Finanțat de Uniunea Europeană

TEAM - ,,Împreună vom putea să obținem mai mult”

cadre didactice participante: Brânzan Maria Daniela, Drăgan Daniela, Fiat Paraschiva

Curs - **Cultivating Diversity and Inclusion**



Barcelona, Spania 09.02.2026 – 14.02.2026

Proiect ,,Împreună vom putea să obținem mai mult”

2025-1-RO01-KA122-SCH-00342958

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ZIUA 1 (09.02.2026)– Introducere în curs

- Prezentare a cursului, școlii și a activităților externe;
- Activități de spargere a gheții;
- Prezentarea școlilor participante la curs;
- Discuții și împărtășirea experiențelor despre provocările unei clase multi-culturale;
- Introducerea conceptelor de bază legate de Cultură;
- Așteptările participanților legate de curs.



ZIUA 1 (09.02.2026)– Introducere în curs

Topics in this course



✓ Inclusive education



✓ Tools for developing Intercultural Competence



✓ ICTs and Activities to raise awareness of diversity & inclusion



✓ Dimensions of Diversity

ZIUA 1 (09.02.2026)– Introducere în curs



ZIUA 1 (09.02.2026)– Introducere în curs

SUCCESSFUL INCLUSIVE EDUCATION

Successful inclusive education happens primarily through:

- accepting,
- understanding,
- attending to student differences and diversity, which can include:

- physical,
- cognitive,
- academic,
- social, and
- emotional.

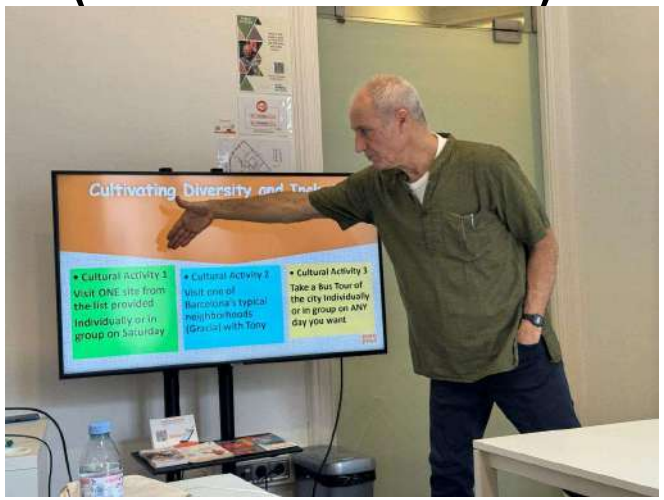
ZIUA 1 (09.02.2026)– Introducere în curs

INCLUSIVE EDUCATION? HOW???

- Giving teachers extra support with learning specialists.
- Expanding instruction to address different learning styles.
- Creating a learning environment of respect and empathy.

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ZIUA 1 (09.02.2026)– Introducere în curs









ZIUA 2 (10.02.2026)– Explorarea și îmbunătățirea comunicării între culturi

- Bariere în comunicarea inter și cross culturală;
- Generalizări vs. Stereotipuri;
- Percepția;
- Surse ale dificultăților în comunicarea cross-culturală;
- Exerciții și tehnici de explorare și îmbunătățire a comunicării cross-culturale.

ZIUA 2 (10.02.2026)– Explorarea și îmbunătățirea comunicării între culturi



What is Stereotype?

Definitions of Stereotypes

Read some definitions of stereotypes. Work with a partner and think examples for each piece of information of the definitions.

1. A simplified and fixed image of all members of a culture or group (based on race, religion, ethnicity, age, gender, national origins).
2. Generalizations about people that are based on limited, sometimes inaccurate, information (from such sources as television, cartoons or comic books, minimal contact with one or more members of the group, second-hand information)
3. Initial predictions about strangers based on incomplete information about their culture, race, religion, or ethnicity
4. A single statement or attitude about a group of people that does not recognize the complex, multidimensional nature of human beings
5. Broad categories about people that fail to differentiate among individuals, peoples, and societies.

ZIUA 2 (10.02.2026)– Explorarea și îmbunătățirea comunicării între culturi

What is Stereotype?



Discuss these items and decide whether they are true or false:

1. Stereotypes ca be positive or negative
2. Stereotypes are all unfair and misleading.
3. They reduce individual to an inflexible image.
4. Human beings are unique and complex, so no one should be stereotyped.
5. They dehumanize people because they place all members of a group into one single category.
6. Stereotypes can be true.
7. You can know a lot about a people if you know their stereotypes.
8. Stereotypes are not necessarily true, but there is a lot of reality in them.

