Using inclusive practices

TeachingEnglish

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How to use this resource

Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

A **Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.

B **Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the Teaching knowledge database on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.

C **Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.

D **Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Using inclusive practices: Introduction

Using inclusive practices means that every learner is valued equally, with the right to participate in all teaching and learning activities. An inclusive education is one that creates equal opportunities for all learners to work together, recognising that diverse skills and abilities can enhance the learning process. Inclusion is not primarily about learners' specific needs or learning difficulties but is focused on making sure there are no barriers to participation. Learners can feel excluded for many reasons, some of which include social, educational, economic, language, physical or racial differences. Teachers work hard every day to provide an inclusive education for their learners, and this module aims to build on existing skills and knowledge.

Inclusion requires the participation of the whole learning community to ensure learners are respected equally and can access all educational and social opportunities. Inclusive practices involve exploring the pedagogy, curriculum, assessment and the way achievement is defined and recorded in our schools.

From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

1 Recognising and valuing diversity
Areas of potential diversity among learners include language background, cognitive ability, academic ability, physical ability, social background, behavioural differences, disability, age, gender, race and ethnicity, sexual identity, and religion and beliefs.

Some of your learners may experience the impact of diversity in more than one of the areas above. Two or more differences together may make school and home life more challenging for such learners. When schools focus on what learners *can* do, and not on what they *can't* do, everyone benefits.

2 Developing positive attitudes towards diversity in my learners
Everyone needs to listen and notice, respect and accept each other for who they are in an inclusive classroom. The benefits of learner differences include high expectations for all, so teachers can identify individual strengths and unique gifts or talents. Motivation and social integration is often better in inclusive environments.

3 Using pedagogical strategies that encourage inclusive education within a supportive learning environment
A supportive learning environment is one where all learners feel that they belong and their contributions are valued. This element focuses on practical teaching ideas and some teaching strategies that may be helpful.

4 Involving parents, learners and other relevant individuals in creating an inclusive learning environment
Inclusion in one classroom or one part of the school will have limited impact. We need to include everybody connected to a school's teaching and learning community. Successful schools and teachers learn how to reach and teach all learners, their parents, caregivers, families and communities. Creating a school policy helps to inform and support this wider reach.

5 Assessing individual learners in a variety of ways that allow them to demonstrate the progress they are making
Inclusive assessment for learning practices respect learner differences and ensure that all learners can participate equally. *Summative* assessment evaluates how learning has happened after a unit of work, compared to a standard (e.g. end-of-chapter tests, national language tests). *Formative* assessment is about ongoing feedback to improve both learning and teaching (e.g. exit tickets and class polls).

6 Supporting my learners in identifying, addressing and assessing learning goals based on reasonable adjustment
A reasonable adjustment is an action or change that helps make education more inclusive. This is to make sure that learners with different needs or disabilities are not excluded from aspects of teaching and learning. When learners identify what is important to their learning, they often achieve more than by following the goals their teachers decide on. Learner confidence in their own ability to make progress in more challenging tasks increases, whatever their ability.

Using inclusive practices: Self-reflection

The table lists the elements that are included in this chapter. Consider what you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find out more about the element and work through some related professional development tasks.

Element	Rating	Pages
1. Recognising and valuing diversity	☆☆☆☆☆	4–7
2. Developing positive attitudes towards diversity in my learners	☆☆☆☆☆	8–11
3. Using pedagogical strategies that encourage inclusive education within a supportive learning environment	☆☆☆☆☆	12–15
4. Involving parents, learners and other relevant individuals in creating an inclusive learning environment	☆☆☆☆☆	16–19
5. Assessing individual learners in a variety of ways that allow them to demonstrate the progress they are making	☆☆☆☆☆	20–23
6. Supporting my learners in identifying, addressing and assessing learning goals based on reasonable adjustment	☆☆☆☆☆	24–27

Further reading

Al Hout, R (2017) *How to include children with special educational needs and disabilities*. Available online at: https://www.britishcouncil.org/voices-magazine/how-include-children-special-educational-needs-and-disabilities

Crabtree, D (2016) *How learning from our learners can make us better teachers*. Available online at: www.teachingenglish.org.uk/article/david-crabtree-how-learning-our-learners-can-make-us-better-teachers

Delaney, M (n.d) *Inclusive Assessment Approaches.* Available online at: www.teachingenglish.org.uk/article/inclusive-assessment-approaches

Dexter, P (2016) *Understanding and Engaging with Neurodiversity.* Available online at: www.teachingenglish.org.uk/article/phil-dexter-understanding-engaging-neurodiversity

Dexter, P (2018) *British Council Top 10 approaches to Inclusive Teaching and Learning (Part 1).* Available online at: https://www.youtube.com/watch?v=tt65FmBrymU

Dexter, P (2018) *British Council Top 10 approaches to Inclusive Teaching and Learning (Part 2).* Available online at: https://www.youtube.com/watch?v=1CHRCQT38Tg

Elliot, A J and Fryer, J W (2008) 'The goal construct', in Shah, J and Gardner, W (Eds.) *Handbook of Motivation Science.* New York: The Guilford Press.

Lekh, V (n.d) *What is inclusion and how do we implement it?* Available online at: www.teachingenglish.org.uk/article/what-inclusion-how-do-we-implement-it

1   Recognising and valuing diversity

Introduction

In this element you will build on your awareness of learner differences. You know how important it is to respect and include all learners in your classroom environment. You do this every day. Some of your learners may experience the impact of diversity in more than one area. Learners with two or more areas of difference – for example a pupil from a different ethnic or language background with a hearing or speech difficulty – may experience a school and home life with many more challenges than their classmates.

Teachers understand very well that everyone has a right to access learning and teaching, and is able to contribute positively in different ways. Inclusivity requires us to think about and focus on what our learners *can* do and not on what they *can't* do. We can all learn from diversity; our strengths are in our differences, as well as in recognising our similarities.

Aims

In this section you will:

- give advice to a teacher whose learners have a diverse range of needs
- build on your knowledge about how learner differences can affect learners' ability to engage with teaching and learning activities
- explore some learners' perspectives on what stops them from contributing or learning
- share ideas for making one change to recognise learner diversity in your practice.

1A Analyse: Can you advise these teachers?

Gayani

Hello everyone! I'm Gayani, a Year 6 primary teacher from Sri Lanka. I am very happy to work with you all here on diversity and inclusion in the classroom – my first massive open online course, or MOOC! Here is my situation: I have two learners with visual impairments. It is difficult for them to copy or take notes from the board. One of them gets distracted by pictures and lots of information on photocopies or posters. They are both good at speaking and have excellent listening and communication skills.

👍 2 Like | 💬 0 Reply

Dom

Good day fellow MOOCers! Dom here, Year 7 from India. There's a boy in my class who watches the action around him, follows the lesson and does the exercises – mostly slowly in his own way. He is no trouble, and he achieves OK. But he can't show feelings; his face looks like a stone – no smiles, no sadness. When the learners have to form teams, he waits to be asked. It's really difficult to involve him in doing the tasks in a friendly, open-minded way.

👍 1 Like | 💬

Mina

Hi all, Mina here from Brazil. There are some refugees and migrants in the class who have never learned to read or write in any language. They are wonderful kids and speak quite a few languages, so they are great at conversations and are very good communicators. I am an English language teacher. Is it possible for me to teach this foreign language and include everyone? What do you think? I am very grateful for any advice.

👍 2 Like | 💬

Reflection

- Underline everything that you also experience in your teaching. How does it affect learning?
- Look at pictures **A–E**. How could they help Gayani's learners? Could you use any of the ideas?
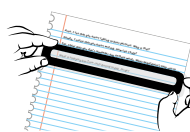
A. zoom function   **B.** enlarge function   **C.** framer   **D.** magnifying glass   **E.** photo

- What advice can you give these teachers?
- What positive things about the learners are mentioned? How can these contribute positively to the class?

Now read the *Answers and commentary* section on page 28.

1B Think: What do you know?

It is helpful to understand more about what diversity means and how differences in our learners can make them feel that they do not fit in or have no voice. Or maybe society, the learning environment or the culture in the classroom are barriers to participation and access to learning.

Activity

Think about what exactly is affecting the learners in **A–J**, and what this can teach us.

A. When he writes, a learner uses the right letters but they are upside down or in the wrong order. He doesn't always understand the meaning of spoken language. He gets confused by the order of instructions.

B. A learner feels she can't easily do her homework when her teacher says 'write about your ideal future husband'. She likes girls, not boys.

C. Some learners can't understand when it is noisy or there are several people in a conversation.

D. A learner finds it difficult to focus on a whole text. She finds too much information on a page distracting.

E. You notice that when you ask your learners questions, the boys answer most of them. The girls don't volunteer answers.

F. Some learners are very hungry because they are fasting – they can't eat during daylight. They have to do an English grammar assessment but can't concentrate on learning.

