

Teaching for All

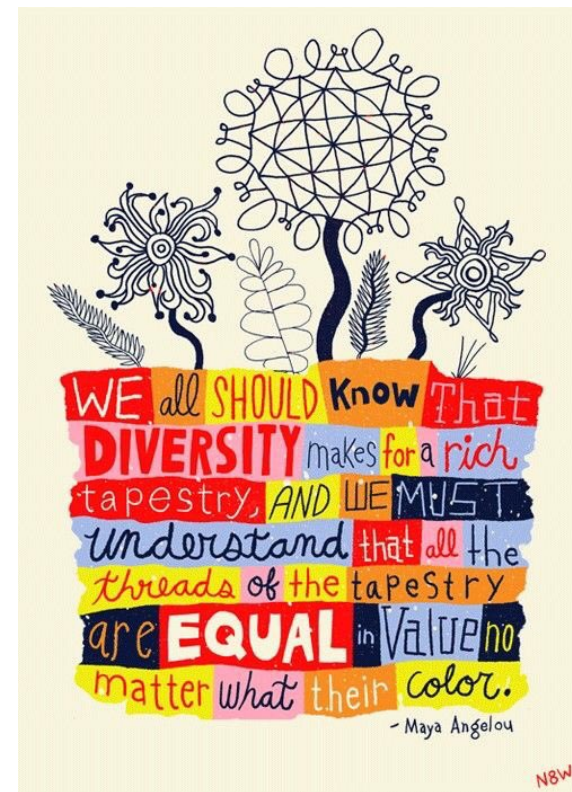
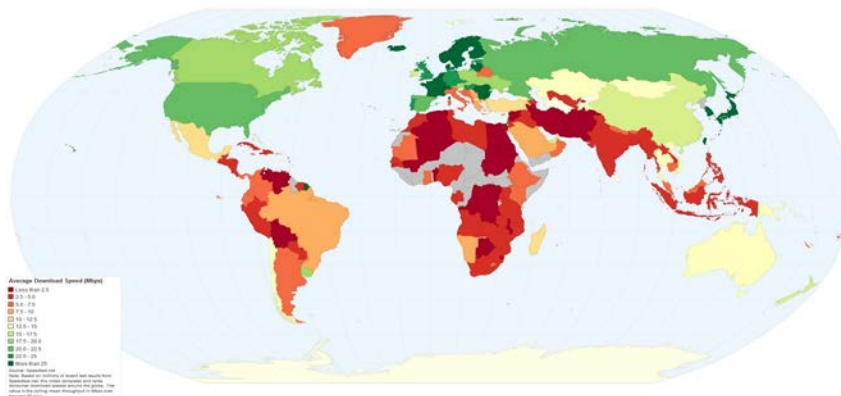
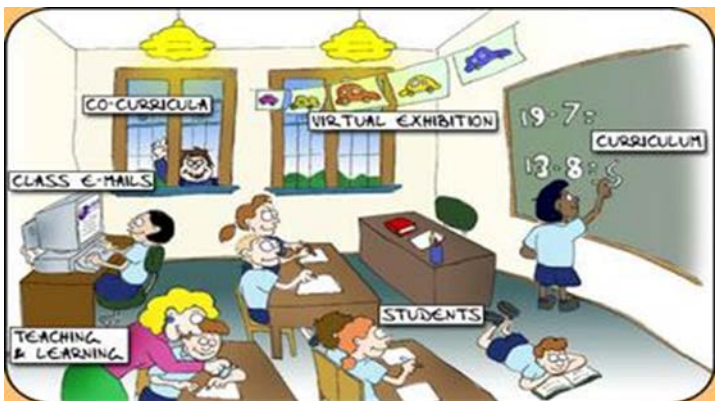
Unlocking learning potential and applying inclusive practices in schools and classrooms in meeting the diverse range of learners' needs

Phil Dexter

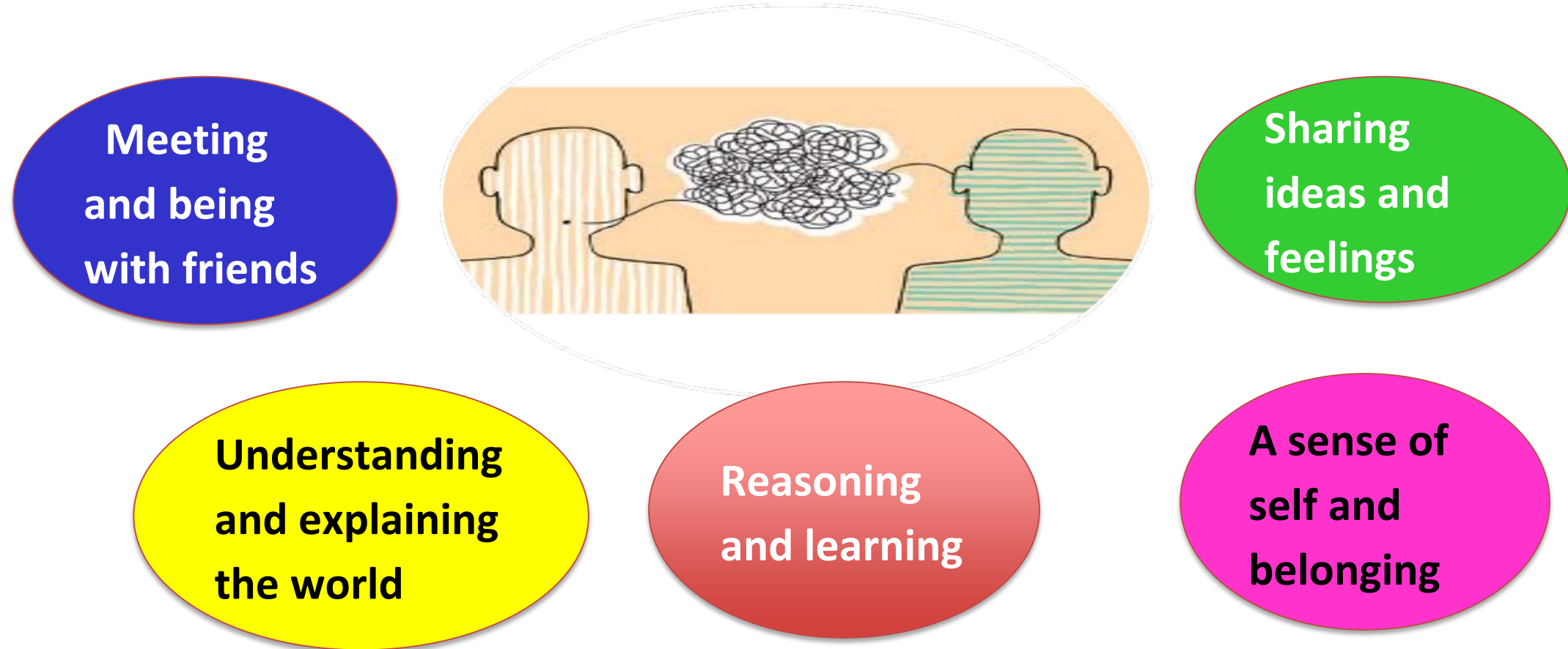




Who am I? My work for the British Council and my current role and interest?