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ZIUA 2 (10.02.2026)– Explorarea și îmbunătățirea comunicării între culturi

STEREOTYPES AND PREJUDICE



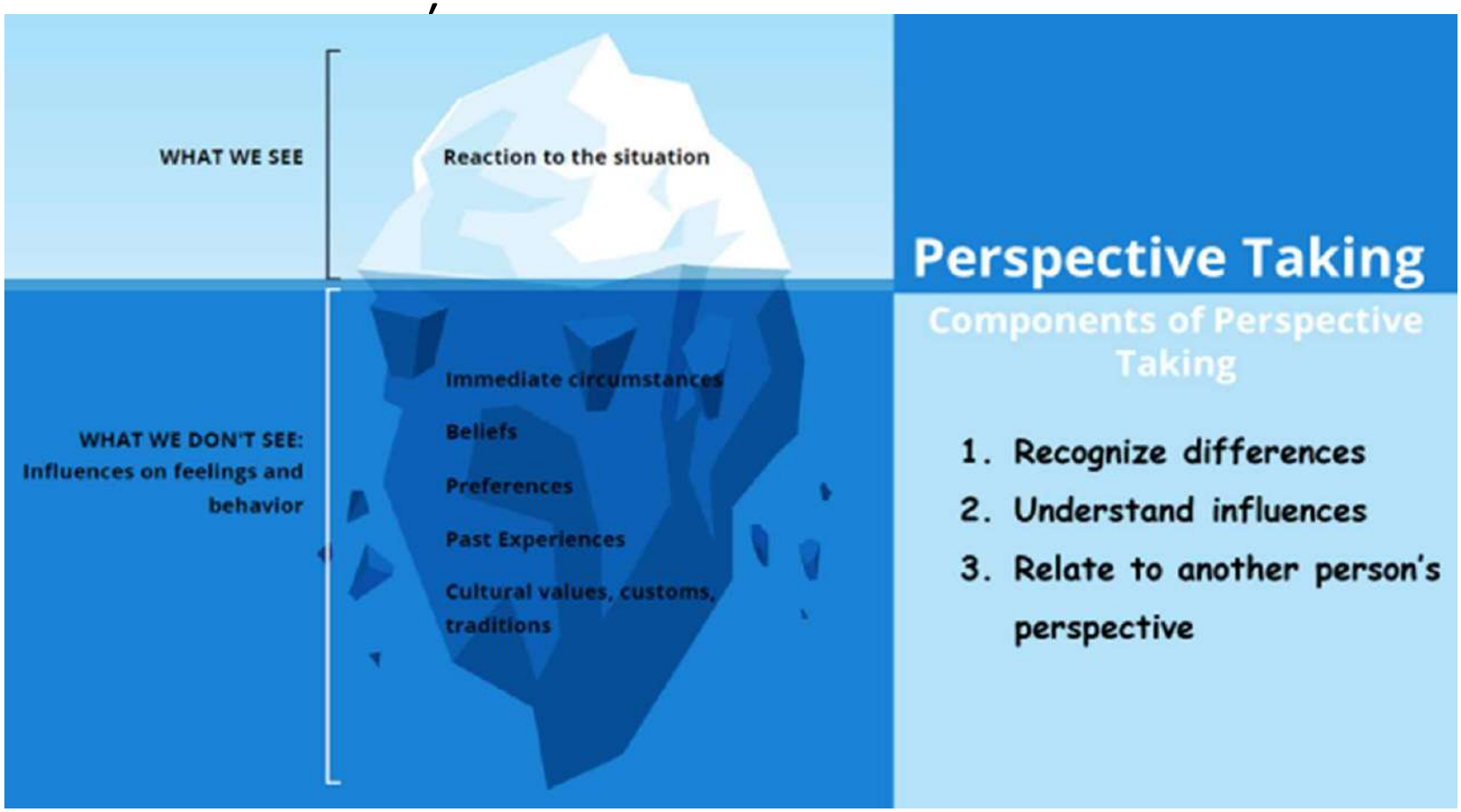
How would you define or explain stereotypes and prejudice?

- **Stereotypes**: thinking all people who belong to a certain group are the same and labelling them, for example all young people who wear hoodies are thugs.