G. A learner sees that all the images of people in the coursebook have a different skin colour to him.

H. A learner gets upset and emotional when it is noisy or there are sudden and unexpected changes in the classroom.

I. One learner comes to school in old clothes, and she isn't always clean. Her classmates laugh at her when she falls asleep in class.

J. Some learners find it difficult to talk to or empathise with their classmates. They may avoid eye contact and find it hard to join in discussions.

Which of **1–8** below are examples of areas of diversity **A–J**? There may be more than one example for each area.

1. Problems with hearing

2. Visual processing difficulties

3. Dyslexia

4. Race and ethnicity

5. Sexual identity/orientation

6. Religion and beliefs

7. Social, emotional or cognitive differences

8. Gender

Now read the *Answers and commentary* section on page 29.

Reflection

- Do you recognise any of examples **A–J** from your teaching? What would you do to help these learners?
- 'Learners have more in common in terms of learning than their differences.' What things do all your learners share?
- What benefits does learner diversity bring to classrooms and learning communities?
- Diversity includes teachers, parents and the whole learning community. In what ways does diversity exclude or affect these groups and impact on their working and home lives?

1C Try: How does it work?

Resources: A letterbox (for example a cardboard shoebox) with a space to post slips of paper, and sticky notes to place on walls or slips of paper to place on desks/tables
Time: A series of lessons with one class

Rationale

In 1B, you considered some classroom situations where learners felt uncomfortable or excluded from participating. Respecting these areas, and *neurodiversity*, or the variety of different ways our brains process information, is inclusive practice. To find out how and when we aren't including all learners in our teaching, we need to notice when they are not engaged and find out why. In this activity you will ask your learners to help you better understand their needs and consider their suggestions for what might help. Valuing learners' contributions helps to create an inclusive learning environment. This starts when teachers respect their learners as individuals and give them choices.

Instructions

- Explain that you are exploring ways to help everyone in the class achieve their best. You will give everyone a question to answer by the end of an activity/lesson/week. Use learners' own language(s).
- Place slips of paper next to them or on the wall.
- Monitor during class activities. Walk around and look carefully; write what individuals are doing (or not doing!) on slips of paper, with a follow-up question. These are not for sharing.

  Arun, I see that you aren't talking to your partners. Why is that?

  Kamila, I notice that you aren't writing. How can I help?

  Siti, I hear that you don't remember any of these words. What helps/doesn't help you to remember?

  What is stopping you from contributing today, Jorge?

- Learners write answers and hand them in (for example, as they leave the room).

Reflection

- Collect the answers and read what your learners say. Make notes to add to your learner or class profile. What have you discovered?
- What stopped your learners from participating or learning in these classes? Which areas of diversity can you identify in these classes?
- How did the learners respond to your interest in what they weren't able or willing to do?
- How will you seat and group your learners and help make sure they can participate fully?

1D Work together: What will help your teaching?

1 Share what you have learned about the areas of diversity in the class you chose for 1C. Do you notice any different areas from other classes? What are they?

2 Decide on one change you can make to show your respect for diversity and learner differences. Share your idea and ask for suggestions for supporting this.

3 Make a list of areas of diversity to research further. Focus on those found in your current teaching and learning (remember that teachers, families and school staff are diverse too).

Introduction

Teachers are key to creating an inclusive teaching environment. This means considering physical and material factors; for example, can all learners see the board, access the teaching materials or join in physical and social activities? Teachers need to model and display positive attitudes to learner diversity. Everyone needs to respect and accept each other for who they are in an inclusive classroom. Learners are easily able to identify when a teacher's behaviour, values and attitude are not consistent with what they are trying to encourage.

Establishing and maintaining positive working relationships between learners is only possible with genuine, open communication. This means speaking and writing honestly, without fear of being judged or seen negatively. This requires a 'safe' space, especially when the world outside the classroom may be the very opposite. Children and young people who are in some way different need to feel that they are being viewed positively for what they can contribute, not negatively for what they can't.

Aims

In this section you will:

- advise a teacher who is trying to encourage their learners to value each other's contributions in class equally
- evaluate some inclusive strategies to help learners develop communication skills in group work
- find out more about how an inclusive group task works
- write some guidelines for inclusive behaviour and make a poster to negotiate with classes.

2A Analyse: Can you advise this teacher?

Ravi is a Year 5 primary teacher of English who is concerned about some of his learners' attitudes to each other.

Ravi

I have been trying to help my young learners to become more tolerant and respect each other even when there are social, behaviour and learning differences. We read a story about bullying that worked very well. Most of the children understood that the behaviour of the bully was because he was bullied by his big brother for being different. We discussed the importance of tolerance and respect for other people's differences, and how we can work together.

After this discussion, my learners made posters with respect 'rules' that I wrote on the board. I asked them to copy and add pictures to show positive behaviour and attitudes. I noticed the following problems during the poster group work:

- Some learners do not have their own coloured pencils; others do not share the class equipment very well. Those who have equipment or technology are expected to share with those who have nothing. This leads to arguments.
- Learners can see who is good at language, writing or drawing and choose these higher achievers, or 'best at', to do the work. The others don't say or do anything.
- Despite the discussion we had, some learners were saying things they must have heard from their parents or outside school. I heard negative comments about girls and about one of the ethnic identities in the class. They used words like 'lazy' and 'stupid'.

Reflection

- How did this teacher help his young learners respect and tolerate diversity?
- What advice can you give Ravi to solve the problems he describes?
- Do you know any stories, films or books that might help your learners understand the impact of disrespectful behaviour? How could these help?
- How can you work positively to help learners understand that what they see and hear outside school might not respect diversity, but that this is required in school?

Now read the *Answers and commentary* section on page 29.

2B Think: What do you know?

In this section, you will evaluate some strategies that focus on interaction and communication. Learners need teachers' help to understand how important it is to communicate productively.

Activity

Read **1–4** below. How do they help learners respect and value each other's contributions?

1. Ask learners to sit so they can see and hear each other. Only the person holding the 'microphone' (i.e. a pen) may speak; the others listen. They indicate when they want to speak, and politely take the microphone. The speaker can invite someone else to speak, e.g. 'Carmen?'. Nobody can have another speaking turn until everyone else who wants to has spoken. Learners have the right to be silent. The listeners need to show with their eyes, head and body that they are listening 'actively'.

2. Ask one learner in each group to 'map' group discussion, drawing lines with arrows to show each contribution. Who is the speaker including by looking at (or not looking at)? Who is listening 'actively'? After the discussion is finished, the group reflects on how much they were involved.
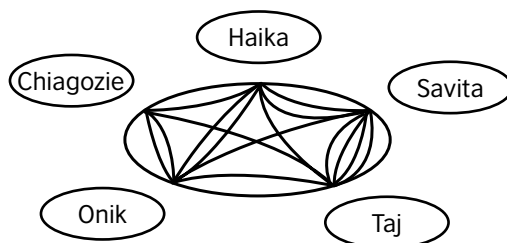
3. Give learners some poster paper. Draw an empty square in the middle, and join each corner to the four corners of the paper. Sit four learners around the paper (on the floor or around a table). Set a problem-solving discussion task. Ask learners to think and work in silence. They draw or write ideas (in any language shared by all the learners in the group) in their own section of the paper. Set a time limit. After this, learners rotate the paper and look at/read the other contributions silently. Only then do they discuss the solution to the problem. The ideas for a solution are written in the empty square.
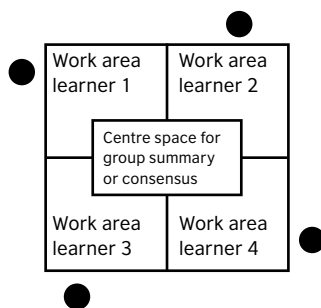
4. Create a set of roles that can be used in group work. These can be written on the board or you can make sets of cards to use again so that learners change the roles they take in group and teamwork. Roles to consider, depending on the task, include boss or chairperson/leader, reporter, language expert, technical expert, content/subject expert, sketch or drawing expert, etc.

Reflection

- How do **1–4** help learners respect and value each other's contributions?
- Are these task types for your learners' age range? Why (not)?
- Which ideas would you like to try? Why?
- What teaching and learning problems can you identify? What ideas for solutions do you have?

Now read the answers in the *Answers and commentary* section on page 30.

2C   Try: How does it work?

> **Resources:** Resources will vary depending on the activity you choose
> **Time:** A speaking activity in a lesson with one class (or task repeated with more than one class)

Rationale

In 2B, you reflected on the ways that different activities help learners to better value each other's contributions in speaking tasks. In this activity, you will choose one task to try out and consider how it helps to develop positive attitudes towards diversity in your learners.

