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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

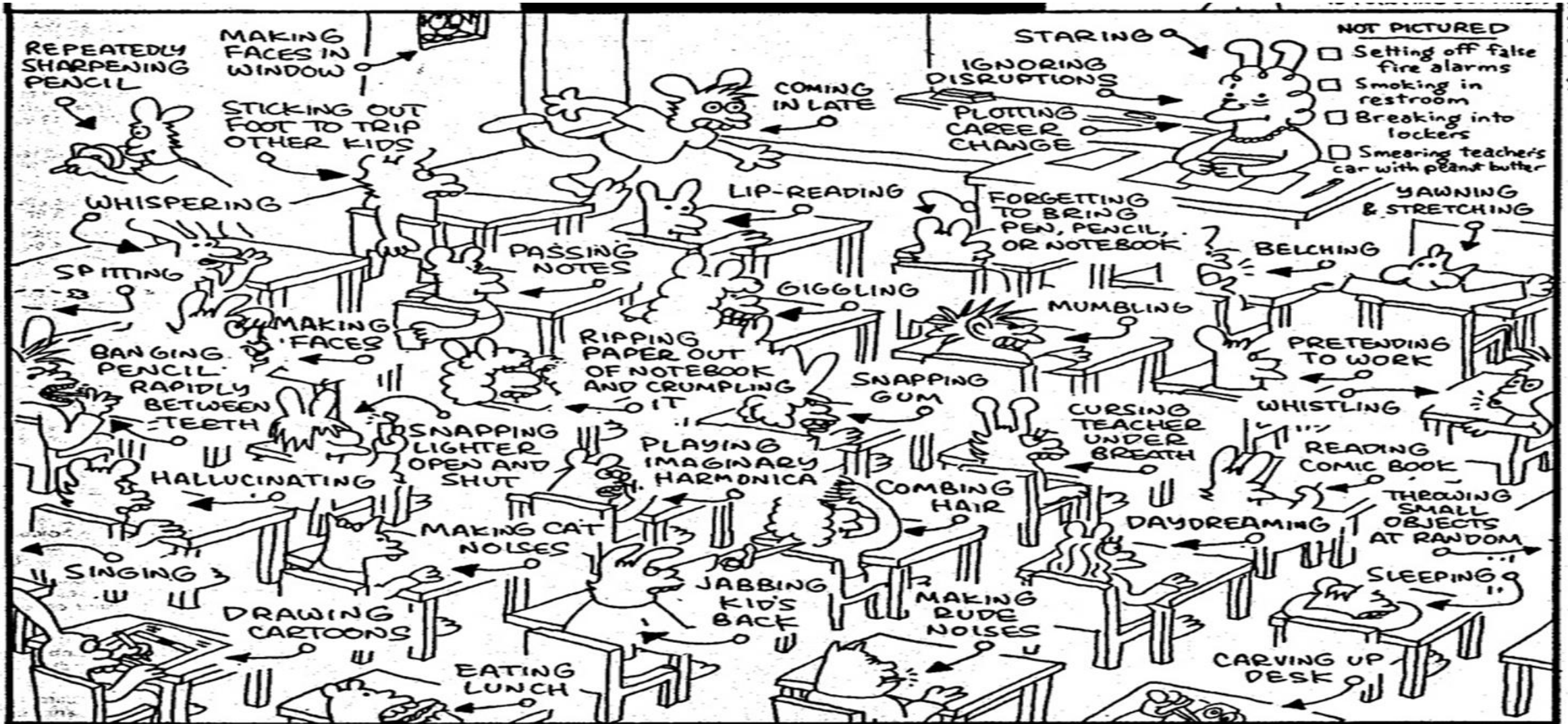
#CambridgeExp19

A journey through inclusive teaching and learning

- What do we mean by inclusion, inclusive practices and teaching for all?
- How can we support learners with special educational needs through inclusive practices?
- A focus on the learner's voice, scaffolding, differentiation and assessment for learning
- Accessing and working with the learning pie – 10 approaches to inclusive teaching and learning
- The meaning of inclusive practices!!

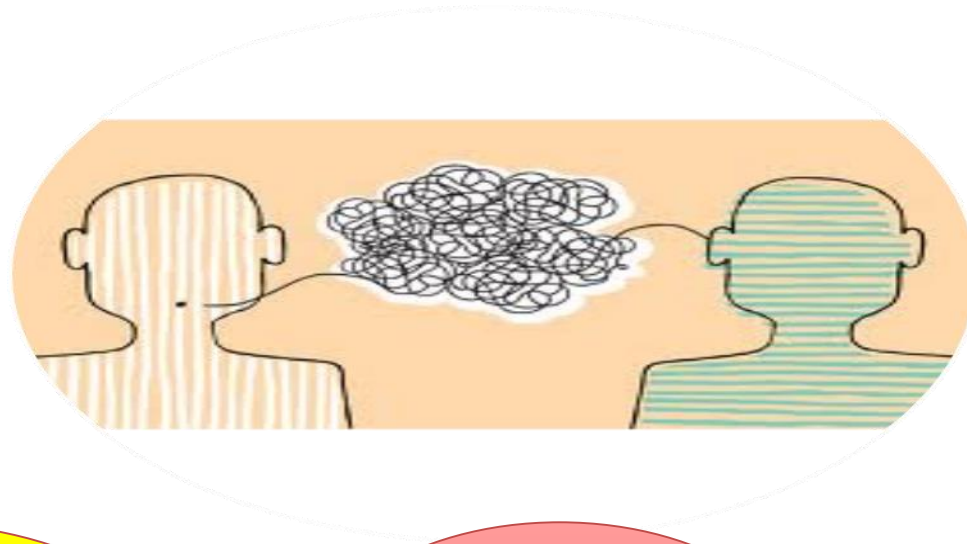
What is going on in this classroom?

What is not happening?



What's involved in learning - language and communication skills?

**Meeting
and being
with friends**



**Sharing
ideas and
feelings**

**Understanding
and explaining
the world**

**Reasoning
and learning**

**A sense of
self and
belonging**

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?

$$9 \times 1 = 6$$

$$9 \times 2 = 18$$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

$$9 \times 5 = 45$$

$$9 \times 6 = 54$$



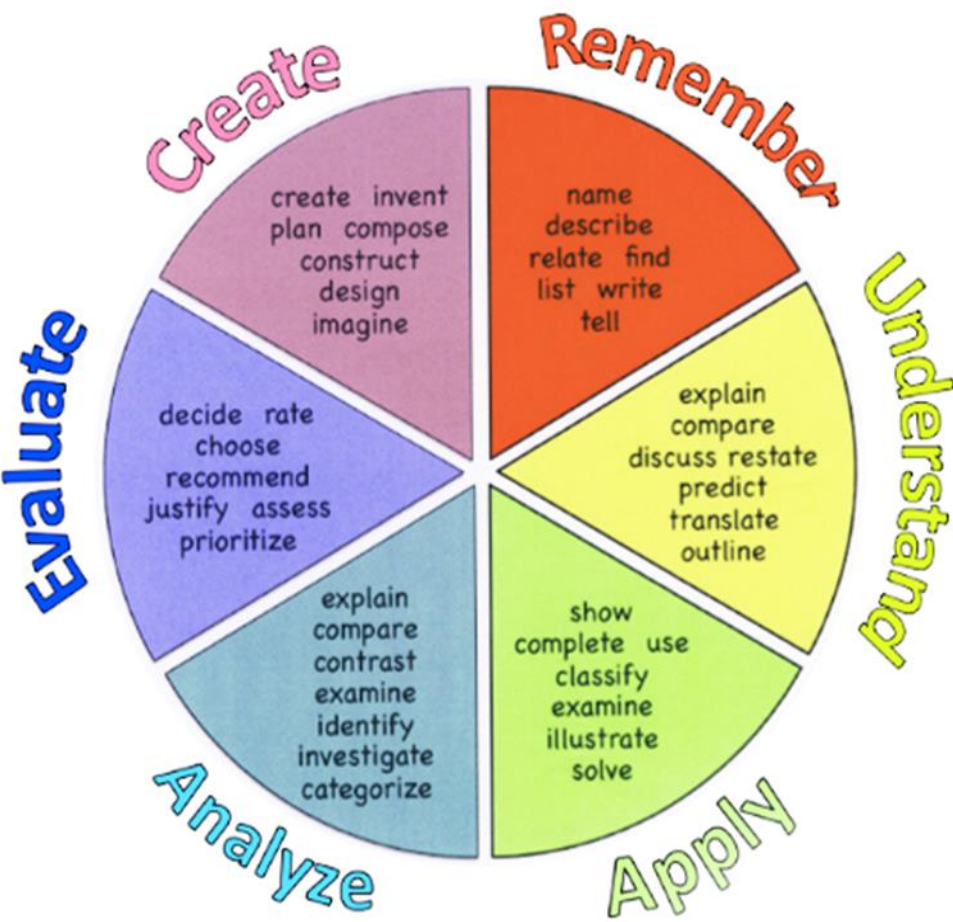
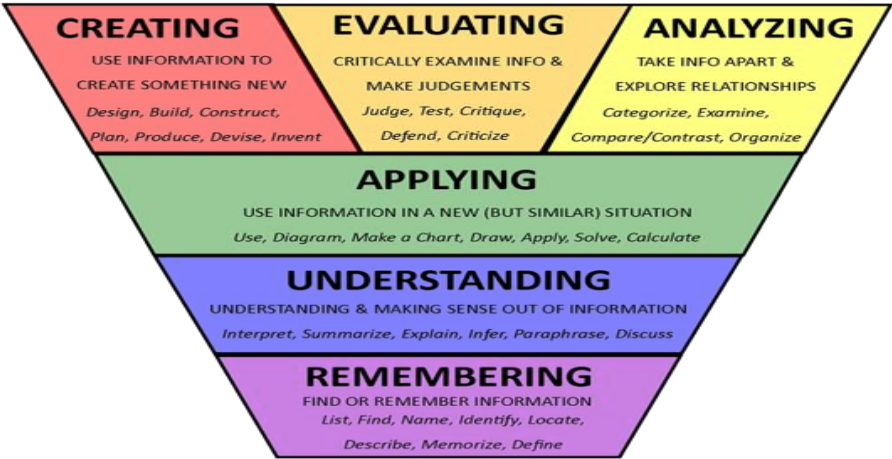
It's less about **who** we are teaching and more about **what** and **how** we are teaching.....