- **Prejudice**: judging someone without knowing them, on the basis of what they look like or what group they belong to, for example all black people are good dancers

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ZIUA 2 (10.02.2026)– Explorarea și îmbunătățirea comunicării între culturi



ZIUA 2 (10.02.2026)– Explorarea și îmbunătățirea comunicării între culturi







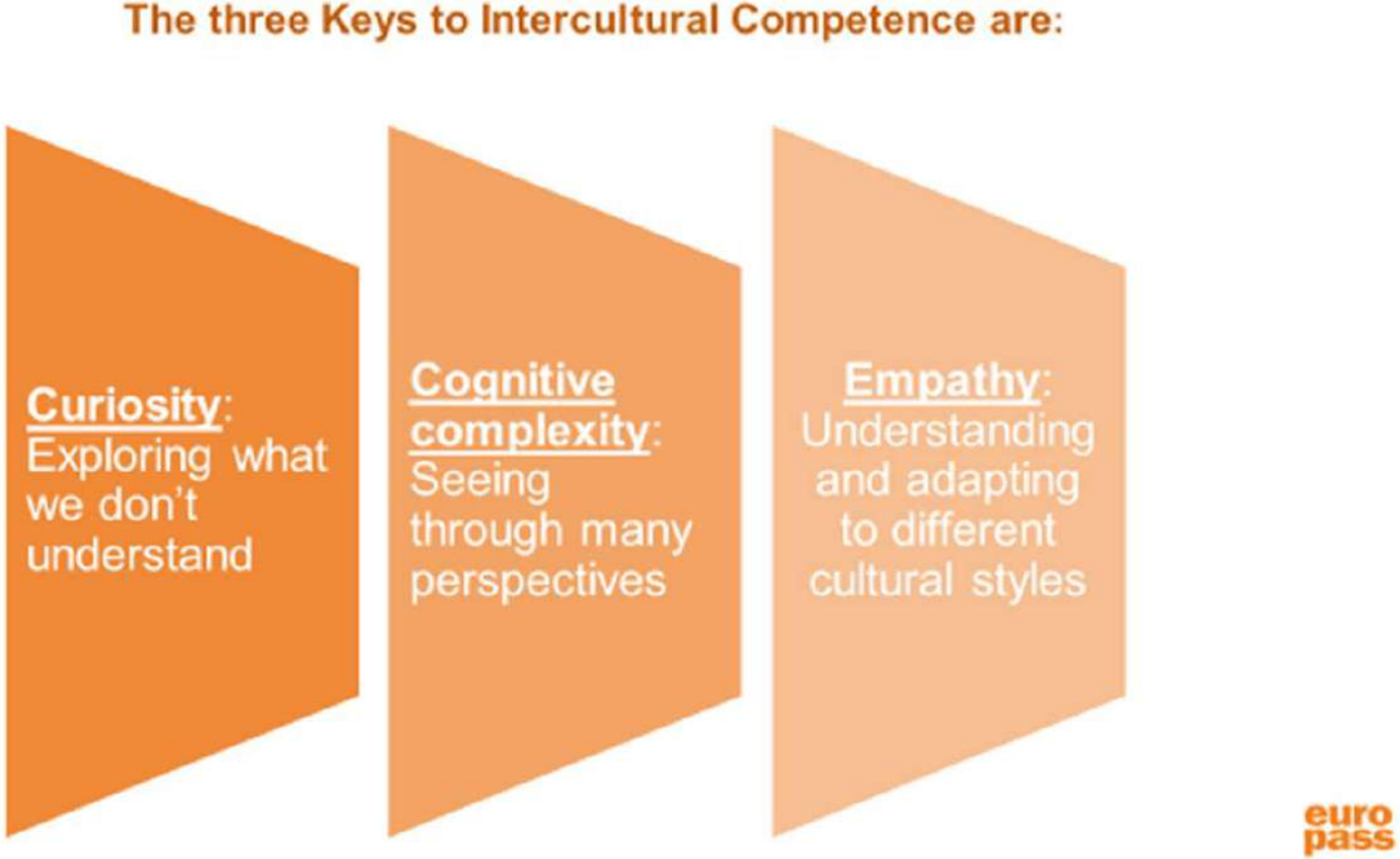
ZIUA 3 (11.02.2026)– Dezvoltarea conștientizării interculturale

- Competențe de comunicare interculturală vs. Competențe interculturale;
- Instrumente pentru dezvoltarea comunicării interculturale;
- Activități;
- Concepte și întrebări.

