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Conference or Workshop Item

Title: Addressing the needs of diverse learners in the classroom

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Version: Presented version

http://nectar.northampton.ac.uk/5719/
Addressing the needs of diverse learners in the classroom

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Statssekretæren åpner den 3.nordiske LP-konferansen
27 May 2013
“We already have enough knowledge to teach all of our children successfully. The big question is, do we have the will to make it happen?”

What does ‘inclusion’ mean?

• Inclusion...whose responsibility?
• Inclusion...ethical issues
• Inclusion...what is the evidence?
• Inclusion...resources
How is ‘inclusion’ defined from your own perspective?
尊重他人 平等相待
Respect other, treat everybody equally,
宽容他人 善于合作
tolerate other kindly, be good at cooperative,
关心助人
care and help other.
• Setting suitable learning challenges
• Responding to children’s diverse learning needs
• Overcoming potential barriers to learning and assessment for individuals and groups of children
Learning is about what happens when teachers and students are together, not about what goes on outside the classroom
Key Actions

• Organisation - classroom learning
• Professional Development - knowledge, skills, understanding
• Strategic Links – mutual support
• Personal Development – knowing ourselves
Personal Development: some trainee strategies

• Identify a ‘star’ teacher
• Discuss problems
• Set realistic targets for yourself
• Accept praise / celebrate success
• Don’t ‘do’ catastrophe
• Buy some plants
• Remember! You don’t deal in ‘SEN cures’
Emotions & relationships...

“Emotions are central to human life. They are part of every thought, decision and response”

“Work in my laboratory has shown that emotion is integral to the process of reasoning and decision making, for worse or for better”

• Relationships are mainly based on feelings
• Teaching & learning is mainly based on relationships
• ...*ergo*, feelings are fundamental to teaching and learning
Emotionally Healthy Schools

- ...are inclusive schools
- ...emphasise behaviour, health & attainment
- ...model core principles for all (adults and children)
Educational Inclusions

ME

THEM

HOW
Knowing Me (Personal development)

- beliefs
- self-actualisation
- soft-skills & aptitudes
Knowing Them

- understanding cause
- relationship-building
- children as mirrors
Knowing How

- child development
- outsider knowledge
- supported interventions
Knowing How: securing an equilibrium

ACADEMIC
Language
Reading
Mathematics
Science
etc.

DEVELOPMENTAL
Physical/motor
Communication
Sensory
Etc.

SOCIAL
Behaviour
Relationships
Cooperation
Etc.
We know that these classroom strategies help:

- The format of the lesson
- A supportive learning environment
- Peer support
- Individual learning targets
- Differentiated materials
- Differentiated activity
Using learning targets also helps:

Learners progress better if they know what they are aiming for
Children need to have learning targets reinforced....constantly
Targets should be achievable, challenging and have clear criteria
Targets need to be constantly reviewed
Millennium Development Goals (2000)

- freedom and tolerance
- equality among individuals
- equity and social justice
- tolerance of different beliefs, cultures and languages
Some questions....

• To what extent do our current school curricula address the needs of all the students in our classes?
• What are our main motivating factors in designing our school curricula?
• To what extent in planning the curriculum for our students do we/can we/should we take account of the needs of every individual?
• What opportunities do we provide to celebrate the successes of all students, including those with special educational needs?
• What impact do all of these factors have upon the development of inclusive school?
Personal development: Teacher Identity

I am an idealist. I don’t know where I am going, but I’m on my way (Carl Sandberg)

Always remember that you are absolutely unique. Just like everyone else (Margaret Mead)


Takk for at du lytter!

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