The focus of inclusive education (today) is on ensuring that everyone has access to a good quality education in systems that do not marginalise some through organisational and curricular structures that **sift and sort learners on the basis of pre-determined judgements** about what they can and should learn

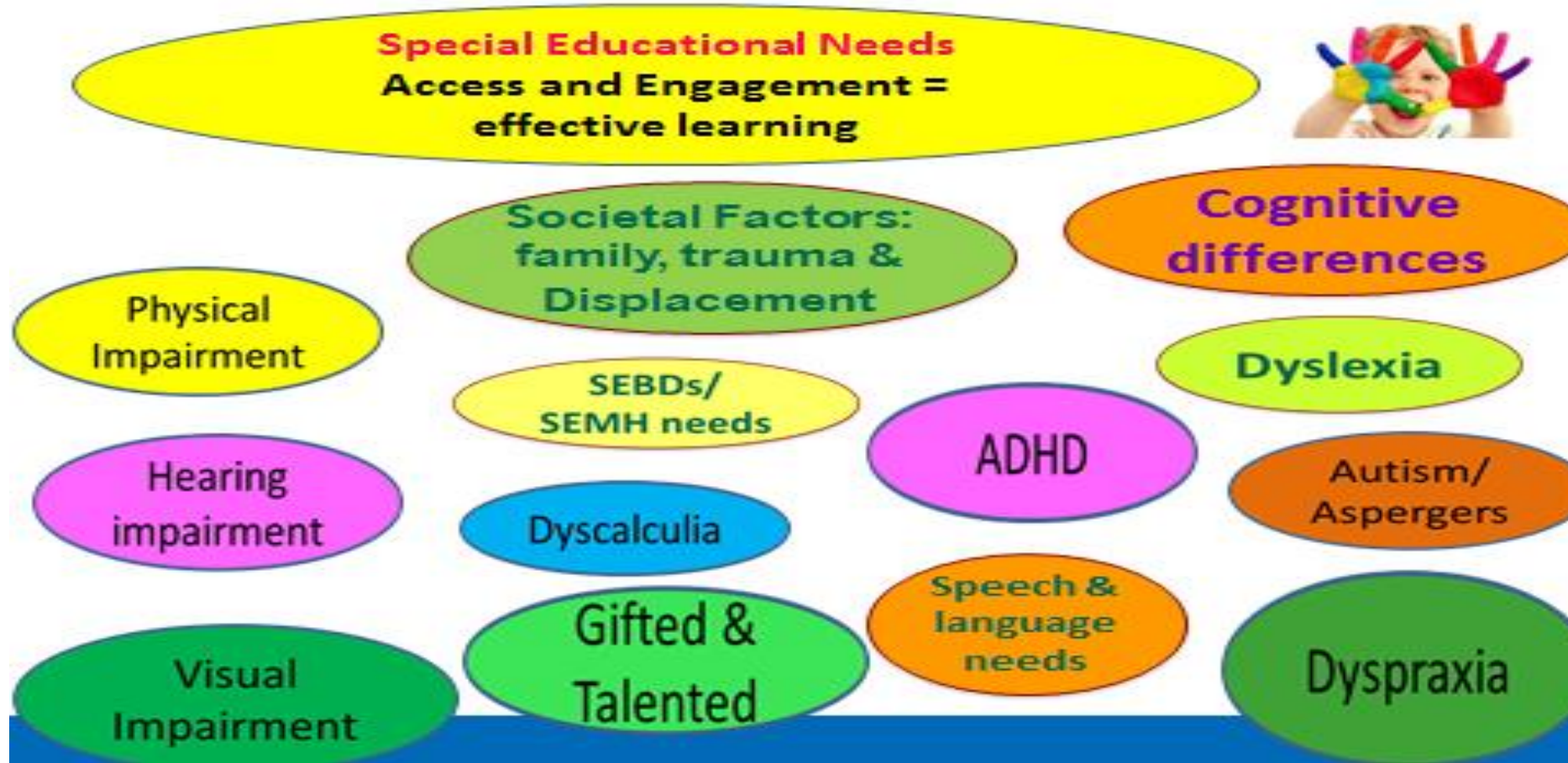
Florian, L and Walton, D “Inclusive pedagogy within the southern African context”



An inclusive activity? – ‘Bloomifying’ working with text



Special Educational Needs Labels? Helpful?



Rosie's Story



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.....



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



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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.

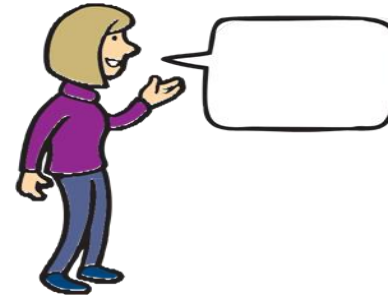


Disorders, learning difficulties, differences - medical and social model **feeling** and **thinking**? Needs, rights and opportunities