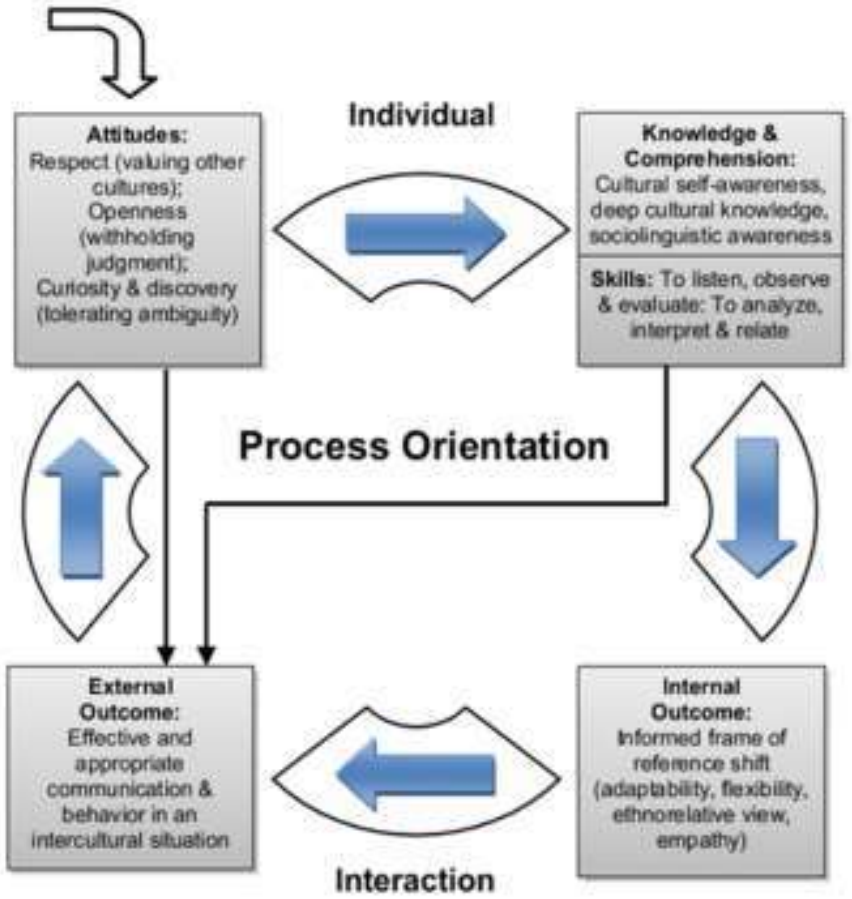
ZIUA 3 (11.02.2026)– Dezvoltarea conștientizării interculturale



ZIUA 3 (11.02.2026)– Dezvoltarea conștientizării interculturale



ZIUA 3 (11.02.2026)– Dezvoltarea conștientizării interculturale



Process Model of IC by Deardorff

ZIUA 3 (11.02.2026)– Dezvoltarea conștientizării interculturale

Activity Estimated time: 5 min

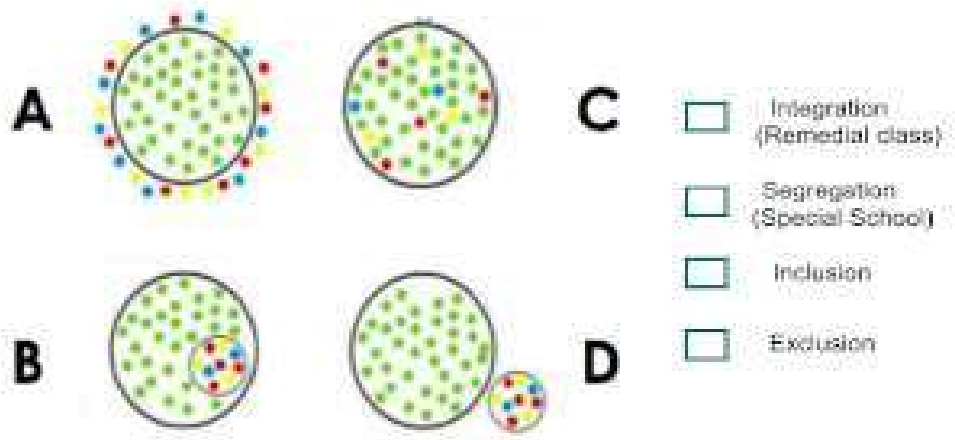
Understanding the process to Inclusion

Are all educational contexts inclusive?

Have a look at the colored dots, as if they were students, and try to figure out their educational situation.

