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The Cambridge Experience

One classroom for all

Reaching out to all our learners and unlocking learning potential through an inclusive practices approach

Phil Dexter

#CambridgeExp19

A journey through inclusive teaching and learning

- What do we mean by one classroom for all, inclusion and inclusive practices?
- How can we support learners with special educational needs through inclusive practices?
- A focus on the social emotional, the learners learner's voice - interacting with and using the curriculum creating safe learning spaces
- All learners are meaning makers – scaffolding, differentiation and unlocking learning potential
- The meaning of inclusive practices!!

A Question:
What would you say to the learner?

A learner produced the following in class. What do you think the teacher said to the learner?

9x1 = 6

9x2 = 18

9x3 = 27

9x4 = 36

9x5 = 45

9x6 = 54

What's involved in learning - language and communication skills? How can we create a 'safe space environment for some learners who are 'at risk'?

Meeting and being with friends

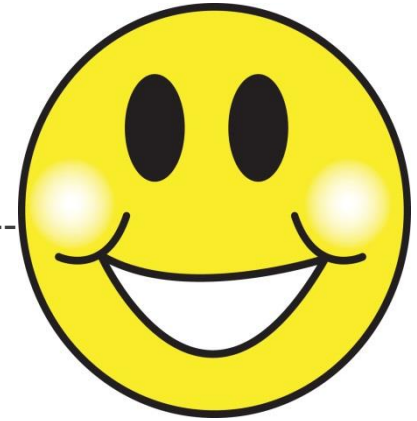
Sharing ideas and feelings

Understanding and explaining the world

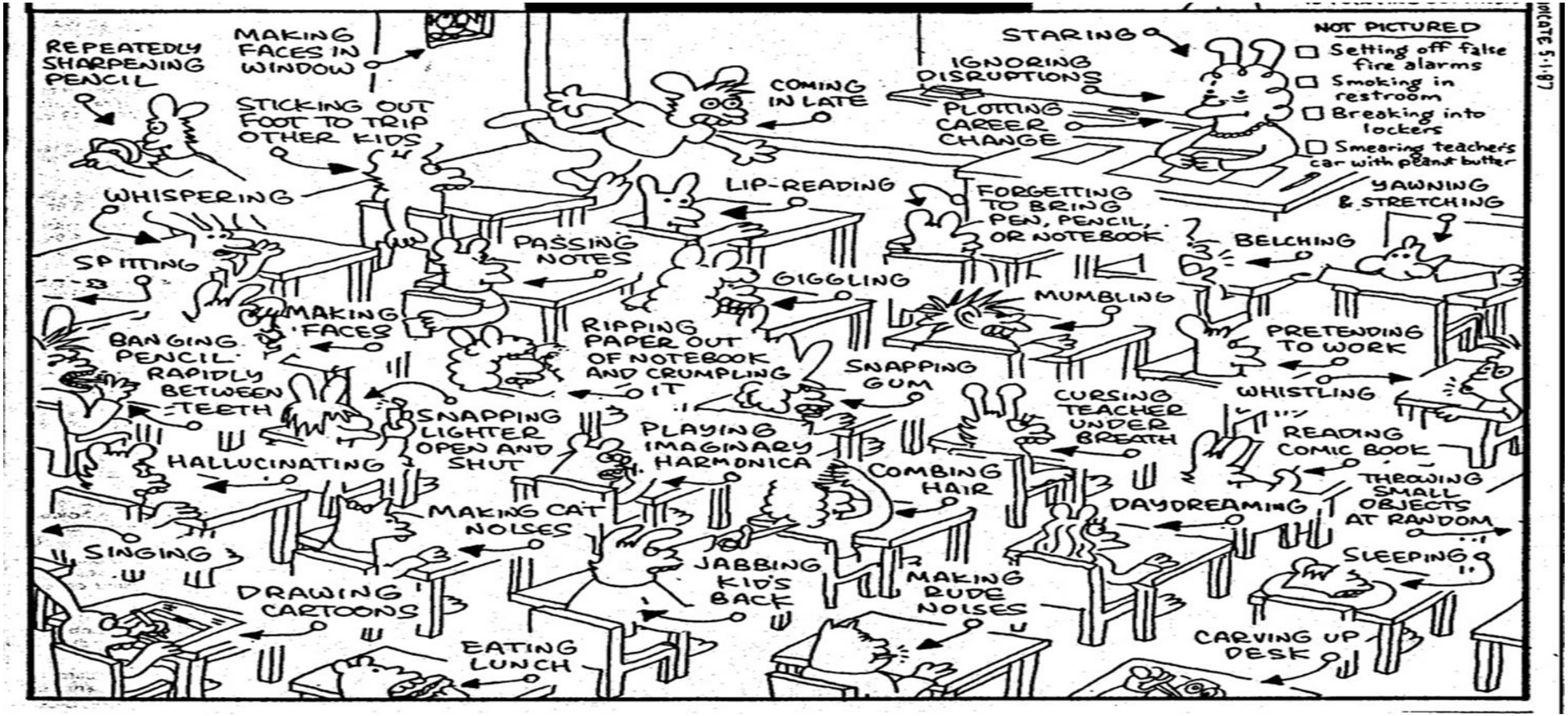
Reasoning and learning

A sense of self and belonging

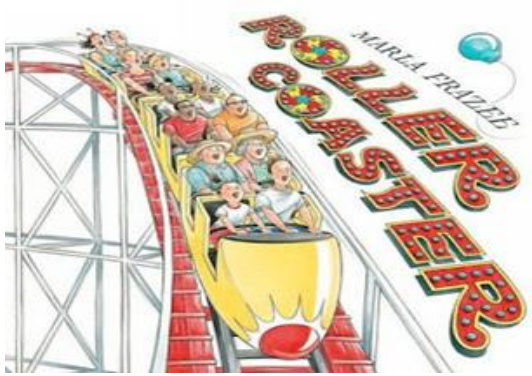
What state are you in for learning? Where will you place yourself?