What's involved in learning - language and communication skills?



Is there the rhetoric of inclusion but the practice of exclusion?



A Question: What would you say to the learner?



A learner produced the following in class. What do you think the teacher said to the learner?

$$9 \times 1 = 6$$

$$9 \times 2 = 18$$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

$$9 \times 5 = 45$$

$$9 \times 6 = 54$$



Index for Inclusion Tony Booth and Mel Ainscow 2016

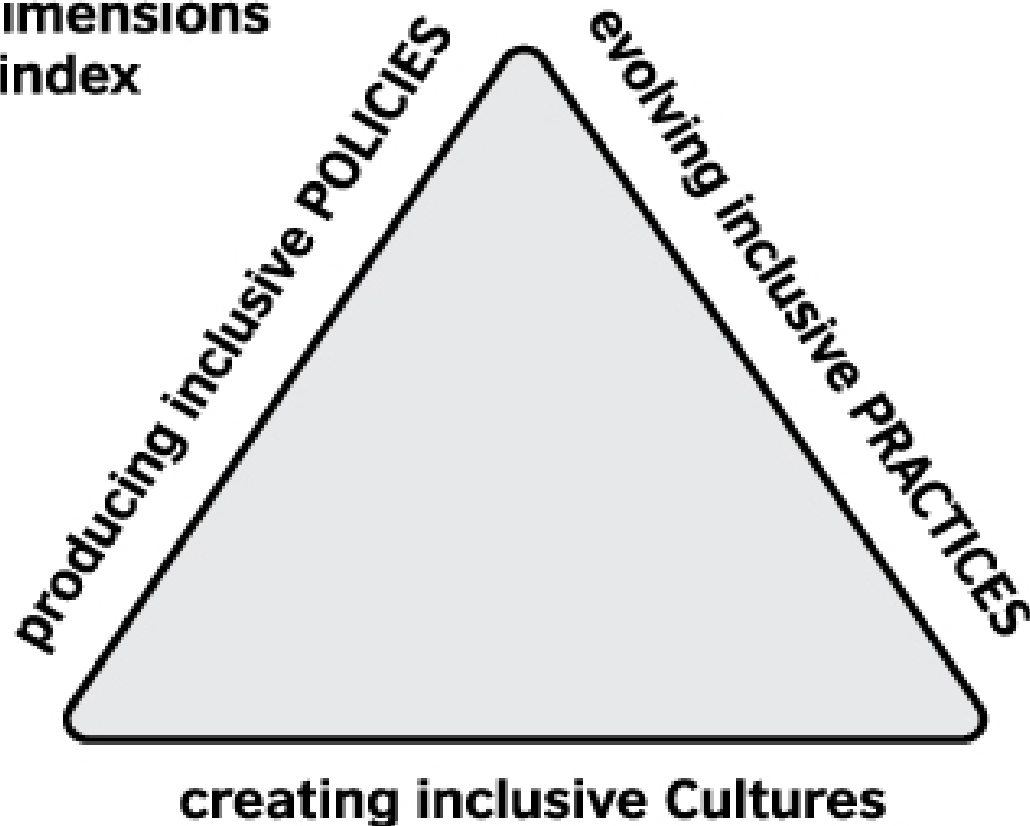
What do we need to know in order to live together well?