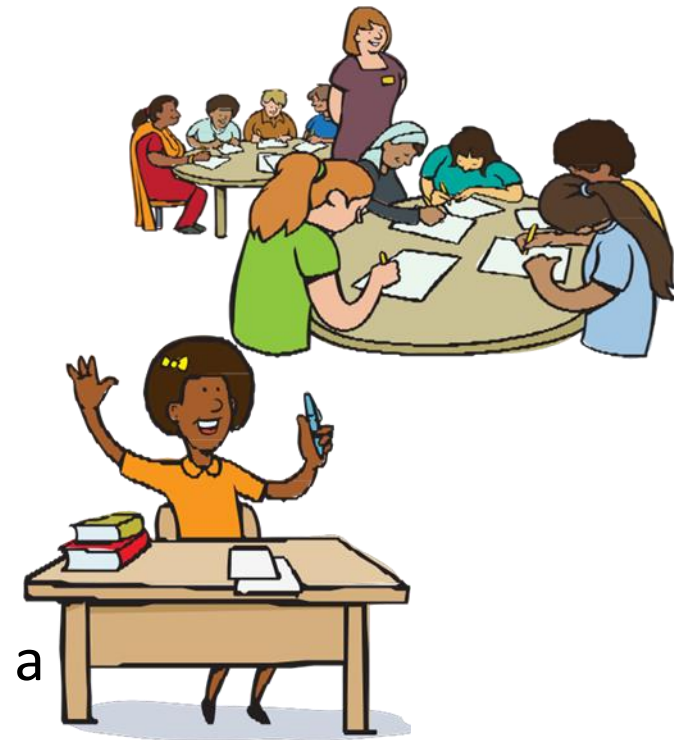


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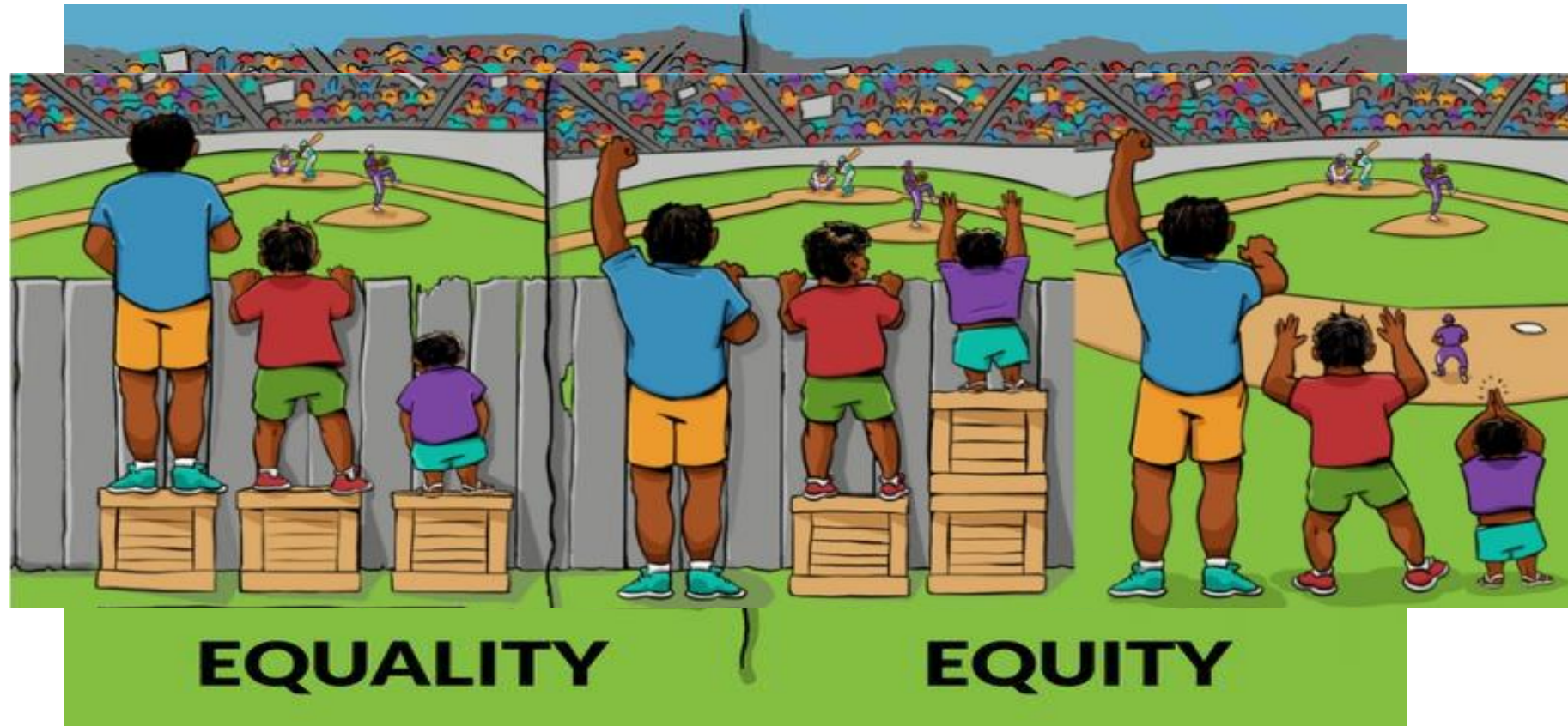
Start from noticing the positive contributions that all learners can make and then understanding any difficulties that need to be worked on.



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?



Equality, equity and social model thinking



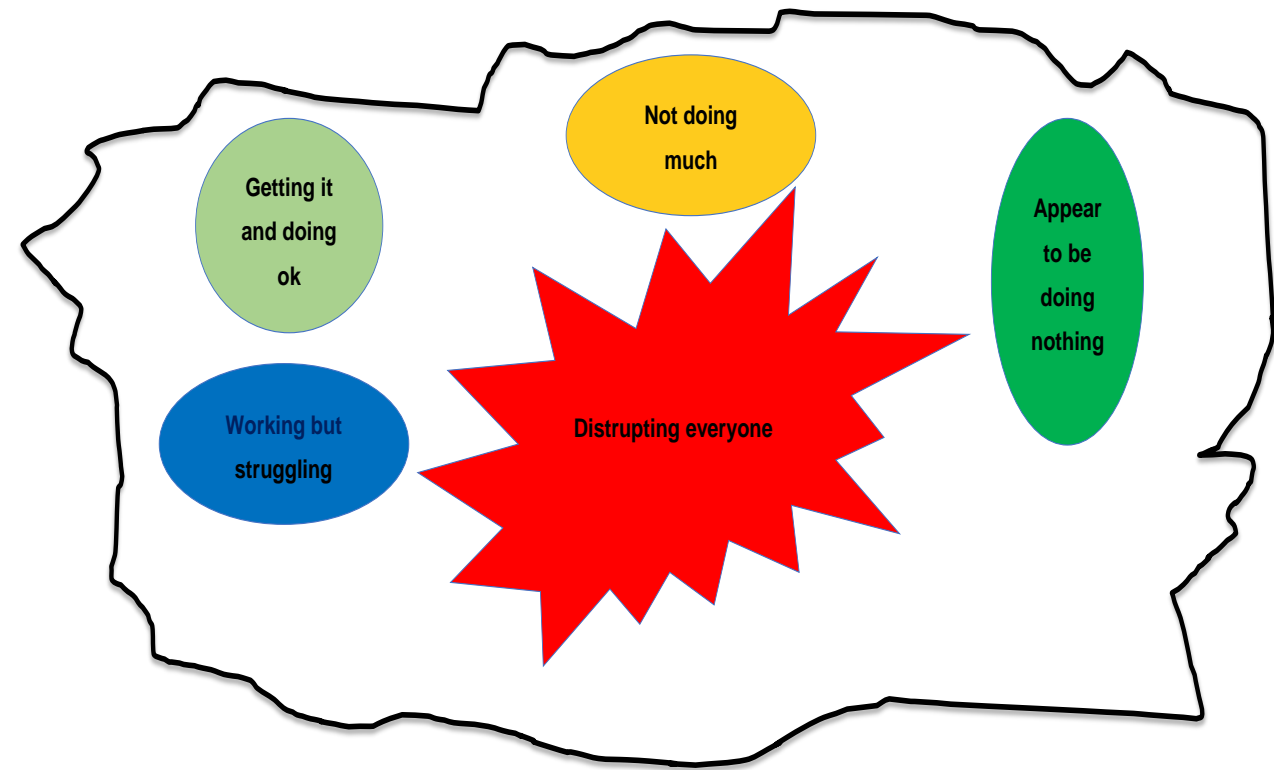
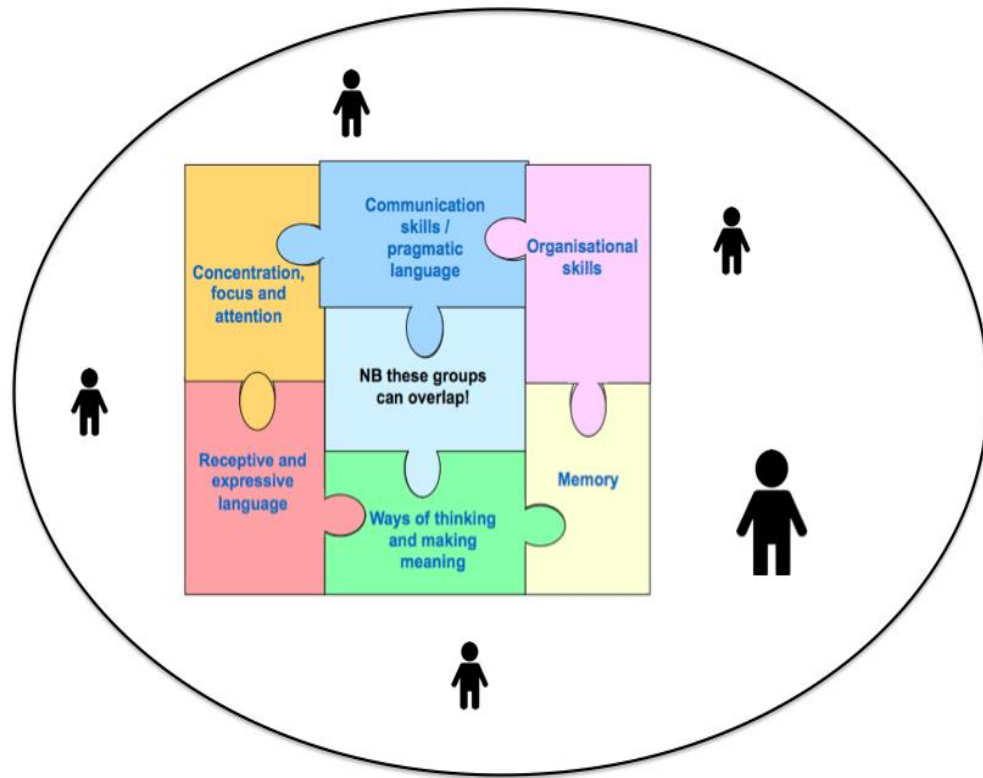
Supporting quality teaching and learning

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



What we can notice? Strengths and development..

Evidence informed practice - what is actually happening in the classroom?

