

BCORE21

Designer Session Report Intercultural Sensitivity Mission

1. Purpose & Scope

- **Purpose:** Capture insights and decisions from the designer sessions to inform a focused intervention that advances teacher intercultural competence and a safer, warmer school culture.
- **Theme & Factor:** *Teacher Training & Intercultural Competence → Limited/outdated professional development on cultural/linguistic diversity.*
- **Method:** Designer Canvas sessions with separate student/teacher groups, followed by leadership alignment and an internal concept sprint.

2. Participants & Timeline

- **Session 1 — Students (6):** Tue, 1 April – Designer canvas completion
- **Session 2 — Teachers (6):** Tue, 1 April (after student session) – Designer canvas completion
- **Session 3 — Leadership (2 directors) + Teachers (2):** Mon, 7 July – Decision meeting
- **Session 4 — Core Team (internal):** Week of 14 July – Concept development, desk research, partner scouting

3. Session Summaries

Session 1: with students

Key observations

- Students want teachers to **experience** what it feels like to be confronted with or offended due to intercultural differences.
- They stressed **two-sided understanding**: teachers and students both need to recognize how/when intercultural differences surface and how they affect **feelings and belonging**.
- Students often know peers' backgrounds and dynamics better than teachers; they notice **annoying/repetitive micro-interactions** that adults miss.

Outputs

- **8 transformative learning activity ideas** generated.
- Participants **prioritized several ideas** for further testing (high votes).

Implications

- Emphasize **experiential learning + reflection** for teachers.
- Build structured channels for **student voice** and **co-design** of classroom norms.



Session 2: with teachers

Key observations

- “It’s a **two-way** street”: pupils also need to **show respect**; IC is part of a broader **school climate** question.
- Need a **safe, warm culture** where feelings/thoughts can be voiced and **culturally sensitive issues are flagged early** (before they normalize unnoticed).

Outputs

- **6 transformative learning activity ideas** generated.
- Multiple ideas **scored highly** for further development.

Implications

- Focus on **community-building routines** and **repair processes** (not only awareness-raising).
- Embed practical **dialogue/repair protocols** teachers can use during real incidents.

Session 3: leadership alignment (7 July)

Decision

- **Restorative Practices (RP)** emerged as the **anchor approach** that:
 - Advances the mission on **intercultural competence** (attitudes, empathy, perspective-taking).
 - Addresses the **wider culture** need: belonging, respectful community, early flagging/repair of harm.
- Agreement to pursue an **RP Bootcamp + coached implementation** as the development pathway.

Rationale

- RP offers **repeatable routines** (circles, restorative conversations) that make respectful dialogue **normal**, not exceptional.

- RP integrates with **student voice** and **teacher skill development**, matching both sessions' priorities.

Session 4 — Concept Sprint (week of 14 July)

Activities

- Conducted **targeted desk research** and **calls with schools** already applying RP.
- Drafted a **project brief** and initiated **partner mapping** (schools, RP trainers, evaluation partner).

Early Design Directions

- Build a **2-day RP Bootcamp** with **scripts** and **practice** for “hot moments.”
- Follow with **6–8 weeks of coached implementation** (weekly circles + restorative conversations).
- Align teacher reflection to **RFCDC** descriptors (Council of Europe).
- Use **light analytics** (e.g., brief discussion-mapping/EQUIP snapshots) to surface participation equity and track change.
- Create a simple **evaluation pack** (belonging/wellbeing mini-surveys + incident tracking).

4. Cross-cutting Insights (Students + Teachers)

- **Shared diagnosis:** The issue exceeds “IC knowledge”—it’s about **everyday climate** and **belonging**.
- **Experiential + reflective** learning for teachers is essential; **student voice** must shape classroom norms.
- Schools need **practical routines** to prevent, surface, and repair intercultural harm **early**.

5. Prioritized Direction

- **Primary intervention:** *Restorative Practices Bootcamp + coached implementation* (RP as culture-building and IC in practice).
- **Design spine:** RFCDC-aligned reflection, student voice, and light data on classroom participation to guide improvement.

6. Next Steps (90-day plan)

1. **Finalize project brief design**
2. **Search & confirm partners** (pilot schools, RP trainer, evaluation support).
3. **Develop project application** (needs analysis, project writing, meeting with NA).

7. Risks & Mitigations

- **One-off workshop risk** → Bake in **coaching cycles** and leadership time protection.
- **Role confusion (“RP = no consequences”)** → Clarify **continuum** (prevent–respond–repair) and policy alignment.
- **Time burden** → Keep tools **lightweight** (10–15 min snapshots; short surveys); integrate routines into **regular class meetings**.

End of report.