index for
inclusion
network



www.indexforinclusion.org

The three dimensions
of the index

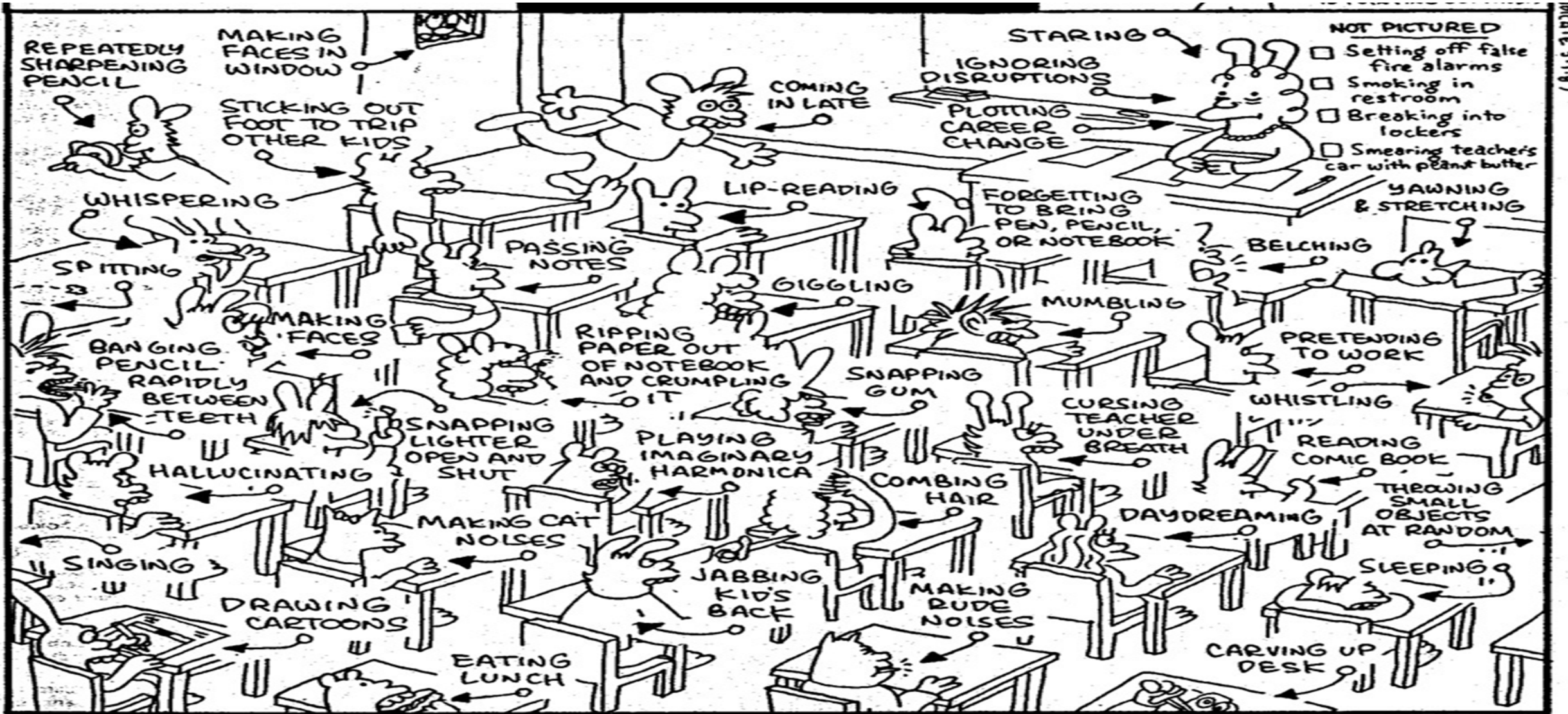


In improving learning outcomes
we must first have a values
driven approach

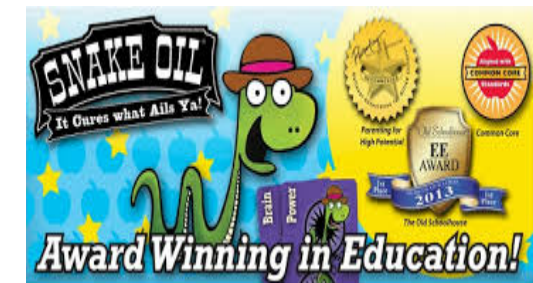
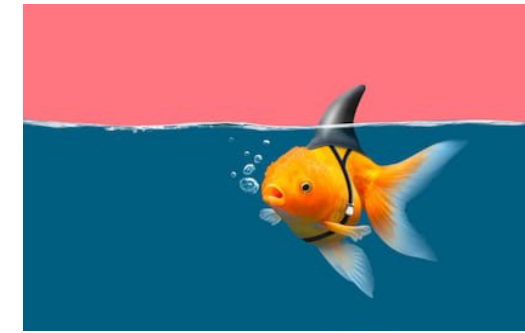


What is going on in this classroom?

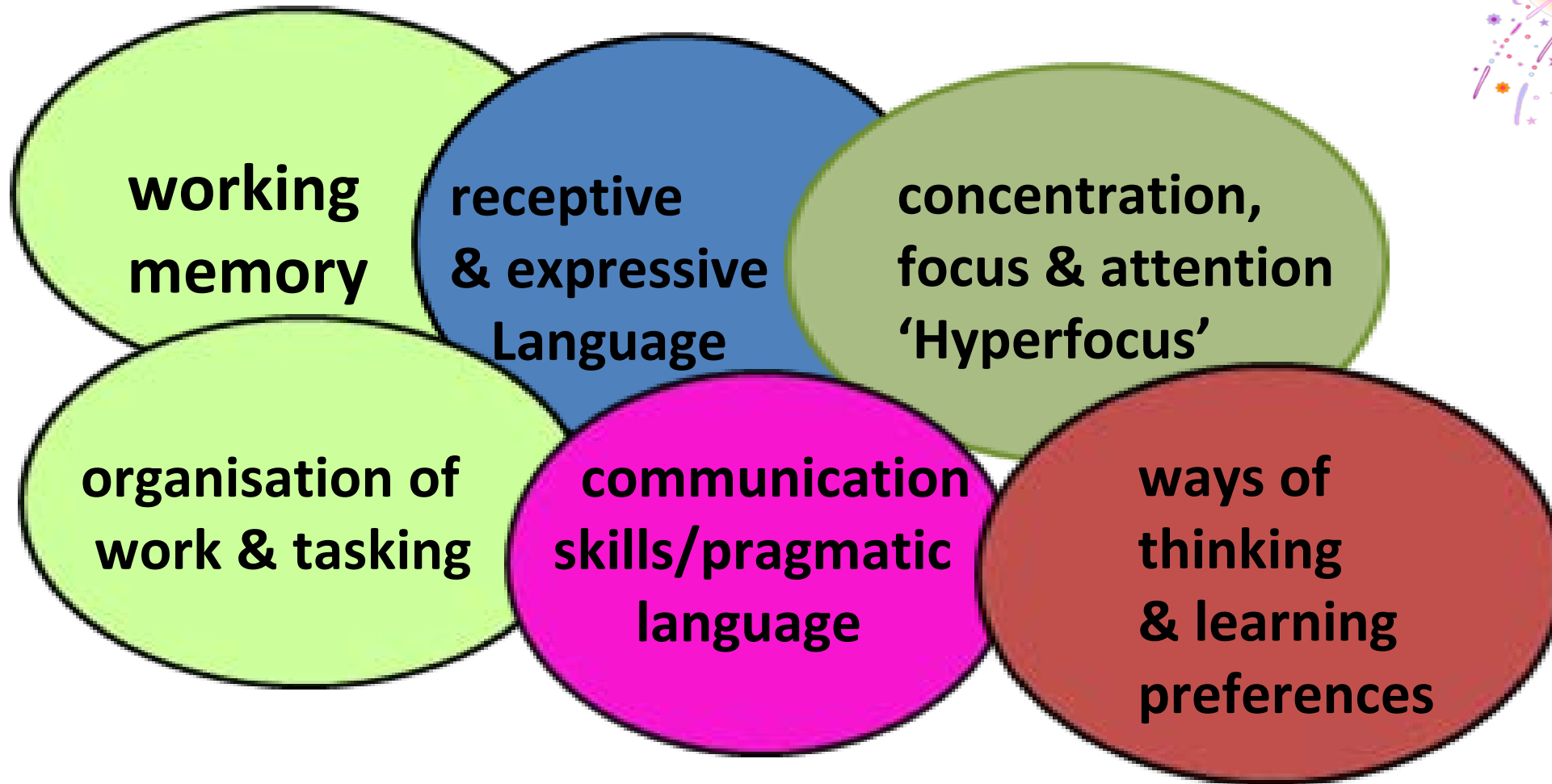
How might we support learning?



Special Educational Needs Labels? Helpful?