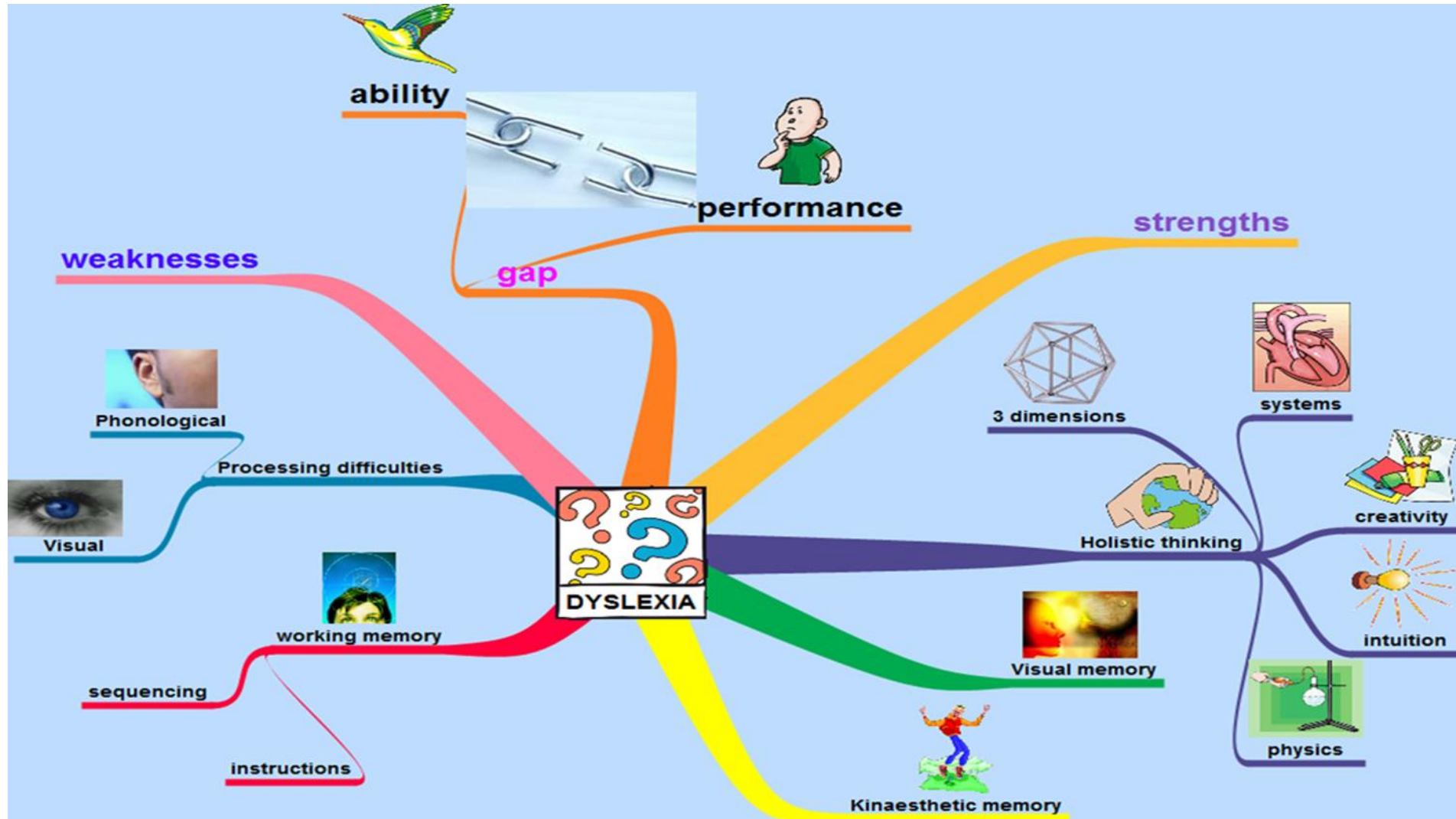


What teachers can notice? Learning practice. What is working or not? Evidence informed practice on what is actually happening in class?

- ✚ 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



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



Individual and group education plans

Name: Irina DOB: Class / 8B Supported by: Ms Jones		Area of concern: Behaviour/concentration/interacting with others Assessments: observation Proposed support: Small group circle time/ catch me being good card/ lunchtime club		Start date: Now Review date: 6 weeks IEP number: 1	
Targets to be achieved:	Achievement criteria:	Possible resources and techniques:	Possible strategies for use in class:	Ideas for the teaching assistant:	Outcome/evaluation :
To focus on own work To put up hand and wait for teacher's attention when needing help To keep hands and feet to yourself	Work will be completed in class on time Irina will not be in detention for interrupting class Irina will have good report card at end of week . At least 70% achieved.	Teacher will keep a wall chart to record number of pieces of work completed Teacher will use visual icons to remind Irina and whole class to wait and listen. Irina will choose a reward at the end of the week when targets achieved Irina will choose a study buddy to sit next to in class to help focus on own work Social stories			Partially achieved – Irina has completed all work in English but needs to focus better in Science. Most teachers using strategies. Study buddy chosen and working well.
Parent will support by: Giving Irina reward for positive postcard and report cards. Praising Irina for waiting patiently and for showing kindness.			Irina will: tell Ms Jones if she is getting upset and arrange to go somewhere quiet before she gets too angry. Think of her positive self-talk to make herself focus.		
Parents comments: Signed:			Irena's comments:		

SCAFFOLDING

6 ways to ACCOMMODATE instruction

@VALENTINAESL



USE VISUALS TO SUPPORT CONTENT



MAKE ADAPTED TEXTS AVAILABLE



ALLOW AND ENCOURAGE PRIMARY LANGUAGE SUPPORT



OFFER SENTENCE FRAMES FOR WRITING AND SPEAKING



PROVIDE MULTIPLE ENTRY POINTS



GIVE CHOICE AND DIFFERENTIATION IN PRODUCTS

Strategies of Support

Scaffolding is what educators do first to support student success.

1. MODEL NEW INSTRUCTION: Demonstrate to students exactly what they are expected to do.

@ woodard_julie

2. INVESTIGATE, SHARE & CELEBRATE PRIOR KNOWLEDGE OF STUDENTS.

3. PROVIDE TALK TIME

Allow students time to verbalize new information

4. PRE-TEACH VOCABULARY

Use images to intro. new terms

Use sort & prediction actions to build support

Give students term draw time

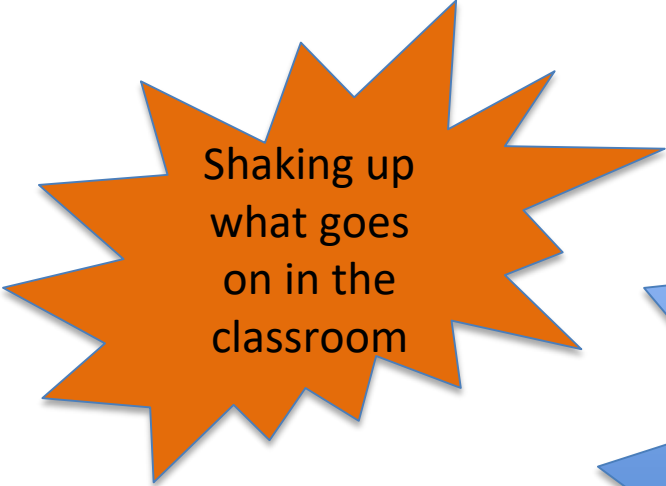
5. PROVIDE VISUAL TOOLS: Pictures, charts, & graphic organizers can all support success.

6. WAIT TIME: Design time for quality questioning & student feedback.

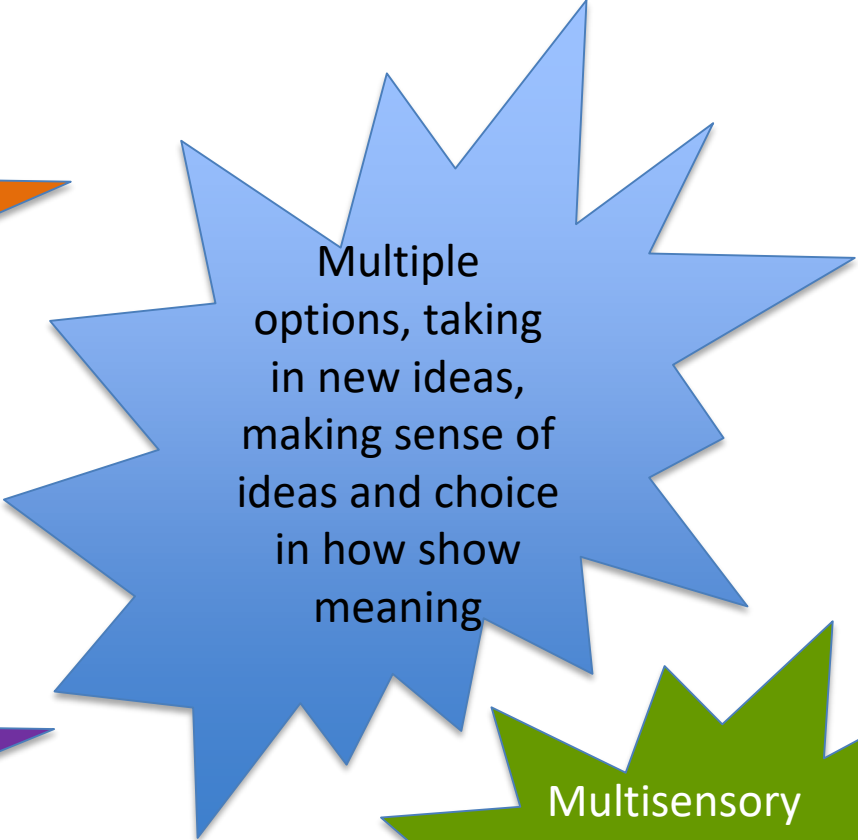
Instructional scaffolding is providing support while new learning is being introduced.

