1.1 Describe features of inclusive teaching and learning

What is Inclusion – an environment where everyone has an opportunity to fully participate? In education this means everyone has the same opportunity, there should be no boundaries such as ethnicity, gender or disability. All students should feel valued, be able to mix and participate with all members of the group be in a safe and positive environment.

Gravells (2014) states:

> *'You are not teaching your subject to a group of learners who are all the same, but to a group of individuals with different experiences, abilities and needs, which should be recognised and respected'.*

I like to make all of my students feel important, speaking to them directly, using eye contact, using their name, asking them direct questions. Initially I carry out an assessment to test their prior knowledge, their preferred learning styles and to assess if any additional support is required. I can then adjust the teaching level and pitch it correctly to each individual.

Equality ensures individuals or groups of individuals are treated fairly and equally (Equality Act 2010) No less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. Diversity aims to recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive[DH1] culture for all staff and students.

1.2 Compare strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learning needs

According to Fleming (2001):

> '*People can be grouped by different learning styles, visual, aural, read/write and kinaesthetic.'*

 Understanding these four learning techniques in my particular working environment is really important because Domiciliary Care can be a very physical environment.

I use visual and hands on learning styles which suits a lot of students, but not all. This is why there has to be open opportunities to suit all learners and I can evaluate this by asking people how they felt the learning is going and evaluating as we go along. I also use workbooks and question papers as these are used to evidence the learning that has taken place.
Group Work

Advantages	Disadvantages
Helps to break the ice in the group	Shy people can hide in a group
Promotes discussion	Dominant personalities can take over
You get lots of ideas/ views	There could be a clash of personality
Assists the tutor in recognising personalities of the group	Self - assessment can help students see their progression
Helps people gain confidence	
Provides an opportunity to move people around	

Careful management is required regarding time limits and progress

Group B
Understanding and Using Inclusive teaching and learning approaches in education and training
Zena Betts

Role Play

Advantages	Disadvantages
Provides a fun element	Shyness is a barrier
Good for practising vocabulary and pronunciation	Can be embarrassing
Confidence building	Could damage confidence
Provides a good opportunity to mix within the group- work with a variety of partners	May not suit learning individual styles
Provides a supportive environment	Can cause discomfort
Adds "reality"	

Role play should be kept short, there should be clear instructions on what the aim is and care should be taken when pairing people, put weaker learners with stronger ones- differentiation

Demonstrations with small groups

Advantages	Disadvantages
Good for visual learners	Not so good for other learning styles
When followed by learner practice the skills are more likely to be retained	Steps need to be shown in a different way to back the demonstration up (written instructions)
Shows the steps in order and end result	Difficult to satisfy all ability ranges
Learners can work at their own pace after demonstration	Students can break the demonstration up with questions
	Can be long winded- students get frustrated, wanting to apply the skills
	Things can go wrong, have to be prepared thoroughly

Demonstrations should be supported with hand outs. They can also be shown using video (You Tube for example) or DVD. In order to repeat difficult steps; they should be broken down into easily manageable steps which should be practised by learners and then brought together as a consolidation exercise; tutor must prepare properly, rehearse and have all necessary materials/ resources at hand.

Question and Answer

Advantages	Disadvantages
A way of including all students	Less confident students will try to avoid being asked questions
Immediate way of checking learning (assessing)	Teacher needs to be able to phrase a question in a number of ways to allow a students to understand
Expands the topic - makes learning more interesting	More confident students can answer all the questions- rest will let them
Keeps all students attentive	
Can provide a good opportunity to praise	
Good method of challenging students	

Tutor should pose questions and then nominate, make questions appropriate to the student and ask it several times in different ways.

Peer coaching

Advantages	Disadvantages
Good for support and confidence	Not necessarily good for read/write preferential learners
2 heads are better than 1	Could start unhealthy competition
Good working relationships can be developed	Peers may not cooperate
Students learn more from their peers	They might chat more than learn
Excellent differentiation opportunity (1-1)	
Provides peer assessment opportunities	

All teaching should be supported with resources that cover all learning styles; teacher should monitor discussions to ensure learners stay on task; and should group peers appropriately according to skill level and compatibility to ensure that weaker students gain[DH2].

1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills

Functional Skills are practical skills in English, Maths and ICT for all learners aged 14 and above. Functional Skills provide an individual with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work.
They are learning tools that enable students to apply their knowledge and understanding to everyday life[DH3]. Engage competently and confidently with others, solve problems in both familiar and unfamiliar situations, this enables them to develop personally and professionally as positive citizens who can actively contribute to society.
Functional Skills are important because they provide young people and adults with the skills, knowledge and understanding that they will need in order to progress and succeed in education, work and life.

2.1 Explain why it is important to create an inclusive teaching and learning environment

We all learn in different ways, influenced by the combination of our past educational experiences, study practices and personal approach to specific tasks. This can be described as our learning style, defined as 'particular ways of gathering, processing and storing information and experiences' (Cuthbert, P.F., 2005[DH4]).