Instructions

- Decide which of **1–4** in 2B best fits a speaking activity in a lesson you will teach.
- Explain to your learners that you are going to be looking at the way they work together in groups.
- Discuss non-verbal communication. Keep it fun, and positive.
- 'How do you show me that you understand what I'm saying? Show me!' Ask learners to respond non-verbally, making noises (e.g. 'uh huh') or moving their eyes, eyebrows, heads, hands, etc. Using their own language may help to clarify what is and isn't appropriate.

  Note: You can usually see from the expressions on faces if your message is understood – *even if* someone can't <u>yet</u> contribute in English. Contributions do not have to be verbal; a smile, a nod and a look can encourage the person speaking.
- 'Why is it important to let me know?' (So you don't feel silly, or that you are talking to yourself! And so that you can go on talking, or stop talking. So you can do something to help everyone understand, maybe use a different word, or home language.)
- 'How do you know when someone does not understand, or isn't getting the message? Show me!' Ask learners to respond non-verbally and elicit or model ways that are helpful, or not helpful. Discuss why.
- Elicit or teach the different contributions learners can make during the speaking task, and explain how valuable they all are to the whole outcome, e.g. keeping each other on task, listening carefully, having good ideas, helping with language/skills, making notes/records, researching and capturing the process with recording(s), drawings or photos.
- Make sure the learners understand what their particular contribution is and why it matters. Use instruction-checking questions, e.g. *Hands up reporters! Whose job is it to …? Hands up!*
- Set up and monitor the speaking activity carefully.

Reflection

- What was unexpected? What do you know now that you didn't know before?
- How did the learners react to each other? What differences did you and they notice?
- In what ways do you think learners can see the value of diverse contributions?
- Make notes or think of questions to discuss with your learners (in their own language).

2D   Work together: What will help your teaching?

1   Decide on one change you can make to the way you organise speaking activities so that they are more inclusive. Share your idea and strategies to achieve this.

2   Discuss how to encourage tolerance and respect for diversity across the school; list ideas (think about the classroom layout, seating arrangements, materials) to make a plan for action.

3   Based on your findings and reflections in 2C, make a poster for your learners to add to or negotiate, with guidelines for more inclusive behaviour during group tasks.

3	**Using pedagogical strategies that encourage inclusive education within a supportive learning environment**

Introduction

An *inclusive education* means working together as a teaching and learning community. This means all learners, teachers and those connected to the community (e.g. families and other employees) show and receive the same respect for diversity. A supportive learning environment is one where all learners feel that they belong and their contributions are valued. *Inclusive teaching* means putting the learners at the centre of the teaching/learning process and involves teachers being good role models who encourage and show kind and helpful behaviour; for example, they do not embarrass learners if they make mistakes. They ask their learners' opinions, use their ideas and suggestions, and give positive feedback about behaviour and learning processes and outcomes. They also make their learners more aware of diversity and respect each other's differences. This element focuses on practical teaching ideas and some strategies that may be helpful.

Aims

In this section you will:

- advise teachers who are trying to encourage all learners to contribute to group work in class and to value each other's contributions
- evaluate how inclusive some strategies are, and why
- find out how an inclusive teaching strategy impacts in one or more of your classes
- discuss and make a checklist for further investigation of inclusive tasks.

Amina

> My young teenagers love competitions in class and team games. I sometimes use quiz tools online, which they look at on mobiles, or pen and paper and board games like spelling races where the winning teams get a little prize or reward. But the teams get angry or upset with those who are slow with answers or not correct with language. And if I do team games where learners have to get close to each other, there is a risk of bullying – they don't want to touch or be near others who are different. I try to make sure everyone is respected and feels included, but most learners just want to win. If I stop such language games, am I stopping something most learners love so that the others don't feel bad?

Muz

> Some of my young learners don't like writing or can't write well in their own language for many reasons. If I get them to copy from the board, they finish at very different times, with really different results. For example, some learners have neat handwriting you can easily read, and others have very big, badly made letters that go up and down and back to front – you can't read their writing. It is important for everyone to be able to write, but the fast writers get bored waiting for the slower ones, and their work is impossible to read.
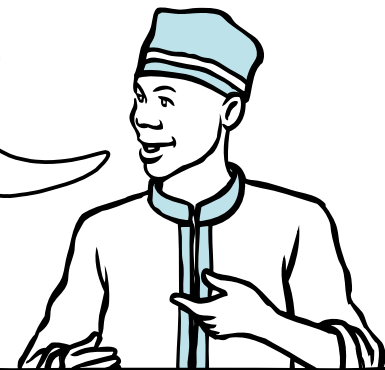
Reflection

- Underline the problems and the teaching strategies. Which learners do the teaching activities exclude? Why?
- Have you experienced any of these situations? What do you do or think when they happen?
- What advice can you give to these teachers to make these activities/strategies more inclusive?
- How can learners let their teachers know when they don't feel comfortable participating?

Now read the *Answers and commentary* section on page 30.

3B Think: What do you know?

Some familiar 'tried and tested' teaching strategies can exclude some learners, even though that is not the teacher's intention. Other strategies encourage a range of ways for learners to participate.

Activity

Read the classroom teaching strategies **A–M** and put them on the line below according to how effectively they support inclusive teaching.

Most inclusive   **Inclusive**   **Least inclusive**

←   →

A. Give learners a choice of tasks.

B. Give learners a choice of ways to express themselves to achieve the learning outcome; for example, to review the past simple, learners could draw and write a comic, write a story, audio-record a story or make up a song to perform live.

C. Groups compete against each other to win, e.g. get the most points or say an answer first.

D. Teams work together towards a common goal, for example, to find different ways to group a set of words.

E. Give learners a choice of roles when working together.

F. Allow rehearsal time before feedback or answers so that learners help each other to check answers and practise how they will say them.

G. Tell learners who will give answers in advance.

H. Nominate learners by using their name and keep a record of who you choose.

I. Let learners choose who gives feedback or answers next (they say the name or look someone in the eye, say their name and throw a ball).

J. Give learners the right not to say anything in public; they can say 'pass' and nominate the next person.

K. Have a gallery walk, or 'experts and visitors', where two or three group members show posters of their work. The rest of the group walks around, discussing the work and asking questions. Halfway through the activity, the 'experts' become the 'visitors' and switch roles.

L. Peer-to-peer feedback, where learners give each other advice with the aim of improving work, being helpful, specific and kind, and using language(s) chosen by learners.

M. Use 'traffic light shared reading' where learners read individually and highlight in green everything they understand as they read, leaving the parts they don't without colour. Groups of three to five then share and discuss their gaps, adding green highlights when they understand. If the group decides something is important to understand and nobody in the room can explain, they use an orange highlight for the teacher's help. Importantly, learners decide when they don't need to know the meaning to complete a task and colour these parts in red.

Reflection

- How did you decide which of **A–M** were more or less inclusive? What makes you think that?
- Which ideas do you currently use/would you use/would you not use? Why (not)?
- Thinking about activity 3B, how inclusive would you say your classroom is? Why?
- What ideas from 3B will you implement in your teaching? Why? How?

3C Try: How does it work?

Resources: Recording devices (e.g. mobiles and tape recorders) and slips of paper for learners (or you) to give feedback on. Other resources will vary depending on the activity you choose.
Time: An activity in a lesson with one class (or task repeated with more than one class)

Rationale

In 3B, you reflected on the ways that different tasks were more or less inclusive. In this activity, you will choose one task to try out and consider how it helps make your classroom more inclusive. When tasks are inclusive, everyone's contributions are valued, whatever their differences and however diverse your learners. Strategies for inclusive teaching and learning help to develop positive attitudes towards diversity in your learners. In the same way, using inclusive teaching strategies and tasks shows that you recognise and value diversity in learning processes.

Instructions

- Choose a new strategy from **A–M** in 3B to try in a lesson.
- Observe and make notes, record part of the lesson by video or take photographs every three or four minutes. Notice when you see something unexpected or different to usual.
- Write these sentence starters on the board for learners to reflect on. Ask learners to choose two or three to complete on slips of paper. Translate them into your own, or shared languages for learners. Note: Reflection isn't a language activity – it should help learners to make links between previous learning, and develop their understanding about what helps and what doesn't help them to learn.
    - *Something that helped me to contribute today was …*
    - *Something that stopped me from contributing today was …*
    - *When I didn't understand, I …*
    - *I need help with …*
    - *I helped my group by …/when I …*
- Collect learners' sentences or ask them to tell you so you can record answers to reflect on later.

Reflection

- Spend some time thinking about what your learners said. Can their answers be categorised in different ways? How (e.g. the learning environment, learners' knowledge or skills)?
- What didn't surprise you? What did? How did/didn't this relate to the strategy you chose?
- What have you learnt about inclusive strategies? What more would you like to know?
- Make a list of other strategies from 3B you will try. You will share your thinking with colleagues in 3D.

3D Work together: What will help your teaching?

