

REPORT MOBILITY LONDON 17th feb.-1th mar.2019

From 18th February to 28th February 2019 I and my colleague Dorotea Martorana took part in a course about **“Diversity, Cultural Awareness and Inclusion: working cross-culturally”** at Creating Ground in London.

We chose this course about Erasmus plus KA1 because our school is sensitive to inclusion. The course plan included two week: from 18th to 22th February we met some teachers from different countries: Spain, Serbia, Turkey, Germany and local facilitators that were from Italy but have been teaching in London for many years; from 25th to 28th February we visited different schools for Job Shadowing: Sebright Primary School, Heavers Farm Primary School and Rainbow Club Saturday School, Action for Refugees in Lewisham. Discussion and group work were very interesting about what's diversity and how can we incorporate it in our work place. We could meet a team at Renaisi, a social enterprise in Hackney that works with migrant children and parents in primary schools. In the second week we met James Green, Sebright Primary School's Headteacher, a gentle and a professional man, and we spent some time in some classrooms where we knew methods, strategies to inclusion from Primary School. Some pupils and we went around the school and observed some lessons, activities in free time and we had a lunch together.

The day after we met Atalanta Copeman-Papas, school manager in Heavers Farm Primary School, and we observed a few classes during English and Maths lessons. In this case, it was very important to understand how the school embraces the disability using support teachers, with many activities in the afternoon, with reflection places. I have experienced the reflection place in my school when I came back and I understood if a child reflects on wrong behavior this will improve in accordance with the rules.

Then we had a session with Thomas Martin, Headteacher in a school with adult students; he gave us some advices and tips about the way to teach to a diverse range of students in classroom, adults too.

We have acquired information about how understand diversity and cultural differences, how develop cultural awareness, how learn to communicate cross-culturally, how develop inclusive practices and how share experiences and learn with and from a multicultural group.

In my opinion, if we want to improve inclusion and develop awareness we could invite students to bring a cultural object to school, for example,

and when the teacher talks about economy or jobs in the country, it's possible to compare the local traditions with the traditions of place from which the child comes. In Bolognetta, every year, families made some typical dishes and pupils, teachers and parents eat together for Saint Joseph Day.

The School can encourage empathy, mostly when there is a critical situation in the class and the teacher stops activities and respect.

In my class, now we have an emotional box, where every pupil can put a message in and then teacher decides to read this to the group and discuss together. The messages are anonymous and the students are free to express their feelings and emotions.

Moreover, it's necessary to create feedback circles before and after an activity when students and teachers can talk about critical issues and success.

In my opinion, this experience is necessary for one's own professional and human growth and for improve the knowledge of a foreign language.

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