Addressing the needs of diverse learners in the classroom

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"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?"

M. Ainscow (1999) *Understanding the Development of Inclusive Schools. London:* Falmer Press

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"

Caine, R. (2005) *Brain/Mind Learning Principles in Action*. Thousand Oaks: Corwin Press

"Work in my laboratory has shown that emotion is integral to the process of reasoning and decision making, for worse or for better"
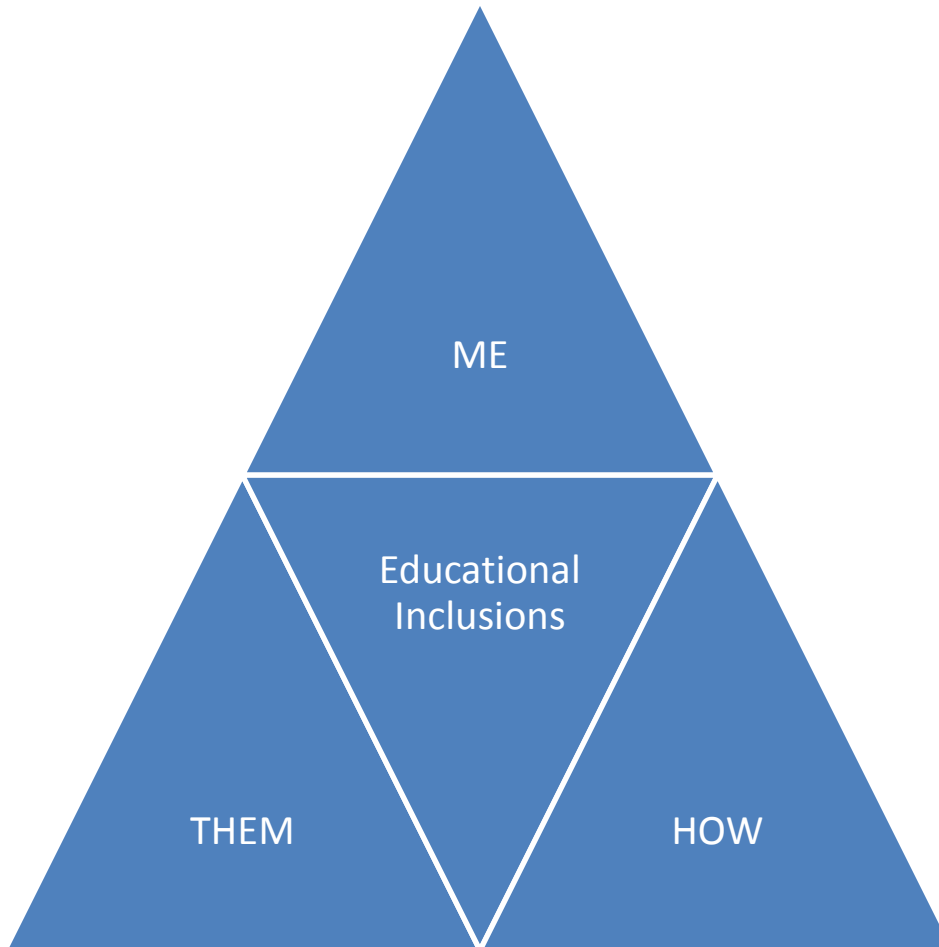
Damasio, A (2000) *The Feeling of What Happens*. London: Vintage

- 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)

Knowing Me (Personal development)

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

Knowing Them

- understanding cause
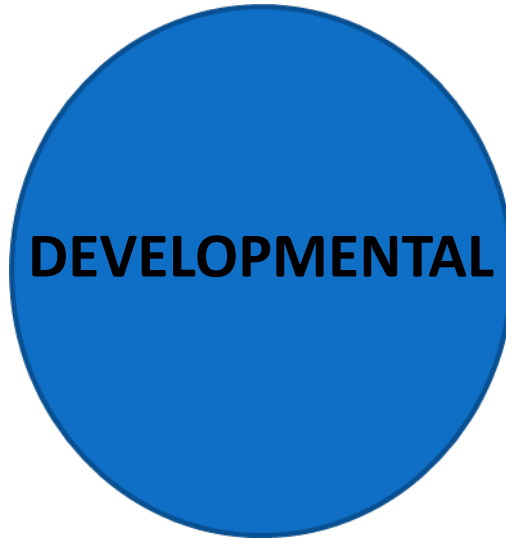- relationship-building
- children as mirrors

Knowing How

- child development
- outsider knowledge
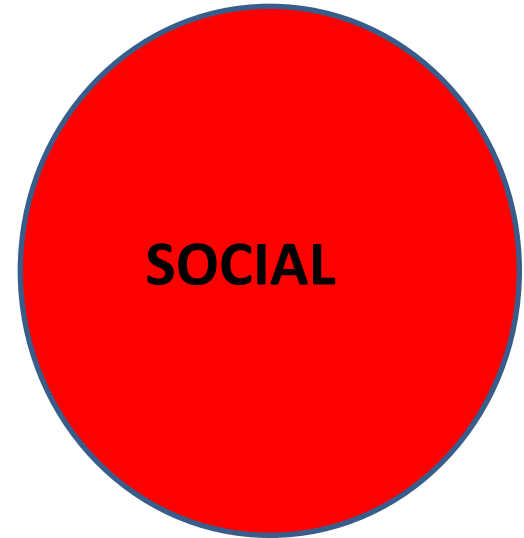- supported interventions

Knowing How: securing an equilibrium

ACADEMIC

DEVELOPMENTAL

SOCIAL

Language
Reading
Mathematics
Science
etc.

Physical/motor
Communication
Sensory
Etc.

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)

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Takk for at du lytter!

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