Solution By Inclusion

An Educator's Manual to Tools to Strengthening School Relations

Solution B. Strengthening Teacher–Student Relationships

Developed by NLP Aalborg/ Center for Unges Livsmestring in co-creation with students, parents and educators from GEM16+ (Malta), IAL FVG (Italy), Tradium (Denmark) and project partners under the Erasmus+ co-funded Solution By Inclusion Project, 2020-2023

This is part of Solution By Inclusion developed Methods & Tools to be tested at GEM16+, IAL FVG and Tradium as part of Intellectual Output 02, WP. 4

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Foreword

This Educator's Manual contains methods and tools based on the project results generated from the Erasmus+ project, Solution By Inclusion (WP. 4).

Project partners NLP Aalborg/ CFUL (responsible for Work Package 4. in the project) have been making an extensive screening before analyzing and selecting existing methods and tools from the EU system; from Erasmus+ VET projects (KA202) to Erasmus+ School projects (KA201) and EUs European Centre for the Development of Vocational Training (CEDEFOP). Furthermore, we have integrated the existing methods and tools developed or put in use by the partnering organisations in Solution By Inclusion.

Giving the nature of the methods stemming from diverse projects and backgrounds the methods and tools will be adapted to fit the Solution By Inclusion project description. Therefore, the methods and tools put forward in this project have been reshaped into new innovative solutions of inclusion to be implemented at upper secondary educational level VETs/ SCLs in Europe. The solutions to be implemented were fitted into new innovative forms and shapes in co-creation with Peer Advisory Boards of VET and SCL (Second Chance Learning) students, educators/ staff and parents at Tradium (Denmark), GEM16+ (Malta) and IAL FVG (Italy).

Chapter 1 - A Short Introduction to "Solution B: Strengthening Teacher–Student Relationships"

Purpose

The purpose of strengthening the teacher-student relationships is to increase the mental wellbeing in a safe, secure and positive environment/ climate of the classroom. Student`s self awareness and development is also a important part of a relation between student and teacher. Moreover to strengthen educators competencies and skills to deal with students well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class. On a social and personal level the students will gain competencies as self awareness, self confidence, communications and building relations.

Content: Solution B: Strengthening Teacher–Student Relationships

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/ other staff

Place: Classroom/ Meeting room at school/ Room of subject

Time: 2 x 60 min.

Potential Applications: Any Subject

Preparations: Preparations (between educators/ staff/ + educators/ students).

Chapter 2 - Solution B: Strengthening Teacher–Student Relationships

Welcome Ritual

Start by playing a song (suggestion "Count on Me" by Bruno Mars - [Bruno Mars - Count on Me (Official Lyric Video)](#)- that fit the competencies of building relations in a safe, secure environment/climate of the classroom). The overall use of music at the beginning is to create a framework and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing good experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and "cohesion booster" in the classroom (and even works virtually). To make an analogy, it seems to work like getting "likes" on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as "a whole person" – doing "normal" things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part.

Introducing Today's Topic

Introducing the topic "Strengthening Teacher-Student Relationships" and what the students will be working on – it can be the suggestion: Students make their own list of what they find important in the relationships between teacher and student.

Suggestion: Other students who struggle to stay connected to school want teachers to:

a) be understanding and supportive of the whole person

b) be confident and knowledgeable

c) use a relaxed teaching style

d) have a sense of humour

e) communicate well and explain things clearly

f) show kindness

g) know their students

h) help them with thinking and learning

i) give them time to learn

https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-SE01-KA201-000993

Talk about Today´s Topic

Let the students talk about how they can strengthen the teacher-student relationship:

- What will it bring to the students?
- Previous experiences with strengthening the teacher- student relationships

Work on Topic (Peer learning)

Suggestion: Other students who struggle to stay connected to school want teachers to:

· a) be understanding and supportive of the whole person

· b) be confident and knowledgeable

· c) use a relaxed teaching style

· d) have a sense of humour

· e) communicate well and explain things clearly

· f) show kindness

· g) know their students

· h) help them with thinking and learning

· i) give them time to learn

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The students make their own list of what is important in the relationship between teacher and student. They can find inspiration and pick from the list above.

Just for fun
An important part of the Rituals is to have fun. You can play song like "Happy" by Pharrell Williams Pharrell Williams - Happy (Video) - but it could also be e.g. to dance or play with balloons.

Summary and End of Lesson

The ending ritual is "Curl and Throw" where the students individually had to answer one or more of the following questions:

- What do you find important in strengthening the teacher-student relationships?
- How was your experience of working with how to strengthen the teacher-student relationships?
- What is the difference between "working with how to strengthen the teacher-student relationships" and a "normal class subject"?

The students write the answers down on a piece of paper, then toss the paper and throw it at the teacher. This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. Also, the Curl and Throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, wellbeing and inclusion.