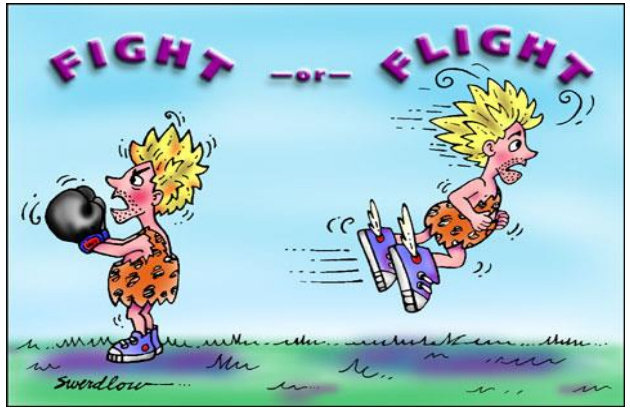


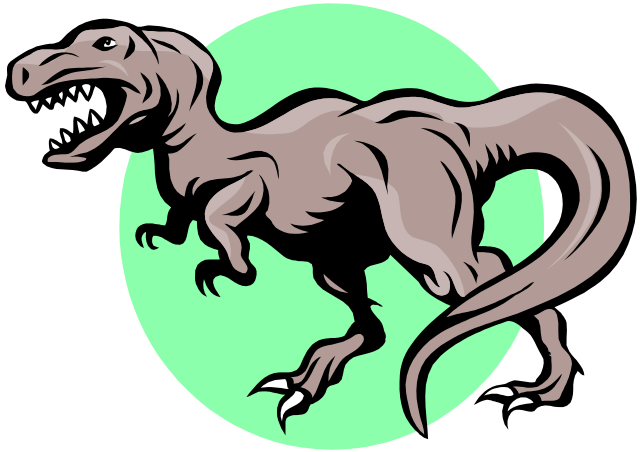
What is going on in this classroom?
What is not happening?



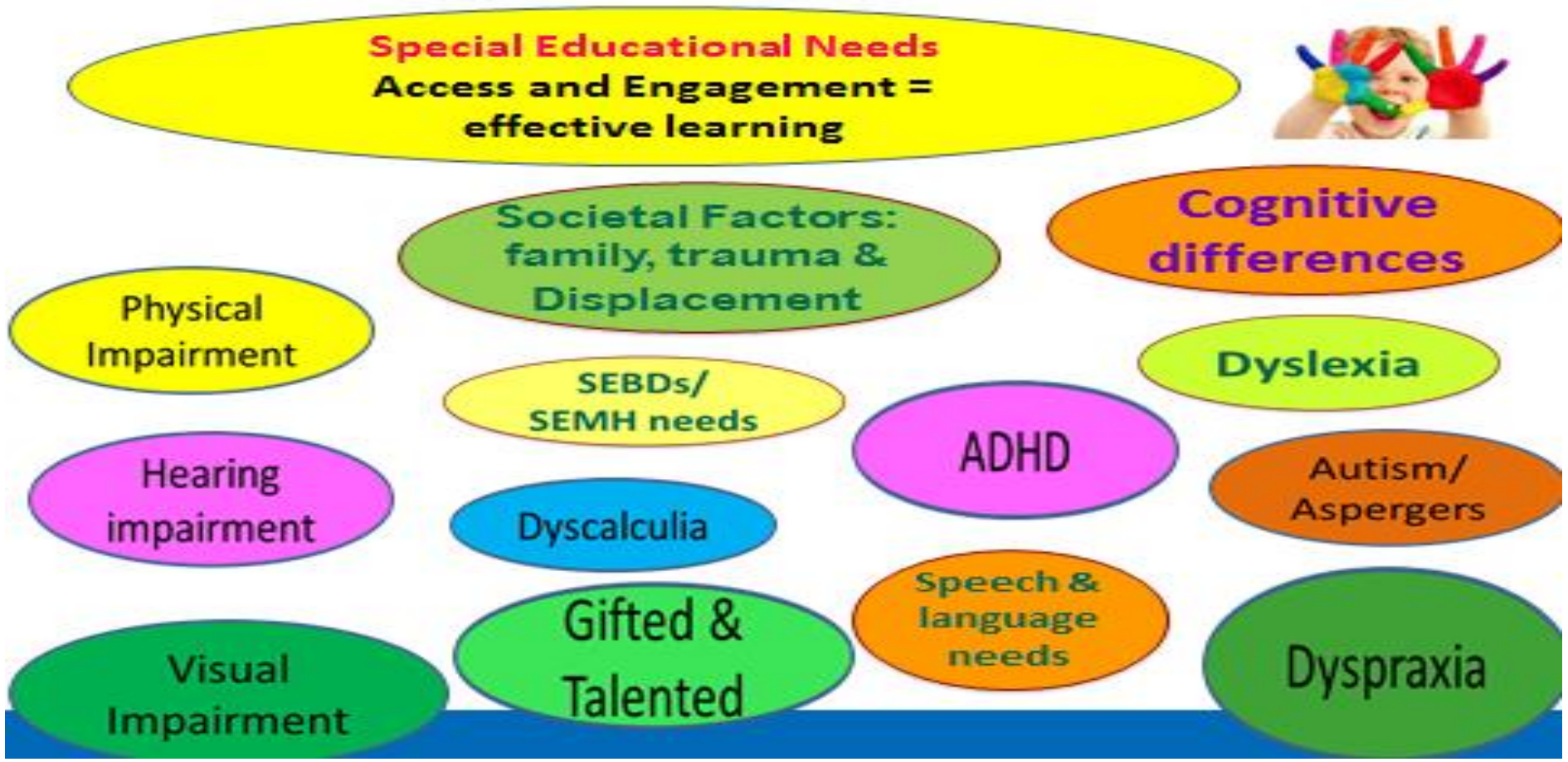
How a learner feels: why learning can be a struggle



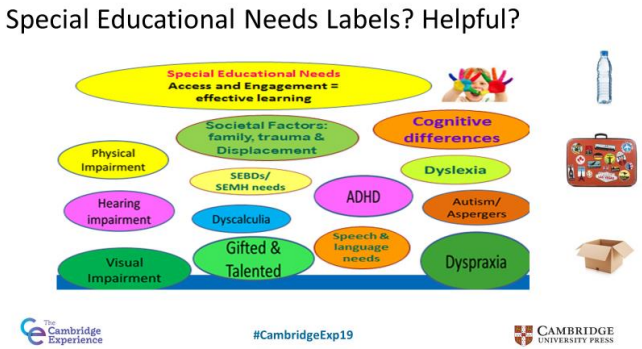




Special Educational Needs Labels? Helpful?



Social emotional learning meeting complex needs



Supporting quality teaching and learning

- **Cognition and Learning**
- **Behavioural, Emotional and Social Development (SEMH)**
- **Communication and Interaction**
- **Sensory and/or Physical**
- **Societal Exclusion Factors**

Disorders, learning difficulties, differences - medical and social model feeling and thinking? Needs, rights and opportunities

Diagnosis of special educational needs (SENs) can be useful but is for clinical professionals to make – not teachers.
Diagnosis is possible identification of needs but NOT the solution.
It's the start of the conversation…..

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Start from noticing the positive contributions that all learners can make and then understanding any difficulties that need to be worked on.

