ISOTIS WP4: *Inclusive curricula and educational practices*

CED TALKS, LISBON, JANUARY 2018
WP4 Goals

- To describe the state of the art in the reduction of educational and social inequalities through curriculum approaches, educational practices, and social climate interventions, defining and critically discussing key concepts in this domain.

- To conduct an inventory and review of potentially promising interventions, approaches, programs, and projects aiming to reduce educational inequalities through curriculum design and implementation, classroom practices, and/or school social climate.

- To describe the key features of successful interventions, approaches, programs, or projects aiming to reduce educational inequalities through curriculum design and implementation, classroom practices, and/or school social climate in eight countries.

- To develop a prototype ICT-based curriculum intervention, to facilitate the development of multicultural identities in ECEC and in primary school, to sustain the development of multilingualist and plurilingualist competences, and to foster socio-emotional skills connected to an inclusive approach to diversities in the early years.
Tasks and deliverables

- **T4.1** Short literature review
  - D4.1. Report [M2]

- **T4.2** Inventory and analysis of inclusive curricula and educational practices
  - D4.2. Report [M12]

- **T4.3** Case studies of promising inclusive curricula and educational practices
  - D4.3. Report [M24]

- **T4.4** Design-based approach model: Multilingualism
  - D4.4. Report [M31]

- **T4.5** Final integrative report
  - D4.5. Report [M34]
Inventory and analysis of inclusive curricula and educational practices

Eligibility criteria

☑️ ECEC & primary schools
☑️ Focus on ISOTIS target groups or universal with data on disadvantaged children
☑️ Goal to reduce educational or social inequalities
☑️ Focus on curriculum, pedagogy, & school climate
☑️ Designed/implemented in the last 10 years
☑️ Effective (RCT; Quasi) or promising
☑️ Strengths-based approach
☑️ Described in a written document (goals & strategies)
☑️ Focus on academic learning OR life-long learning/21st century skills
Inventory and analysis of inclusive curricula and educational practices

Priority criteria

- Ongoing
- Focus on language supports (L1 / L2)
- Local/less known
- Use of ICT
- Reputation/interest among stakeholders
- Diversity of interventions
Inventory and analysis of inclusive curricula and educational practices

Diversified search strategies

- National stakeholders/experts > Leiden expert meeting
- NGO & governmental publications/websites
- Databases (EBSCO; WoS)
- University repositories
- Specialized national journals
Inventory and analysis of inclusive curricula and educational practices

Description of up to 15 interventions in each country (coding framework)

- General information (e.g., type of author, type of organization, funding)
- Inclusion criteria (e.g., target group, level of education, focus, level of evidence)
- Characteristics of the intervention
  - (e.g., setting, responsibility for implementation, dosage, outcomes, activities, role of ICT, role of language support, role of heritage language, role of families)
- Scientific evidence (e.g., study design, social validation)
Inventory and analysis of inclusive curricula and educational practices

→ Over 500 interventions identified
→ Over 100 interventions considered eligible
→ 78 interventions selected and coded (3 - 15)
Inventory and analysis of inclusive curricula and educational practices

Structure of the results section of D4.2

→ Characteristics of selected interventions (including country level information)
→ Comparisons as a function of target group, level of education, focus of intervention, & level of evidence (complete database)
→ Additional patterns
Inventory and analysis of inclusive curricula and educational practices: Selection of main findings

Table 1: General information: Frequencies for target groups, level of education, focus, and level of evidence

<table>
<thead>
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<th>Country</th>
<th>N</th>
<th>Immigrants</th>
<th>Roma</th>
<th>Low income</th>
<th>Mixed</th>
<th>Universal</th>
<th>ECE</th>
<th>Primary School</th>
<th>ECE + primary school</th>
<th>Curriculum</th>
<th>Pedagogical practices</th>
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Inventory and analysis of inclusive curricula and educational practices: Selection of main findings

- ≈ 72% targeted language outcomes
- 60% targeted noncognitive skills
- ≈ 32% targeted academic/cognitive outcomes
- 24% targeted intercultural competence and awareness outcomes
- 17% targeted teacher/staff professional skills
- 12% targeted family participation
Inventory and analysis of inclusive curricula and educational practices: Selection of main findings

Table 2: Characteristics of the interventions: Frequencies for role of ICT, support of heritage language, language support, and family involvement

<table>
<thead>
<tr>
<th>Country</th>
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<th>ICT</th>
<th>Heritage language</th>
<th>Language support</th>
<th>Family involvement</th>
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Inventory and analysis of inclusive curricula and educational practices: Selection of main findings

→ 50% included some form of **ICT use** (22% used ICT as a means to deliver the intervention; 17% used ICT To provide resources for teachers...)

