



RISE
Roma Inclusive
School Experiences

ROMA INCLUSIVE SCHOOL EXPERIENCES: INTERVENTION (ACTION RESEARCH)

PEDAGOGIC DIFFERENTIATION DEVICES CONSTRUCTION EXPERIENCES



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TOWARDS A MODEL OF INTERCULTURAL EDUCATION

Pedagogic Differentiation Devices Construction Experiences

- **TRAINING OF TEACHERS AND SKILLED TECHNICIANS**
- **DESIGNING/PLANNING THE EXPERIENCE**
- **DEVELOPMENT OF THE EXPERIENCE**
- **EVALUATION OF THE EXPERIENCE**





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TEACHERS AND SKILLED TCHNICIANS FORMATION

“Towards a model of intercultural education”

TRAINING OF TEACHERS AND SKILLED TECHNICIANS ON INTERCULTURAL EDUCATION

- Training workshop of 50 hours as a space for reflection, construction of knowledge, sharing and collaborative work;

CLASSROOM AND SCHOOL WORK

- Implementation, in the classroom context, of the pedagogic differentiation devices;
- Promotion of collaborative and peer supervisory work practices;
- Horizontal orientation of the curriculum.



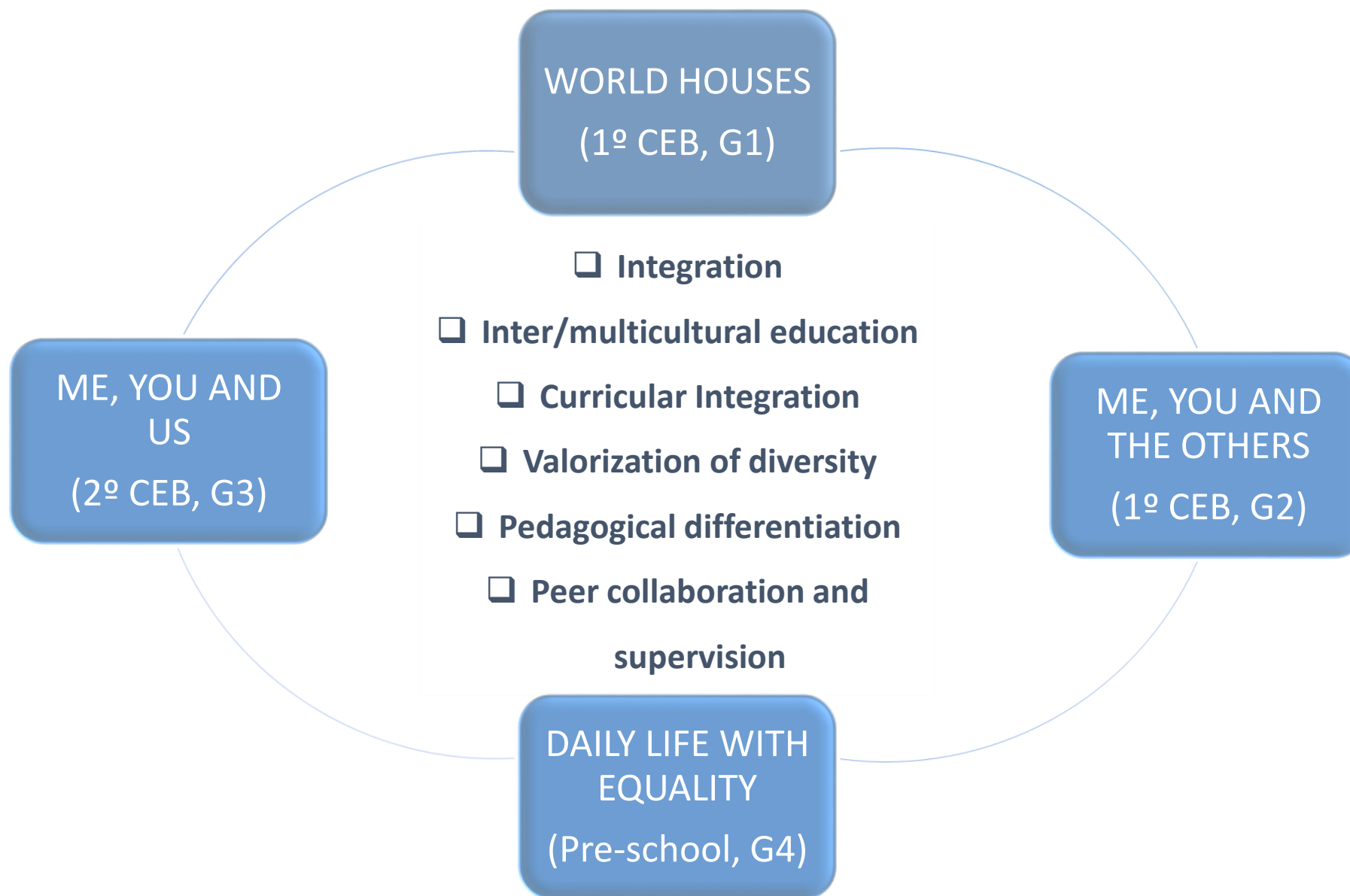
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SKILLED TECHNICIANS AND TEACHERS' TRAINING

