

MQF LEVEL 4 AWARD

Embracing Diversity & Inclusion in Education

Fundamentals — Award in Embracing Diversity and Inclusion in Education, MQF Level 4, 10-Week Course





What is Inclusion?

- Key Ideas:
- Inclusion is belonging, participation, and achievement for every learner.
- Inclusion is a value system, not a placement model.
- Inclusion is relational — shaped by interactions, attitudes, and culture.





Belonging, Participation, And Achievement

- The three core experiences that define whether a child is truly included in an educational setting.
- These three elements work together — if even one is missing, the learner is not fully included.





Belonging (1/2)

- Belonging is the emotional and relational foundation of inclusion.
- A learner can be physically present in a classroom, but if they feel isolated, anxious, or invisible, they are not included.
- Belonging means the learner feels accepted, valued, and recognised as a legitimate member of the classroom community.
- It is about relationships — with peers, teachers, LSEs, and the wider school culture.
- Belonging is built through everyday interactions:
 - how adults speak to learners,
 - how peers respond to differences, and
 - whether the classroom environment communicates safety and respect.





Belonging (2/2)

- In Malta, belonging is especially important because our schools are becoming more diverse — culturally, linguistically, and socially — and learners need to feel that their identity is not just tolerated but welcomed.
- Belonging is not a “soft” concept; it is strongly linked to improved motivation, engagement, behaviour, and academic outcomes.
- Large meta-analyses show that students who feel they belong demonstrate higher academic motivation, stronger behavioural engagement, and better overall achievement (Korpershoek et al., 2020; Yang et al., 2026).





Participation (1/2)

- Participation is the active, meaningful involvement of the learner in the learning process.
- Participation is not simply being present in the room or sitting quietly during a lesson. It means the learner is engaged, contributing, interacting, and accessing learning in ways that make sense for them.
- Participation requires removing barriers — whether physical, sensory, cognitive, linguistic, or emotional — so that every learner can take part.
- Inclusive pedagogy and UDL come in: offering multiple ways to engage, multiple ways to access information, and multiple ways to express understanding. (eg. a learner who struggles with writing might participate through oral responses; a multilingual learner might use visuals or bilingual resources; a neurodivergent learner might participate through structured routines or sensory supports.)



Participation (2/2)

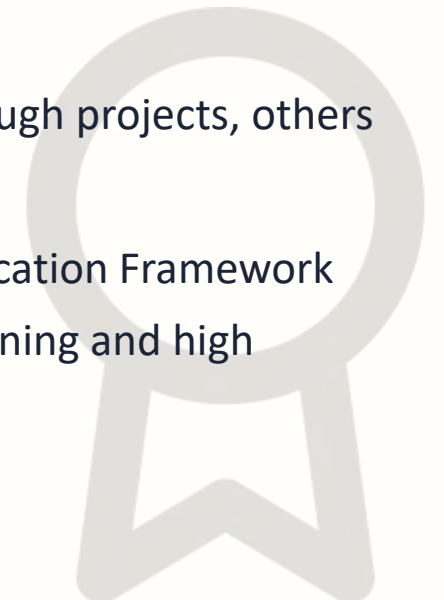
- Participation is also social — it includes group work, peer collaboration, and opportunities to contribute to classroom life. Stress that participation is not optional or “extra”; it is a core indicator of whether inclusion is happening.





Achievement (1/2)

- Achievement means that every learner has the opportunity to progress, learn, and demonstrate their strengths.
- Achievement does not mean all learners reach the same level or produce identical outcomes. Instead, achievement is about growth, learning, and demonstrating understanding in ways that reflect each learner's abilities and needs.
- Inclusive education rejects the idea that learners with diverse needs should have lower expectations. Instead, it promotes high expectations with flexible pathways.
- Achievement might look different for different learners — some may show understanding through projects, others through practical tasks, others through verbal explanations.
- In Malta, achievement is closely linked to policy frameworks such as the National Inclusive Education Framework (2022) and the Quality Assurance Framework (2023), which emphasise equitable access to learning and high expectations for all.





Achievement (2/2)

- Reinforce that achievement is not only academic; it includes social, emotional, and behavioural development.
- A learner who gains confidence, builds friendships, or develops self-regulation skills is achieving in meaningful ways.





Bringing It All Together (1/2)

- These three elements — belonging, participation, and achievement — are interdependent.
- Belonging creates the emotional safety needed for participation.
- Participation creates the engagement needed for achievement.
- Achievement reinforces a sense of belonging and competence.
- If any one of these elements is missing, inclusion is incomplete.
- Examples:
 - A learner may belong socially but not participate academically.
 - A learner may participate in tasks but not feel they belong.
 - A learner may achieve academically but feel isolated or anxious.





Bringing It All Together (2/2)

- True inclusion requires all three. This is why inclusive education is not simply about placement or support — it is about designing environments, relationships, and learning experiences that allow every learner to thrive.

<https://youtu.be/Q6niuYToam4?si=0qkybh178rHjk3Fw>





Inclusion is a value system, not a placement model.

- It is a fundamental shift in how educators understand and practise inclusion.
- Inclusion is not simply about where a learner is placed — for example, in a mainstream classroom instead of a segregated setting.
- Placement alone does not guarantee inclusion.
- A child can be physically present in a classroom yet still excluded socially, academically, or emotionally (Segregation).
- Therefore, inclusion must be understood as a set of shared values, beliefs, and commitments that shape how a school community behaves, plans, teaches, and interacts.





Inclusion as a Value System

- A value system is something deeper and more powerful than a logistical decision.
- It is a collective mindset that guides how educators view learners, diversity, and their own professional responsibilities.
- When inclusion is a value system, it influences the school's culture, relationships, expectations, and everyday practices.
- Educators should believe that every learner has inherent worth, potential, and the right to participate meaningfully.
- Diversity should be seen as a strength rather than a challenge.
- Educators must be committed to equity, respect, and dignity for all learners — not because policy demands it, but because it aligns with their professional ethics and human values.





Why Inclusion Cannot Be Reduced to Placement (1/2)

- Placement is only one small part of inclusion.
- A learner may be placed in a mainstream classroom but still experience exclusion if:
 - the curriculum is inaccessible
 - peers do not accept them
 - teachers hold deficit-based assumptions
 - the environment is not adapted
 - they are physically present but socially isolated
 - they are assigned an LSE but not meaningfully engaged
- Placement without values leads to tokenism — the learner is “there,” but not truly included.





Why Inclusion Cannot Be Reduced to Placement (2/2)

- Malta's modern frameworks (e.g., the National Inclusive Education Framework, QA Framework) emphasise culture, collaboration, and pedagogy rather than simply placement.





