

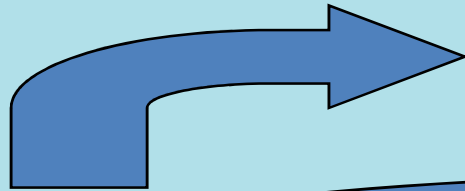
# Classroom Climate in Inclusive Settings



Improvement through Research Schools. Inclusive classrooms – a multidimensional approach (128735-CP-1-2006-1-BE-COMENIUS-C21)



# Inclusion



analysis of effective practices in the classroom

Student in  
Development



# Climate in classroom

- Climate in classroom is one of the main factors in the development of effective practices in classroom (at the level of teaching strategies, attitudes and organisational factors);
- It is also important on learning and pupils' development

Climate is a strong mediator of values, beliefs and standards, demonstrating a democratic environment where everybody feels respected and accepted



## Inclusive practices

### Creating and maintaining an inclusive environment

- \* psychological safety
- \* appreciation and acceptance
- \* active participation
- \* sense of belonging



# Climate in classroom

Climate of school includes 6 factors

- supportive leadership
- teachers' autonomy
- prestige of the teaching profession
- renovations
- teachers' collaboration
- and workload (Dror,2006)



# Climate in classroom

Climate of the classroom can be described as a system comprising 4 sets of **variables** (Schmidt & Cagran, 2006) :

- the physical involvement
- the organisational objectives
- characteristics of teachers
- characteristics of pupils



# Factors of influence

Climate of the classroom is determined by

- interpersonal relationships
- the personal development of each individual
- teachers' attitudes towards difference
- physical and organisational dimensions
- values, beliefs and standards



# Factors of influence

## *Interpersonal Relationships*

- modulated by the interactions between pupils and between the teacher and pupils (As important as the number of these interactions is its quality)
- dimensions of personal development of each individual

## *Personal Development* (pupil and teacher)

- self-satisfaction
- self-image
- own learning process
- social competence, etc



# Factors of influence

*Attitudes, values, beliefs and standards towards difference*

- consequences in many socio-emotional dimensions
- self-concept
- processes of peer acceptance and rejection
- pupils' social adjustment

Voluntary participation in the classroom is very related to the climate



# Consequences of Inclusive Climate

Inclusion has positive and negative effects on climate in the classroom

- The **positive effects** - contribute good preparation for inclusion by the teacher and the heterogeneity of the class (who makes the teacher more tolerant and finding more diverse strategies)
- The **negative effects** - in cases of overloaded classes or non acceptance of pupils with special needs.



# Consequences of Climate Classroom

Have an impact on several levels, positively or negatively

- Sets the movement and the construction of knowledge;
- It impacts meta-study
- Engenders emotions which impact on learning
- Communicate the dynamics of power
- Have an impact on the persistence of the pupil



# Strategies for an Inclusive Climate

*Inclusive Education is only truly achieved if introduced in the classroom, strategies and practices different from traditionally used (Westwood, 2004)*

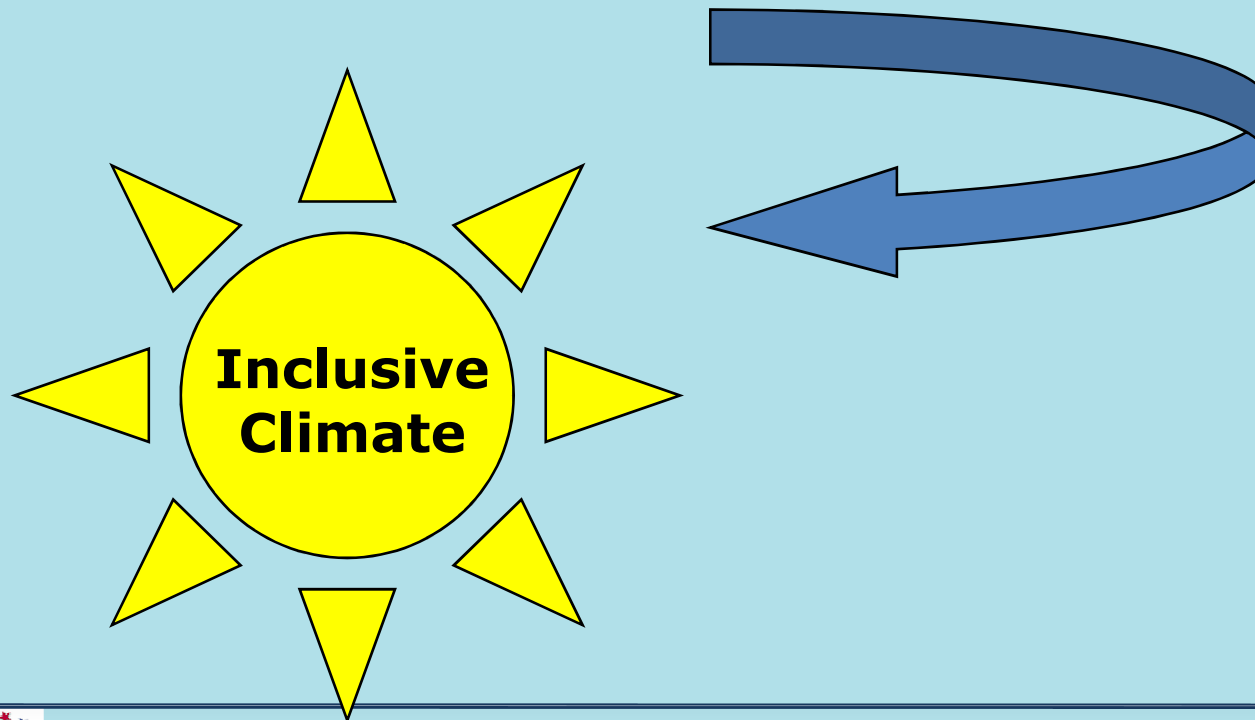
## Practices promoting

- Inclusive Educational Differentiation
- Collaborative work
- Intervention in partnership
- Working heterogeneous Groups
- Working with peers



# Strategies for an Inclusive Climate

- Importance of a collaborative and relational dimension in development strategies of inclusive practices



# Strategies for an Inclusive Climate

Including:

- The use of an inclusive language use is often where the male and female, the names, etc.
- Avoid generalisations
- Need for teachers to reflect on their own curriculum and staff perceiving itinerary areas of avoidance that probably could be linked to the value judgements and prejudices
- Give feedback and be mindful with pupils with fewer skills (it is more productive to focus on controllable causes, such as the effort)
- Do not ask a pupil to speak for the entire class
- Be alert to body language of the pupil
- Be explicit and not ambivalent on the explanations because what is obvious to some may not be for others
- The teacher provides clear guidelines and, by his own example, shows how much he respects the pupils
- Try several different strategies for learning and provide resources, strategies and accessibility for pupils with SEN



# Teacher Education

A process of teacher education for Inclusive School includes:

- Education as a development process
- The promotion of the psychological development of all involved in education

In this context, it is essential that teacher education includes an **experiential dimension** that enables a **reflection on themselves** and how they **experience** the phenomena of pupils' diversity



# Teacher Education

It is necessary for teachers to train to listen.

To listen to themselves and to listen to their pupils.

To listen with acceptance for their own differences and others' differences

Doing possible development through affection