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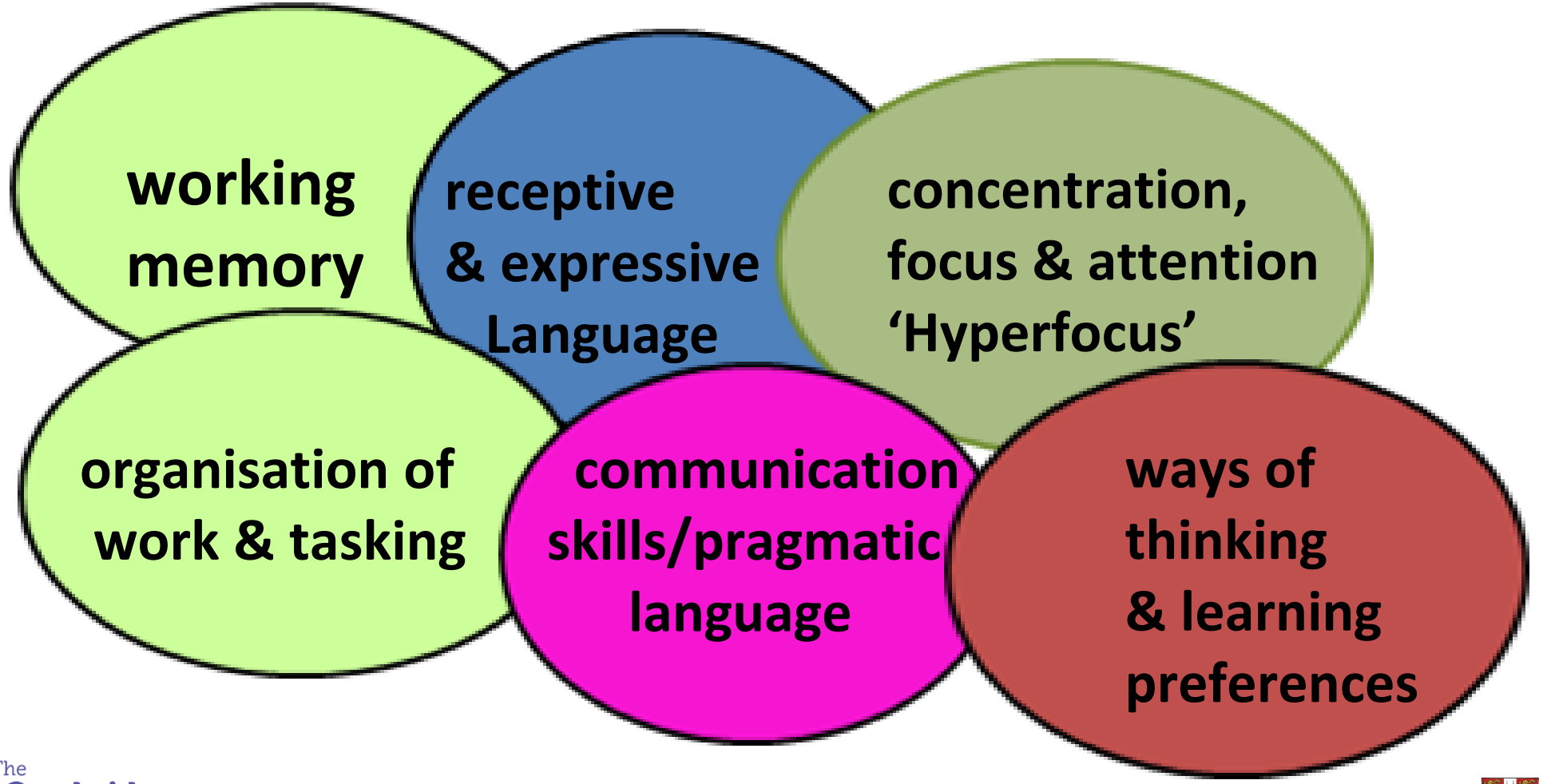
An over focus on a diagnosis identifies individuals as 'the problem' to be 'fixed' and can de-skill teachers. It's the system that needs fixing – not the learners. We can make a difference? **Are we teachers or therapists?**

Co-occurring learning needs - challenges and strengths



A short writing activity – how do you feel?

S/he just can't read – or write!!!

At gAe 5 he cou lnd 't erda .

His mhtore thuohgt that, prehpas he saw

fiidnng it dicuffultsetitlngnito sohcol.

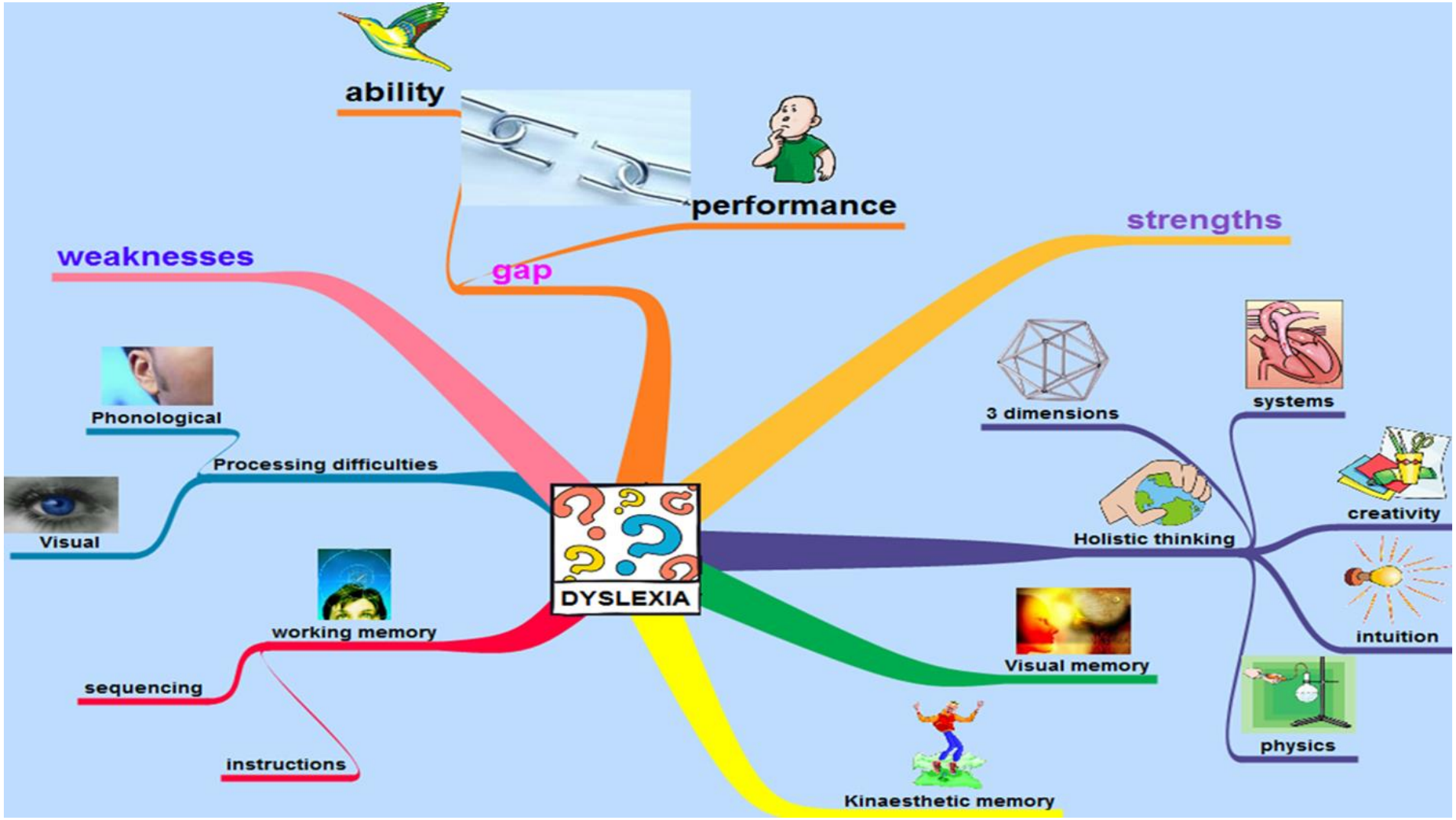
A short writing activity – how do you feel?