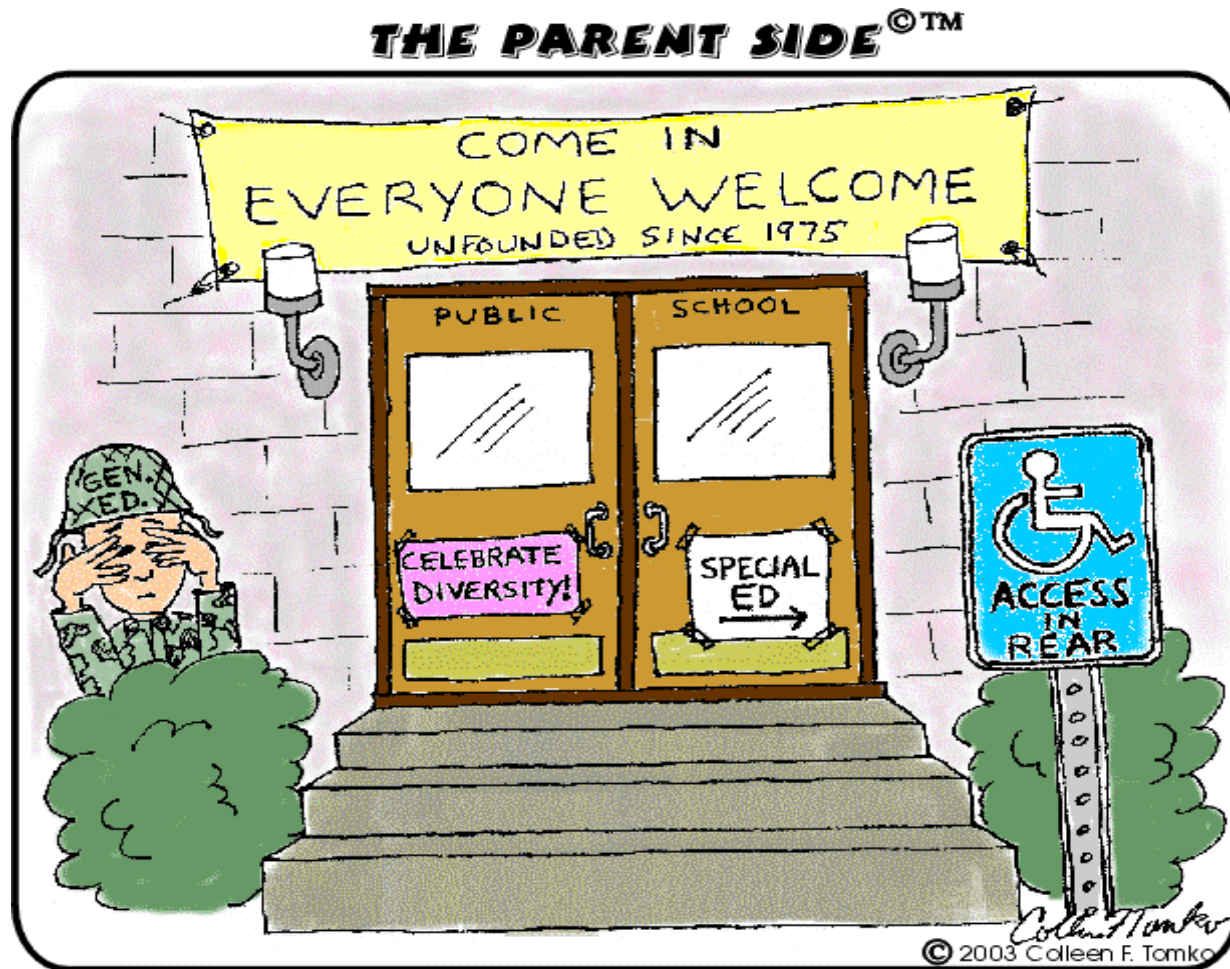


Co-occurring learning needs – challenges/ strengths



Inclusion is for everyone

Barriers to learning and participation



Mixed Messages

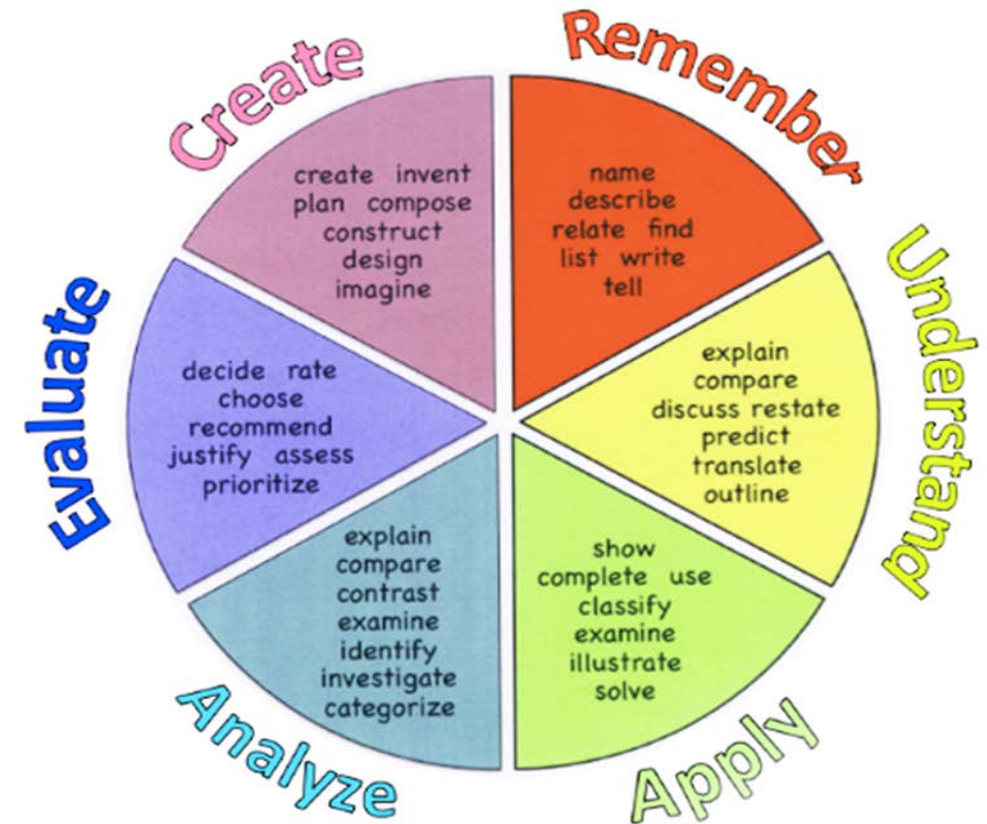
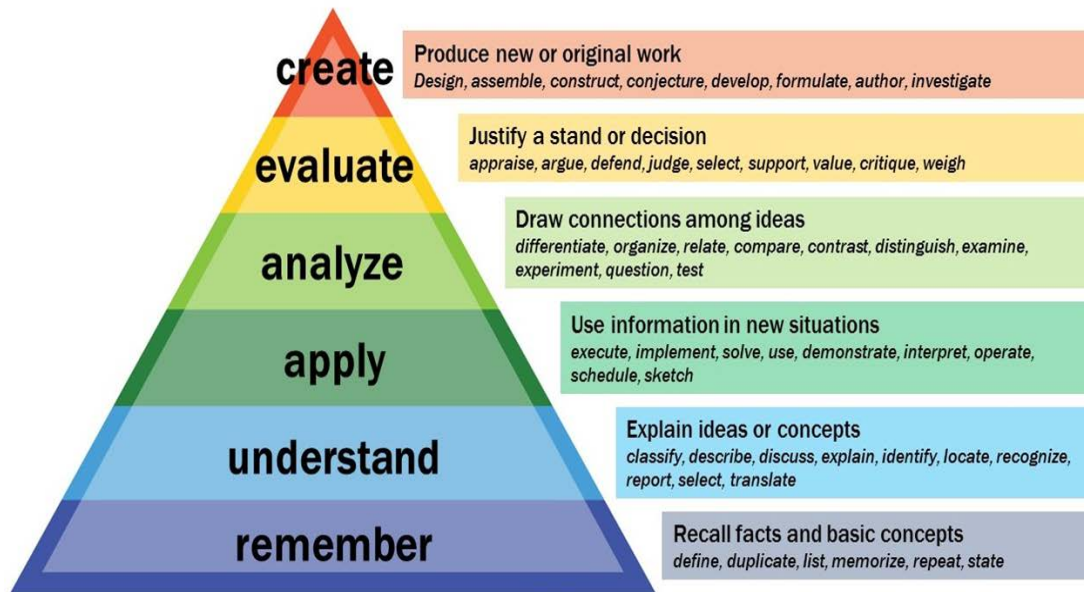


CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

An inclusive activity? – ‘Bloomifying’ working with text



Bloom's Taxonomy



Overcoming clutter – barriers to learning and participation



Is the brain leaky or sticky? Supporting learning



Mind Full, or Mindful?