Values Shape Practice

- Inclusion is a value system and transforms practice.
- Educators proactively design lessons using UDL principles because they believe all learners deserve access.
- Teachers should collaborate with LSEs because they value shared responsibility.
- Communication with families is crucial because educators should value partnership.
- Behaviour policies should focus on the value of wellbeing and equity in education.
- These practices emerge naturally from the underlying values — not from compliance or obligation.



Values Influence Expectations

- The values also shape expectations.
- When educators hold inclusive values, they maintain high expectations for all learners, including those with diverse needs.
- Inclusive education avoid the usage of deficit language (“can’t,” “won’t,” “too difficult”) and instead focus on strengths, potential, and growth.
- Every educator should believe that every learner can achieve, participate, and belong — even if the pathways look different.
- This mindset is essential for preventing low expectations, which are one of the biggest barriers to inclusion.



Values Guide Decision-Making

- Values guide decisions at every level:
 - Teachers decide how to differentiate tasks.
 - LSEs decide how to scaffold participation.
 - SLT decide how to allocate resources and support staff.
 - Schools decide how to create inclusive cultures.
 - Policy-makers decide how to design frameworks that promote equity.
 - When inclusion is a value system, these decisions are consistent, ethical, and learner-centred.



Values Create Culture

- Inclusion becomes sustainable only when it becomes part of the school's culture.
- Culture is built through shared values, shared language, and shared practices.
- In an inclusive culture:
 - learners feel safe and respected
 - staff collaborate openly
 - diversity is celebrated
 - mistakes are treated as learning opportunities
 - policies are lived, not just written
- This cultural dimension is what Malta is currently strengthening through national strategies and frameworks.





Placement Is the Outcome, Not the Definition

- Placement should be the result of inclusive values, not the definition of inclusion.
- When a school embraces inclusive values, learners naturally end up in environments where they can participate and thrive.
- Placement becomes meaningful because it is supported by culture, pedagogy, relationships, and equity.
- Without values, placement is superficial. With values, placement becomes transformative.





Inclusion is relational — shaped by interactions, attitudes, and culture.

- Inclusion is not primarily a technical or administrative process.
- It is not achieved through forms, timetables, or placement decisions alone.
- Inclusion is fundamentally about people — how they relate to one another, how they communicate, how they perceive diversity, and how they build a shared culture within the school.
- This statement highlights that inclusion lives in the everyday human interactions that take place in classrooms, staffrooms, corridors, and playgrounds.





Inclusion as a Relational Process

- Inclusion is built through relationships — the quality of the connections between learners, educators, LSEs, SMT, families, and peers.
- A learner's experience of inclusion is shaped by whether they feel seen, heard, respected, and understood.
- Even the most well-designed policies or support plans will fail if relationships are weak or transactional.
- Relational inclusion means educators invest time in knowing their learners, understanding their strengths, listening to their perspectives, and building trust.
- It means peers are encouraged to collaborate, support one another, and develop empathy. It means families feel welcomed and valued as partners.
- Relational work is not “extra”; it is the foundation that allows academic and social inclusion to flourish.

Interactions Shape Inclusion

- Interaction — even small ones — communicates something about whether a learner is included.
- Tone of voice, facial expressions, body language, and the way educators respond to mistakes or differences all send powerful messages.
- For example:
 - A teacher who greets a learner warmly each morning reinforces belonging.
 - An LSE who scaffolds participation without taking over reinforces competence.
 - A peer who invites a classmate to join a group reinforces acceptance.
 - A school that communicates clearly with families reinforces partnership. Interactions can also exclude: ignoring a learner, speaking about them rather than to them, or assuming they cannot participate. Emphasise that inclusion is built through consistent, respectful, and empowering interactions.

Attitudes Drive Inclusion

- Attitudes — the beliefs educators hold about learners — strongly influence inclusive practice.
- If educators believe that diversity is a burden, that learners with additional needs are “too difficult,” or that inclusion lowers standards, their behaviour will reflect those beliefs.
- Educators should hold positive, strengths-based attitudes, they naturally create environments where learners feel valued and capable.
- Attitudes influence expectations: educators with inclusive mindsets maintain high expectations and avoid deficit language.
- Attitudes are shaped by training, experience, culture, and leadership.
- Malta’s current reforms emphasise professional learning because attitudes are central to sustainable inclusion.

School Culture Determines Inclusion (1/2)

- Culture is the shared set of values, norms, and behaviours that define “how things are done” in a school.
- Culture is powerful because it shapes what is normal, acceptable, and expected.
- In an inclusive culture:
 - diversity is celebrated
 - collaboration is normal
 - mistakes are treated as learning opportunities
 - learners feel safe to express themselves
 - staff share responsibility for all learners
 - policies are lived, not just written
- In a non-inclusive culture, even strong policies will not translate into practice.



School Culture Determines Inclusion (2/2)

- Culture is built through leadership, shared values, consistent communication, and collective reflection.
- Malta's National Inclusive Education Framework (2022) emphasises culture as a core pillar because inclusion cannot be achieved through structural changes alone.

<https://youtu.be/fqUPSnSTFKE?si=8TTc32sJrPxkdOnv>





Relational Inclusion Requires Collaboration

- Inclusion depends on collaborative relationships among educators.
- Teachers, LSEs, SMT, counsellors, therapists, and parents must work together, share information, and coordinate support.
- Collaboration is relational — it requires trust, respect, and shared purpose. When collaboration is strong, learners experience consistent support.
- When collaboration is weak, learners experience fragmentation, confusion, and inconsistent expectations.
- Malta's policy frameworks increasingly emphasise collaboration because relational inclusion cannot happen in isolation.





Relational Inclusion Supports Wellbeing

- Relational inclusion is closely tied to wellbeing.
- Learners who experience positive relationships feel safer, more confident, and more motivated.
- They are more willing to participate, take risks, and engage with learning.
- Malta's National Education Strategy 2024–2030, places wellbeing at the centre of educational reform.
- Reinforce that wellbeing is not separate from inclusion — it is a core component of relational inclusion.





Relational Inclusion Is Dynamic and Ongoing

- Relational inclusion is not a one-time achievement.
- Relationships evolve, attitudes shift, and culture develops over time.
- Inclusion must be nurtured continuously through reflection, dialogue, and professional learning.
- Inclusion is relational because it depends on the human elements of education — the everyday interactions, the shared values, and the collective culture that shape how learners experience school.
- Without relational inclusion, structural inclusion cannot succeed.





Inclusion as a Human Right

- Inclusion is grounded in international human rights frameworks.
- Article 26 of the UDHR establishes education as a universal right (UN Declaration of Human Rights, 1948).
- The UN Convention on the Rights of the Child (1989) emphasises protection, participation, and development.
- The CRPD (ratified by Malta in 2012) is especially important because it legally obliges states to provide inclusive, accessible, quality education (UN Convention on the Rights of Persons with Disabilities, 2006)
- Maltese policy shifts over the last 20 years are directly influenced by these global commitments.