S/he just can't read – or write!!!

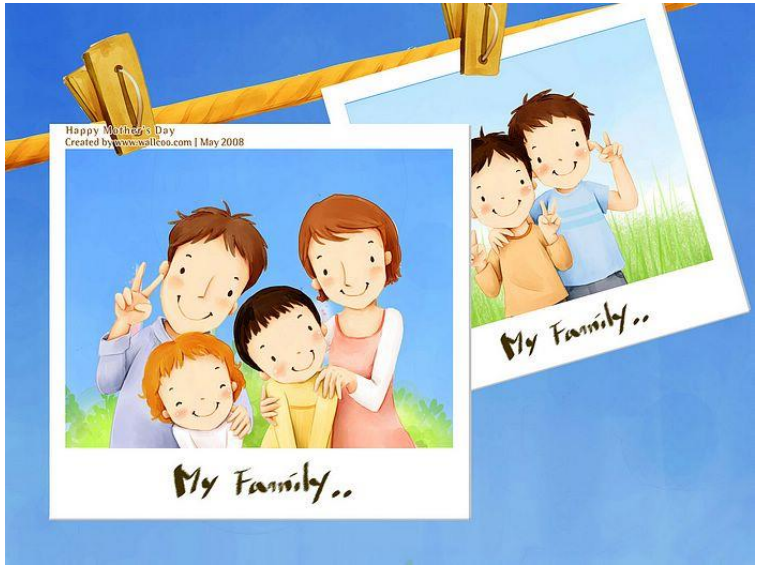
At age 5 he couldn't read .

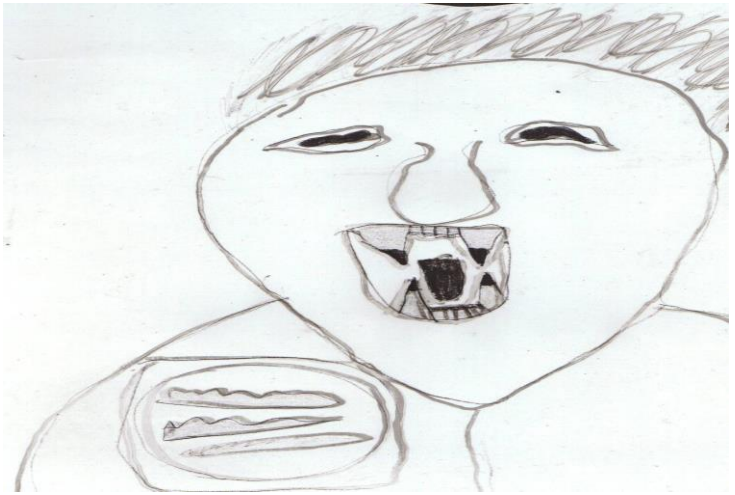
His mother thought that, perhaps, he was finding it difficult settling into school.

Working to strengths based approaches imagination, holistic/big picture thinking, kinaesthetic and visual memory, strong intuition and creativity



Every picture tells a story – the learner's voice



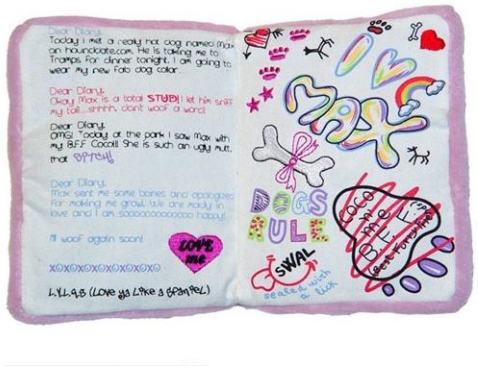


Marie Delaney ,

Teaching the Unteachable

Worth Publishing, 2009

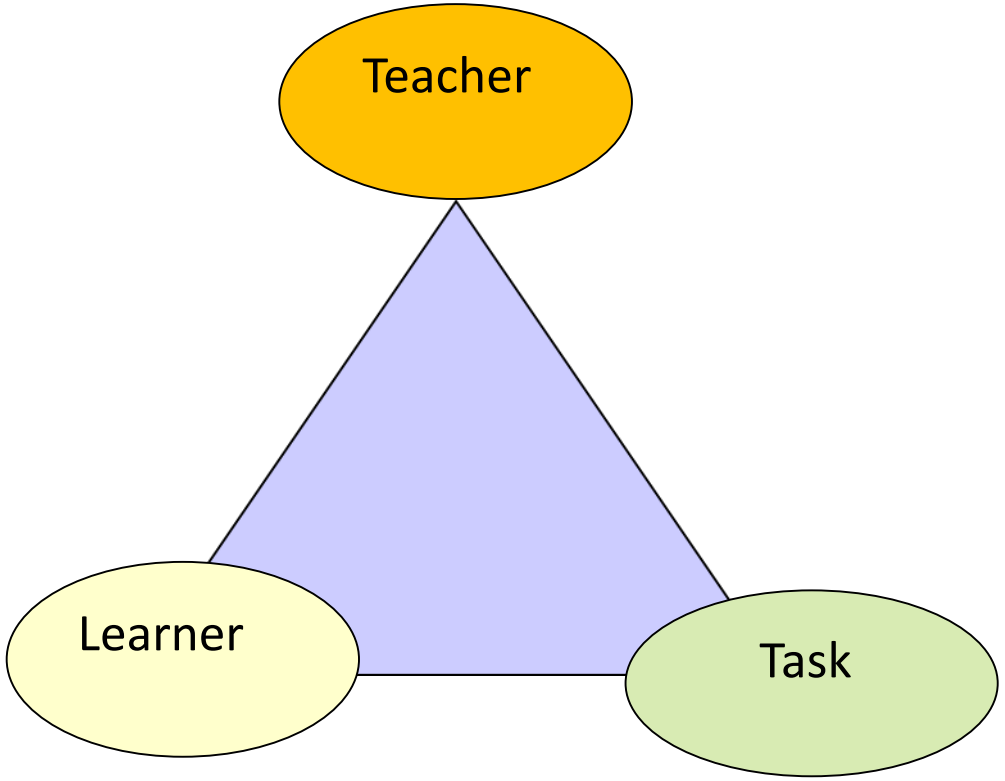
Jill and John - dictation
The curriculum can be a safe space



