Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Develop staff understanding of inclusive approaches to support learner differences

A suggestion for implementing the strategy 'Develop inclusive teaching practices' from the Guide: ILEs

Includes:

Recognise learner differences

Understand the need for flexibility

Know your learners

Identify barriers to learning

Plan for diversity

Useful resources

Recognise learner differences

Source:
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Understand the need for flexibility

… learners differ markedly in the ways in which they can be engaged or motivated to learn …

Some learners are highly engaged by spontaneity and novelty, while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers.

In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

David Rose and Grace Meo

Source:
Alberta Regional Learning Consortia

Know your learners

Seek out and understand students' motivations, values, and needs as learners to inform learning approaches.

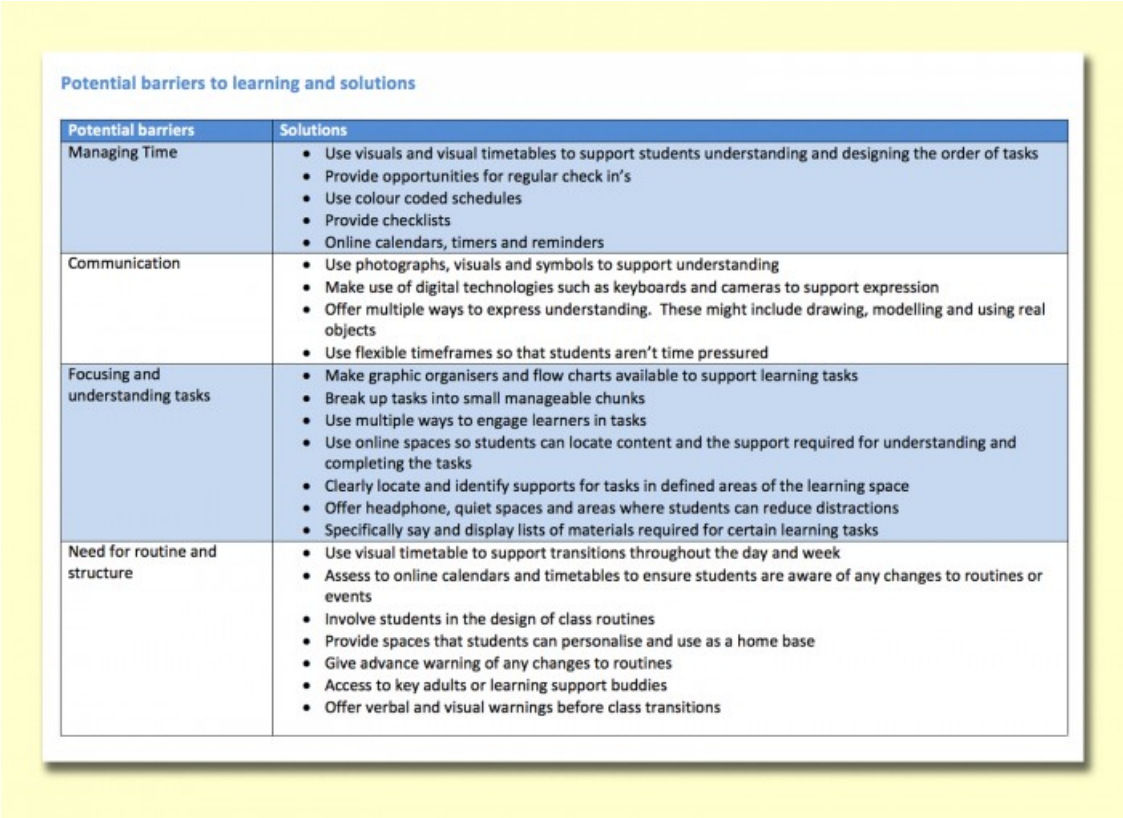
Create spaces that are flexible and respectful of individual differences.

