



SENSEI NEWSLETTER

Partnership for Excellence – Erasmus+ Teacher Academies
School EducatioN for Sustainable and Equal Inclusion (SENSEI)- 101103869

IMPACT ASSESSMENT

The main goal of the SENSEI project is to improve inclusion in education. To ensure we achieve this, the Global Impact Institute, in collaboration with the other partners, have developed tools to measure the project's impact. Thanks to the active participation of our audience, we have already reached some critical milestones.

The SENSEI team has invested considerable effort in the theoretical foundation for these tools, focusing on inclusion and the positive changes the project aims to achieve.

Our initial step involved working on the Theory of Change. After defining the desired changes we hope inspire in people, the Global Impact Institute developed various measurement tools. The first is a questionnaire, intended for short events, targets both in-service teachers and pre-service teachers. Two additional questionnaires were created for longer events, differentiated for in-service and pre-service teachers.

The content of these questionnaires was tested with a focus group, and translations have been completed in Dutch, Basque, Danish, Czech, Romanian, Portuguese, Serbian, Italian, and Polish. Additionally, a separate questionnaire has been created for the SENSEI consortium and network.

We would like to thank all contributors. We know that filling in so many questionnaires can be tedious, but as with any research your attention in this matter is indispensable to us. The data is being processed at the moment and, in a follow-up newsletter, we will share preliminary results.

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On April 30th, 2024, the SENSEI team, in collaboration with Dr. Rajika Bhandari, an international higher education expert and scholar-practitioner, organised an online focus group to develop the impact assessment tool for SENSEI's activities.

The SENSEI consortium had previously worked on this tool, but the focus group provided an opportunity for practising and trainee teachers to reflect on and test what had already been done. During the session, teachers voted on statements about inclusivity in the classroom, aiming to identify those most likely to show significant differences between pre- and post-training, thus highlighting commonly held ideas to be challenged.

FOCUS GROUP

Another objective of the focus group was to vote on or create a small set of qualitative questions that participants felt would be particularly interesting for other teachers and trainees involved in SENSEI. This aimed to identify additional topics related to inclusion in education that the project should address. The focus group participants, including practising and trainee teachers, were selected through a social media call and the support of the SENSEI Network. The 90-minute session was quite successful, thanks to the involvement of the 40 attendees.

CALL FOR PRACTICES

One of the SENSEI Team's initial and primary tasks was managing the call for practices. This call was launched on social media and disseminated through the networks of our various partners on 16th February 2024.

Numerous practices have been collected from our partners, with the University of Wroclaw (Uwr) taking the lead in this effort. They analysed the submissions and presented their findings to the entire consortium during the SENSEI meeting at the EuroClio Annual Conference 2024 in Sofia, Bulgaria.

These practices have been utilised in our webinars, the SENSEI Conference, and



during the SENSEI Plenary Workshop during EuroClio's latest Annual Conference that was held earlier this month in Bratislava, Slovakia. They will continue to be incorporated into future SENSEI events, such as the Online Sessions. We extend our gratitude to everyone who contributed by sharing their inclusive practices!



WEBINAR 1 - Understanding Inclusion in Education

This kickoff webinar investigated the principles and practices of inclusion in education. Participants discussed strategies for fostering equitable learning environments, addressing diverse student needs, and promoting belonging for all. Attendees engaged in meaningful dialogue, and deepened their understanding of the impact of inclusive education on student success.

WEBINAR 3 - Making marginalised collectives present in history lessons

A powerful topic for this webinar episode, exploring how history teaching can empower marginalised groups. Speakers shared strategies to foster inclusion, representation, and engagement. Discussions highlighted the importance of diverse narratives, culturally responsive pedagogy, and student identity in building confidence, motivation, and deeper learning.

WEBINAR 5 - Unlocking Potential: Transforming Learning with UDL

We delved into the way Universal Design for Learning empowers educators to create inclusive and flexible learning environments. Attendees were presented with practical strategies, insights, and tools to support diverse learners, remove barriers, and foster student success. It was an inspiring session promoting equity, innovation, and learner-centred design.

Webinar Series

The 5 webinars organised between March and June 2024 offered participants opportunities to:

- explore the principles of inclusion in education, as well as a conceptual framework and various types of activities
- engage in interactive breakout sessions with experts in education
- share their insights and help us shape the future of our project

WEBINAR 2 - Co-Construction of Inclusive Practices

We examined the evolving roles of teachers as researchers and community builders, fostering collaborative inquiry and equity. Thought-provoking discussions highlighted strategies to create inclusive learning environments rooted in shared values, reflection, and transformative pedagogy.

WEBINAR 4 - Management of learning environments for inclusion

Practical strategies to create inclusive spaces were explored. Through real-life examples and activities, participants gained insights into fostering engagement, accessibility, and equity. The session emphasised adaptable environments that support diverse learners, offering tools to enhance participation and belonging in educational settings.

SENSEI CONFERENCE

14-17 NOVEMBER 2024, LESKOVAC, SERBIA

Our conference brought together over 90 European educators, experts, and advocates of inclusion in education. Through plenary sessions and interactive workshops, we explored inclusive practices, shared experiences and collaborated to create learning environments where every student feels valued, supported, and empowered to succeed and participate.

Student Plenary

Participants experienced two powerful student-led plays that spotlighted key inclusion issues. They sparked reflection and conversation and served as starting points for deeper discussions and debates, encouraging attendees to explore and share their own personal inclusion stories.



Parallel Workshops

Sixteen parallel workshops explored various aspects of inclusion in education, promoting dialogue on equity, accessibility, and learner diversity and synergies. Participants engaged in interactive sessions filled with hands-on activities addressing inclusive pedagogy, policy, and support systems. These workshops empowered participants with practical tools and insights to create inclusive learning environments that embrace all students regardless of background or ability.



In the next issue of our newsletter:

- SENSEI's Puzzles of Empathy
- The SENSEI Plenary in Bratislava, Slovakia
- Module for Initial Teacher Training
- Online Course
- Preliminary Research Results ... and More!