What teachers can notice? Learning practice.

What is working or not?

Evidence informed practice on what is actually happening in class?



- ✚ What is the learner doing well?

- ✚ How is s/he doing it?

- ✚ Does s/he have particularly
 - preferences in ways to work?

- ✚ What skills, activities or
 - processes seem to be working?

- ❖ Discovery and explicit teaching and learning

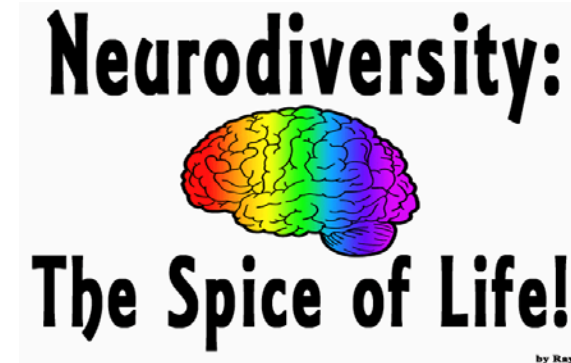
- ❖ Whole to part and part to whole teaching



It's not what we think but how we think!

Traditional classroom
approaches may not connect
with neurodiverse learners

In understanding neuro-diversity
we recognise cognitive differences
as part of a natural spectrum
of 'ways of thinking' that are unique
and should be educationally and socially celebrated.



Which image best reflects the concept of neurodiversity?



Neurodiverse

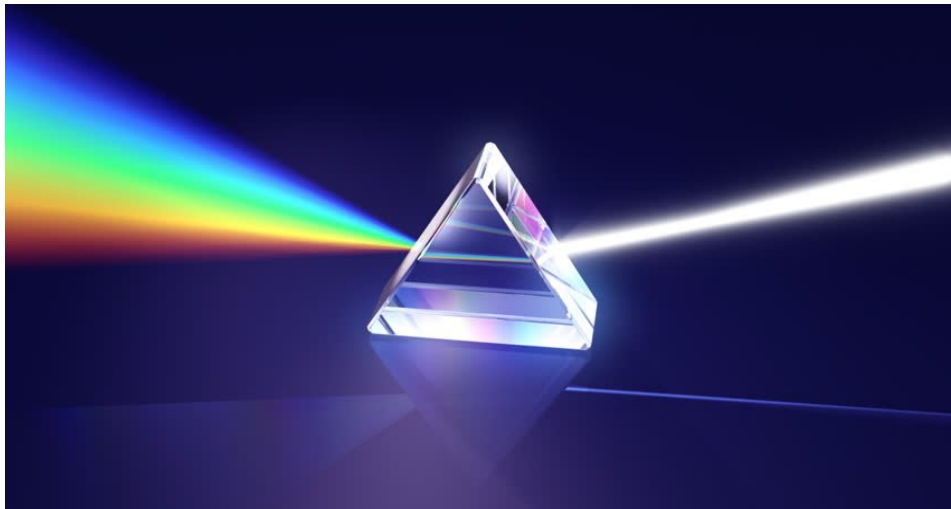
Neurotypical



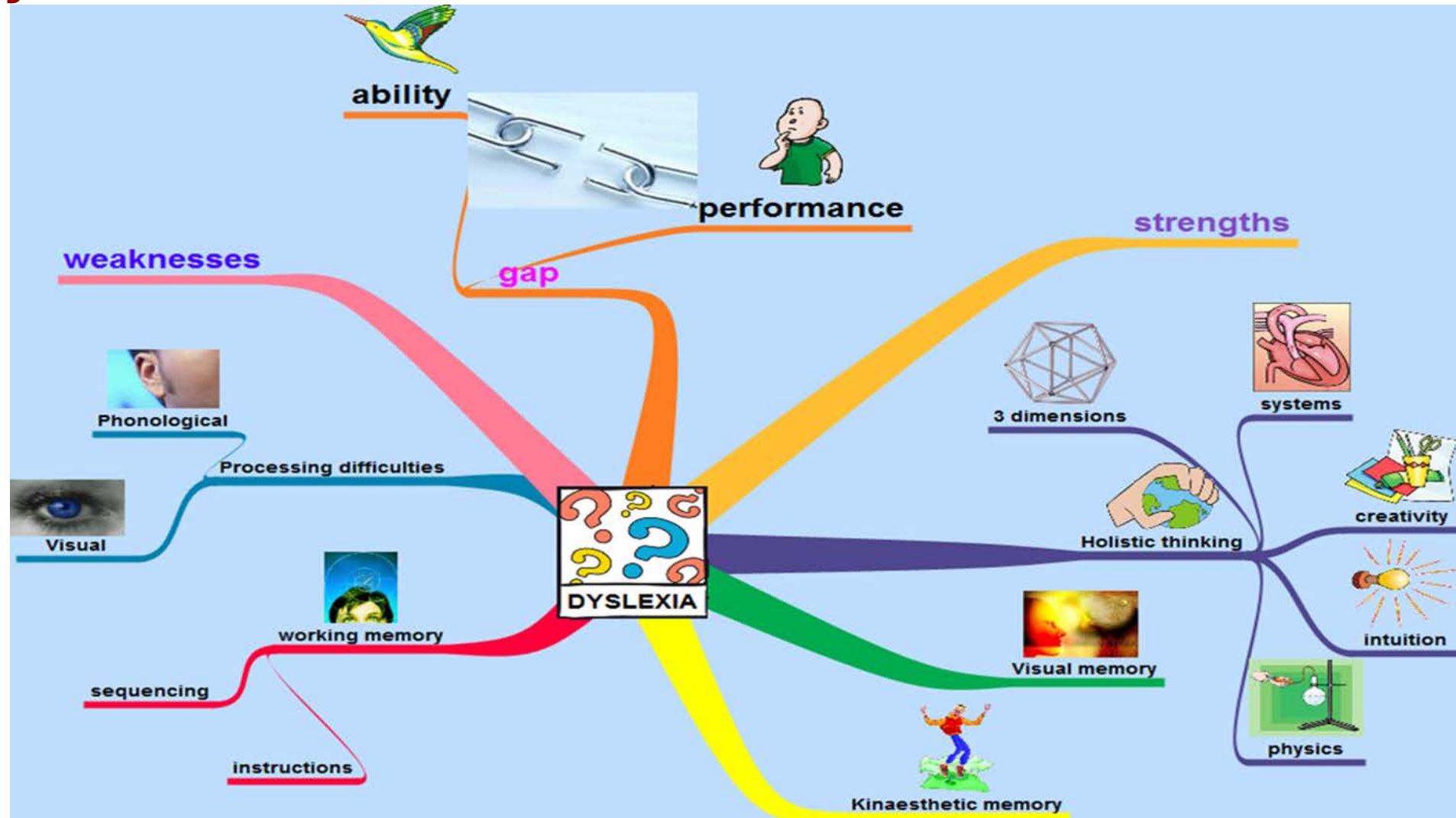
language motor skills

executive function

sensory perception



Working to strengths based approaches **imagination**, holistic/**big picture thinking**, kinaesthetic and **visual memory**, strong intuition and creativity