1. Discuss one or two of your answers to the questions above. How different/similar were your experiences?
2. Share your lists of which inclusive strategies you want to try out next. Say how you think they will be useful, and discuss how to adapt and implement ideas in your classes/school.
3. Evaluate the success of the strategies for inclusion. What works well? Why?
4. Make a plan to meet and share how well your strategies are working and how they could be improved.

Introduction

Inclusion in one classroom or one part of the school will have limited impact. We need to include everybody connected to a school's teaching and learning community. When all voices feel free to have a say in decisions that impact on learning and teaching, we see inclusive cultures and practices at work. Successful schools and teachers learn how to reach and teach all learners, their parents, caregivers, families and communities. Creating a school policy helps to inform and support this wider reach. Unsuccessful schools and teaching mean that these people don't feel involved, or that what they do matters.

In this section, you will focus on the practical level of involving learners and thinking about their families and/or caregivers.

Aims

In this section you will:

- advise teachers who are trying different ways to address diversity in families and the wider school community
- evaluate some of the choices and decisions learners could make in a lesson
- find out if learners are encouraged to make choices and decisions about their learning
- discuss and make an action plan to implement more learner choice.

4A Analyse: Can you advise these teachers?

Hello everyone! Some families do not share any of our official languages, and we think others are illiterate. How do you reach everyone that needs to be involved? Habib

1 Like | 5 Reply | 0 Share

We encourage family members to come to school with their children, who can often translate. We want to make everyone in the community feel welcome, but some work at the meeting times. Others say they feel too scared to come! Any ideas, guys? Yasin

1 Like | 4 Reply | 0 Share

We are not all men so 'guys' is not very inclusive ;-) We find out which languages are used at home. Community volunteers translate and make an audio or video recording of important messages to send to caregivers' cell phones. Does this help? Nesrin

1 Like | 3 Reply | 0 Share

Nice idea, Nesrin! We thought about livestreaming important meetings with live translations from our communities. However, many parents do not have internet at home. Is this true for you, friends? ;-) Jas

1 Like | 2 Reply | 0 Share

Yes – so we invite families to come to 'eating meetings' after work times where we sit and share food and ideas. Our similarities seem greater than our differences – we all love food! And there are many languages, but we all understand! Would this work for you? Sara

1 Like | 1 Reply | 0 Share

At a recent training day we found neurodiversity in our admin, cleaning, catering and teaching staff as well as our learners and their families. #Wearediversity and proud of our differences. Are you, my friends? Nabil

Reflection

- Underline the problems and join them to any possible solutions with arrows.
- What advice can you give these teachers? Can you answer their questions?
- Who can you ask for advice? What ideas could you try out at your school?

Now read the *Answers and commentary* section on page 31.

To create a more inclusive learning environment, learners must be involved in making choices and decisions about their own learning. When teachers share responsibilities, classrooms becomes less teacher-centred and more learner-centred.

Activity

Look at **A–M**. Who does what in your lessons?

Teaching and learning tasks Who …	You, the teacher	Your learners
A. decides on lesson content?		
B. decides the tasks or activities?		
C. decides *how* learners will work (e.g. pairs, groups)?		
D. decides which learners will work together in pairs or groups?		
E. decides whether learners will sit, stand or move to work?		
F. decides which strategies individual learners should use?		
G. decides on ways for learners to express their work?		
H. decides on the timing of activities?		
I. decides on home learning tasks?		
J. assesses progress?		
K. keeps records of work done?		
L. gives feedback?		
M. chooses which language(s) to use?		

Now read the *Answers and commentary* section on page 32.

Reflection

- How much 'say' (or choice) do your learners usually have in how they learn? Why is this?
- Which of the decisions and tasks **A–M** could/couldn't be shared with learners. Why (not)?
- What are the possible benefits of sharing responsibilities for decision making with learners?
- Make a list of two or three choices or responsibilities to give your learners. Why these?

4C Try: How does it work?

Resources: A notebook or teaching diary to record your actions and reflections
Time: A lesson with one class (or repeated with more than one class)

Rationale

In 4B, you reflected on sharing decision making and giving learners more choice and 'say' in their learning. In this activity, you will select one decision and share responsibility for making it with your learners. You will provide at least one choice for your learners to make and consider the ways this helps respect diversity and create a more inclusive environment.
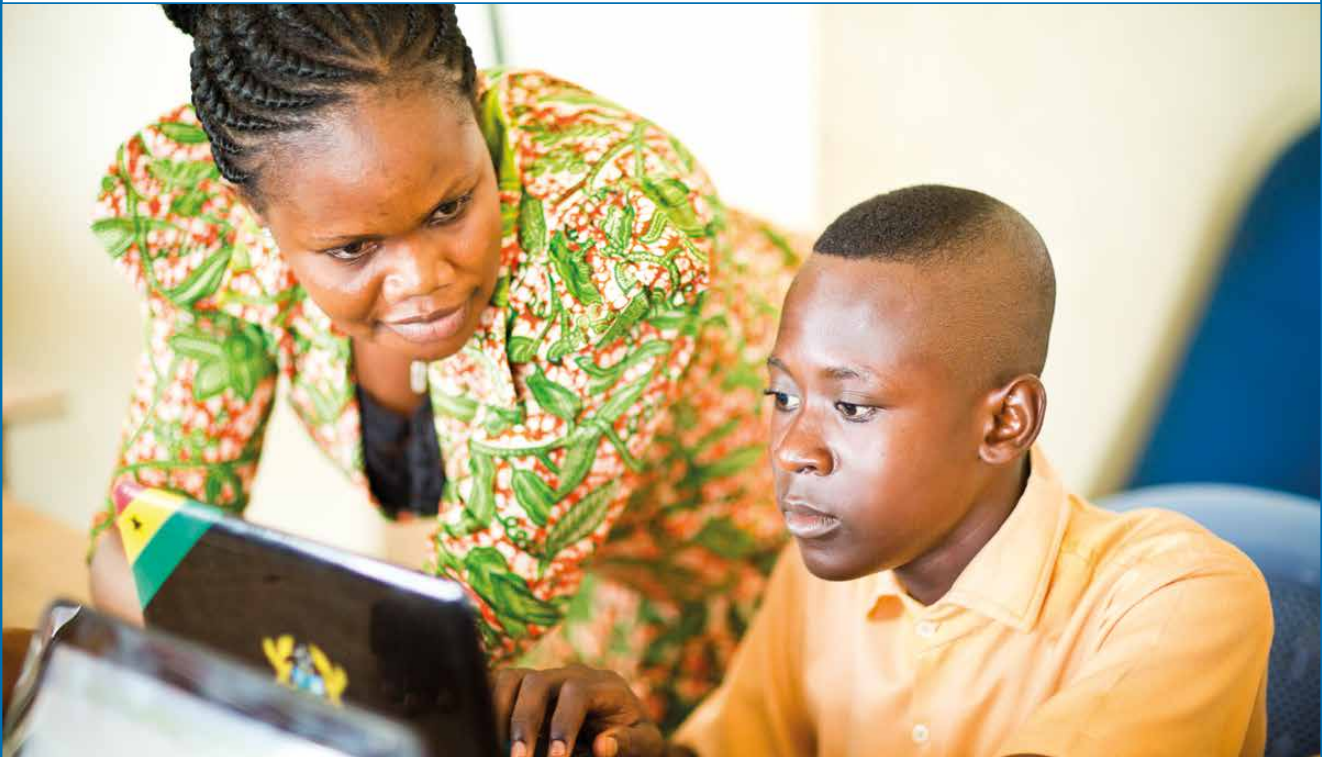
Instructions

- Look through **A–M** in 4B and the list you made.
- Write simple questions based on the things you listed. Provide options to guide learners' choices and make the process easier. Use these examples to help you:
  - Work in groups of two, three or four – you decide. Which pages/numbers in the coursebook don't we need to do next week? Why not?
  - Choose three of the questions on page 47 to answer.
  - How would you prefer to work? Alone or with someone else?
  - How long do you need to finish your work? Five minutes? Or ten?
  - Write four questions about the reading text for your group. Choose which language(s) to use.
- Choose one class or more to investigate what happens when you give more choice or share decision making.
- Observe what happens when you give your learners simple choices and decisions to make. Record what you notice, make written notes or take photographs (or voice-record responses to your questions).
- At the end of the lesson(s), ask learners if they noticed anything different in the lesson(s), or how they felt when you asked them to make choices.

Reflection

- Reflect on the notes or recordings you made. What do you notice?
- What different choices did learners make? Did their choices respect their diversity? How?
- In what ways was the learning environment more inclusive than usual?
- What questions do you have? Write one or two to discuss with colleagues.

4D Work together: What will help your teaching?

1. How did learners make their decisions or choices about learning? What didn't you expect?

2. Make a list of the benefits of the choices and shared decision making that you investigated to a) learning b) learners. (For example, *I could see that learners were more active/engaged when …*)

3. Choose one or more of these areas: home learning, feedback, content, interaction, timing, records of work/new language or ways to express work. Which choices and decisions in this area would it be helpful for learners to make/share?