[The Paradigm Shift: Human Rights at the Heart of Disability Inclusion](#)



Inclusion vs Integration vs Segregation

- Definitions:
- **Segregation:** Learners separated from mainstream settings - Segregation historically occurred through special schools or separate units.
- **Integration:** Learners placed in mainstream but expected to adapt - Integration emerged when learners were placed in mainstream classrooms but without adequate support.
- **Inclusion:** Systems adapt to learners; diversity is valued - Inclusion is the modern approach: schools proactively remove barriers, adapt teaching, and ensure meaningful participation.





Inclusive Education as Quality Education

- Inclusion is not separate from quality; it is quality.
- The Malta's Quality Assurance Framework (2023) emphasises learner-centred approaches, equitable access, and collaborative cultures.
- Inclusive schools demonstrate stronger relationships, better wellbeing, and more consistent academic engagement.
- Inclusive Education encourages participants to see inclusion as a marker of excellence, not an add-on.





Inclusion as Equity

- “Equity is not the same as equality,”
- Equality focuses on giving everyone the same resources, opportunities, or support. At first glance, this may seem fair — but in reality, it often reinforces disadvantage.
- Equity, on the other hand, recognises that learners have different starting points, different needs, and different barriers, and therefore require different types and levels of support to achieve meaningful participation and success.

[Let's talk about equality and equity](#)





Equality: Everyone gets the same (1/2)

- Equality assumes uniformity — it treats all learners as if they have identical needs, backgrounds, abilities, and experiences.
- In practice, this means:
 - the same task for everyone
 - the same teaching method
 - the same pace
 - the same expectations
 - the same resources
 - Equality is simple, but it is not fair.





Equality: Everyone gets the same (2/2)

- Example:
 - If every learner receives the same worksheet, the same instructions, and the same time limit, some will thrive, but others will struggle — not because they lack ability, but because the learning experience was not designed with variability in mind.





Equity: Everyone gets what they need (1/2)

- Equity acknowledges that learners are diverse.
- They come with different strengths, challenges, cultural backgrounds, languages, learning profiles, and emotional needs.
- Equity requires educators to adapt, differentiate, scaffold, and personalise learning so that each learner can access the curriculum meaningfully.
- Equity is dynamic — it changes depending on the learner's context, development, and wellbeing.
- It requires educators to observe, reflect, and adjust continuously.





Equity: Everyone gets what they need (2/2)

- Examples of equity in Maltese classrooms include:
 - providing visual schedules for autistic learners
 - offering bilingual resources for multilingual learners
 - giving extended time or chunked instructions for learners with processing difficulties
 - using assistive technology for learners with writing challenges
 - offering movement breaks for learners with ADHD
 - providing emotional scaffolding for learners experiencing trauma
 - differentiating tasks so learners can show understanding in multiple ways
- These are not “special treatments”; they are equitable practices that allow learners to participate meaningfully.





Fairness is personalised, not identical

- Fairness does not mean sameness.
- Fairness means each learner receives what they need to succeed, even if it looks different from what others receive.
- Equality is giving everyone the same shoes.
- Equity is giving everyone shoes that fit.
- This analogy helps learners understand that identical treatment can actually be unfair when individuals have different needs.





Equity requires flexibility, responsiveness, and professional judgement (1/2)

- Equity is not a checklist — it is a mindset and a professional skill.
- Educators must be able to:
 - identify barriers
 - anticipate learner needs
 - design flexible learning experiences
 - adjust expectations appropriately
 - collaborate with LSEs and multidisciplinary teams
 - communicate with families
 - reflect on their own biases and assumptions
- Equity requires educators to be responsive rather than rigid. It requires them to see diversity as normal and to plan proactively for variability.



EQUITY & EQUALITY: LECTURE DISCUSSION



You are an LSE working in a Year 3 classroom in a Maltese primary school. The class teacher is delivering a lesson on “Healthy Eating.” At the end of the lesson, learners must complete a short task.

Learners you support:

- **Noah** — autistic learner who needs visual structure and predictable routines.
- **Giulia** — has dyslexia and struggles with reading and writing.
- **Amina** — multilingual learner who recently arrived from Somalia; still developing English proficiency.

The teacher hands out **the same worksheet** to all learners:

- A block of text about healthy foods
- Five comprehension questions
- A short paragraph to write
- No visuals, no scaffolding, no alternatives

The teacher says: “**Everyone must complete this worksheet.**”

What happens?

- **Noah** becomes overwhelmed by the dense text and unpredictable task format.
- **Giulia** cannot decode the text and becomes frustrated.
- **Amina** understands the concept but cannot access the English vocabulary.
- **You, the LSE**, try to support all three at once, but they still struggle.

Identify the equality in this scenario. What is equal?

Is this fair? Who is excluded?

What possible strategies could be used to ensure that all students are being reached?





Equity in Maltese policy frameworks

- Equity is embedded across national frameworks, including:
- National Inclusive Education Framework (2022) — emphasises UDL, flexibility, and learner-centred planning
- Quality Assurance Framework (2023) — highlights equitable access and participation
- National Education Strategy 2024–2030 — places equity and wellbeing at the centre of reform
- IEP and MAP processes — designed to personalise learning pathways
- ELET Strategy (2023–2030) — focuses on equitable support to prevent early leaving
- These frameworks reinforce that equity is not optional — it is a national expectation and a professional responsibility.





Why equity is central to inclusion

- Inclusion cannot exist without equity.
- Inclusion is not achieved by placing learners in the same classroom; it is achieved by ensuring that every learner can participate, engage, and achieve within that classroom.
- Equity is the mechanism that makes inclusion possible. Without equity, inclusion becomes superficial — learners may be present, but they are not truly participating or succeeding.
- Equity transforms classrooms from uniform spaces into flexible, responsive environments where every learner has the opportunity to thrive.





Dimensions of Inclusion (1/2)

- The four dimensions of inclusion - describe the full spectrum of experiences that determine whether a learner is genuinely included in a school environment.
- The four Dimensions of Inclusion are:
 - Physical
 - Social
 - Academic
 - Emotional
- Inclusion is not one-dimensional; it is multi-layered.
- A learner may be physically present but socially isolated, academically disengaged, or emotionally distressed.





Dimensions of Inclusion (2/2)

- True inclusion requires that all four dimensions are addressed consistently and intentionally.
- These dimensions help educators understand that inclusion is not achieved through placement alone — it is achieved through the quality of the environment, relationships, learning experiences, and emotional climate.
- Each dimension interacts with the others, and together they create the conditions for belonging, participation, and achievement.