Directions, maps and visual/kineasthetic processing

The screenshot displays a Google Maps interface with a route from Milano Centrale Railway Station to British Council Milano. The route is highlighted in blue and passes through Porta Venezia and Porta Nuova. The left sidebar shows three walking route options:

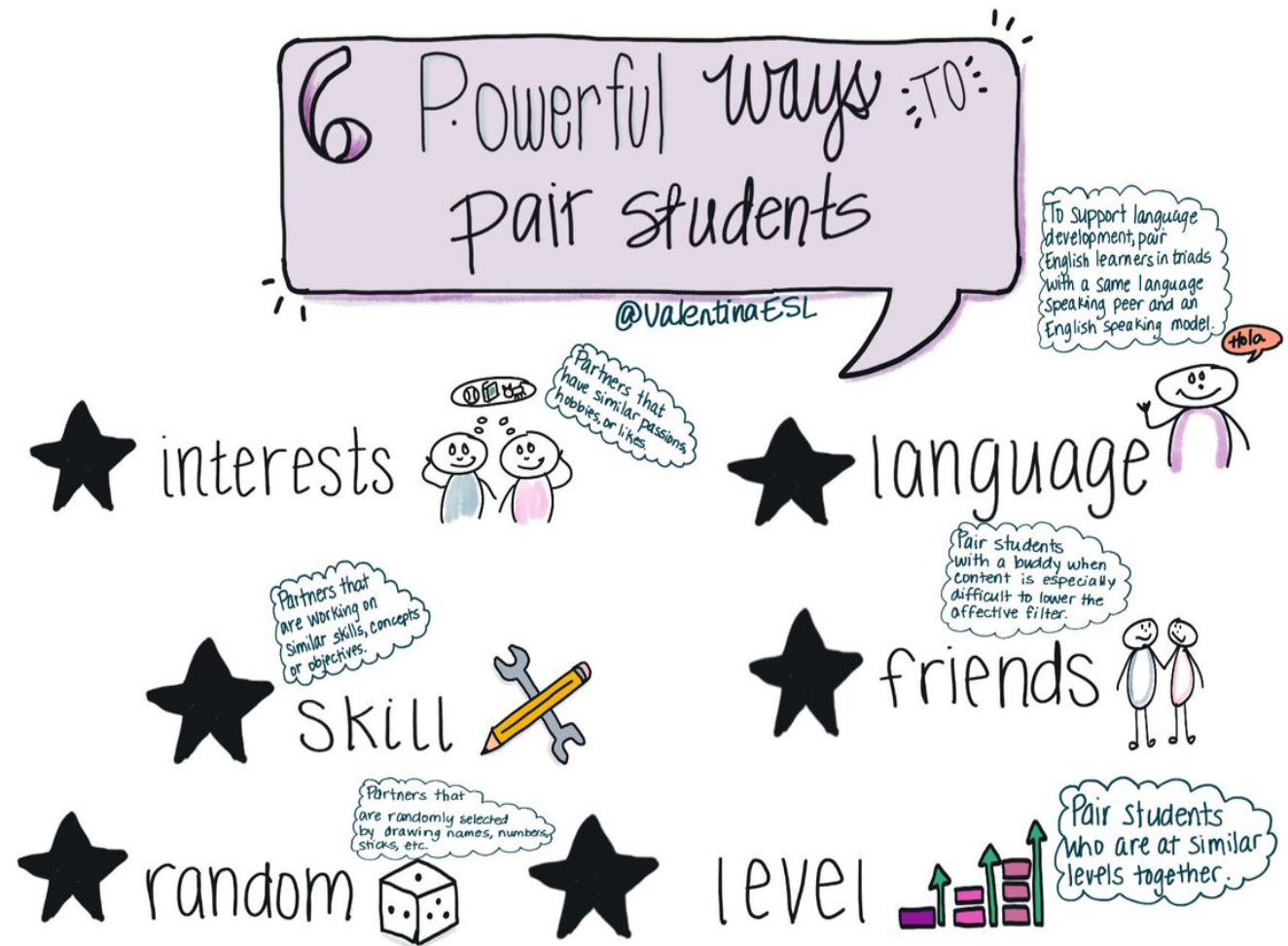
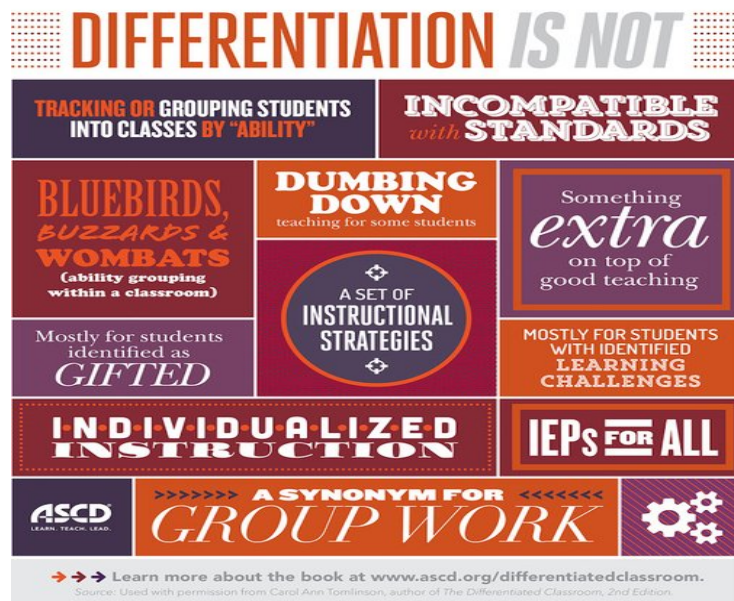
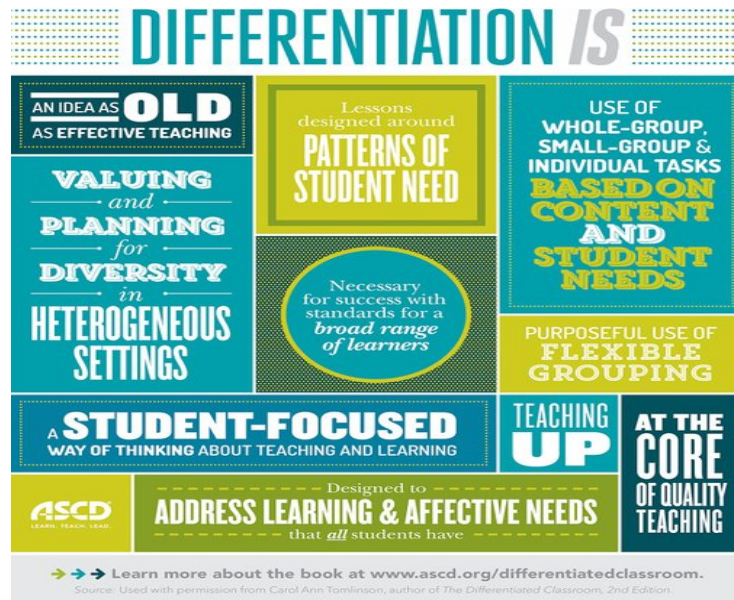
Route	Time	Distance
Via Via Vittor Pisani and Via Filippo Turati	24 min	1.9 km
Via Via Vittor Pisani	24 min	1.9 km
Via Via Filippo Turati	27 min	2.1 km

The map shows the city of Milan with various streets and landmarks. The British Council Milano is marked with a red pin in the lower-left quadrant. The Google Maps interface includes a search bar, a toolbar with icons for different transport modes, and a taskbar at the bottom with various application icons.