KEY CONCEPTS

- Integration
- Intercultural education
- Valorization of difference
 - Pedagogic devices
 - Cultural bilingualism
 - Multicultural teacher
 - Curricular articulation
- Peer collaboration and supervision

Enrichment of the teachers' knowledge and skills and improvement of the perception of the reality and, consequently, of their practices.





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DESIGNING THE EXPERIENCE

Pedagogic devices planification, developed in two spheres:

CLASSROOM



SCHOOL

Implementing active and collaborative methodologies among students, involving them in the definition and programming of the work to be developed; challenging them on what to do and how to do it – **project methodology**

Operationalise a horizontal integration of the curriculum, articulating subjects, creating webs where curriculum and subjects cross over and get linked, while developing collaborative work among teachers.

Giving back to the students the protagonism of the learning process

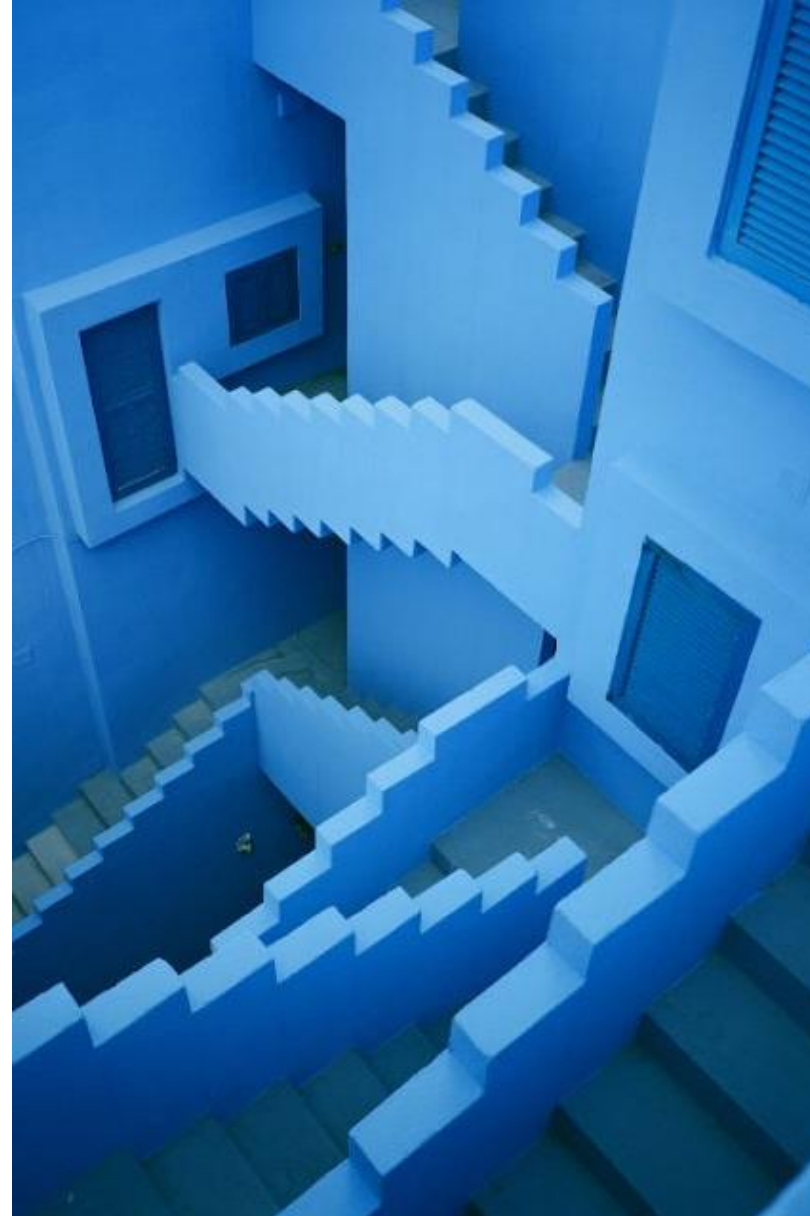
Giving meaningfulness to learning



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DEVELOPMENT OF THE EXPERIENCE





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DEVELOPMENT OF THE EXPERIENCE

Concerning the implementation, in the classroom, of the pedagogical differentiation devices.

There was place for the creation of **INTERDISCIPLINARY PEDAGOGICAL TEAMS** formed by technicians and teachers involved in the class learning process:

INTERDISCIPLINARY PEDAGOGICAL TEAMS

- MAIN TEACHER OF THE CLASS
- ENGLISH TEACHER
- CEA TEACHERS
(CURRICULAR ENRICHMENT ACTIVITIES – optional frequency activities, offered by the school to complement the academic component)
- PSYCHOLOGIST
- OTHER TECHNICIANS OR TEACHERS



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DEVELOPMENT OF THE EXPERIENCE

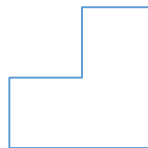
Key concepts:

- **COLLABORATIVE PEER WORK**
- **EXISTENCE OF COADJUVATION, PEER SUPERVISION MOMENTS**
- **LESSONS OBSERVATION**
- **WORK COORDINATION , ensuring the success of the developed work**



