrant background pupils or their parents. Succumbing to one's own stereotypes and prejudices can be manifested, among others: by overestimating the presence of certain features, difficulties or problems in functioning, in certain people (e.g. students coming from other countries).



## The necessary mindset

The key to overcome one's own stereotypes and prejudices is realising, understanding their impact on one's own functioning and their functions. People often give in to stereotypes since they become their guideline showing them how to behave in various uncertain, new situations. By having a certain stereotype in mind, a person is "relieved" from thinking and his or her behavior (often including negative prejudices) is justified.



## The technique

There are many techniques to modify the negative stereotypes and prejudices. Among them, we can distinguish two that are the most commonly described in literature. The first one is known as contact hypothesis – it is assumed that having contact with the representative of a given group or culture can reduce negative stereotypes. One should bear in mind that this contact should be free and create equality in relationship. The second strategy for modifying negative stereotypes and prejudices is to change categorization. It comes in two versions: recategorisation and decategorisation. Recategorisation is encouraging someone to perceive other people not as the representatives of different groups, e.g. cultural group, but rather as belonging to a broader group, e.g. Europeans. On the other hand, decategorisation prompts to stop using categories and to treat people personally – not as a different group but as unique individuals that have their own life story and specific traits.

Information about stereotypes and prejudices can be used at different stages when applying the developed Model. After all, stereotypes and prejudices can surface not only at the stage of preparing activities aimed at migrant pupils, they may be visible in the moment of the first contact of the representatives of school with the new pupil or his/her parents. They may appear also during first contacts with classmates.



## Where you can use it in the models



## What can you do to train it (one exercise)

The key thing to reduce negative stereotypes and prejudices towards newcomers is increasing the self-awareness of the school staff about this group. In order to do so, the school staff who are likely to have contact with migrant background pupils should ask themselves the following questions:

1. What do I think about people (pupils and their parents) coming back from or coming to my country from different countries?
2. What do I think about the education system in other countries?
3. What are the qualities, skills of pupils coming to my country from... (e.g. England, France, etc.)?
4. Where do I get information about these specific traits?
5. How many representatives of a given country have I met? How many of them had the traits that I enumerated?
6. Children coming from which countries are the best/the worst to work with and why?
7. How sure am I that the pupil coming from this specific country will have the traits I enlisted?



# 3. Diversity as an educational opportunity

Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching benefits all students. Creating greater multicultural awareness and inclusion not only promotes the success of students with different backgrounds and needs, but it encourages acceptance and helps prepare students to thrive in an exponentially diverse world.



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## Why is it important for the specialists in the educational relationship?

Each person is special, unique and complex. Not only biology (encoded in DNA) has an impact on how he/she is functioning, but also social/cultural context and individual activity of a person. The combination of these three factors causes that there are no two identical people who think, look and behave in the same way.

Despite this diversity, people function next to each other at work or at school and have a space to cooperate. Nowadays, the issue of diversity is more and more present in the consciousness of specialists and researchers. Diversity means that there is a certain disparity, usually in the context of social differences between individuals. These differences may concern e.g. gender, age, race, worldview, social class, disability or orientation (Blaine & Brenchley, 2020). The fact that there are differences between people implies the need to adapt behaviour and the offer of schools to the needs, expectations or individual capabilities of each pupil.



## The most common mistakes

The biggest mistake made in the process of educating young people is an attempt to force them into one pattern of thinking, learning and acting on school grounds. This is the easiest approach. At the same time, however, it is the least effective, because instead of getting the most out of diversity and different ways of looking at the surrounding reality, it destroys individuality and creativity. It also often contributes to feelings of rejection and misunderstanding in educational institutions. A number of these negative consequences may also occur in the case of an inappropriate approach to a migrant. His/her uniqueness may manifest itself not only in the area of language differences, but also in the way of thinking or habits related to the acquisition of knowledge or the understanding of the relations between the teacher and the pupil.



## The necessary mindset

The key issue here is, therefore, the readiness to recognize and accept the otherness of migrant background pupils and to give them space to use this otherness in class teams. It also requires greater sensitivity from teachers and openness to what the new pupil communicates.



## The technique

The key techniques used to protect diversity are:

- Psychoeducation in terms of conditions of human functioning and factors shaping it (biology, culture, own activity)
- Highlighting the benefits of diversity for the group/school
- Pointing out individual consequences experienced by rejected people
- Being more attentive to the needs of others



## Where you can use it in the models

Information about diversity can be used at various stages of the application of the developed Model. Difficulties resulting from the acceptance of diversity may become apparent not only at the stage of preparing activities aimed at migrant background pupils. They may be visible during the communication between school representatives and a new pupil or his/her parents. They can also appear when establishing peer contacts, e.g. in a new class.





## What can you do to train it (one exercise)

In order to increase the acceptance for diversity, one should develop awareness in this respect not only among school staff, but also among pupils who will have contact with the migrant background person in the future.

In the case of teachers/school staff it is worth carrying out an exercise consisting of a set of questions:

1. How do I feel when contacting people who are completely different than me?
2. What is the biggest difficulty that I experience then?
3. Which elements of diversity are particularly difficult for me (e.g. cultural, world view, etc.)?
4. What happens to me when I feel misunderstood or thinking differently when interacting with other people?
5. Which qualities should I strengthen to function better when interacting with people who are significantly different than me?

For pupils at school, it is a good idea to conduct an exercise that involves asking them the following questions and later discussing the answers in class:

- How do I feel around people who are different than me?
- What positive contribution can a person who is completely different from me, e.g. looks different, has a different skin colour or holds different beliefs, bring to my class?