What differentiation is....


All learners are meaning makers




Shaking up
what goes
on in the
classroom



Multiple
options, taking
in new ideas,
making sense of
ideas and choice
in how show
meaning



Dual,
multilingual and
collaborative
approaches



Blend of
individual
and whole
class learning

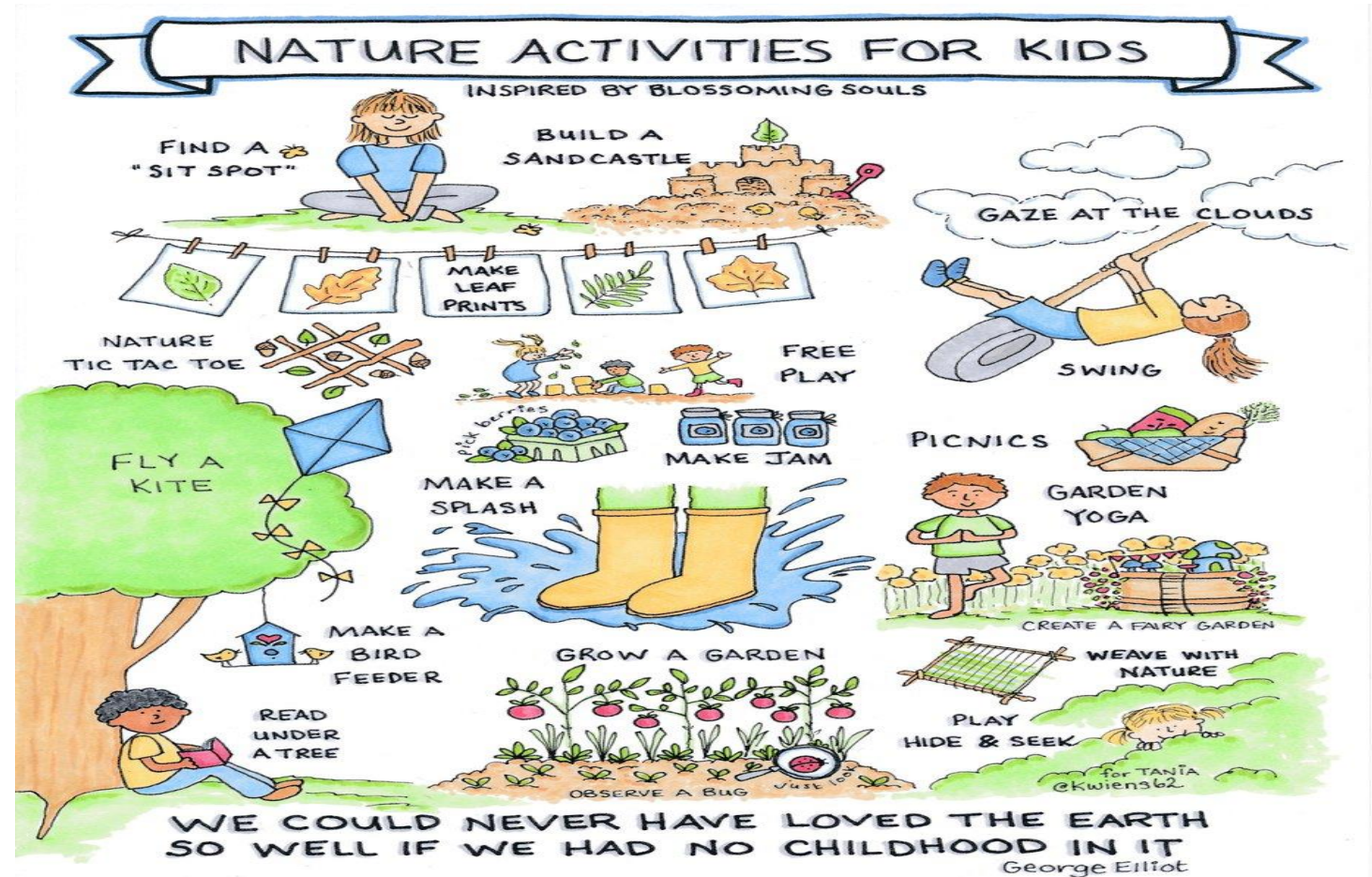


Multisensory
meaning
driven
approaches

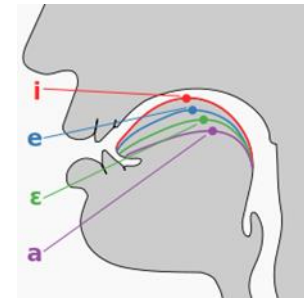
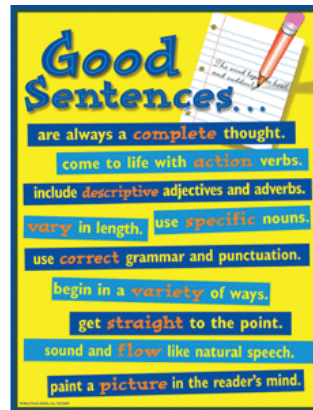


High
aspirations and
high interest
learning

Design your school holiday camp



Colour coded sentence making



verb
adverb
noun
pronoun
adjective
vowel
consonant



Colour coded sentence making

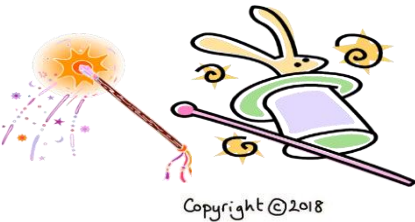
The blue laughing cat sleeps happily as the dog eats her lunch under the bed

Articles	Adjectives	Nouns	Verbs	Prepositions	Adverbs
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Assessment for learning: Inclusive practices and inclusive Assessment? The Bell curve thinking – assessing for ‘normal’



Strategies supporting assessment for learning





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Don't wait until you reach your goal to be proud of yourself. Be proud of every step you take.

Karen Salmon

CHALLENGE TRACKER

My Challenges

- Learn my 7 times table by heart
- Complete a 20 inch box jump in PE
- Take part in a whole school assembly

☐
☐
☐
☐
☐
☐
☐
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☐

Choose a challenge to overcome. Once you've completed your challenge add it to your list & give it a colour. Then you're ready to colour in your trophy.

@Impactwales

the only difference between Try and Triumph is a little umph!!

{sort of}

Am I learning in the best way for me?

What can I remember and understand?

Where do I have to focus my revision?

What are my strengths and weaknesses?

What are my targets?

How am I going to make this improvement?

How am I doing?

What is really making me think?

How will I know if my work is good?