The Learning Triangle

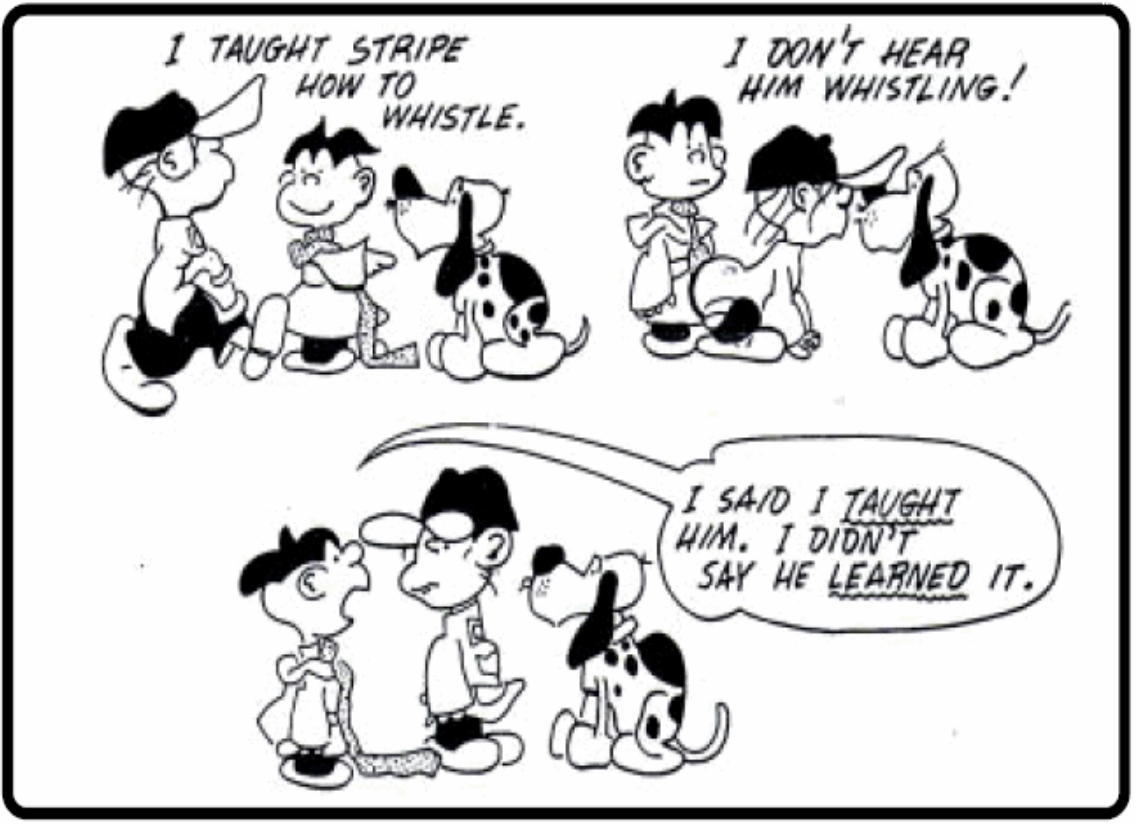
©Heather Geddes Attachment in the Classroom

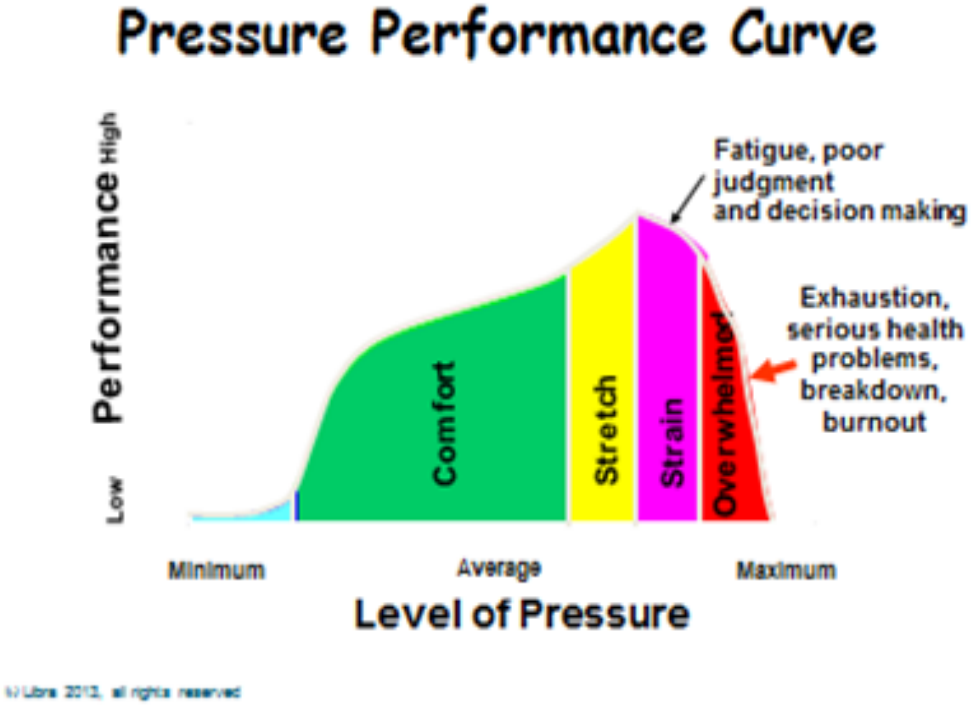
Relationships



Is the brain leaky or sticky?
How long is a minute?