4. Create an action plan to use over a longer period of time with the class or classes you investigated in 4C in your chosen area(s).

| 5 | **Assessing individual learners in a variety of ways that allow them to demonstrate the progress they are making** |

Introduction

There are different ways to demonstrate learners' progress. Inclusive assessment practices respect learner differences and ensure that all learners can participate equally. *Summative* assessment evaluates how learning has (or hasn't) happened after a unit of work, compared to a standard (e.g. end-of-chapter tests, national language tests or the CEFR). *Formative* assessment or assessment for learning (AFL) is about ongoing feedback to improve both learning and teaching (e.g. exit tickets or class polls). This monitors learning as it is happening, in small steps.

Formative assessment helps teachers to find out which learners need more, or different kinds of, help (or *scaffolding*). The aim is to improve learning. It gives information to teachers about what learners can or can't yet do, to help them reteach in different ways. This element focuses on some inclusive assessment strategies that are helpful for both types of assessment and support inclusive teaching.

Aims

In this section you will:

- advise teachers who are trying out more inclusive assessment
- evaluate different inclusive assessment strategies
- explore one or more inclusive assessment strategies in your classes
- explore further ideas to create collaborative notes and a shared resource.

5A Analyse: Can you advise these teachers?

Gregor

We have been trying to make our class, school, national and international language tests more accessible and inclusive. We have so much diversity in different areas. Some learners can't sit still or can't finish writing in the time they have, others can't easily read, hear or understand what they have to do, or write in the correct place, or so that others can read their handwriting. Learners feel bad when they don't achieve as well as some other learners in the class. What can we do?

Thandi

Sometimes we use assessment for learning (AFL) in English classes. Before, we used assessment only for testing. When we check understanding, it's quite easy for us to use AFL, but only to see if learners know the meaning of new words. We can also assess learning strategies and processes. But when it comes to assessing how well (or badly) learners can use language to communicate in a foreign or second language, in both writing or speaking, we meet problems with all the different levels in different skills in one class. And many learners and their parents want grades, or marks, which isn't the purpose of AFL. Some learners would get very bad grades. How do we overcome this?

Reflection

- Underline the problems you share with these teachers. How do they affect learners and their parents or caregivers, your teaching and the school?
- What advice can you give these teachers? Can you answer their questions?
- What assessment strategies do you and your colleagues use?
- What works well for you/your learners? Why? How do you know?
- What doesn't work so well? What are the problems?
- Can you think of any solutions to the problems you identify? What would stop you from being able to use these ideas?

Now read the *Answers and commentary* section on page 32.

Teachers need to develop assessment and feedback skills and strategies to help all learners feel they are making progress in their language learning. You will read and evaluate teacher, learner and peer assessment strategies, and choose one to try with a class in 5C.

Activity

Look at assessment strategies **1–4** and match them with their purpose (**A–D**).

1. 3-2-1 countdown. Learners respond to these or other statements as they choose: *Think of three things (or language 'chunks') you didn't know before this lesson; two things that surprised you (or language 'chunks' you have seen or heard before) and one thing (or language 'chunk') you want to use now and in future learning.*

2. Traffic lights. Learners (individuals, pairs or groups) each have a set of red, orange and green cards. When you want to assess understanding (e.g. instructions or new language), ask learners to hold up a card. A green card means: *I/we know what to do and how* or *I/we know what … means and can use it in a sentence.* An orange card means: *I/we think we know what to do* or *I/we think we know what … means but aren't sure we can use it in a sentence.* A red card means: *I/we don't know what to do* or *I/we don't know what this means.*

3. Show what you know in just a minute! Learners time each other and explain a topic to each other in one minute, or use target language to demonstrate their learning. They choose if they want to speak, draw or write.

4. Quizme! Learners work in groups to create review questions for each other. Each group of learners produces 5–10 questions (e.g. T/F, multiple choice, or grammar 'mistakes' to correct) for another group/the class to correct. They can ask the questions orally, or write them on slips of paper, or the board, or use an online quiz tool.

A. This helps you to understand more about learners' language problems, and common areas for trouble-shooting – and encourages them to research and ask for your help as they need it. Learners often make tests surprisingly difficult for each other. Learners are more motivated by challenging each other.

B. This assessment strategy shows when teaching has been effective or not, and quickly helps you to explain or teach something again, maybe in a different way. This helps direct your support and attention as you walk around and monitor.

C. This learner-centred assessment strategy allows learners to choose the ways they would like to demonstrate and give evidence of what they have or haven't yet learned.

D. This helps learners to assess and reflect on their own learning in a lesson to demonstrate what they have or haven't been able to understand (e.g. target language or skills). Learners' responses are helpful evidence of learning or of where more work or support is needed.

Reflection

- Which ideas can be used for teacher, self- or peer assessment? What learner feedback is there to help assess learning or the lack of it?
- Which of these or other assessment strategies do you use?
- What ideas would you like to implement in your teaching? Why/why not?

Now read the *Answers and commentary* section on page 33.

5C Try: How does it work?

Resources: Recording devices (e.g. mobiles and tape recorders) and slips of paper for learners to give answers on. Other resources will vary depending on the activity you choose.
Time: One assessment task in a lesson with one class (or the same one repeated in other classes)

Rationale

In 5B you evaluated different teacher, peer or self-assessment strategies. In this activity, you will choose one task to try out and think about how the information you get helps your teaching and learning in lessons. AFL helps you decide if you need to review or reteach in a different way on the spot, or in future lessons. When you have clear evidence that learning is or isn't happening, you can consider and talk to learners about how to adjust your teaching to reach them. This is a good learning opportunity for your professional development.

Instructions

- Choose a class to work with – one that you enjoy teaching and you have a good relationship with.
- Look at your syllabus, coursebook or materials and decide on the learning outcomes you want to achieve in the next lessons, over a week for example.
- Choose one area to assess your learners' progress, e.g. using past tenses accurately, describing daily routines, etc.
- Choose a new assessment strategy (from **1–4** in 5B) to assess this learning outcome.
- Observe and make notes (or record part of the lesson by video or take photographs). When you see something you would like to know more about, write a question (in their own language) on a sticky note or piece of paper to give to individuals, pairs or groups of learners.
- Ask learners to answer your questions as they wish and/or discuss their thoughts about how the strategy helped or didn't.
- Collect any written responses to questions, or record learner answers to reflect on and discuss later.

Reflection

- Reflect on the lesson and on what your learners said. How successful was the assessment strategy you chose? Why? What reason(s) can you think of?
- What would you do differently another time? Did the same strategy work with all learners? What evidence do you have for this?
- What other strategy from 5B will you try? You will share your thinking with colleagues in 5D.

5D Work together: What will help your teaching?

1. Share your experiences of the assessment strategy you chose. How similarly or differently did they work with different classes/groups or ages of learners?
2. What lessons have you learned about assessment tasks?
3. Research other assessment tasks and create a shared list that you can add to in the future.

Introduction

A reasonable adjustment is an action or change that helps make education more inclusive. This is to make sure that learners with different needs or disabilities are not excluded from aspects of teaching and learning. Supporting such learners may include, for example, physical changes to the classroom environment, changing how learners access or complete assessment tasks, and providing other kinds of assistance.

Research (Elliot and Fryer, 2008) shows that when learners identify what is important to their own learning and set goals, they often achieve more than they would by following the objectives their teachers decide on. Another benefit of this is how learners' confidence in their own ability to make progress in more challenging tasks increases. This is true whatever their ability. If we want to make learners more independent and active in their own learning, an easy and effective way to do this is by asking learners to create their own learning targets.

Aims

In this section you will:

- advise teachers who are helping learners set language learning goals
- evaluate strategies to help learners set goals to progress with an individual learning plan
- work with individual learning plans for a small group of learners in one of your classes
- design an individual goal-setting plan and guidelines for best practice based on your observations.

Gloria

> I want my learners to dream big and aim high in their language learning. I hope that in their future careers or study they can communicate with people in reasonable English. How can I encourage all my learners but be realistic at the same time?

Victor

> I don't know how to help learners make individual learning goals. Until now I have set the learning goals for each class as a whole. I use the learning aims in the teacher's book for each lesson/unit of work. This has been working OK mostly, but it depends on the level of the learners. Now the school district inspectors want us to have individual learning plans next time they visit. Where to start?

Sam

> I teach over 200 different students and I have very little time – two jobs, a large family, many classes, a LOT of marking! What sort of 'reasonable adjustments' can I make to help learners achieve in inclusive assessment of the learning goals that they set?

Reflection

- Underline the things that these teachers say which are true for you.
- What suggestions can you give to help these teachers? Can you answer their questions?
- Do you and your colleagues set learning goals, or do your learners set their own targets? How? What seems to work well? Why?