Physical Inclusion (1/2)

- Physical inclusion refers to the learner's ability to access the school environment, materials, and activities without barriers.
- It is the most visible dimension, but it is also the most misunderstood.
- Physical presence does not guarantee inclusion — it is only the starting point.
- Key elements of physical inclusion:
 - Accessible buildings (ramps, lifts, wide corridors)
 - Accessible classrooms (flexible seating, sensory-friendly spaces)
 - Accessible materials (large print, visuals, manipulatives, digital tools)
 - Accessible routines (clear transitions, predictable schedules)
 - Assistive technology (tablets, communication devices, adapted keyboards)





Physical Inclusion (2/2)

- Practical examples in Maltese schools:
- A learner with mobility challenges can move freely around the school without relying on others.
 - A learner with hearing impairment has access to FM systems or visual cues.
 - A neurodivergent learner has access to a quiet corner or sensory tools.
 - A multilingual learner has access to bilingual labels or visual supports.





Why physical inclusion matters:

- Physical accessibility communicates dignity, autonomy, and respect.
- When learners can physically access their environment, they are more likely to participate socially and academically.
- Without physical inclusion, the other dimensions cannot flourish.

[NYC Students With Disabilities Speaking About Accessible Schools](#)





Social Inclusion (1/2)

- Social inclusion refers to the learner's ability to form relationships, interact with peers, and feel accepted within the school community.
- It is the dimension most closely linked to belonging.
- Key elements of social inclusion:
 - Friendships
 - Peer acceptance
 - Positive interactions
 - Opportunities for collaboration
 - Inclusive group work
 - Anti-bullying culture



Social Inclusion (2/2)

- Respect for diversity
- Practical examples in Maltese schools:
 - A learner is invited to join group activities rather than being left out.
 - Teachers intentionally mix groups to avoid social hierarchies.
 - LSEs support social participation without isolating the learner.
 - Schools celebrate cultural diversity through events and projects.
 - Peer mentoring or buddy systems are used to support new learners.





Why social inclusion matters:

- Social inclusion is essential for wellbeing, confidence, and engagement.
- Learners who feel socially connected are more willing to participate academically and emotionally.
- Without social inclusion, physical presence becomes meaningless — the learner is “in the room” but not part of the community.

[Why Inclusion Matters on the Playground](#)





Academic Inclusion (1/2)

- Academic inclusion refers to the learner's ability to access, engage with, and succeed in learning activities.
- It is not about lowering expectations; it is about providing flexible pathways for learners to demonstrate understanding.
- Key elements of academic inclusion:
 - Differentiated instruction
 - Universal Design for Learning (UDL)
 - Multiple means of representation (visual, auditory, tactile)
 - Multiple means of engagement (choice, interest-based tasks)
 - Multiple means of expression (oral, written, digital, practical)





Academic Inclusion (2/2)

- Scaffolded tasks
- Clear learning intentions
- Flexible assessment
- Practical examples in Maltese schools:
 - A learner who struggles with writing demonstrates understanding through oral responses.
 - A multilingual learner uses visuals or bilingual resources to access content.
 - A learner with processing difficulties receives chunked instructions.
 - A neurodivergent learner is given structured tasks with predictable steps.
 - Teachers use manipulatives, diagrams, or digital tools to support diverse learners.





Why academic inclusion matters:

- Academic inclusion ensures that every learner can participate meaningfully in learning.
- It prevents learners from being physically present but academically excluded.
- It also reinforces high expectations and supports achievement for all.

[What is UDL? Universal Design for Learning Explained \(3 minutes\)](#)





Emotional Inclusion (1/2)

- Emotional inclusion refers to the learner's experience of safety, trust, wellbeing, and emotional connection within the school environment.
- It is the most foundational dimension — without emotional safety, learners cannot engage socially or academically.
- Key elements of emotional inclusion:
 - Feeling safe
 - Feeling respected
 - Feeling understood
 - Feeling valued
 - Predictable routines



Emotional Inclusion (2/2)

- Trauma-informed practices
- Positive teacher-learner relationships
- Supportive behaviour approaches
- Emotional regulation strategies
- Practical examples in Maltese schools:
- Teachers greet learners warmly each morning.
- LSEs provide emotional scaffolding during transitions or challenging tasks.
- Schools use restorative practices rather than punitive discipline.
- Learners have access to counsellors, nurture groups, or wellbeing spaces.
- Teachers use calm, consistent communication to reduce anxiety.





Why emotional inclusion matters:

- Emotional inclusion is the anchor for all other dimensions.
- Learners who feel emotionally safe are more willing to take risks, participate, and engage academically.
- Emotional inclusion is strongly linked to attendance, behaviour, and long-term wellbeing — all priorities in Malta's National Education Strategy 2024–2030.

[Creating a Positive Learning Environment](#)





CASE SCENARIO — SECONDARY SCHOOL

The LSE's role across the four dimensions of inclusive education: physical, academic, social, and emotional.

Setting: A Year 10 class in a Maltese secondary school, second term.



Physical



Academic



Social



Emotional

THE SCENARIO

Luca — One Learner, Four Dimensions

Luca is a Year 10 student with cerebral palsy who uses a wheelchair. He is academically capable and fully included in mainstream classes, supported by a full-time LSE.



Physical

On paper, the school is accessible — there's a ramp at the main entrance and an adapted toilet near reception. But the art room, science labs, and school hall are upstairs, with no working lift, so Luca regularly misses practical lessons. PE runs on an outdoor pitch with no accessible route in wet weather.



Academic

Luca's academic ability is strong, but timed exams still run on standard paper with standard time, and copying notes from the board is slow and tiring because of his fine motor control — he often finishes lessons with only half his notes done.



Social

Luca used to have a close friend group, but as classmates plan outings to the beach or houses with stairs, he's stopped being included in the planning, and lunch is now mostly spent with his LSE rather than his peers.



Emotional

Lately, Luca has stopped signing up for after-school clubs and shrugs off conversations about subject options for Year 11. His LSE is stretched between physically helping him move between classes and rewriting his notes, leaving little time for anything else.



“Just pick whatever’s easiest to get to.”

— Luca, to his LSE, at the Year 11 subject options meeting



Physical Inclusion

1 What physical barriers are limiting Luca's participation, beyond the presence of a ramp at the entrance?

2 What assumptions might the school be making about "accessibility" that this scenario challenges?

3 What role can the LSE play in identifying and removing physical barriers — without becoming Luca's only means of access?



Academic Inclusion

1

How is Luca's academic potential being limited by exam format and note-taking demands, rather than by his actual ability?

2

What reasonable adjustments could support Luca's learning without singling him out or lowering expectations?