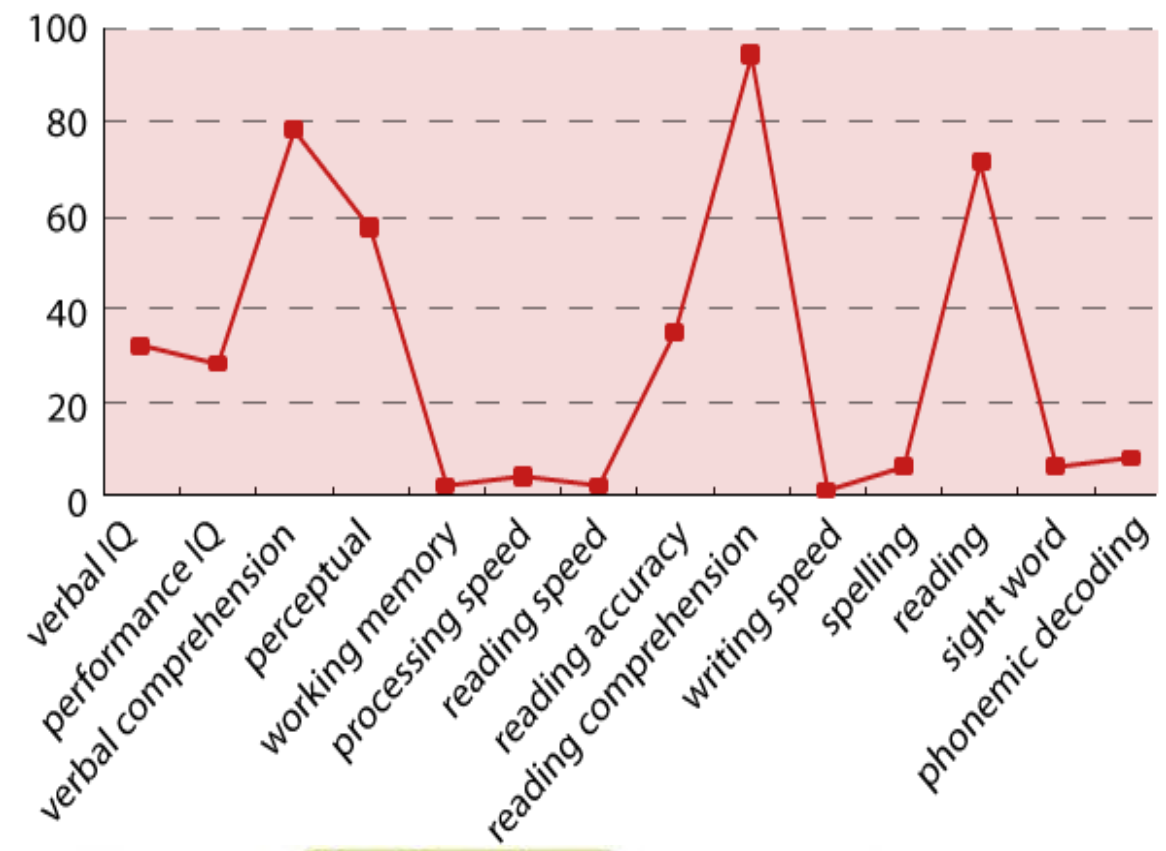
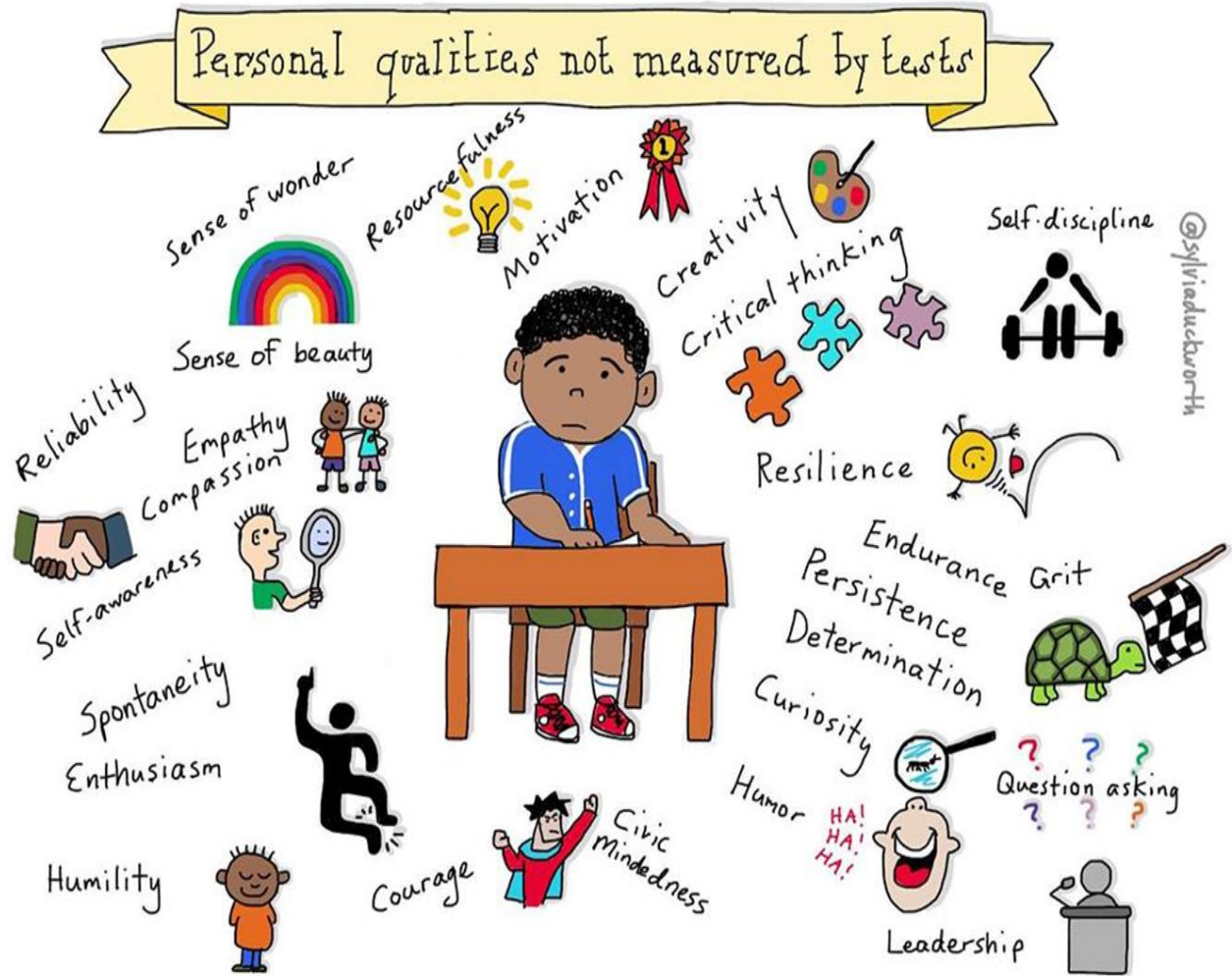
What do I need to do to improve?

The goal is not to be better than anyone else but rather be better than you were yesterday.

Jon Gordon










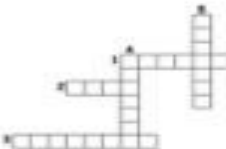
quotefancy

Broader concept of intelligence and a jagged profile



Strategies supporting assessment for learning

Homework Choice Board

<p>Read a news article about some current event. Write 10 interview questions you would ask one of the people involved in the story.</p> 	<p>Choose a picture, record a description of it, and send it to your teacher. Make sure you bring a copy of the picture so that we can try to guess it in class!</p> 	<p>Choose a word you have learnt recently that is at least 6 letters long and write an acrostic poem.</p> <p>P _____ O _____ E _____ M _____</p>	<p>Listen to a song and read the lyrics. Choose 10 words that are new to you and write a sentence with each of them.</p> 
<p>Draw a word web with 6 new words you have learnt recently, and think of 5 words related to each of them.</p> 	<p>Write a different ending to a story or film you have read or watched recently. Provide a summary of the plot first.</p> <p>THE END</p>	<p>Re-read a recent composition you've written, choose 10 mistakes you made, and provide the correct answers with an explanation for each of the mistakes.</p> 	<p>Read a short story or graded reader and complete a story map about it:</p> <ul style="list-style-type: none"> - Setting: - Characters: - Plot : 1.... 2.... 3.... - Solution:
<p>Choose a grammar point you have studied recently and write 10 sentences that illustrate it. Alternatively, create a video explaining that grammar point in your own words.</p>	<p>Read a news article or story, or watch a short film. Retell the story from the perspective of one of the people involved in the story.</p> 	<p>Watch a video, film or TV show and write a summary, including your personal opinion, and 10 questions you would ask about it.</p> 	<p>Write a reflection about how you are doing in English, things you find difficult or easy, and what your plans are to improve the most difficult ones.</p> 
<p>Record yourself reading a short text aloud and send it to your teacher.</p> 	<p>Choose 10 new adjectives you have learnt recently and write a synonym and an antonym for each of them.</p> <p><i>small - tiny - big</i></p>	<p>Create a crossword puzzle using 15 words you have worked on recently.</p> 	<p>Choose your own task! Why have you chosen to do it? Which skill(s) have you practised? How will it help you improve your English?</p> <p>?</p>

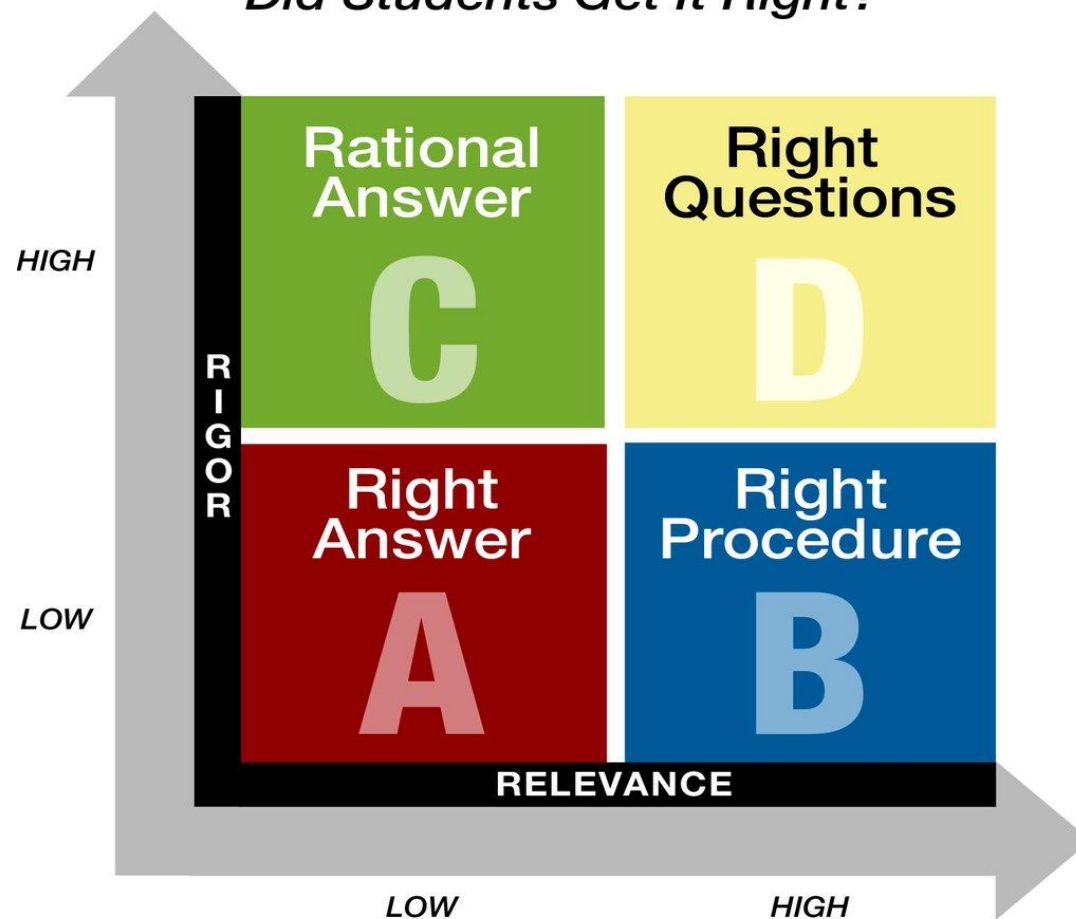


Where do I start in planning my learning?