Label the bubbles with the appropriate term.

Check your answer in the next page!

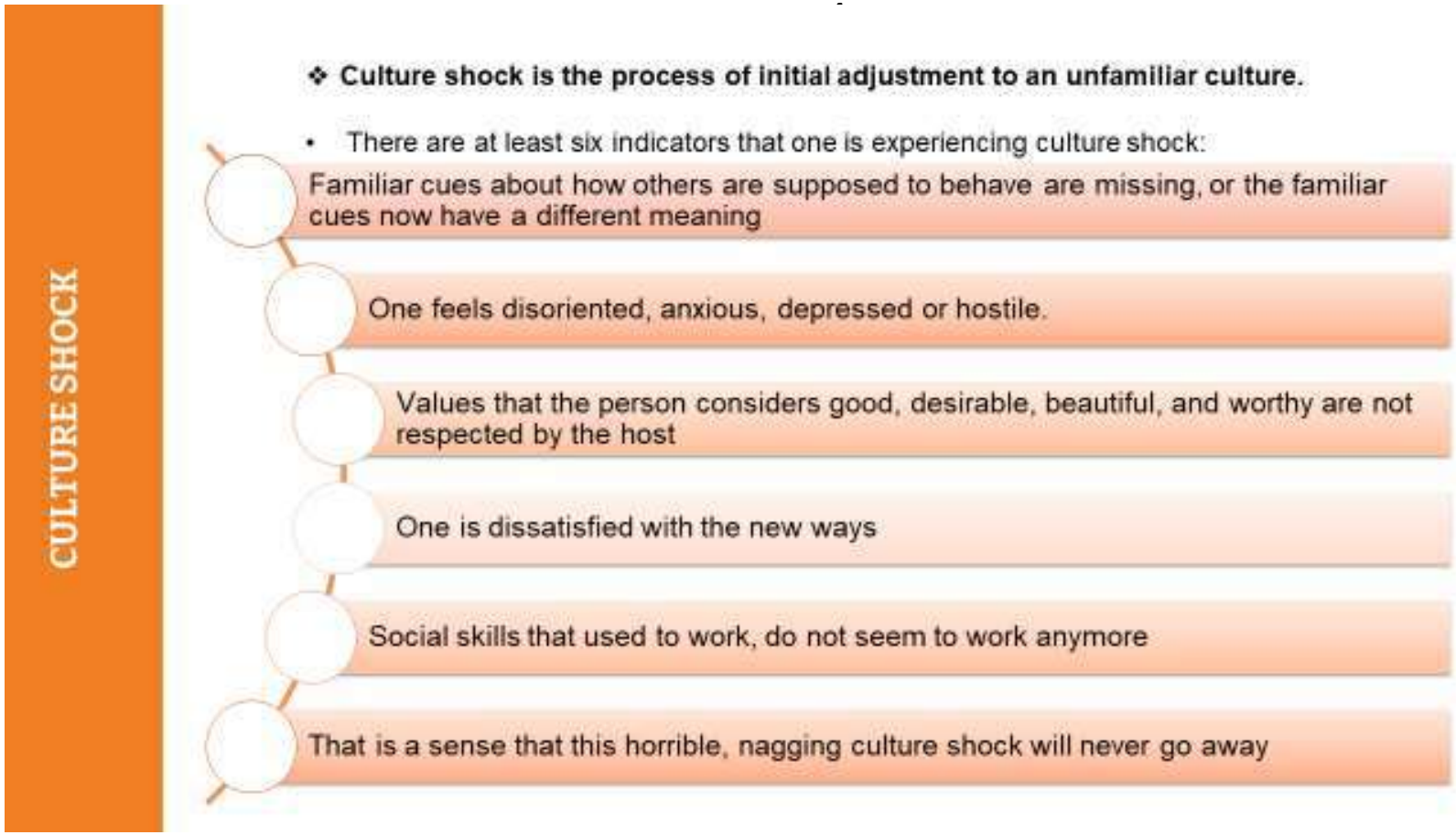


ZIUA 4 (12.02.2026)– Înțelegerea și rezolvarea diferențelor

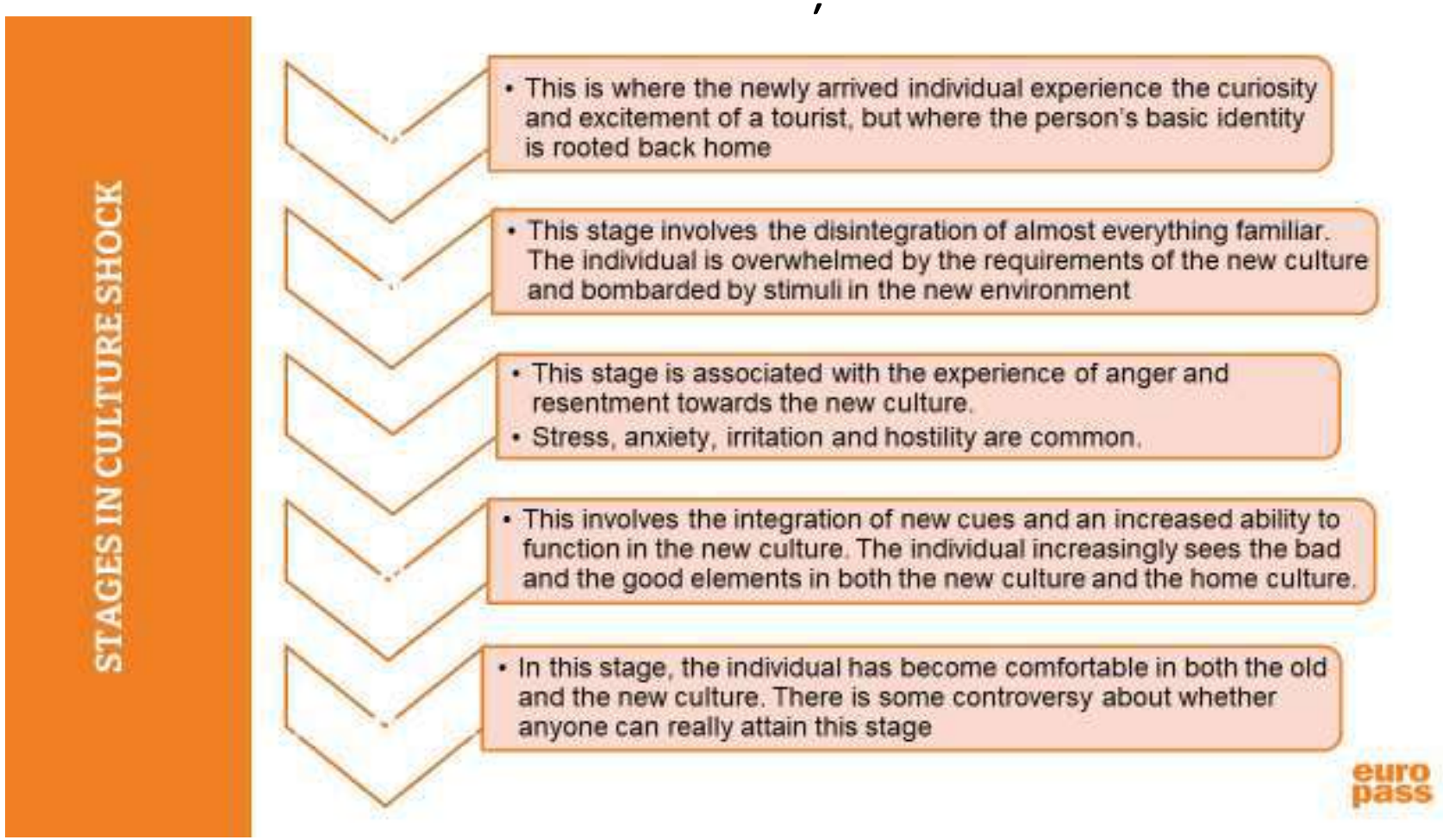
- Șocul cultural – Ce este?;
- Stadiile șocului cultural;
- Exerciții de identificare și depășire a șocului cultural;
- Aspecte majore legate de cultură;
- Cultura nativă vs. Cultura țintă.



ZIUA 4 (12.02.2026)– Înțelegerea și rezolvarea diferențelor



ZIUA 4 (12.02.2026)– Înțelegerea și rezolvarea diferențelor



ZIUA 4 (12.02.2026)– Înțelegerea și rezolvarea diferențelor







ZIUA 5 (13.02.2026)– TIC și predarea cooperativă pentru promovarea diversității în clasă

- Utilizarea aplicațiilor TIC pentru încurajarea interacțiunii dintre elevi și explorarea culturii țintă;
- Îmbunătățirea conștientizării diversității culturale în clasă prin activități de colaborare și cooperare;
- Activități.