3

How can the LSE support academic access while still building Luca's independence as a learner?



Social Inclusion

- 1 What signs show that Luca is becoming socially isolated from his peer group?
- 2 How might spending most of lunchtime with the LSE be helping in the short term but limiting in the long term?
- 3 What could the school do to support genuine peer inclusion, both inside and outside the classroom?



Emotional Inclusion

1

What does Luca's comment — "Just pick whatever's easiest to get to" — reveal about how he sees his own future?

2

How might repeated physical and social exclusion affect a teenager's sense of identity and self-worth?

3

What role should the LSE, form teacher, and wider school play in supporting Luca's emotional wellbeing — not just his physical and academic access?



GROUP REFLECTION — BRINGING IT TOGETHER

1

As a group, identify one concrete change for each of the four dimensions — physical, academic, social, emotional — that could improve Luca's experience this term.

2

What would need to change in how the LSE's time and role are structured, so that all four dimensions are addressed — not just the most visible one?



How the Four Dimensions Work Together

- The four dimensions are interconnected. For example:
 - A learner cannot participate academically if they feel emotionally unsafe.
 - A learner cannot build friendships if the environment is physically inaccessible.
 - A learner cannot feel emotionally secure if they are academically excluded.
 - Inclusion is holistic — all four dimensions must be addressed simultaneously.





The Role of LSEs Across All Four Dimensions

- Learning Support Educators play a crucial role across all dimensions:
- Physical: adapting materials, supporting mobility, organising resources
- Social: facilitating peer interactions, modelling inclusive behaviour
- Academic: scaffolding tasks, supporting differentiation, reinforcing learning
- Emotional: providing reassurance, building trust, supporting regulation
- LSEs are often the adults who see the learner most closely throughout the day, making their role essential in creating inclusive environments.





Barriers to Inclusion

- Barriers to inclusion are acknowledging that inclusion does not fail because of learners — it fails because of systems, structures, beliefs, and practices that unintentionally exclude them.
- These barriers can be visible or invisible, subtle or systemic, and they often interact with one another.
- Understanding these barriers helps educators identify what needs to change in order to create genuinely inclusive environments.
- Types of Barriers:
 - Attitudinal
 - Structural
 - Curriculum
 - Communication
 - Policy gaps





Attitudinal Barriers

- Attitudinal barriers are the beliefs, assumptions, and expectations that educators, peers, families, or society hold about learners.
- These are often the most powerful barriers because they shape behaviour, decision-making, and school culture.
- Key elements of attitudinal barriers:
 - Low expectations (“They won’t manage this task.”)
 - Deficit thinking (“This child is a problem to be fixed.”)
 - Stereotyping (“Learners with ADHD are disruptive.”)
 - Fear or discomfort around diversity
 - Belief that inclusion lowers academic standards
 - Resistance to change (“We’ve always done it this way.”)





Why attitudinal barriers matter:

- Attitudes influence how educators plan lessons, interact with learners, collaborate with LSEs, and interpret behaviour.
- An educator who believes a learner cannot achieve will unconsciously limit opportunities.
- A peer who sees difference as “strange” may exclude a classmate socially. Attitudinal barriers often operate silently — educators may not realise they hold them.
- This is why reflective practice is essential.
- Maltese context examples:
 - A teacher assumes a learner with an IEP should always work separately.
 - An LSE is treated as the “owner” of the child, limiting shared responsibility.
 - A multilingual learner is assumed to be academically weak because of language barriers.
 - Attitudinal barriers are the root cause of many other barriers.





Structural Barriers

- Structural barriers are the physical, organisational, and systemic features of a school that make participation difficult.
- These barriers are often unintentional but deeply embedded in school routines.
- Key elements of structural barriers:
 - Rigid timetables
 - Inflexible classroom layouts
 - Limited access to resources or assistive technology
 - Overcrowded classrooms
 - Lack of quiet spaces or sensory-friendly areas
 - Insufficient staffing or support
 - Inaccessible buildings (stairs, narrow corridors, heavy doors)





Why structural barriers matter:

- Even if attitudes are inclusive, structural barriers can prevent learners from accessing learning.
- A child cannot participate academically if the classroom is too noisy, too crowded, or physically inaccessible.
- A learner cannot regulate emotions if the school lacks calm spaces.
- Structural barriers often require leadership action, not just classroom-level adjustments.
- Maltese context examples:
 - Old school buildings without lifts or ramps.
 - Timetables that do not allow flexible grouping or co-teaching.
 - LSE shortages leading to inconsistent support.
 - Limited access to digital tools in some state schools.
- Structural barriers often require systemic change.





Curriculum Barriers

- Curriculum barriers occur when the content, teaching methods, or assessment practices are not designed with learner variability in mind.
- This is where UDL becomes essential.
- Key elements of curriculum barriers:
- One-size-fits-all teaching
- Heavy reliance on text-based learning
- Fast pacing without scaffolding
- Assessments that only allow one way of demonstrating understanding
- Lack of differentiation
- Overly abstract content without concrete supports





Why curriculum barriers matter:

- Curriculum barriers directly affect academic inclusion.
- If the curriculum is inaccessible, learners may be physically present but academically excluded. They may disengage, feel frustrated, or develop negative self-beliefs.
- Curriculum barriers often lead to unnecessary dependence on LSEs because the learning experience was not designed inclusively from the start.
- Maltese context examples:
 - Worksheets that rely heavily on writing for learners who struggle with fine motor skills.
 - Lessons delivered only verbally without visual supports.
 - Assessments that require extended writing for learners with dyslexia or ADHD.
 - Teachers feeling pressured to “cover the syllabus” rather than differentiate.
 - Curriculum barriers are often the easiest to change — they require pedagogical flexibility.





Communication Barriers

- Communication barriers occur when information is not shared clearly, consistently, or respectfully among educators, families, and learners.
- These barriers can create confusion, mistrust, and fragmented support.
- Key elements of communication barriers:
- Inconsistent sharing of learner information
- Lack of clarity about roles (teacher vs LSE vs SMT)
- Poor collaboration between teachers and LSEs
- Limited communication with families
- Overuse of jargon that families do not understand
- Learners not being included in conversations about their own learning





Why communication barriers matter:

- Inclusion depends on collaboration.
- When communication breaks down, learners receive mixed messages, inconsistent support, and fragmented interventions.
- Communication barriers also affect relationships — families may feel excluded, educators may feel unsupported, and learners may feel misunderstood.
- Maltese context examples:
 - LSEs not being included in planning meetings.
 - Teachers not receiving timely information about a learner's needs.
 - Parents feeling confused about the IEP process.
 - MDT recommendations not being communicated clearly to classroom staff.
 - Communication barriers are often relational and require cultural change.