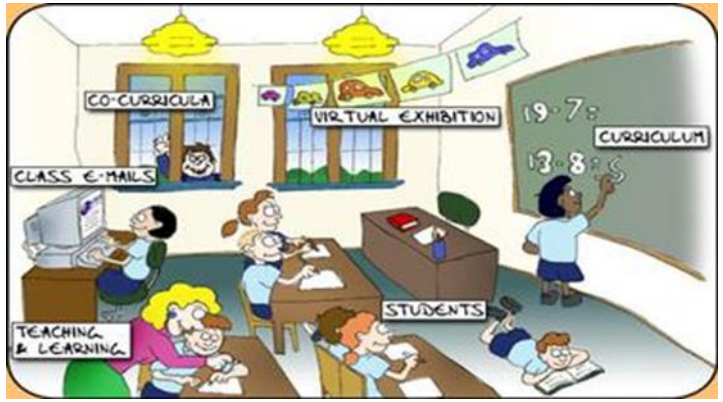
Managing learning – a process not an event





Understanding Learning - concept

“….neuroscience is beginning to provide evidence that shows how learning changes the physical structure of the brain. Intuitively, we would assume that it is the physical structure of the brain that determines how we learn – not the other way round.



However, research is indicating that the relationship between brain development and learning is reciprocal, i.e. brain development influences behaviour and learning, but at the same time learning influences brain development and brain health. This finding provides scientific evidence against the entrenched view in education of intelligence and ability as fixed.”

How People Learn – Science and Practice of Learning, 2018

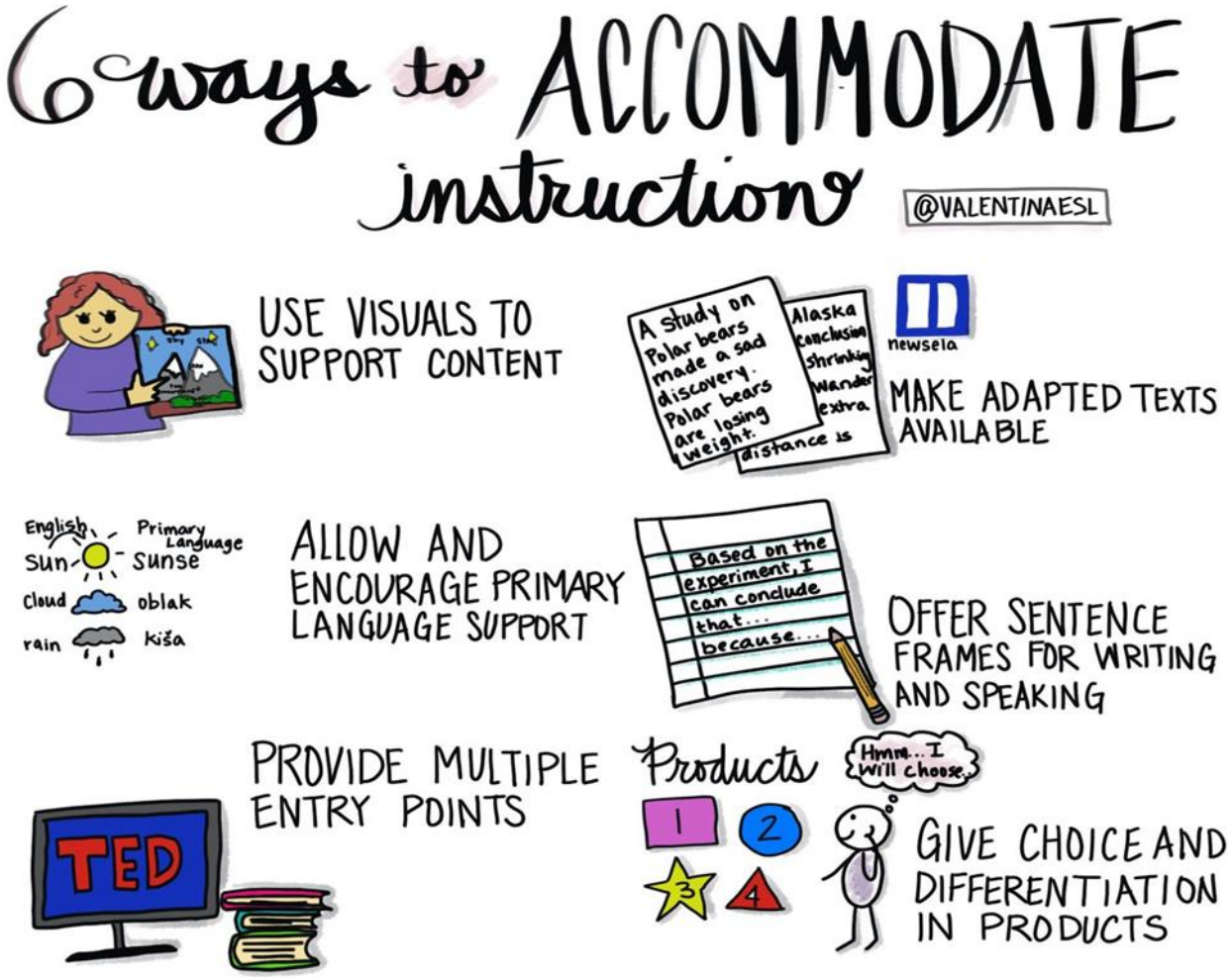
What teachers can notice? Learning practice. What is working or not? Evidence informed practice on what is actually happening in class?