ZIUA 5 (13.02.2026)– TIC și predarea cooperativă pentru promovarea diversității în clasă

wakelet

- Teachers gather all the resources they want to share with their students in one place for clarity purposes
- Students can use this tool to research certain topics and create digital portfolios
- This inclusive platform empowers students to showcase their knowledge and creativity in a safe learning environment.
- It is also integrated with an Immersive Reader so every student can access text and other learning materials at their own pace to help them reach the desired outcomes.

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Flipgrid



✓ With its integrated Immersive Reader features, Flipgrid can be used to improve reading comprehension by offering dictation, decoding solutions, read alouds, and translations.

✓ Flipgrid provides time and space for every voice to be heard, whether with the sound on or off, the camera on or off,

✓ Is a tool teachers can use for different-abled students to promote accessibility and build inclusivity in their classrooms

✓ Solutions for every student, from the outgoing ones who love to be seen and heard to camera-shy students who prefer recording audio presentations of a whiteboard or blackboard

✓ to the deaf or hard of hearing (DHH) students who can use sign language for their videos or just create a presentation and use captions.

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ZIUA 5 (13.02.2026)– TIC și predarea cooperativă pentru promovarea diversității în clasă

EQUITY MAPS

- ✓ Is a platform that allows you to create a "space for all voices to be heard".
- ✓ It's an iPad app that can easily be integrated into class discussions fostering collaboration and equitable participation for each student.
- ✓ It helps track the quiet students to try to include them more in the class activities.
- ✓ Also, it's a self-observation tool for teachers to see if they monopolize their lessons.
- ✓ Teachers can track any type of contribution from students in any format and generate a report downloadable to a CSV file,
- provide targeted feedback, assess classroom interaction and involvement,
- promote wider collaboration and
- encourage equitable dialogues.



TRELLO (EDUCATION)

- Trello is a great tool for project management and task management.
- Visual charts are flexible, interchangeable, and allow details to be packed into each card.

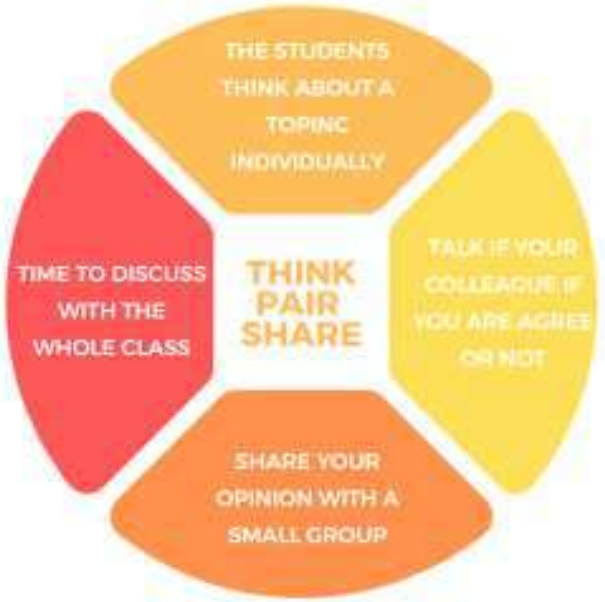
Function highlights

- Easy drag-and-drop editing.
- Easy organization with labelling, tags, and comments.
- Progress meter checklist.

ZIUA 5 (13.02.2026)– TIC și predarea cooperativă pentru promovarea diversității în clasă

THINK PAIR SHARE

The **Think Pair Share** is a collaborative learning technique that benefits people by allowing them to express their reasoning and get feedback from the ideas of their peers.



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ZIUA 5 (13.02.2026)– TIC și predarea cooperativă pentru promovarea diversității în clasă

THINK PAIR SHARE



THINK: INDIVIDUALLY

PAIR: TEAM UP

SHARE: CLASSWIDE

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ZIUA 5 (13.02.2026)– TIC și predarea cooperativă pentru promovarea diversității în clasă

Diversity: a multifaceted concept

- Diversity incorporates all the dimensions that make individuals unique from one another!
- Diversity can encompass many different human characteristics such as race, age, creed, national origin, religion, ethnicity, sexual orientation.
- Gardenswartz & Rowe (1994) described diversity as being like an onion, possessing layers that once peeled away reveals the core.

The Diversity Wheel

"The mix" of human similarities and differences



4 Layers of Diversity

- **The Core Dimension** is how we think and communicate.
- **Internal Dimensions** are largely out of our control but have a powerful impact on behaviors and attitudes.
- **External Dimensions** are largely within our control and are choices formed by environmental, social and cultural factors and experiences.
- **Organizational Dimensions** are largely defined and influenced by the group or organization in which we work.