It is practical to assume that students will perform better in tasks that reflect their particular style of learning, so knowledge of students' learning styles, including a variety of tasks will make teaching more inclusive.

A learning style questionnaire could be handed out at the start of a course which, once completed will inform the teacher about the learning styles of the students. Working in small groups and pairs means inclusive participation for some students and is a good way to use differentiation.

It is also important to provide an environment in which students feel safe and secure. The venue should be accessible to all, along with the toilet and refreshment areas. Compiling a lesson plan that includes adequate refreshment breaks will mean students aren't worrying about when they can get a drink, they can concentrate on the learning process[DH5].

Maslow's hierarchy of human needs
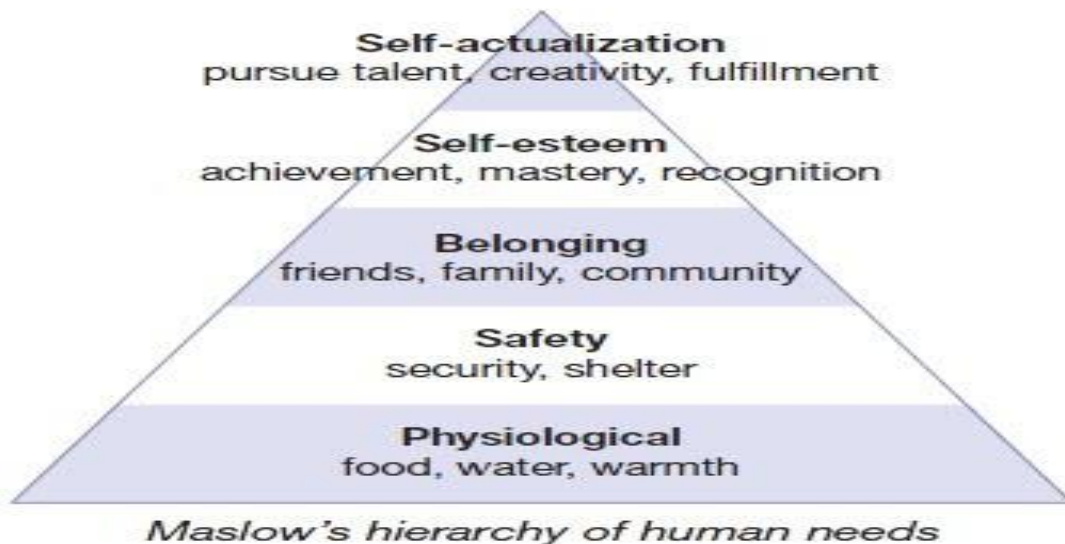
Physiological - Firstly, biological and physiological needs include any fundamental requirements that a person has. For example; breathing, food, water and sleep etc. The longer a person goes without food the more hungry they will become from a student point of view, this will decrease their motivation.

Safety - Security needs are important for survival, but they are not as demanding as the physiological needs. Cherry (2014) states:

>*'Examples of security needs include a desire for steady employment, health care, safe neighbourhoods, and shelter from the environmen*'.

Belonging - In order to avoid problems such as loneliness, depression, and anxiety, it is important for people to feel loved and accepted by other people. Personal relationships with friends and family play an important role, involvement in other groups that might include religious groups, sports teams and other group activities.

Self-esteem – This is a need based on desires for appreciation and respect, and is vital to motivate behavior. Without esteem, students don't concentrate on the lesson. Thomas (2014) states:

>*'That without properly meeting the esteem need, we are filled with feelings of inferiority and negativity regarding our lives'.*

This is depicted in the fourth stage of Maslow's (1954) hierarchy of needs and include issues of personal worth, social recognition, accomplishment, and self-esteem.

Self-actualization - Self-actualization can take many forms, depending on the individual. These variations may include the quest for knowledge, understanding and self-fulfillment.

In following Maslow's theory when planning to teach, the most important educational goal is learning. Also important is making the newly gained knowledge and information have a purpose and meaning, so that it is retained and useful.

An essential factor involved in meeting these goals is motivation. If the student is unmotivated it is likely that little learning will take place and will not be retained. In order to maximise on the effectiveness of classroom teaching programs, the teacher must consider the student needs and their hierarchical order. This is essential if the student wishes to reach the highest levels of their potential[DH6].

2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learning needs

When teaching the staff at work (following an initial student assessment) I plan various methods to ensure all staff are engaged within the learning process. This can be practical involvement, paired and group work, problem solving, reflection and writing notes.

During this time I am able to continually assess the learning progress through observation, written and oral questions, completion of work books and by using peer and self- assessment.

I engage the staff by using various mediums, video and DVD presentations, power point presentation, discussions, work books and practical demonstration.