Policy Gaps

- Policy gaps occur when policies exist on paper but are not implemented consistently in practice.
- This is a major barrier in many educational systems, including Malta.
- Key elements of policy gaps:
 - Policies not translated into daily practice
 - Lack of monitoring or follow-up
 - Variation between schools in how policies are applied
 - Policies that are too broad or unclear
 - Insufficient training on new frameworks
 - Policies that conflict with each other





Why policy gaps matter: (1/2)

- Policies are meant to support inclusion, but when they are not implemented, educators are left without guidance, consistency, or accountability.
- Learners experience inequality depending on which school they attend or which staff members support them.
- Policy gaps also create frustration among educators who want to implement inclusion but lack the structural support to do so.
- Maltese context examples:
 - Variation in how schools implement the National Inclusive Education Framework (2022).
 - Inconsistent IEP quality across schools.
 - Differences in how LSE roles are interpreted.
 - Policies promoting UDL but limited training available.
 - Policy gaps highlight the need for leadership, professional learning, and systemic alignment.

[Barriers to Inclusive Education SD 480p](#)



Group Task - Reflection

- Identify barriers in your own contexts and determine:
 - Which barriers do you see most often in your school?
 - Which barriers are easiest to change?
 - Which barriers require leadership action?
 - How do these barriers affect specific learners you work with?



Inclusion as a Whole-School Culture

- Inclusion cannot be achieved by one educator alone.
- It requires a whole-school culture where SMT models inclusive values, teachers collaborate with LSEs, and multidisciplinary teams communicate effectively.
- Maltese schools are increasingly adopting whole-school approaches through the Inclusive Education Framework (2022) and QA processes.
- Culture change is gradual but essential.
- Key Elements:
 - Leadership commitment
 - Collaboration
 - Shared responsibility
 - Professional learning





Leadership Commitment

- Leadership commitment is the foundation of whole-school inclusion.
- Without strong, visible, and consistent leadership, inclusion remains fragmented and inconsistent.
- Key elements of leadership commitment:
 - Leaders model inclusive values in their behaviour and decisions.
 - SMT communicates a clear vision for inclusion.
 - Leaders allocate resources equitably.
 - Leaders ensure policies are implemented consistently.
 - Leaders create structures for collaboration.
 - Leaders challenge deficit thinking and low expectations.
 - Leaders prioritise wellbeing and equity in school planning.





Why leadership matters: (1/2)

- Leadership sets the tone.
- If the Senior Leadership Team treats inclusion as optional, staff will too.
- If SLT prioritises compliance over culture, inclusion becomes superficial.
- Leaders influence:
 - how staff work together
 - how learners are supported
 - how families are engaged
 - how conflicts are resolved
 - how diversity is celebrated
- Maltese context examples:





Why leadership matters: (2/2)

- SMT ensuring LSEs are included in planning meetings.
- Heads of School promoting UDL in staff development sessions.
- School leaders using the National Inclusive Education Framework (2022) as a guide for whole-school development.
- Leaders aligning internal QA processes with the national QA Framework (2023).
- Leadership commitment transforms inclusion from an idea into a lived reality.





Collaboration

- Collaboration is the engine of inclusion.
- No single educator can meet all learner needs alone.
- Collaboration ensures that expertise, information, and responsibility are shared.
- Key elements of collaboration:
- Teachers and LSEs co-plan and co-reflect.
- MDTs communicate regularly with classroom staff.
- Teachers collaborate with each other to differentiate and adapt lessons.
- LSEs collaborate with teachers rather than working in isolation.
- Schools create structures for team meetings, case discussions, and shared problem-solving.
- Families are included as partners, not observers.





Why collaboration matters:

- Collaboration prevents fragmentation.
- When educators work in silos, learners receive inconsistent support.
- When collaboration is strong, learners experience continuity, clarity, and coherence.
- Collaboration also reduces burnout — educators feel supported rather than overwhelmed.
- Maltese context examples:
 - Weekly teacher–LSE coordination meetings.
 - MDT recommendations being shared clearly with all staff.
 - Co-teaching models emerging in some schools.
 - Shared digital platforms for communication (IEP notes, strategies, updates).
 - Collaboration is relational — it requires trust, respect, and shared purpose.





Shared Responsibility

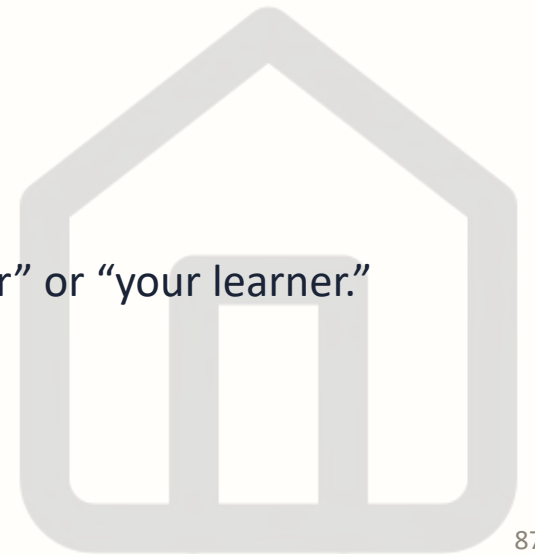
- Shared responsibility means that inclusion is not the job of one person — especially not the LSE alone.
- It is a collective commitment across the entire school.
- Key elements of shared responsibility:
 - Teachers remain responsible for all learners, including those Students with a Statement of Needs
 - LSEs support access, participation, and scaffolding — not replace teaching.
 - SMT supports staff through structures, resources, and guidance.
 - All staff (including ancillary workers) contribute to an inclusive environment.
 - Learners themselves are encouraged to support peers.
 - Families are recognised as partners in inclusion.





Why shared responsibility matters:

- When responsibility is placed on one person, inclusion collapses.
- For example, when a learner is seen as “the LSE’s child,” teachers may disengage, peers may avoid interaction, and the learner becomes socially isolated.
- Shared responsibility ensures that inclusion is embedded in every classroom, every lesson, and every relationship.
- Maltese context examples:
 - Teachers leading lesson planning while LSEs contribute strategies.
 - Schools discouraging the “velcro LSE” model and promoting flexible support.
 - SMT reinforcing that all staff share responsibility for behaviour, wellbeing, and learning.
 - Shared responsibility builds a culture where every learner is “our learner,” not “my learner” or “your learner.”





Professional Learning

- Professional learning is essential for sustaining whole-school inclusion.
- Inclusion requires knowledge, skills, and reflective practice — it cannot rely on goodwill alone.
- Key elements of professional learning:
 - Ongoing CPD on UDL, differentiation, behaviour support, trauma-informed practice, and collaborative models.
 - Training for teachers and LSEs together, not separately.
 - Opportunities for reflective practice and peer learning.
 - Access to updated policy guidance and national frameworks.
 - Coaching and mentoring for new staff.
 - Learning communities within the school.