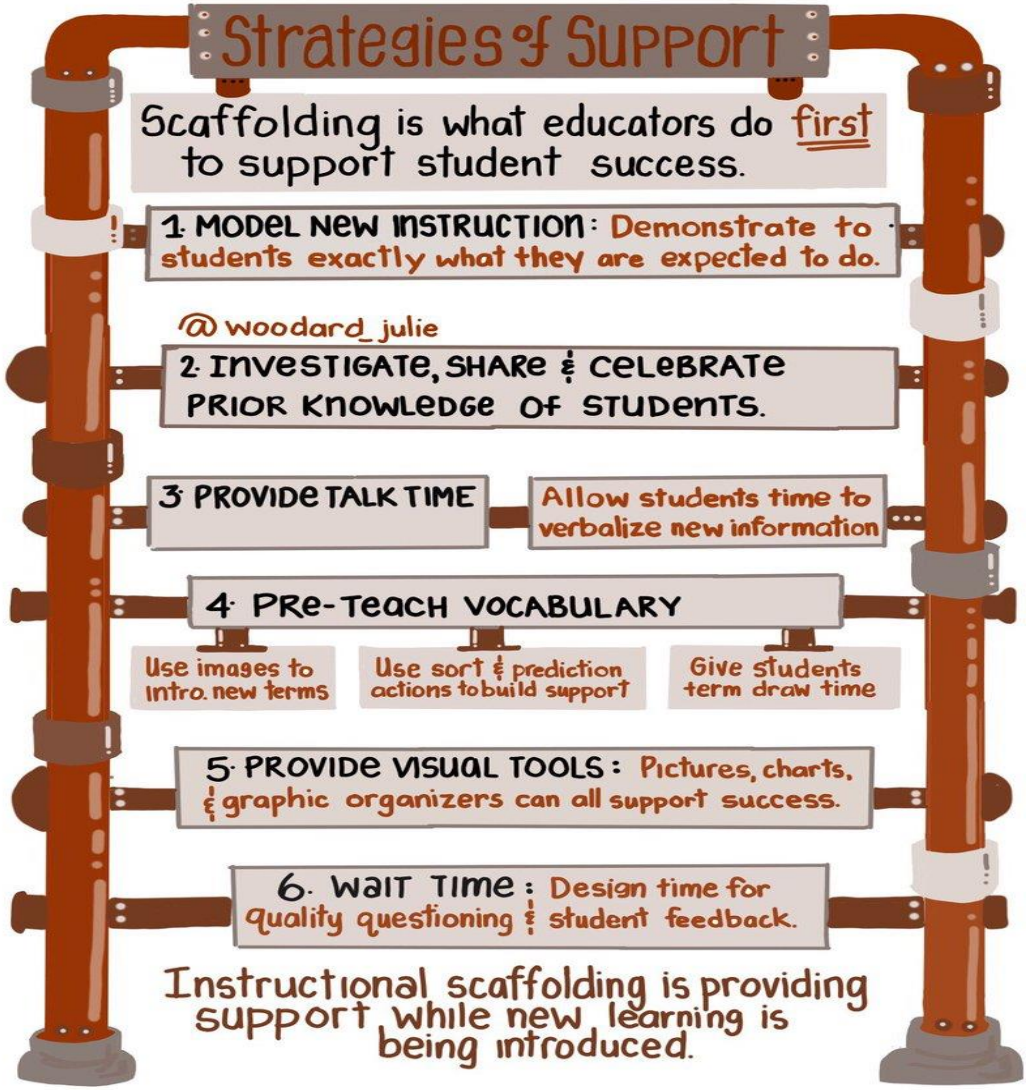
- What is the learner doing well?
- How is s/he doing it?
- Does s/he have particularly preferences in ways to work?
- What skills, activities or processes seem to be working?

❖ Discovery and explicit teaching and learning

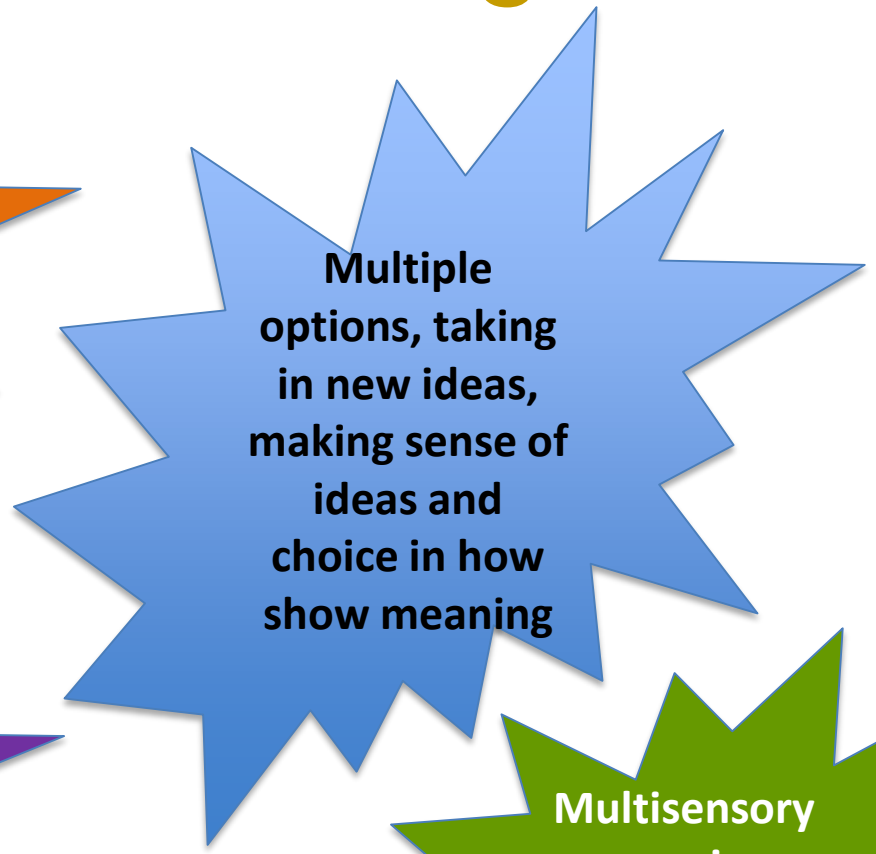
❖ Whole to part and part to whole teaching