Directions, maps and kineasthetic/visual memory



Understanding Differentiation



SCAFFOLDING

6 ways to ACCOMMODATE instruction

@VALENTINAESL



USE VISUALS TO SUPPORT CONTENT



MAKE ADAPTED TEXTS AVAILABLE



ALLOW AND ENCOURAGE PRIMARY LANGUAGE SUPPORT



OFFER SENTENCE FRAMES FOR WRITING AND SPEAKING



PROVIDE MULTIPLE ENTRY POINTS



GIVE CHOICE AND DIFFERENTIATION IN PRODUCTS

DIFFERENTIATION IN PRODUCTS

Strategies of Support

Scaffolding is what educators do first to support student success.

1. MODEL NEW INSTRUCTION: Demonstrate to students exactly what they are expected to do.

@woodard_julie

2. INVESTIGATE, SHARE & CELEBRATE PRIOR KNOWLEDGE OF STUDENTS.

3. PROVIDE TALK TIME

Allow students time to verbalize new information

4. PRE-TEACH VOCABULARY

Use images to intro. new terms

Use sort & prediction actions to build support

Give students term draw time

5. PROVIDE VISUAL TOOLS: Pictures, charts, & graphic organizers can all support success.

6. WAIT TIME: Design time for quality questioning & student feedback.

Instructional scaffolding is providing support while new learning is being introduced.

Forms of Scaffolding

Sensory

Illustrations Manipulatives
Videos & films Real-life objects
Models & figures Physical activities
Diagrams & drawings Podcasts
Pictures & photographs
Demonstrations & modelings



The purpose is

Making connections between ideas
Learning through a narrative
Understanding how a process works
Learning through movements
Contextualizing abstract ideas through objects
Acquiring new knowledge

These are best for

Visual learners
Entering ELs
auditory learners

Interactive

Pairs Small groups
Stations Whole class
Using cooperative structures
Using home language Conferences
With coach or mentor Interviews
With the internet, app, or software program Discussions



The purpose is

Synthesizing information Strengthening listening skills
Planning action Developing communication & collaboration skills
Engaging in an on-going process w/ others Cultivating empathy & open-mindedness
Acquiring knowledge through interaction whether in-person or virtual

These are best for

Topics with multiple views
Social learners

Graphic

Charts Tables Graphs
Infographics
Timeline
Number lines
Graphic organizers

The purpose is

Acquiring knowledge through numerical data
Producing ideas in graphic organizers & interactive tables
Recognizing trends & patterns
Noticing outliers
Seeing cause-effect relationships



These are best for

Large sets of data
ELs with developed cognitive skills
Challenging ELs at any level
For linear thinkers

ALL YOU
NEED IS
COURAGE
TO TRY

THE REST
WILL FOLLOW



What differentiation is.... All learners are meaning makers



**Shaking up
what goes
on in the
classroom**

**Multiple
options, taking
in new ideas,
making sense of
ideas and
choice in how
show meaning**

**Dual,
multilingual
and
collaborative
approaches**

**Blend of
individual
and whole
class learning**

**Multisensory
meaning
driven
approaches**

**High
aspirations and
high interest
learning**

DEB EVENSON AND JAN LUTKE'S

EIGHT MAGIC KEYS

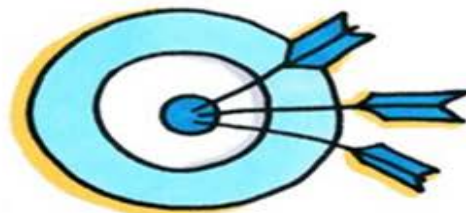
PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER

@kwien562



CONCRETE

TALK IN CONCRETE TERMS
AVOID ABSTRACT LANGUAGE



CONSISTENCY

PARENTS & EDUCATORS USE
THE SAME WORDS & STRATEGIES



REPETITION

RE-TEACH MANY TIMES TO RETAIN
IN LONG-TERM MEMORY



ROUTINE

HELP REDUCE ANXIETY



SPECIFIC

SAY EXACTLY WHAT YOU MEAN
GIVE STEP BY STEP DIRECTIONS



STRUCTURE

THE GLUE THAT MAKES THE WORLD
MAKE SENSE... THEIR FOUNDATION

Keep
It
Short &
Sweet



SIMPLICITY



SUPERVISION

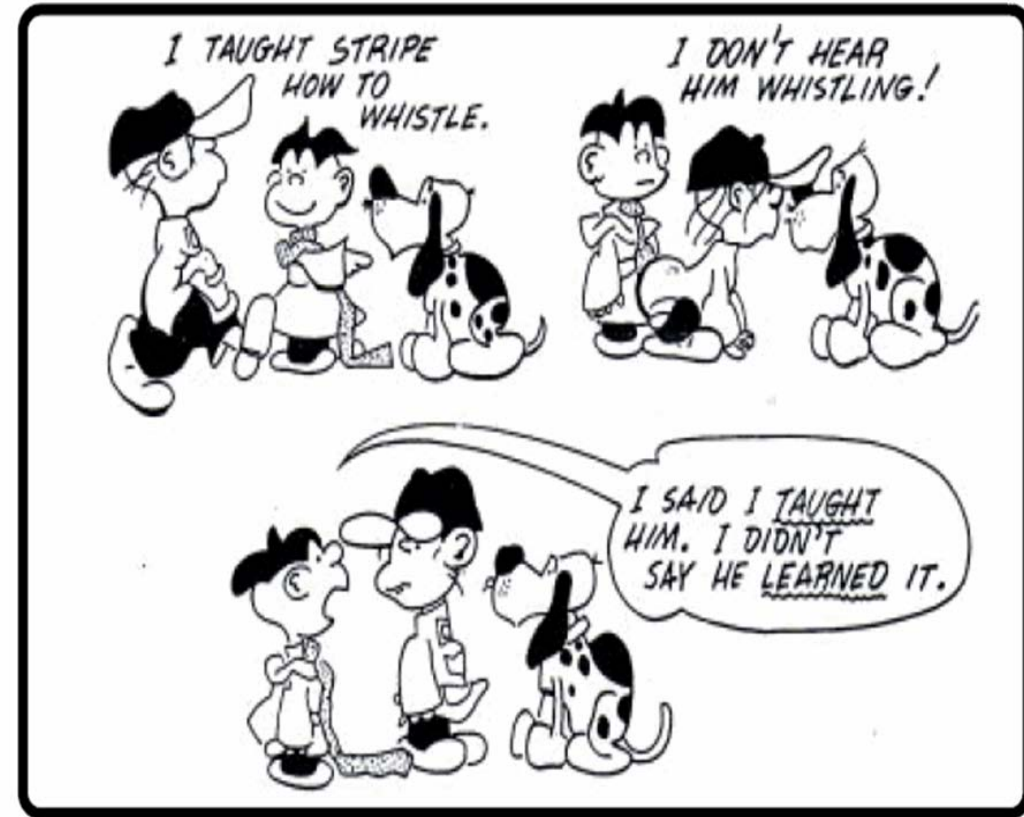
SCAFFOLD INDEPENDENCE

Kristin Wiens 2017

What teachers can notice? Learning practice. What is working or not?
Evidence informed practice on what is actually happening in class?

- ✚ What is the learner doing well?
- ✚ How is s/he doing it?
- ✚ Does s/he have particularly
 - preferences in ways to work?
- ✚ What skills, activities or
 - processes seem to be working?
- ❖ Discovery and explicit teaching and learning
- ❖ Whole to part and part to whole teaching

(Source unknown.)



Using Technologies

- New literacy new opportunities



- User choice
- optional display



- Work on your own or with others

One A and three E's

Getting learners into school:

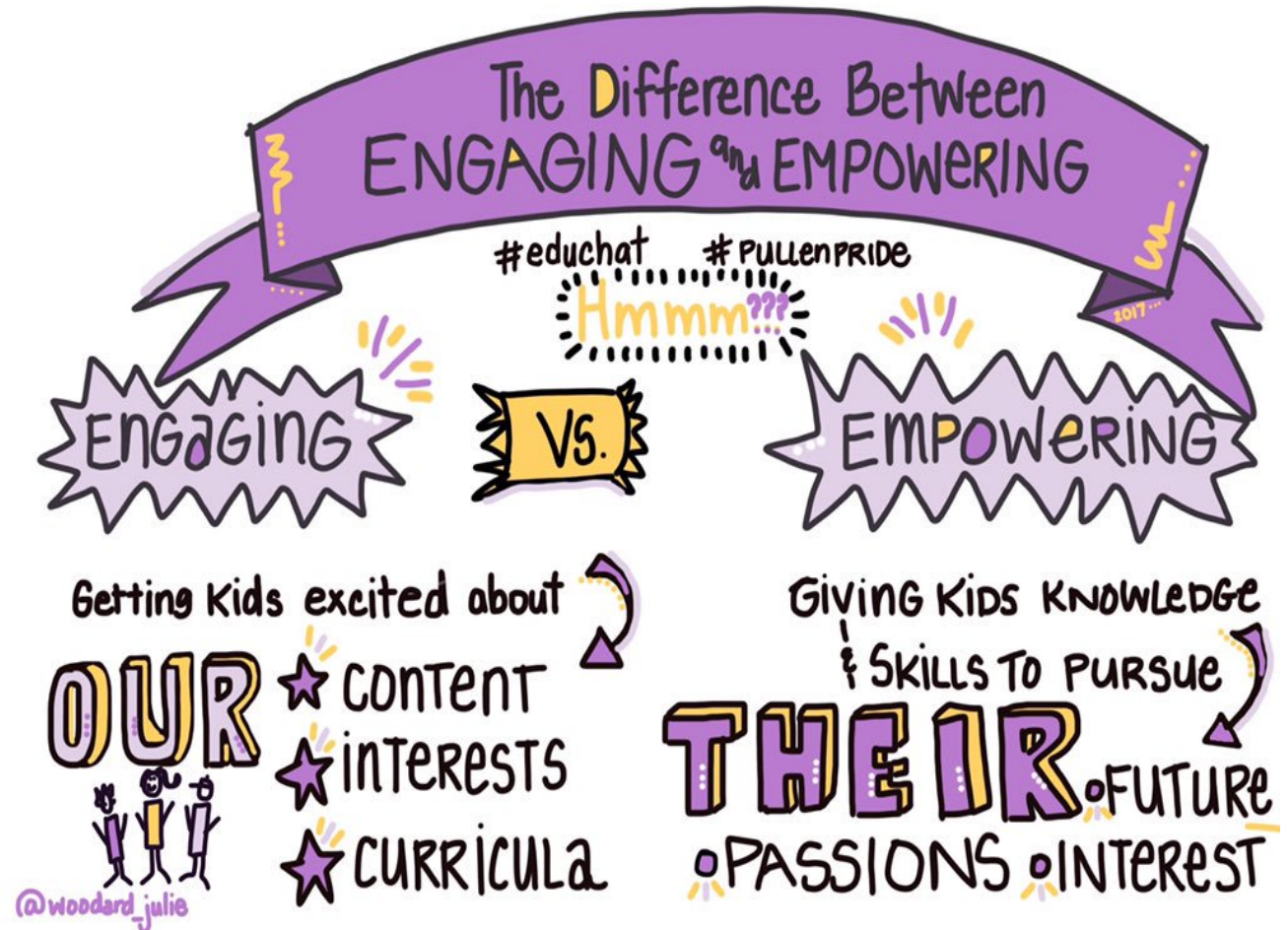
ACCESS

Ensuring what is being accessed is relevant & empowering:

ENGAGEMENT

ENABLEMENT

EMPOWERMENT



Inclusion is...

Assess Plan Do Review



- a process not an event: It's an ongoing journey
- though it is not a predetermined destination



There is no right or wrong way to travel down the road of inclusion, but it is important to be clear about the track you are on.

‘Good enough’ is a great place to be....



A sense of
self and
belonging

Inclusion is...

...about the needs of the school and whole community

...valuing everyone - celebrating difference and individuality

...more than just a policy and the responsibility of everyone

...not an 'add on' or an afterthought

...knowing and understanding learners needs and strengths

...valuing other cultures and languages

...moving on from clinical diagnosis approaches to educational solutions

...changing the way things are organized, flexible learning approaches and shaking up learning

...reflecting on your practice, learning from others, being empowered to innovate

...understanding collaborative approaches and quality learning is the 'stuff' of inclusive practices

...understanding learners have more in common than differences

..Finding solutions appropriate for local contexts

Understanding that all learners are meaning makers

A Final thought

A woman dreamed she walked into a brand-new shop in the marketplace

“What do you sell here?” she asked

“Everything your heart desires”, was the reply

Hardly daring to believe what she was hearing the woman decided to ask for the best things a human being could wish for

“I want peace of mind and love and happiness and wisdom and freedom from fear,” she said. Then as an afterthought, she added,

“Not just for me. For everyone on earth.” The salesperson smiled,

“I think you’ve got me wrong, my dear,”

“We don’t sell fruits here. Only seeds.”