[What are the most effective professional development activities for teachers and school leaders?](#)





Why professional learning matters (1/2)

- Inclusion evolves.
- Learner needs change.
- Policies change.
- Research changes.
- Without continuous learning, staff rely on outdated practices or personal intuition rather than evidence-based strategies.
- Professional learning also strengthens confidence — educators feel more capable and less overwhelmed.





Why professional learning matters (2/2)

- Maltese context examples:
 - CPD aligned with the National Inclusive Education Framework (2022).
 - QA Framework (2023) requiring evidence of professional learning in inclusion.
 - Schools participating in national training on UDL and collaborative practice.
 - Educators engaging in reflective practice through the Transformation Hub (2024).
 - Professional learning ensures inclusion is sustainable, not dependent on individual staff members.





Bringing It All Together: Inclusion as Culture

- Conclude by emphasising that inclusion becomes real only when it becomes part of the school's culture — the shared values, behaviours, and expectations that shape everyday life.
- Culture change is gradual.
- It requires:
 - consistent leadership
 - strong collaboration
 - shared responsibility
 - ongoing professional learning
- Maltese schools are increasingly adopting whole-school approaches through the National Inclusive Education Framework (2022) and Quality Assurance Framework (2023).





Bringing It All Together: Inclusion as Culture (2/2)

- These frameworks emphasise that inclusion is not a programme — it is a culture.
- A whole-school culture ensures that inclusion is not dependent on one person, one classroom, or one initiative. It becomes the way the school lives, breathes, and grows.

[HOW WE DO SCHOOL FINLAND : Ep 1 What's so Special?](#)





Inclusion and Diversity (1/2)

- Inclusion and diversity means that inclusive education must respond to the full range of human differences present in today's classrooms.
- Diversity is not limited to disability — it includes culture, language, socio-economic background, gender identity, and family structure.
- Malta's educational landscape has changed significantly over the past decade, with increasing multiculturalism, multilingual learners, diverse family compositions, and broader understandings of identity.
- Inclusion must therefore be holistic, addressing all forms of diversity, not just those traditionally associated with special education.



Inclusion and Diversity (2/2)

- Types of Diversity:
 - Disability
 - Culture
 - Language
 - Socio-economic background
 - Gender identity
 - Family structure





Disability (1/2)

- Disability is often the most visible form of diversity in schools, but it is also the most misunderstood.
- Disability includes physical, sensory, cognitive, developmental, and emotional differences.
- However, disability is not a deficit — it is a natural part of human variation.
- Key elements of disability diversity:
 - Neurodiversity (autism, ADHD, dyslexia, dyspraxia)
 - Physical disabilities (mobility, fine motor challenges)
 - Sensory disabilities (hearing impairment, visual impairment)
 - Intellectual disabilities
 - Emotional and behavioural needs
 - Chronic health conditions





Why disability diversity matters

- Learners with disabilities often face multiple barriers — attitudinal, structural, curriculum-related, and social.
- Inclusive education requires proactive design, flexible pedagogy, and collaborative support.
- Maltese context examples:
 - Increased identification of neurodivergent learners.
 - Growing use of assistive technology in classrooms.
 - LSEs supporting access, participation, and wellbeing.
 - IEP and MAP processes guiding personalised learning.
- Disability diversity is central to inclusion, but it must not overshadow other forms of diversity.





Culture

- Cultural diversity has expanded rapidly in Malta due to migration, international employment, and global mobility.
- Learners come from a wide range of cultural backgrounds, each bringing unique perspectives, traditions, and experiences.
- Key elements of cultural diversity:
 - Ethnicity
 - Religion
 - Traditions and values
 - Cultural norms around communication, behaviour, and learning
 - Experiences of migration or displacement





Why cultural diversity matters

- Culture shapes identity, belonging, and engagement.
- Learners may experience cultural dissonance when school norms differ from home norms.
- Inclusive schools recognise cultural diversity as a strength and integrate it into learning.
- Maltese context examples:
 - Classrooms with learners from Europe, Africa, Asia, and the Middle East.
 - Schools celebrating cultural festivals and traditions.
 - Teachers adapting communication styles to respect cultural norms.
 - Cultural diversity enriches learning and broadens perspectives.





Language

- Language diversity is one of the most significant changes in Maltese schools.
- Many learners speak languages other than Maltese or English at home, and some are still developing proficiency in both.
- Key elements of language diversity:
 - Multilingual learners
 - Learners with limited English or Maltese proficiency
 - Learners who speak dialects or minority languages
 - Learners who use alternative communication systems





Why language diversity matters:

- Language affects access to curriculum, social interaction, and emotional expression.
- Language barriers can lead to academic frustration, social isolation, or behavioural misunderstandings.
- Maltese context examples:
 - Learners from Arabic-speaking, Serbian-speaking, Somali-speaking, or Filipino-speaking families.
 - Schools using visuals, bilingual resources, and simplified language.
 - Teachers collaborating with EAL specialists.
 - Language diversity requires flexible communication and inclusive pedagogy.





Socio-economic Background

- Socio-economic diversity is often invisible but deeply impactful.
- Learners' access to resources, stability, and opportunities varies widely.
- Key elements of socio-economic diversity:
 - Income differences
 - Housing stability
 - Access to books, technology, and extracurricular activities
 - Food security
 - Parental employment patterns
 - Exposure to stress or trauma





Why socio-economic diversity matters:

- Socio-economic disadvantage can affect attendance, concentration, behaviour, and wellbeing.
- It can also influence parental involvement and access to support services.
- Maltese context examples:
 - Learners experiencing poverty or housing instability.
 - Families unable to afford extracurricular activities or digital devices.
 - Schools providing breakfast clubs, nurture groups, or wellbeing support.
 - Socio-economic diversity requires sensitivity, empathy, and targeted support.





Gender Identity

- Gender identity diversity is increasingly recognised in Maltese schools.
- Learners may identify as male, female, non-binary, transgender, or questioning.
- Key elements of gender identity diversity:
 - Gender expression
 - Gender identity development
 - Experiences of stigma or misunderstanding
 - Need for safe, respectful environments





Why gender identity diversity matters:

- Learners who feel unsafe or misunderstood may experience anxiety, withdrawal, or bullying.
- Inclusive schools respect identity, use appropriate language, and create safe spaces.
- Maltese context examples:
 - Schools adopting gender-inclusive language.
 - Learners expressing diverse identities.
 - Staff receiving training on respectful communication.
 - Gender identity diversity requires sensitivity, confidentiality, and respect.