Problem of 'hyper focus'

Important and essential	Less important – still essential
Even less important and not essential	Not important and not essential at all

Rigor/Relevance Framework®
Did Students Get It Right?



Assessment for learning strategies

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4 Methods of Retrieval Practice

@ImpactWales

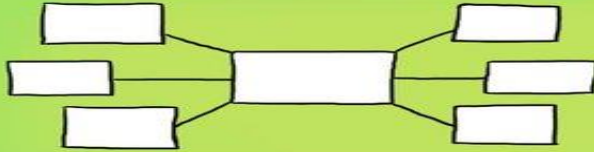
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

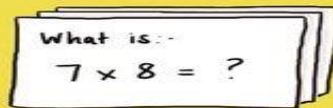
Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

QUIZZING

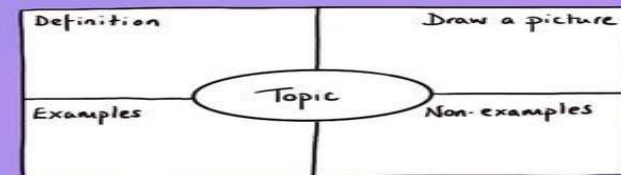
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

KWHL Chart – animals in cold parts of the world

What I know	What I need to know?	How I will find out?	What I have learnt?
<ol style="list-style-type: none">1. Polar bears and penguins live in very cold parts of the world.2. Penguins can't fly.3. Emperor penguins are the biggest penguins	<ol style="list-style-type: none">1. What other animals live there?2. Do they all fight or do they get on?3. Are there different sorts of polar bears?4. Can they all swim?	<ol style="list-style-type: none">1. Class project2. Do my own internet search3. Find out what others in the class/school know4. TV programme scheduled	<ol style="list-style-type: none">1. Sea lions, seals and birds live there, too2. Penguins only live at the South pole and polar bears only live at the North Pole3. There is only one main type of polar bear but lots of different penguins

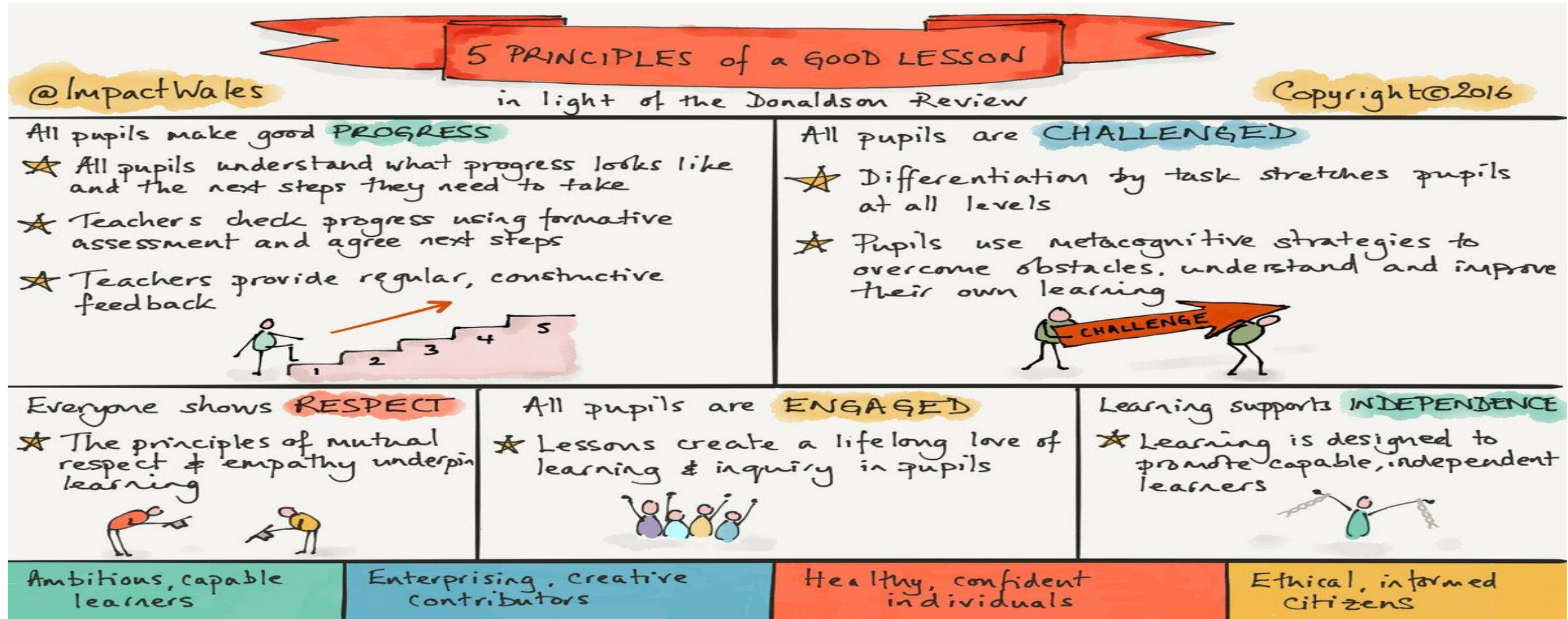
Using Technologies

New literacy new opportunities



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

Assessment for learning strategies



One A and three E's

Getting learners into school :

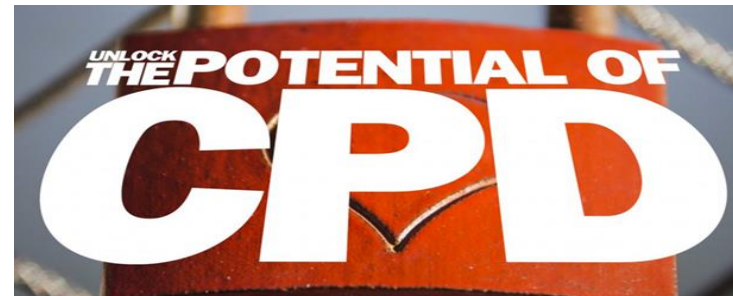
ACCESS

Ensuring what is being accessed is relevant & empowering:

