

Inclusive curricula, pedagogies, and social climate interventions

INTEGRATIVE REPORT

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1. EXECUTIVE SUMMARY

This integrative report presents a summary of the findings obtained within the ISOTIS Work Package (WP) 4, across four main tasks: (1) a literature review on curriculum, pedagogy, and social climate interventions tackling inequalities; (2) an inventory and analysis of promising and effective curriculum, pedagogy, and/or school social climate interventions; (3) case studies of promising curriculum, pedagogy, and social climate interventions; and (4) a design-based approach model to promote multilingualism and curricula innovation.

In this final report, we deepen our discussion of the meaning and implications of the main findings on curriculum, pedagogy, and school social climate interventions tackling social and educational inequalities. Importantly, we add to previous work by incorporating and discussing the implications of relevant findings from additional Work Packages focusing on the perspectives of families (WP2), on family support programs (WP3), on staff perspectives and professional development approaches (WP5), as well as interagency coordination (WP6).

Based on such findings, we formulate a set of recommendations for educational policy and practice addressing, for example, the need to:

- Support every child's right to use and learn his/her heritage language;
- Act upon the socio-emotional dimension of languages;
- Build on partnerships and professionalism to design culturally sensitive and contextually-appropriate policies supporting heritage languages;
- Support teachers in embedding cooperative learning into the curriculum;
- Design emergent intercultural and multilingual curricula in the context of inclusive group norms;
- Move beyond individual professional development approaches;
- Support schools in using empowering family involvement approaches;
- Build on children as drivers of change, promoting their active role;
- Overcome teachers' resistance to the use of ICT;
- Invest on infrastructures and provide easy-to-use and accessible cross-platform and interoperable digital tools;
- Use multilingual tools in monolingual schools and build multilingual inclusive learning communities.

Overall, findings suggest the need for programmatic policies that act upon (vs. react to) challenges associated with multiculturalism and all types of diversity. Such action requires a preventive stance within schools and education systems to support belongingness and the development of positive identities for all. To this effect, strategic, broad, and enduring partnerships are needed, which means that teachers cannot be left alone to address inequalities and students, families, and communities should be supported in engaging in meaningful dialogue toward developing a shared vision of inclusive classrooms and schools in each community.

Certain that one size does not fit all, and aware of differences between and within European countries, our recommendations can and should be enacted in different ways, depending on the specificities, needs, and resources of each context.

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**INCLUSIVE EDUCATION AND SOCIAL SUPPORT
TO TACKLE INEQUALITIES IN SOCIETY**



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