Video hosted on Vimeo http://vimeo.com/100662380

Closed Captions

Source:
Ministry of Education, inclusive education videos (NZ)
https://vimeo.com/showcase/2950799

Identify barriers to learning



Potential barriers to learning and solutions

Potential barriers	Solutions
Managing Time	• Use visuals and visual timetables to support students understanding and designing the order of tasks • Provide opportunities for regular check in's • Use colour coded schedules • Provide checklists • Online calendars, timers and reminders
Communication	• Use photographs, visuals and symbols to support understanding • Make use of digital technologies such as keyboards and cameras to support expression • Offer multiple ways to express understanding. These might include drawing, modelling and using real objects • Use flexible timeframes so that students aren't time pressured
Focusing and understanding tasks	• Make graphic organisers and flow charts available to support learning tasks • Break up tasks into small manageable chunks • Use multiple ways to engage learners in tasks • Use online spaces so students can locate content and the support required for understanding and completing the tasks • Clearly locate and identify supports for tasks in defined areas of the learning space • Offer headphone, quiet spaces and areas where students can reduce distractions • Specifically say and display lists of materials required for certain learning tasks
Need for routine and structure	• Use visual timetable to support transitions throughout the day and week • Assess to online calendars and timetables to ensure students are aware of any changes to routines or events • Involve students in the design of class routines • Provide spaces that students can personalise and use as a home base • Give advance warning of any changes to routines • Access to key adults or learning support buddies • Offer verbal and visual warnings before class transitions

Source:
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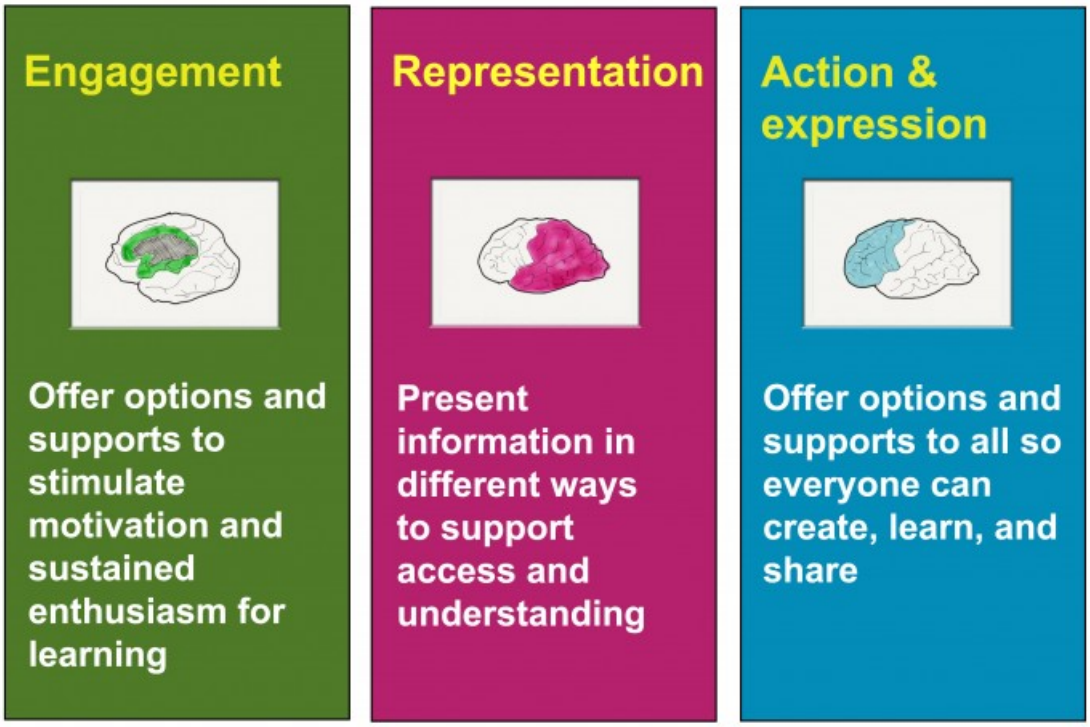
Plan for diversity



Universal Design for Learning: 3 principles

Source:
Adapted from CAST UDL
http://udlguidelines.cast.org/

View full image (1.7 MB)

Useful resources

Creating classroom routines and procedures

A visual and audio tour of 16 classrooms. The slides offer practical examples of classroom routines and procedures, with links to resources.

Publisher: Scholastic

Visit website

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