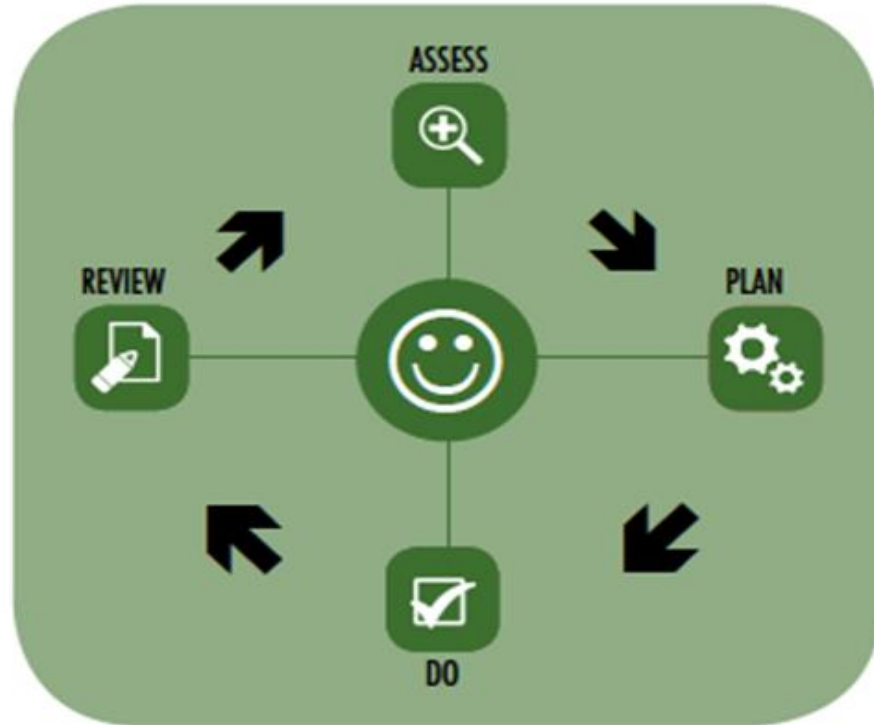
ENGAGEMENT

ENABLEMENT

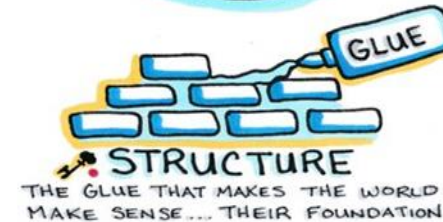
EMPOWERMENT



Assess Plan Do Review

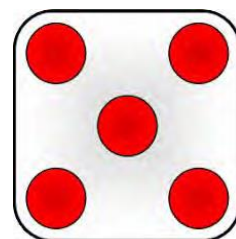
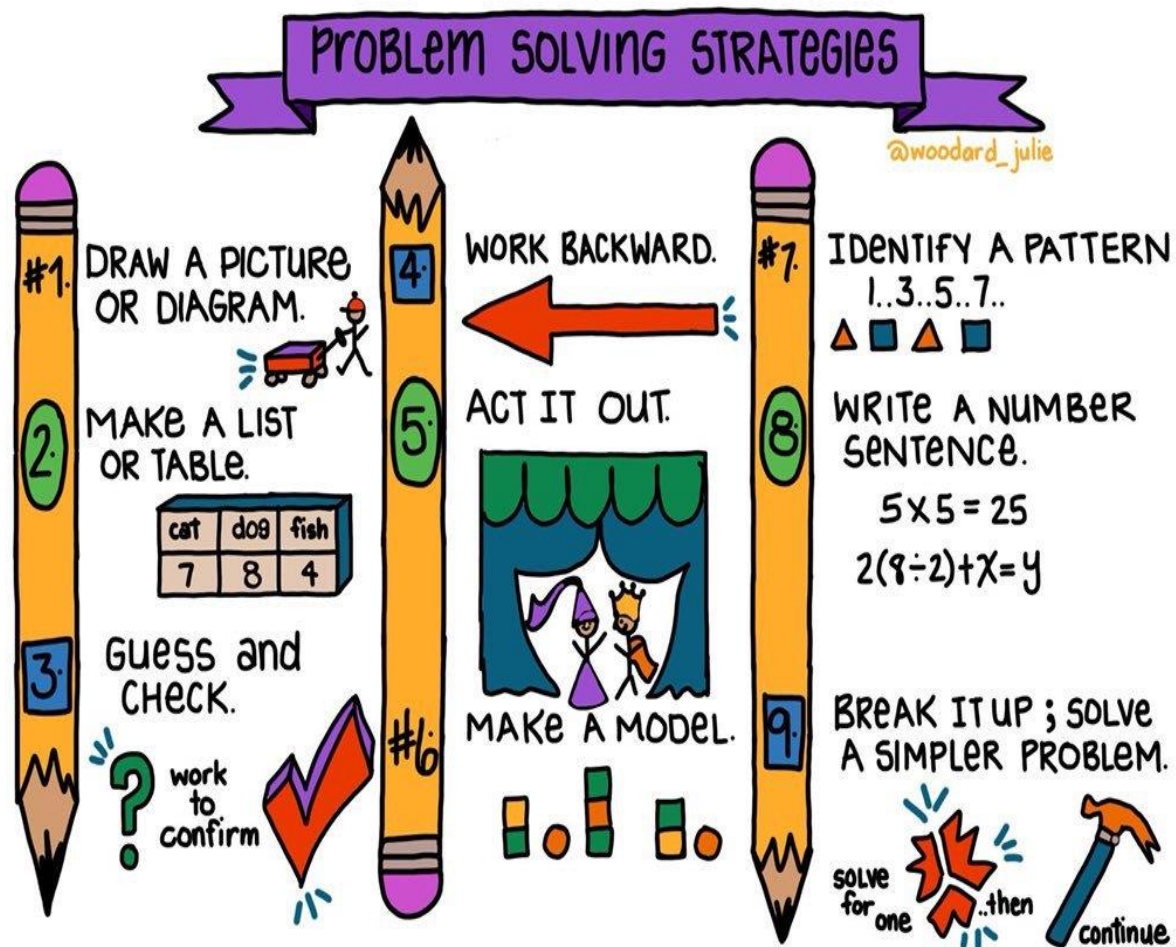


DEB EVENSON AND JAN LUTKE'S EIGHT MAGIC KEYS PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER

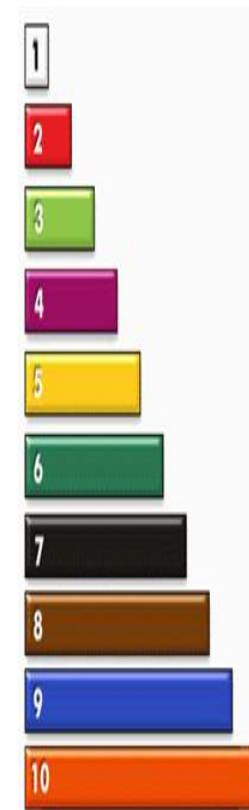


Kristin Wins 2017

Multiple Options for expressing numbers

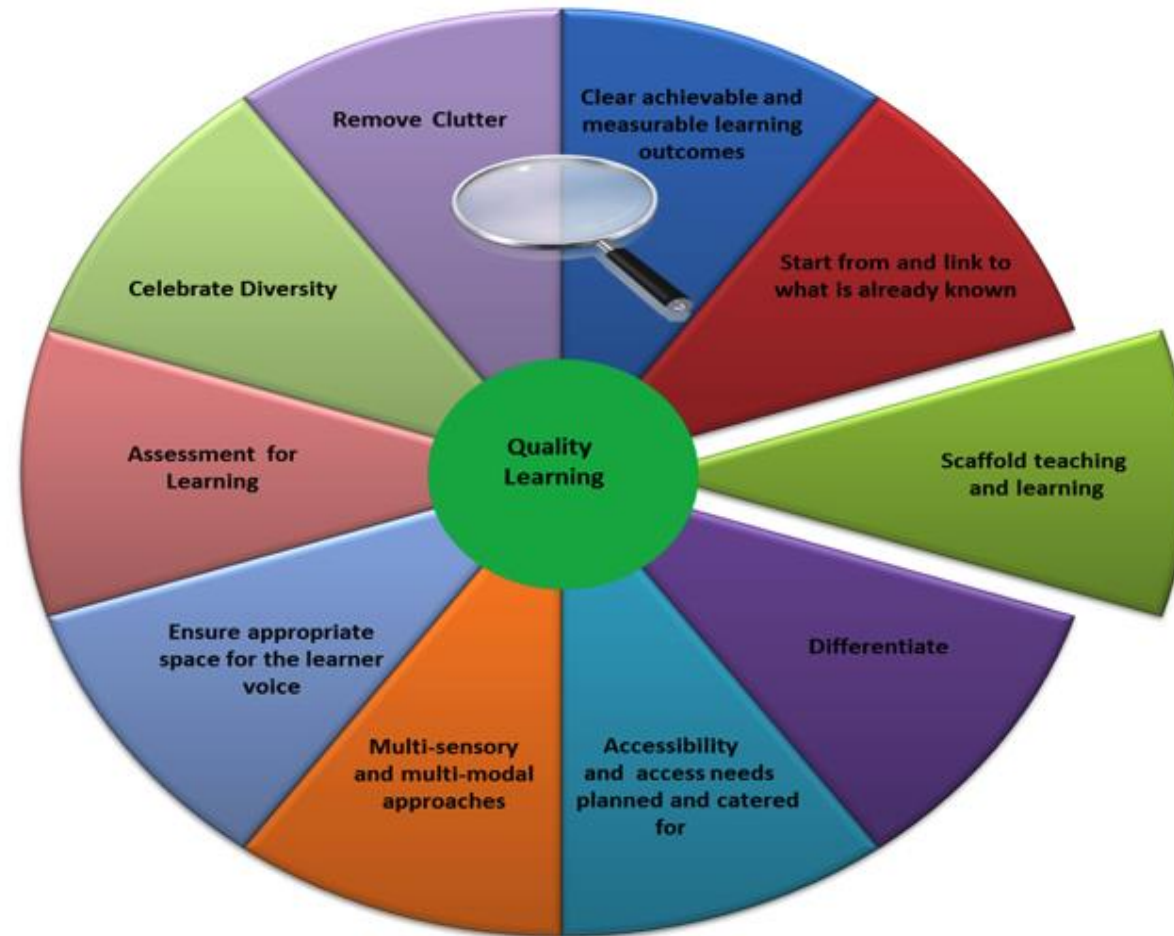


five



Top 10 Approaches to quality learning

Scaffold teaching and learning
Differentiation
Assessment for learning
Celebrate diversity
Achievable learning outcomes
Access and engagement
Remove clutter
Encourage the learner's voice
Start and link from what is known
Use multi-sensory approaches



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



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.”