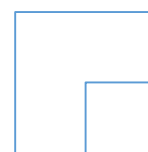
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“ Casas do mundo ” (World houses)

“ Eu, tu e os outros ” (Me, you and the others)





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“Quotidianos com Igualdade” (Daily life with equality)



“ Eu, Tu e Nós ” (Me, You and Us)



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EVALUATION OF THE EXPERIENCE





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EVALUATION OF THE EXPERIENCE

We are talking about an evaluation during the “post-project” period, aiming its improvement

- PHOTOS
- VIDEOS
- AUDIO RECORDING FILES
- OBSERVATION REGISTERS
 - EVALUATION BY THE STUDENTS THEMSELVES
- REPORTS OF THE EXPERIENCES
- CRITICAL REFLECTION BY THE TECHNICIANS AND THE TEACHERS



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OBSERVATION GRID (Me, you and the others)

Date:	Class:	
	Observed ✓	Not observed X
The class identifies the specificities of the different ethnicities.		
The class perceives the differences of ethnicity as enriching and positive.		
The class dialogues openly about the theme.		
The class demonstrates curiosity and interest about the theme.		
The class is motivated for the activities.		
The class demonstrates negative feelings towards their gypsy colleagues.		
The class demonstrates positive feelings towards their gypsy colleagues.		



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Evaluation of the Experience

	😊 Yes	😐 A little bit	☹ No
I identified the names of the house's divisions.			
I learned the names of the solids, figures and lines.			
I learned to communicate my ideas.			
I learned to wait for my time to talk.			
I learned to work as a team.			
I learned to listen to my colleagues' opinions.			
I learned to share my ideas.			
I thought the idea were interesting.			
I liked the material that we used.			
All the group members participated in the activities.			
These activities are more interesting.			
I would like to do more activities of this kind.			



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Thank you for your attention!