Family Structure

- Family structures in Malta are increasingly diverse.
- Learners may come from traditional, blended, single-parent, foster, adoptive, or same-gender families.
- Key elements of family structure diversity:
 - Single-parent households
 - Blended families
 - Foster care or residential care
 - Same-gender parents
 - Extended family caregiving
 - Families experiencing separation or conflict





Why family structure diversity matters:

- Family dynamics influence emotional wellbeing, behaviour, and engagement.
- Inclusive schools avoid assumptions about “typical” families and communicate respectfully with all caregivers.
- Maltese context examples:
 - Learners living with grandparents or extended family.
 - Families navigating separation or custody arrangements.
 - Increasing visibility of same-gender families.
 - Family structure diversity requires flexible communication and non-judgmental attitudes.





Bringing It All Together: Diversity as a Strength (1/2)

- Diversity enriches learning.
- Diverse classrooms expose learners to multiple perspectives, cultures, languages, and experiences.
- Inclusion is not about “managing” diversity — it is about embracing it as a source of creativity, empathy, and growth.
- See diversity as an opportunity to:
 - broaden curriculum content
 - promote intercultural understanding
 - strengthen social skills
 - build empathy and respect





Bringing It All Together: Diversity as a Strength (2/2)

- prepare learners for a global society
- Malta's rapidly changing demographics make diversity a central part of everyday school life.
- Inclusive education must therefore respond to all forms of diversity, not only disability.

[Education Buzzwords Defined: What Is Culturally Responsive Teaching?](#)





Inclusion and Wellbeing

- Emphasising that emotional and psychological safety are not optional extras — they are prerequisites for meaningful participation, engagement, and achievement.
- A learner cannot focus, process information, or take academic risks if they feel unsafe, anxious, or disconnected.
- Wellbeing is therefore the starting point of inclusion, not a separate domain.





Wellbeing is foundational to learning

- Wellbeing includes emotional stability, a sense of safety, positive relationships, and confidence.
- The National Education Strategy 2024–2030 places wellbeing at the heart of educational reform, acknowledging that academic success cannot be separated from emotional health.
- Neuroscience shows that stress and anxiety activate the brain's survival systems, reducing capacity for reasoning, memory, and problem-solving. In practical terms, this means:
 - A learner who feels calm can engage.
 - A learner who feels safe can take risks.
 - A learner who feels valued can persevere.
 - A learner who feels connected can collaborate.

[5 Keys to Social and Emotional Learning Success](#)





Inclusion reduces anxiety (1/2)

- Exclusion — whether social, academic, or emotional — creates anxiety.
- Learners who feel different, misunderstood, or unsupported may experience stress, withdrawal, or behavioural challenges.
- Inclusion is a protective factor for mental health.
- Inclusive environments reduce anxiety by providing:
 - predictable routines
 - clear expectations
 - supportive relationships
 - flexible responses to behaviour
 - emotional scaffolding





Inclusion reduces anxiety (2/2)

- safe spaces for regulation
- Examples:
 - A neurodivergent learner may feel calmer with visual schedules.
 - A multilingual learner may feel less anxious when allowed to use bilingual resources.
 - A learner with trauma may feel safer with consistent adult relationships.

[The Sensory Room: Helping Students With Autism Focus and Learn](#)





Inclusive environments increase engagement (1/2)

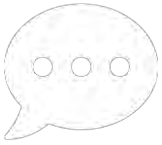
- Engagement is not just academic — it is emotional, behavioural, and cognitive.
- Inclusive environments increase engagement because learners feel:
 - motivated
 - connected
 - confident
 - respected
 - capable
- Engagement rises when learners see themselves reflected in the curriculum, when tasks are accessible, and when relationships are positive.
- The Malta's Quality Assurance Framework (2023) reinforces the link between inclusion and school quality.



Connecting Wellbeing to Maltese policy (1/2)

- Wellbeing to national frameworks:
- National Education Strategy 2024–2030 — wellbeing as a core pillar
- ELET Strategy (2023–2030) — wellbeing as prevention
- Inclusive Education Framework (2022) — wellbeing embedded in inclusive culture
- These frameworks show that wellbeing is not an add-on — it is a national priority.
- Therefore, educators need to consider wellbeing indicators when planning learning goals:
 - Does the learner feel safe?
 - Does the learner feel valued?
 - Does the learner understand expectations?
 - Does the learner have choices?
 - Does the learner have emotional support?





CASE SCENARIO

Setting: A Year 6 class in a Maltese primary school, mid-way through the scholastic year.

A case scenario for group reflection and discussion.

THE SCENARIO

Two Learners, Two Very Different Signals



Amy

Amy is a bright, quiet learner who has recently become withdrawn. She used to enjoy group work and break-time games, but over the past few weeks she has started eating lunch alone, asking to stay inside during break “because it’s too noisy,” and giving one-word answers when the teacher checks in. Her class teacher notices her marks haven’t dropped, so assumes “she’s just going through something” and doesn’t flag it further.



Zach

A new boy, Zach, joined the class last month after his family moved from another town. He is loud, interrupts often, and has already been in two arguments during PE. The teacher has started seating him separately “so he doesn’t disrupt the others,” and some classmates have started calling him “the naughty new boy.”



The LSE: has noticed both situations but is mainly deployed to support two learners with formal support plans, and has limited time to check in with anyone else.



“Amy says nobody would notice if she wasn’t here.”

— overheard from a classmate, mentioned to the teacher almost in passing, at the end of the week



Noticing and Understanding

- 1 What signs were there that Amy's wellbeing was declining? Which ones were easy to miss, and why?
- 2 What assumptions might have been made about Zach's behaviour, and what could be underneath it (e.g. anxiety about fitting in, a difficult transition, unmet needs)?
- 3 Whose responsibility is it to notice changes like these — the teacher, the LSE, peers, or the whole school community?



What Could Be Done Differently

- 1 What could the teacher, LSE, and peers each do differently to support Amy before a crisis point is reached?
- 2 Instead of separating Zach from the group, what strategies could help him feel like he belongs while also managing his behaviour?
- 3 How could the classroom environment (routines, seating, check-ins) be designed so emotional wellbeing is noticed early, rather than only being picked up informally through a comment from a classmate?



Building an Inclusive Culture

1

What would need to change at a whole-school level (not just this one classroom) so that social-emotional wellbeing is everyone's responsibility, not only the LSE's?

2

What could students themselves do to help create a classroom where peers like Amy and Zach feel they belong?

3

If you were designing one simple daily or weekly practice for this class, what would it be — and how would it support both learners?



GROUP REFLECTION — PART 4

Turning It Into Action

1

As a group, identify three concrete things you could do (as an LSE) to support students' social, emotional, and wellbeing needs in your own setting.

2

How would you know if those actions were working?