Now read the *Answers and commentary* section on page 34.

6B | Think: What do you know?

An individual learning plan can help guide learners to identify goals so that learners feel they are making progress in their language learning.

Activity

Look at the sections in an individual learning plan (**1–8**) and match them with examples **A–H**.

Individual learning plan	
Planning	**Review**
1. About me **2.** What helps me to learn and develop language skills **3.** My long-term language learning aims **4.** A short-term language learning goal(s) **5.** How I can achieve my goal(s)	**6.** Work done to achieve my goal(s) **7.** How well I achieved my goal(s) **8.** Progress review

> A. I want to learn 50 new words a week to use correctly.
>
> B. I made digital flashcards with pronunciation, translations, example sentences and photos.
>
> C. Writing sentences with new language or drawing and labelling images with new words helps me. I copy out new grammar structures or words 20 times. I sing along with subtitles of my favourite song videos on the internet. This motivates me to study English!
>
> D. I will write sentences or record myself saying the new words with the words they go together with (the language 'chunks'). I will ask my study buddy to test me every week.
>
> E. I want to be more confident and use English when I meet tourists in my city or present ideas in class. I would like to join the English drama club. I have mild dyslexia.
>
> F. I am quite confident about writing and reading in English. I'm not so confident about speaking in English in front of the whole class – I prefer speaking to a friendly partner. I am not very good at remembering new language.
>
> G. I did OK in vocabulary tests (60%, 55% and 63%). But I think I can progress more if I use a better strategy. My study buddy thinks my learning goal needs to be smaller. I can't learn so many new words if I don't know the language chunks. I can't remember if I don't review. I need to use a spell checker to help me get spellings right in my digital flashcards.
>
> H. I didn't make flashcards for the new language chunks from class. I didn't review or study them. I am going to change my goal to 25 words.

Reflection

- Are the goals realistic (think about learner needs)? Why (not)?
- Does the short-term goal(s) help achieve the long-term aim(s)? How?
- Which language and learning strategies are/aren't helpful? Any other suggestions?
- How would you adapt this goal-setting plan for learners aged 5–7? 8–11? 12–16? 16+?

Now read the *Answers and commentary* section on page 34.

6C | Try: How does it work?

Resources: Copies of individual learning goal-setting planners (use learners' own language and adapt headings **1–8** from 6B)
Time: One 40- to 60-minute session with three to four follow-up sessions of five to ten minutes

Rationale

In this activity you will help a group of learners to set language learning goals. You will discover how this helps them reflect on their learning strategies and to become more efficient and proactive learners. Evidence from learning plans helps to improve future teaching and learning.

Instructions

- Choose a small group of three to five kind, supportive learners from one class. Try to include learners with different needs. Set a time and a comfortable, quiet place to meet.
- Copy individual learning plans or write the section headings on the board for learners to copy into a notebook or learning log.
- Explain the sections and give examples like those in 6B.
- Display examples of potential goals and ways to achieve them on the classroom walls for learners to walk around, read and get ideas. See *Answers and commentary* for ideas.
- Learners work together as study buddies to interview each other, make suggestions and complete forms in their language of choice. Focus on two or three longer-term goals and a short-term goal.
- Learners think about and decide how their goal should be assessed.
- Study partners meet together each week to discuss, check up on each other's progress and give suggestions. This could be in or outside class time. You are the facilitator; you guide and help, learners make notes and sign and date under headings 6 and 8.
- Observe and make notes to reflect on and to ask learners to tell you how the process is helping their learning.

Reflection

- Look through the learner plans and your notes. What do you notice?
- How did the goals and strategies reflect learner diversity? How realistic/helpful were they?
- Did anything surprise you? What? Why?
- How successfully did the tasks work (or not)?

6D | Work together: What will help your teaching?

1 Share your stories of success or failure with learners. What have you learnt from this?

2 How well did learners respond to the idea of setting goals and working with peers to keep each other motivated and on track?

3 Design a format for an individual learning plan that will work in your schools, and make some guidelines for best practice based on what you observed.

Answers and commentary

1. Recognising and valuing diversity

1A **Analyse: Can you advise these teachers?**

These tools and techniques will help learners who have visual problems like Gayani's learners.

A. and **E.** If learners need to see details from the board or textbook more clearly, it can help to take a photo on a smartphone. Learners can make the text or diagrams larger and easier to see. Gayani can take a photo of one section of a page, poster or the board to focus on.

B. This will also help learners with visual processing or eye problems. You can remove distracting information, make the text bigger (e.g. A4–A3, 150%) or photocopy just the parts of a lesson that are important.

C. This shows a framer, which supports dyslexic learners in their reading by helping them to focus on one line of text at a time. Making framers and cutting out different shapes and sizes will help learners to focus on one piece of information at a time.

D. This is another way to make details in pictures, diagrams and text larger and clearer for learners with visual processing or eye problems.

Dom's learner is on the autism spectrum, and you can see that he doesn't show emotions in the same way as some other learners. But he does have feelings, and he will be sensitive to his learning environment and to other learners. It will help if Dom and the other learners find out more and educate themselves about how this child experiences the world, and allow him to contribute in different ways. For example, he can play different roles in group work (e.g. making maps or drawing or noting the answers). Avoiding noise and unnecessary distraction is important. Signals for what is expected of him, and when, can be included in a planner. Don't expect all learners to be the same as each other; we are all different, so find different ways to group learners. There are many options, e.g.:

- Cut pictures or postcards into three, four or five jigsaw shapes depending on the group size. Distribute and ask learners to find the other people from their jigsaw puzzle.
- Ask learners to line up in different orders (e.g. by birth month, by shoe size, alphabetically according to their names, or by what time they went to sleep). Pair people off from the beginning and the end.
- Give question and answer cards for learners to find their matches.

If Mina's learners can't read or write in any language they can still learn a lot in lessons. She should work with her colleagues who teach the same learners in other language classes to make a learning plan. The fastest way to help her learners to become good readers and writers is to do this in learners' first language. It might be possible to ask for help in the local community. In lessons, she can focus on listening and speaking in English, trying to focus on oral communication, and use gestures, games, songs, chants and pictures to help. Speech-to-text websites and apps will help.

The teachers are taking responsibility for their own professional development in this area by taking an online course on diversity and inclusion. Resources that might help include:

British Dyslexia Association. Educator. Available online at: www.bdadyslexia.org.uk/educator

Bullock, D (n.d.) *Assessment for Learning Activities*. Available online at: www.teachingenglish.org.uk/article/assessment-learning-activities-0

European Agency for Special Needs and Inclusive Education (2017) *Raising the Achievement of All Learners in Inclusive Education.* Available online at: www.youtube.com/watch?v=sr5rh7RhhtA&feature=youtu.be

McLoughlin, A (2017) *Two tools to help you set learning goals.* Available online at: www.britishcouncil.org/voices-magazine/two-tools-help-you-set-learning-goals

British Council (n.d.) *Teaching for Success: Inclusive practices.* Available online at: https://www.viddler.com/v/440c70d1

Answers: **1. C**; **2. D**; **3. A**; **4. G**; **5. B**; **6. F**; **7. H, I, J**; **8. E**

2. Developing positive attitudes towards diversity in my learners

2A **Analyse: Can you advise this teacher?**

Ravi helped his young learners respect and tolerate diversity in these ways:

- Sharing the story helps learners to see the world from different perspectives (e.g. the bully, the bully's brother and the people who were being bullied).
- Open discussions where learners feel free to say what they feel and be heard.
- The 'respect' posters establish rules for everyone to understand what is and what isn't OK to do or say. But Ravi's learners copied HIS rules. It is a better idea (and more inclusive teaching) to have a class or smaller group discussions. Asking learners to create and discuss suitable rules for respect involves learners actively. Working on the way these are written, together, makes learners feel that what they say is important to everyone and that their opinions are important.

Ideas to help Ravi:

- Discuss the problems with learners and their parents. He could ask them for suggestions about how to help, for example when parents have told their children not to lend equipment.
- Ravi can discuss what the benefits of sharing are and what problems there can be. It may be useful if Ravi tells a story about a similar problem or solution from his own school days or his own family or friends.
- Ravi could think about how to raise money for class sets of colours for learners to share.
- In 2B there are some group work strategies to help Ravi and his learners be more active and participate in different ways.
- Children and young people copy the things they hear and see from families and society around them. If home or community language is racist or disrespectful, this will confuse learners. If diversity isn't respected outside school, teaching and learning communities have a difficult job. The community of learners' parents, families and caregivers need to be invited to school to understand behaviour policies and respect. Element 4 of this module gives some more ideas.
- Ravi could consider connecting his class with a diverse class in another country and using English to communicate using free online tools. Find out more here: www.edurolearning.com/fblive-05may or https://en-gb.facebook.com/SchoolsOnline.BritishCouncil/
- Stories, films or books might help Ravi's learners understand the impact of disrespectful behaviour by giving the perspectives of different characters. Sharing ideas to create group stories to read or perform with younger children or other classes that have similar problems helps develop empathy. Some Creative Commons open online children's books (free to read and download) can be found at: www.freekidsbooks.org/subject/bullying/

  Other titles of interest include:

  — *Mommy, Mama, and ME* by Lesléa Newman

  — *Daddy, Papa, and ME* by Lesléa Newman

  — *Pink Is for Boys* by Robb Pearlman

  — *The Mixed-up Chameleon* by Eric Carle

  — *The Curious Incident of the Dog in the Night-time* by Mark Haddon

  — *The Reason I Jump* by Naoki Higashida (written when he was 13 about his experiences of being on the autism spectrum).