The teaching methods I use are based on the requirements of the subject I am teaching. In the Domiciliary Care sector, there is great emphasis on the physical and hands on approach.
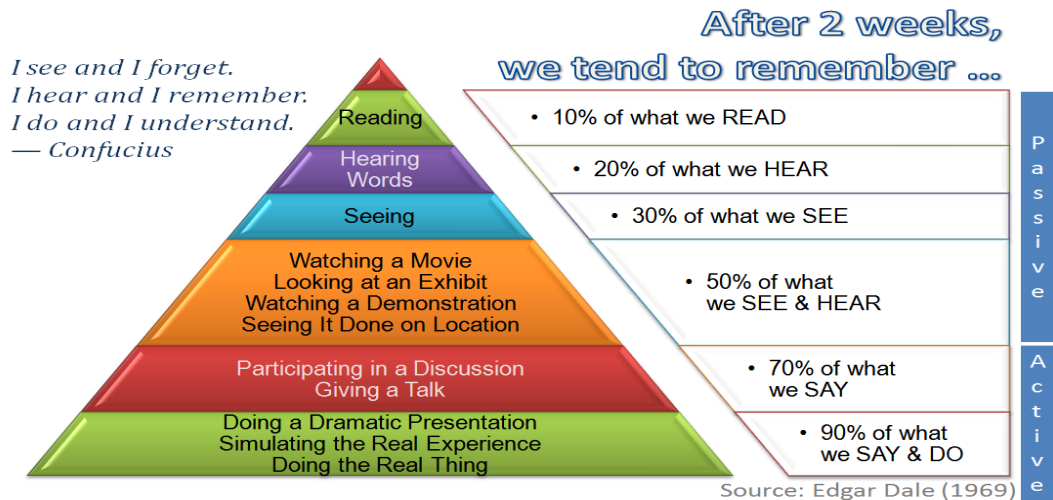
I also find workbook study, question papers and group discussions are usually more productive in the morning when the student is fresh, with practical demonstration and role play work taking place after lunch to help to keep the student motivated.[DH7]

Dale's (1969) cone of learning and experience

Dale devised the cone of learning and experience to express how people remember what they read, hear, see and do.

The Cone of Learning

sparkinsight.com

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

After 2 weeks,
we tend to remember ...

Reading
Hearing Words
Seeing
Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location
Participating in a Discussion
Giving a Talk
Doing a Dramatic Presentation
Simulating the Real Experience
Doing the Real Thing

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Passive

Active

Source: Edgar Dale (1969)

2.3 Explain ways to engage and motivate learners

It is imperative that the student feels relaxed within the learning environment. The room should be well laid out, have a comfortable temperature, with good lighting.

Opening the training with an ice breaker session (come dine with me works well – planning the menu and famous guests) gives me time to study the students, those who are passive and those more confident.
Focusing the student's attention with the aims and objectives, then a quiz to test prior knowledge (this will differentiate those students that require support and those that require more of a challenge) or asking students to share examples of care they have delivered (personal information omitted for confidentiality and data protection purposes).

Gravells (2014) suggests:

> *'That for the teacher to understand how to create a motivational learning environment, a varied approach should be used to help engage students as individuals.'*

Using a variety of teaching methods and mediums helps to encompass all students. Asking open ended questions, using video clips, assignments or workbooks, PowerPoint and hands on demonstration ensures that all students feel involved and can contribute to the learning experience.

Finally giving all students specific praise and ongoing constructive feedback, while treating everyone with respect[DH8].

2.4 Summarise ways to establish ground rules with learners

According to Gravells (2013):

> *'Ground rules should be discussed and negotiated with the students, rather than forced upon them. This helps them feel included and gives them a sense of ownership'*

It should be a two way process, which should underpin appropriate behaviour and respect for everyone in the group. There should be negotiable rules which could include arrival and break times and non-negotiable rules which could include health and safety.

Having the rules visible to everyone acts as a reminder as to what has been agreed by the group. It should be noted that following negotiation with the group, the rules can be amended and added to.

If a student breaks the rules, the teacher could speak to the student to justify the reasoning for breaking the rules, or the student could be asked to apologise to the group. This should give grounds for the student to reflect on their behaviour.

References

Cuthbert, O.F. (2005*) Challenges of secondary composition.* USA: Pro Quest LLC

Fleming, N. D. (2001) *Teaching and Learning Styles: Vark Strategies* (2nd ed.). (N. Fleming, Ed.) Christchurch.

Gravells, A. (2014) *The Award in Education and Training (1st Edition*). London: Learning Matters.

Maslow, A. (1954) *Motivation and personality.* New York, NY: Harper

Website

K, .Cherry (2014) http://psychology.about.com/bio/Kendra-Cherry-17268.htm[Last accessed 09/11/14@15.30]

E, .Dale (2005) http://eric.ed.gov/?id=ED043234[Last accessed 10/11/14@20.10]

Thomas(2014)http://www.academia.edu/7214223/APPLICATION_OF_MASLOW_S_HIERARCHY_NEEDS_AND_THEORY_TO_EDUCATION [Last accessed 11/11/14@ 21.30]