→ 79% provided some form of language support

→ 32% provided heritage language support
Inventory and analysis of inclusive curricula and educational practices: Selection of main findings

Types of language support (examples included in the report):

- 41%: conventional language lessons or reading/writing activities
- 22%: language support embedded in classroom activities
- 19%: language support in the context of play or arts-based activities

41% included explicit family involvement activities
Inventory and analysis of inclusive curricula and educational practices: Selection of main findings

- 58% of interventions evaluated (≈1/3 high-quality evaluations; country research traditions)
- 44% with social validation data
- 12% included references to multicultural curriculum activities
- 6% included references to collaborative learning
- 4% included references to group social composition: performance homogeneity
Inventory and analysis of inclusive curricula and educational practices

→ Critical discussion focusing on promoting inclusiveness/belonginess and equity (maintenance of cultural heritage, positive contact, and communication);

→ Critical discussion of key features of successful interventions (theoretically driven) and implications for practitioners and decision-makers.
Inventory and analysis of inclusive curricula and educational practices: Recommendations for policy makers

1. When allocating resources for interventions aiming to promote equity and belongingness:
   a) Prioritize strengths-based interventions that build on children’s, families’, and communities’ resources;
   b) Prioritize interventions with a strong theoretical and empirical background;
   c) Ensure that sufficient funding is available for the evaluation of intervention effectiveness;
   d) Prioritize interventions that propose high-quality research designs.

2. Ensure the accessibility of data on interventions supported by public funding.

3. Ensure that national curricula or curriculum guidelines consistently reflect multicultural policies that support the maintenance and development of heritage cultures, intergroup contact, and intercultural communication (Berry, 2013).
Inventory and analysis of inclusive curricula and educational practices: Recommendations for practitioners

VALUES AND PRIORITIES GUIDING DECISION MAKING

1. Start early.
2. Develop the intervention within a coherent theoretical framework and based on strong empirical evidence.
3. Target a balanced set of skills, considering both cognitive, academic, and socio-emotional outcomes.
4. Actively identify, explicitly value, and intentionally acknowledge the resources of all children, families, and communities.
5. Value all languages and cultures equally and consider them as resources for teaching, learning, and succeeding in life.
Inventory and analysis of inclusive curricula and educational practices: Recommendations for practitioners

INTERVENTION APPROACHES/STRATEGIES

6. Provide language supports to immigrant background students concurrently to teaching the age-appropriate curriculum.

7. Explicitly value and intentionally support the development of the language and cultural heritage of immigrant and minority students.

8. Actively promote positive contact between minority/majority and advantaged/disadvantaged students through joint learning activities based on positive interdependence.
   - Cooperative learning
   - Heterogeneous grouping

9. Use interactive socio-cognitive training approaches (e.g., role-playing, simulation games) to support the development of anti-bias/anti-prejudice attitudes.
Inventory and analysis of inclusive curricula and educational practices: Recommendations for practitioners

IN Volving AND SUPporTing KEY ACTORS

10. Actively support family participation (e.g., through bidirectional communication strategies, meaningful learning at home activities, active involvement in decision making processes in school, etc.).

11. Provide appropriate support and training to classroom teachers.

12. Use the potential of information and communications technology to actively engage children in learning, support teachers, establish bidirectional communication channels with families, etc.
Inventory and analysis of inclusive curricula and educational practices: Recommendations for practitioners

**MONITORING, EVALUATION, AND DISSEMINATION**

13. Monitor both student learning and sense of belongingness in the classroom and in school.

14. Use high-quality research designs to evaluate the effectiveness of the intervention/approach/strategy.

15. Make information about the intervention/approach/strategy readily accessible.
Next Task

Case studies on curriculum, pedagogy, and school climate interventions

...in-depth analyses of promising interventions... aiming to describe key features and conditions for success, both in early childhood education and primary school.
Case studies on curriculum, pedagogy, and school climate interventions

Methodologically, the case studies will involve interviews with key staff, parents, and children, classroom observations, as well as analyses of documentation and published data, whenever available.

Findings will feed into T4.4.
Case studies on curriculum, pedagogy, and school climate interventions

- Proposed data collection approach (triangulation)
  - Multiple informants
    - Program developers/site coordinators
    - Teachers/other staff implementing the intervention
    - Parents (different levels of engagement)
    - Children (?)
  - Multiple data collection methods
    - Interviews/group interviews
    - Document analysis
    - Children’s productions (?)
Case studies on curriculum, pedagogy, and school climate interventions

→ Considering the involvement of program/site coordinators/teachers in developing the data collection protocol

→ Considering use of member checks (comments on draft report)
Case studies on curriculum, pedagogy, and school climate interventions

- Themes for developing the data collection protocol
  - Valuing
  - Welcoming
  - Belonging
  - Sharing
  - Participating (rights)
  - Communicating
  - Learning together
  - Teaching one another
  - Making life better
  - Deciding
  - Improving
  - Hoping/dreaming
  - Worrying
  - What works
  - What is unique
  - What is difficult...but not impossible
  - Lessons learned

Cultural maintenance/contact (acculturation)
Multicultural education
Multilingualism/plurilingualism
Case studies on curriculum, pedagogy, and school climate interventions

**Expected timeline**

- **February 15th**: ISCTE-IUL proposes data collection manual (e.g., semi-structured interviews) and initial guidelines for the country report
- **March 7th**: Discussion of data collection manual (Utrecht Meeting)
- **March 21st**: Finalizing data collection manual
- **April-May**: Data collection
- **May 30th**: ISCTE-IUL sends draft of Portuguese country report
- **June-July**: Writing country report (submit for feedback July 15th)
- **September 15th**: Submit final national reports
- **October 30th**: First draft of integrative D4.3
Fingers crossed...😊

Thank you!