Think: What do you know?

1. This helps learners to understand the importance of listening actively and to think about what is being said and not what they are going to say. The conversation will be respectful if there is more equality of conversational turn-taking. The speaker holds a microphone-like object which is a physical signal to listen carefully. It is important that learners invite each other's thoughts but do not push people to talk if they don't want to.

   Learners can signal which language(s) they are going to use. When learners go back and forwards between languages, but everyone in the group helps each other understand, it is called 'translanguaging', an important 21st century skill in transcultural communication.

2. This gives an interesting job to learners who may talk too much or dominate and to learners who are not yet ready to join in group discussion. This helps as a visual reminder of communication. You could ask older learners to add symbols to describe what is communicated, e.g. ?, + and -.

3. This learning design (sometimes called 'placemat consensus') encourages slow thinking time and allows learners to draw or write notes to help them take part in a discussion or debate. As the paper is turned around (in silence) in the second stage, learners can see and appreciate thoughts from everyone. It is often used in co-operative learning, in primary and secondary education, in different ways.

   Brainstorming works for confident learners, those with the biggest voices or more social status, but it is not an inclusive practice and doesn't encourage deep thinking. This alternative, co-operative learning strategy is more inclusive and promotes deeper thinking. It also provides support and scaffolding for group problem solving or discussion tasks. Learners can look at all the ideas, and the empty space in the middle of the paper is where the group writes solutions or further thoughts and questions to ask and discuss with another group or the whole class. They can also photograph it and use it to help with follow-up written work.

   Examples of tasks for placemats

   Primary: *What would you do with $1,000 to improve … (e.g. your town/village/place near school) so that everyone can enjoy it?*

   Secondary: *There is too much air pollution from traffic in your town/city. Write or draw and be ready to talk about three different solutions to this problem. Think about and list the positive, negative or interesting points of each solution.* Learners use their part of the paper to answer. Then they turn around the placemat paper and look at the ideas. They discuss the most environmentally friendly ideas and plan how to present these to the class in the empty space in the middle of the paper.

4. Teachers need to teach learners to work together. Learners choose a job (or 'role' they feel comfortable with) in a co-operative group task and reflect on this. Learners need to change roles and slowly work in areas they feel less confident in. Being clear about what different members of a group contribute, in a co-operative (not competitive) way, is a good example of inclusive practice.

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3. Using pedagogical strategies that encourage inclusive education within a supportive learning environment

Analyse: Can you advise these teachers?

Competitions can be fun with younger and older learners, but there will be winners and losers. Amina uses team or group mode (i.e. one device to share between a small group of learners) with online quizzes on their mobiles. This is a good way to help communication and interaction. But if learners get angry or upset with a member of the team, this causes problems. If you play team games on the board (e.g. backs to the board or Pictionary), ask four or more players to come to the board at the same time. This helps learners to 'save face' and, because so much is going on at the same time, it is noisy but fun and nobody is put on the spot.

Non-competitive tasks and co-operative learning are more inclusive. When teams work together collaboratively and co-operatively to solve a problem, rather than win, learners can make different contributions.
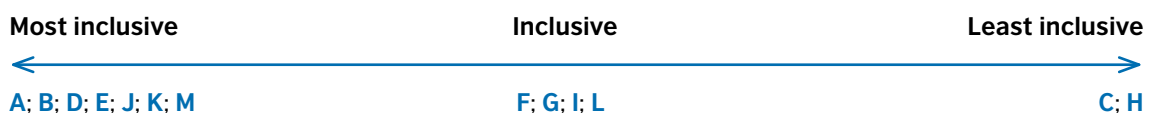
Amina describes a common problem where learners 'scapegoat' or behave unkindly to others who may not be as clean or well-dressed. This is something that the school will need to address with families. Some schools and teachers make sure that soap, water, shampoo and clean clothes are available to use in a private place away from learners. Such behaviour needs to be discussed, and teachers should encourage and value kindness. We hope Amina will continue to play language games but make sure to ask her learners to discuss these problems with her and suggest solutions.

Muz talks about another common problem, when his learners have very different skill levels of writing. What is his purpose in asking learners to copy from the board? Copying isn't a cognitive task. If he wants learners to have a correct language model or task for home learning and they have mobile devices, they could photograph the board.

There are many free online speech-to-text digital tools (search for *free, online speech to text)*. Using assistive technology like speech to text helps include learners with dyslexia and developmental or physical needs. Muz could start a break-time handwriting club and use peer-to-peer teaching with kind and supportive peer tutors. This will help learners who have different scripts or alphabets, or who are not literate in writing in their first language. Younger learners like writing on the board, which can help letter formation.

Learners can help teachers understand when they feel able/unable to join in and contribute with traffic light cards (3B). They can also give suggestions for what might help by writing ideas on an exit slip or writing any problems they are having on the day of a lesson on an entry ticket.

3B Think: What do you know?

Most inclusive	Inclusive	Least inclusive

←——→

A; **B**; **D**; **E**; **J**; **K**; **M**   **F**; **G**; **I**; **L**   **C**; **H**

You need to try various strategies and ideas and see what works with your classes, and do more of it. There are no 'magic solutions'. What can help is to focus on what you see learners are doing successfully and what they are not. This is where you will find the solutions that work for you and your learners.

4. Involving parents, learners and other relevant individuals in creating an inclusive learning environment

4A Analyse: Can you advise these teachers?

Problems	Solutions
Families do not share school languages	Learners/family or friends could translate; volunteers could translate and make audio or video recording of important messages to send to caregivers' mobile phones
Some parents work so can't attend meetings	Record meetings and/or provide meeting notes translated into home languages
Some parents feel too scared to come	'Eating meetings' after work times, to sit and share food and ideas together as a teaching and learning community

Neurodiversity (the way in which everyone's brain works differently) is present in the whole school teaching and learning community. We need to recognise that everybody struggles in different areas, and we all have different skills and ways in which we are stronger or weaker. Alan Turing, the creator of the first computer used in the Second World War to break codes, said: 'Sometimes it is the people no one can imagine anything of who do the things no one can imagine.' And neurodiverse scientist Temple Grandin reminds us that brains that might have problems using grammar correctly 'could one day take us to distant stars'.

4B Think: What do you know?

Answers will vary. In some countries (e.g. Sweden, Finland, Norway and Iceland) all these tasks are shared with learners, who have a lot of 'say' or 'voice' in learning processes. If teachers and their learners share these responsibilities, there are many possible benefits. These include more trust and respect between learners and teachers, and learners will be more active and independent in their learning, or more autonomous. Teaching may become more motivating, and learning more motivated. Teachers' working lives will be easier when learners share responsibilities. This also creates more opportunity for communication. And when learners feel more involved they are more engaged.

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5. Assessing individual learners in a variety of ways that allow them to demonstrate the progress they are making

5A Analyse: Can you advise these teachers?

Learners can't sit still or can't finish writing in the time:
- Research the possible help the school can provide in state or international exams as well as school tests. We need to test learners' language skills and knowledge, not how fast or slow they are.
- Strategies to explore include smaller, more comfortable spaces where learners can sit or stand or have extra time. An assistant could write answers or help point learners to the correct place, or learners could write using a computer so that others can read their handwriting.
- In classroom tests which aren't national, state or international, teachers can do a lot more to help by allowing laptops and mobiles (with supervision). These provide access to speech-to-text or read-aloud software.

Learners can't easily read or hear or understand what they have to do:
- Give instructions in learners' own language or provide a translation of questions.
- Record questions and texts so learners can listen to the text, or read and listen. There are many free text-to-speech tools.
- Play questions and listening texts through headphones or move learners to the front and play at a high volume, or use a smaller room.

Learners (and their parents, families and teachers) feel bad when they don't achieve well. This is not motivating:
- AFL can help teaching and learning. There are some ideas in 5B. Teachers can set different targets to measure progress or achievement so that learners are using their own performance to improve.
- Portfolio assessment is a good idea for inclusive assessment. Learners can pick the best examples of their work in different skills. And the progress and improvement in different versions, e.g. a draft is reworked to improve each time.
- Use peer and self-assessment.