Adapted from "Diverse Teams at Work: Capitalizing on the Power of Diversity" by Lee Gardenswartz and Anita Rowe

VARIETY IN DIVERSITY CONCEPTUALIZATIONS

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ZIUA 5 (13.02.2026)– TIC și predarea cooperativă pentru promovarea diversității în clasă







ZIUA 6 (14.02.2026)– Finalizarea cursului si activități culturale

- Evaluarea cursului: competențe dobândite, feedback și discuții;
- Certificatul de participare;
- Vizită și alte activități culturale.

ZIUA 6 (14.02.2026)– Finalizarea cursului si activități culturale

What I learned from this professional development and cultural exchanged experience?

1. Met with teachers from different countries/regions/schools and exchanged experiences related to inclusion and diversity.
2. Became aware of how material resources (Journey Stick) can be employed as inclusive instruments that mediate and/or facilitate communication with students with limited language skills and/or participatory competencies.
3. Examined the role of culture (own and others) has in developing an approach for inclusive practices.
4. Participated actively in hands-on activities that demonstrate similarities and differences within and across cultural practices (Post it note exercise).
5. Witnessed a case of a school in Barcelona where inclusive practices have been implemented with high levels of academic success among students from other cultures.
6. Studied formal definitions of culture and the factors that determine it (Iceberg model).
7. Recognized the differences between multicultural and intercultural educational approaches.
8. Conducted a practical activity (spaghetti tower) that demonstrates the potential for inclusive activities in the classroom.
9. Discussed two instructional methods (jigsaw and project-based teaching and learning) that have demonstrated highly inclusive results in classrooms.
10. Understood the practical and theoretical aspects of project-based teaching/learning.
11. Studied and practiced exercises to recognize the concepts of inclusion, integration, exclusion, and segregation.
12. Understood the differences between EQUITY AND EQUALITY.
13. Was exposed to the Universal Design Thinking Approach.
14. Begin to draft an inclusive plan for my classroom/school/community.



ZIUA 6 (14.02.2026)– Finalizarea cursului si activități culturale



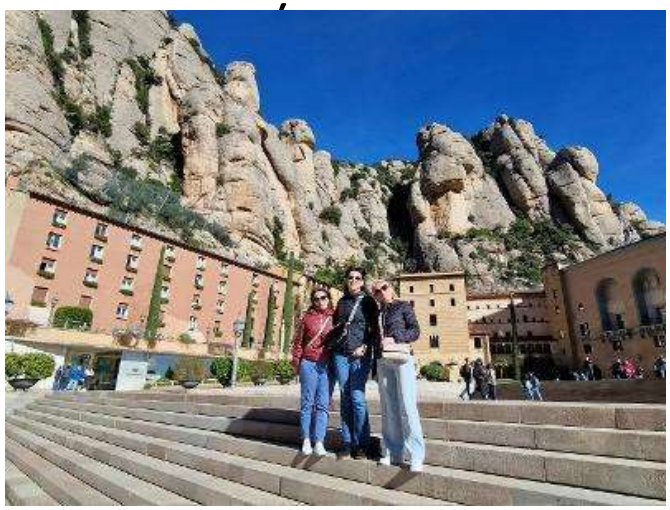






ZIUA 6 (14.02.2026)– Finalizarea cursului si activități culturale









Finanțat de Uniunea Europeană

Proiectul Erasmus+ 2025-1-RO01-KA122-SCH-000342958
Împreună vom putea să obținem mai mult Together Everyone Achieves More (TEAM)

- **GRĂDINIȚA CU PROGRAM PRELUNGIT NR. 2 CARANSEBEȘ**,

Perioada de desfășurare: 1 septembrie 2025-31 august 2026

- **GRANT DE FINANȚARE:**

14787 Euro prin Programul Erasmus+

- **GRUP ȚINTĂ:**

376 preșcolari şı 30 cadre didactice din Grădinița cu Program Prelungit Nr. 2 Caransebeș

- **DATE DE CONTACT**:

Grădinița cu Program Prelungit Nr. 2, Caransebeș
Str. Nicolae Corneanu Nr.3. Caransebeș, Județul Caraș-Severin

- **E-mail:** ***gradinita_pp2@yahoo.com, https://www.gradinita2caransebes.ro/***
- **Tel: 0255 514 081**