SCAFFOLDING



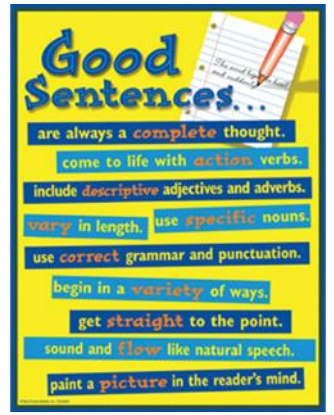


What differentiation is….
All learners are meaning makers

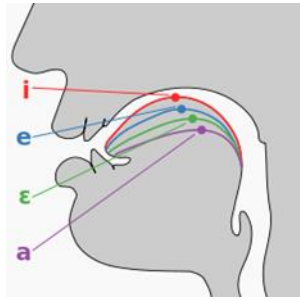


A multi-sensory activity – my story, your story

Colour coded sentence making



The blue laughing cat sleeps happily as the dog eats her lunch under the bed



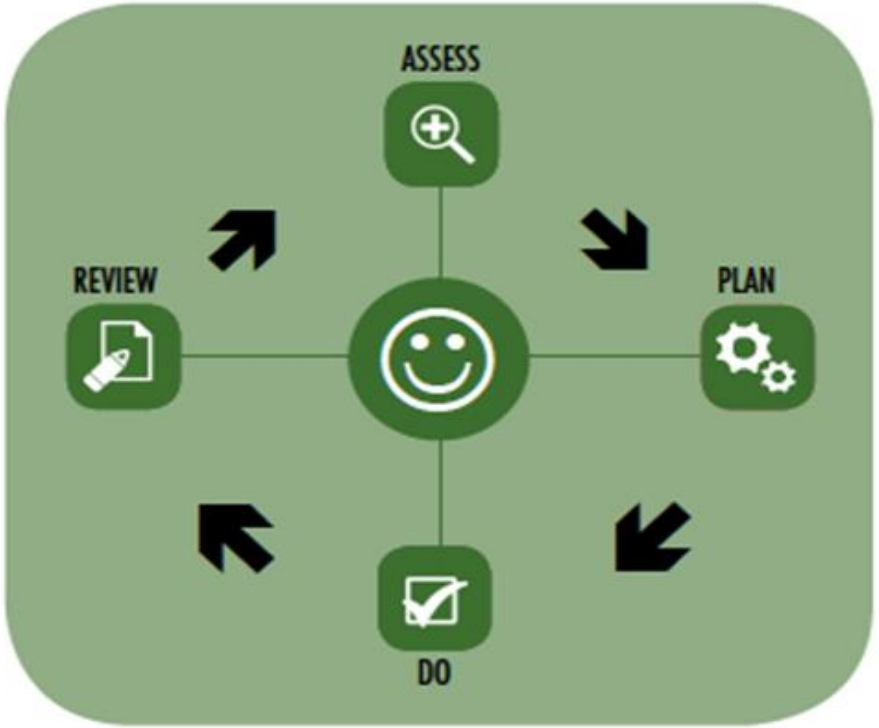
Articles	Adjectives	Nouns	Verbs	Prepositions	Adverbs

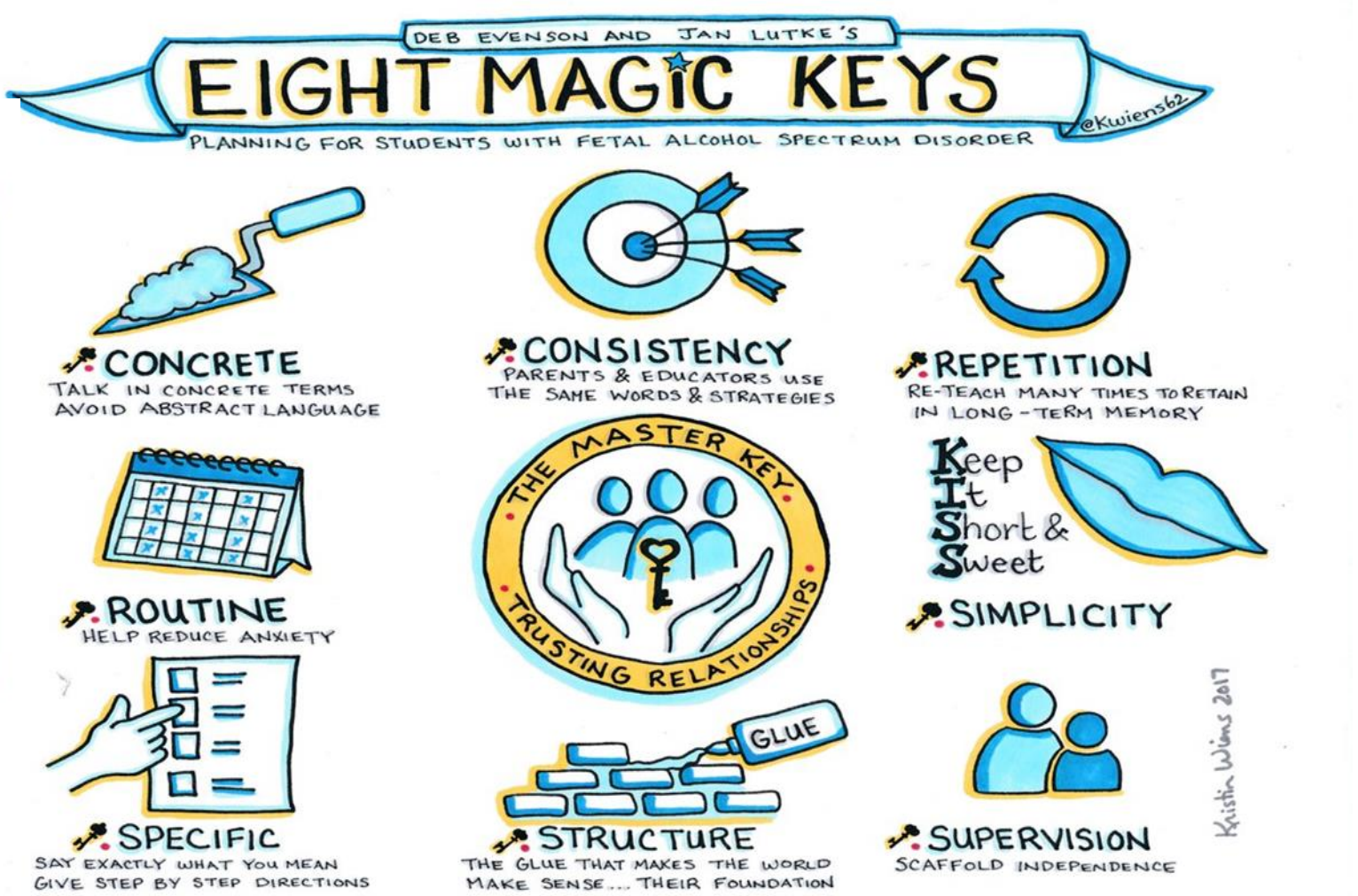
Using Technologies

New literacy new opportunities

- User choice
- optional display
- Work on your own or with others

Assess Plan Do Review





Inclusion is…

…about the needs of the school and whole community

…valuing everyone - celebrating difference and individuality

…more than just a policy and the responsibility of everyone

…not an 'add on' or an afterthought

…knowing and understanding learners needs and strengths

…valuing other cultures and languages

…moving on from clinical diagnosis approaches to educational solutions

…changing the way things are organized, flexible learning approaches and shaking up learning

…reflecting on your practice, learning from others, being empowered to innovate

…understanding collaborative approaches and quality learning is the 'stuff' of inclusive practices

…understanding learners have more in common than differences

Understanding that all learners are meaning makers

..Finding solutions appropriate for local contexts

Inclusion is…

a process not an event:
It's an ongoing journey with no final destination

There is no right or wrong way to travel down the road of inclusion, but it is important to be clear about the track you are on.

'Good enough' is a great place to be….

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A Final thought

A woman dreamed she walked into a brand-new shop in the marketplace

"What do you sell here?" she asked

"Everything your heart desires", was the reply

Hardly daring to believe what she was hearing the woman decided to ask for the best things a human being could wish for

"I want peace of mind and love and happiness and wisdom and freedom from fear," she said. Then as an afterthought, she added,

"Not just for me. For everyone on earth." The salesperson smiled,

"I think you've got me wrong, my dear,"

"We don't sell fruits here. Only seeds."