Learners (and their parents) want grades, or marks, which isn't the purpose of AFL:
- Talk to the people involved and explain the purpose of AFL. Explain the problems with grading. Explain how feedback gives strategies to help learners understand what needs to be improved, why and how.
- Vary the types of feedback you give, e.g. give or record personal, oral feedback, not just written or letter/number grades or marks.
- Use more self-evaluation and reflection and peer feedback.

Some learners get bad grades:

- That is the problem with standardised tests and grades or marks. For assessment to be meaningful, we need to start from individual learners and measure progress in different ways. Because learners come from different starting places, we shouldn't compare them.

- Teachers can create the success criteria for pieces of work with learners and make assessment clear. Some alternatives to grades or marks or letters A–F include:

  - Make your learning more 'game-like' (e.g. online quizzes, allow learners a second and third 'go', use digital badges, trophies and/or rewards).

  - Ask learners to choose the way they want to present work to show their learning (e.g. make a board game, design a poster, write an essay or do a group presentation).

  - Design a whole class achievement system with your learners to celebrate both individual and collaborative progress and achievement. Decide on how points are rewarded, e.g. learners choose a game for the whole class to play, or watch and sing or dance along to a favourite song. When a learner achieves a level or point, everyone in the class could get a point too. This can encourage learners to help each other to achieve in a collaborative and co-operative way.

  - Instant or live feedback (e.g. verbal or written as work is in progress, or answers on the walls) so learners can ask questions to find out how to improve.

  - Peer feedback. Primary learners can use the 'three stars and a wish' technique. Learners point out three things done well, and a suggestion for something that can be improved, with an idea or practical strategy for how. Older learners can use a 'sandwich':

    - A positive statement: this was (e.g. *easy to read/a nice way to describe …*) because …

    - A constructive critique with a suggestion for improvement: this was (e.g. *not easy to understand/ not the right way to say …*). *Next time, how about/Try …* (e.g. *reading your work again and checking singular/plural verb endings*).

  - Celebrate 'productive failure' – fail, fail again, only better.

  - Digital or physical portfolios.

  - Replace grading with reflection or metacognition (e.g. *What stopped me from learning? What helped me learn this? What do I need to do now? Why?*)

  - Focus on what you 'notice' about the effort or work that a learner has made (or not). Use sticky notes that start with *I notice that …* or *I noticed the way you…*

5B Think: What do you know?

1. D Discussing reasons for learners' responses (in their own language) can help inform future teaching, and identify learning or support needs.

- For learner assessment and reflection, for teacher-assessment or to share with a supportive partner for peer assessment.

2. B It is easy to see which learners need more help, more scaffolding, or a different explanation or language. Learners can also use the cards to communicate as they are working. If they need help they place the red card in front of them, or the green card to say they are on track. Teachers can use the cards in other ways, too, for example for behaviour management (e.g. an orange warning before a red card, like in football!) or for feedback on language (if there is a focus on accuracy).

- For teacher assessment.

3. C Learners working with supportive peers in a non-competitive learning environment can help with confidence. They are not going to 'lose face' in front of the whole class if they can't yet explain, communicate or show what they know or can do.

- For peer assessment. Pairs or small groups can give feedback (or help) when the minute is up, which also checks their shared understanding. Peer support helps learners review and share their understanding and language(s) skills collectively.

4. A Monitoring actively while your learners review target language (e.g. by looking at their notes, course materials, textbook, etc.) to create a peer–peer quiz helps you see how well they understand (or not). And if learners are able to use the language accurately. This is all good feedback to help you assess if learners have gaps in their understanding, knowledge or skills. Taking a 'hands off' approach, yet being available to intervene, re-teach and help scaffold learning is a valuable chance to let learners be more independent.

- For teacher assessment. Teachers can monitor and correct quiz questions before learners use them to quiz each other.
- For peer assessment. Learners quiz each other using questions (and the corresponding correct answers).

6. Supporting my learners in identifying, addressing and assessing learning goals based on reasonable adjustment

6A Analyse: Can you advise these teachers?

Gloria has high hopes for her learners. Teaching research shows that learners live up to or down to a teacher's expectations. Gloria could ask ex-pupils of the school, or successful members of the community, to visit and speak to her learners. This is a really positive way to show that people like them do use English for international communication (e.g. volunteering, work and education). This can help make language learning feel more purposeful.

Online communication tools can be used to invite visitors (wherever they are) into classrooms to talk to learners. This can make learners feel part of a connected global community of language users, especially if their own families and people in their community do not speak English.

The most important thing is that Gloria herself is the best role model for her learners. And her wish for her learners to aim high and dream big are part of her own language and educational achievement. She will be a daily inspiration for the learning and teaching community of the school. It is easy to forget how important teachers are to the lives and futures of their learners and their families.

Victor's school, like many others, is changing focus from class learning goals to more individual ones. He will benefit from 6B, which explores ideas for different sections to include.

A reasonable adjustment is an action or change that helps make assessment more inclusive. This is so that learners with different needs or disabilities are not excluded from any assessment. Sam could use some of these ideas to make 'reasonable adjustments' for learners, such as:

- changing arrangements (e.g. rest time, available time, or re-organising space to remove distractions, or giving equipment to be used)
- providing assistance, for example by using sign language, interpreters, translations and alternative ways to present answers, e.g. with writing or reading assistants, assistive technology tools like speech to text or text to speech, coloured transparencies or framers to help dyslexics (see 1B).

6B Think: What do you know?

Answers: 1. F; **2. C**; **3. E**; **4. A**; **5. D**; **6. B**; **7. G**; **8. H**

How would you adapt this goal setting plan for learners aged 5–7? 8–11? 12–16? 16+?

This depends. Are learners familiar with the idea of learning goals? Or reflection or metacognition (thinking about learning)? If not, the ideas and benefits of setting learning goals and being a more active and involved learner may need to be explained and shared with parents, families and caregivers.

If learners are already familiar with setting individual goals, you may want to introduce them to the idea of setting goals collaboratively. Learners identify and share goals to make progress in their language learning. Learners work in small mixed groups or with others who have similar needs or problems in accessing learning. They set common goals to achieve together, and identify what teachers could do to help them. Teachers can then create a provision-mapping plan which shows how the *teacher* will support learners in their shared learning plans.

For younger learners (5–11), keeping an individual learning journal or diary is a good place to start. You can adapt, translate, and photocopy and glue in the following sentence starters in learners' own languages (and English?) for learners to answer with their learning partners or study buddies. Learners of 5–7 may get others to help them write and illustrate (e.g. a football goal stand or basketball hoop) or cut out pictures or stickers.

- *About me, who am I?*
- *What helps me learn? I like …; I prefer to …; I don't like … because …*
- *In the future, I want to … in English because …*
- *My learning goal(s) for this lesson/week/month …*
- *Ways I can achieve my goal(s) …*
- *This lesson/week/month I …*
- *I did well …; I can …; I need to …*

Ideas to help learners think of study goals.

You can display these on classroom walls and ask learners and colleagues to add more.

- Increase your vocabulary by drawing word families:
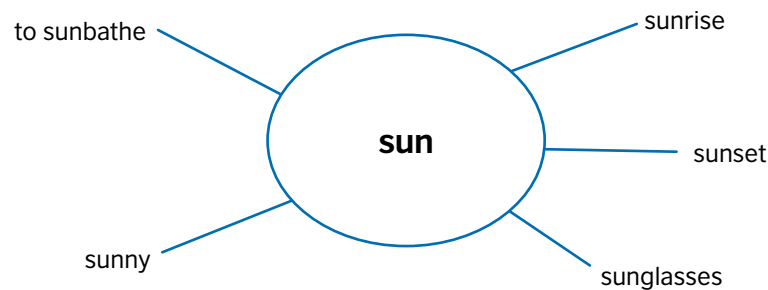
- Speak to friends in English.
- When you get your writing back from your teacher, rewrite it and correct all the errors.
- Watch programmes and movies in English.
- Listen to English music/radio/podcasts.
- Do all the homework and ask the teacher about any problems.
- Have a grammar notebook. Write grammar notes in the back of the book and do exercises in the front.
- Ask other people (teacher/friends) to check your work.
- Come to class on time!
- Use the new language you learn lots of times while speaking and writing to help you remember it.
- Try to give longer answers (not just yes or no).
- Have a vocabulary book and record new vocabulary by topics (holidays, crime, describing people). Use a definition, a picture or a translation to help you remember.
- Record the stress and pronunciation of new words/language chunks in your vocabulary book.
- Review vocabulary every day.
- Watch the news in L1, then watch the news in English. Compare.
- Record yourself speaking. Listen back and write down what you said. What did you do well? What errors were there?
- Do some research into the best phone apps for learning English. Write a review for your class.
- Keep a journal. Write a paragraph in English every day.