

COP WEBINAR 5 FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

Principles and pedagogies for inclusive learning



Students thrive when challenge is paired with **trust, reassurance, flexibility, collaboration, and structured support.**



What Enables Students to Thrive in the Learning Pit?

Psychological safety: learners need to feel safe to make mistakes, ask questions, and take risks. Some learners require comfort, confidence-building, and recognition before they can engage with difficult learning.

Scaffolding and clear structure: Clear goals, models, rubrics, guided questions, sentence starters, and differentiated support are needed.

Peer collaboration: Mixed-ability pairing, cooperative learning, and peer support were frequently cited as effective strategies.

Growth mindset and encouragement: Emphasis is on viewing mistakes as part of the learning process and encouraging persistence through productive struggle.

Reflections on “Comfortable with Being Uncomfortable”

Inclusive education requires teachers to create environments where learners feel safe enough to take risks and face challenges. Discomfort should be purposeful, supported, and never harmful.

Common Challenges in Implementing Universal Design for Learning (UDL)

- Limited understanding of UDL
- Heavy planning workload
- Large classes
- Limited resources and technology
- Assessment challenges
- Accessibility of physical environments
- Diverse learner needs and SEN support



Solution 1: Professional Development

Increase teacher training through:

- Workshops,
- Micro-trainings,
- Peer learning,
- Mentoring,
- Professional learning communities,
- Classroom observation



Solution 2: Resource Sharing

Teachers recommended: Shared lesson banks, UDL templates, adapted teaching materials, online repositories, collaborative planning

UDL Dissemination Strategy I:

Professional Development and Workshops: Teachers will run departmental sessions, seminars, conference presentations, and training events.

Solution 3: Flexible and Low-Tech Approaches

Inclusion does not always require sophisticated technology



UDL Dissemination Strategy II: Peer Observation and Mentoring:

Structured observation and coaching were widely viewed as powerful mechanisms for spreading inclusive practice.

UDL Dissemination Strategy III:

Resource Sharing: Participants proposed developing and exchanging lesson plans, visual aids, templates, and adapted materials.

UDL Dissemination Strategy IV:

Professional Communities: Telegram groups, WhatsApp groups, webinars, and collaborative networks were identified as sustainable channels for ongoing learning.

Key Regional Insights

There is a clear regional shift from traditional teacher-centred instruction towards more inclusive, learner-centred practices. The strongest consensus across all countries was that emotional safety is the foundation upon which meaningful challenge and inclusive learning are built.