

# *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?

$$9 \times 1 = 6$$

$$9 \times 2 = 18$$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

$$9 \times 5 = 45$$

$$9 \times 6 = 54$$



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**

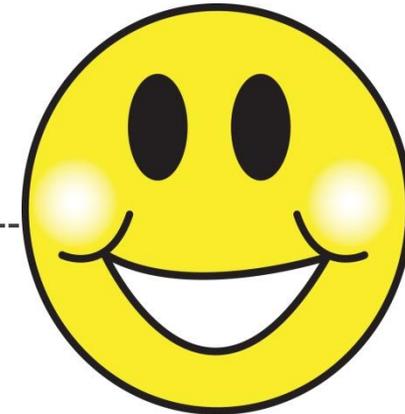
**Understanding  
and explaining  
the world**

**Reasoning  
and learning**

**A sense of  
self and  
belonging**

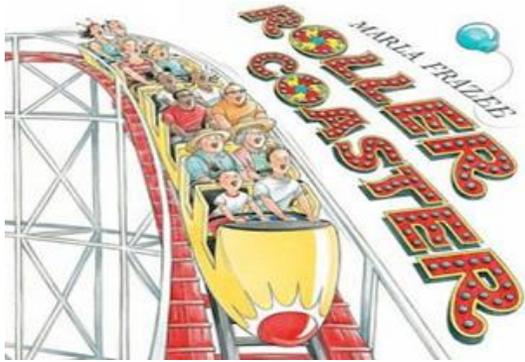
## What state are you in for learning? Where will you place yourself?

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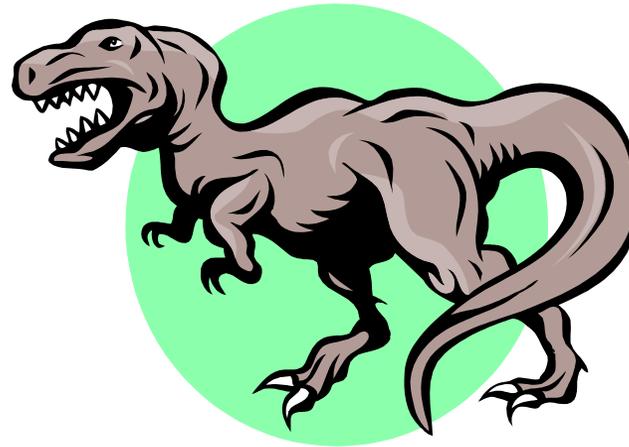
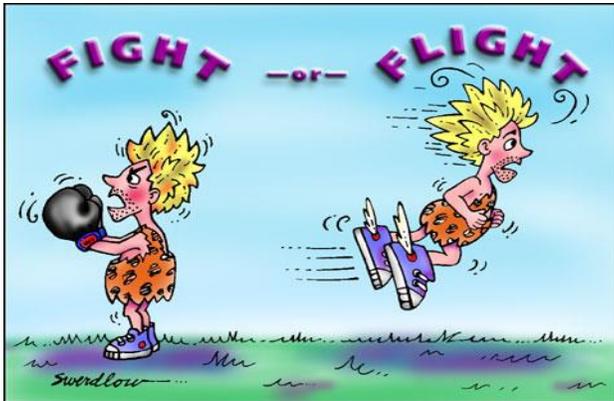
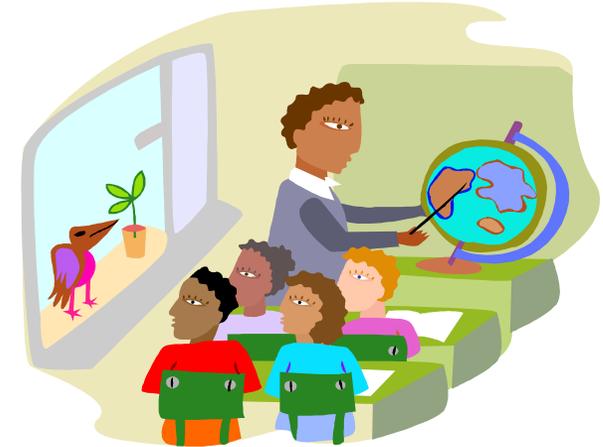




# How a learner feels: why learning can be a struggle



  
"It shouldn't  
hurt to be  
a child."



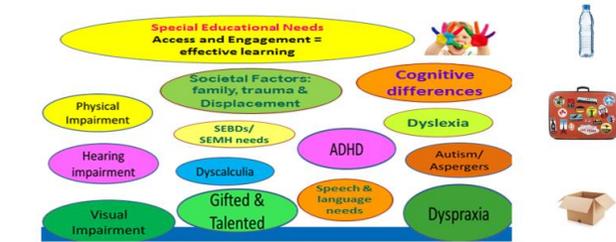
# Special Educational Needs Labels? Helpful?



# Social emotional learning meeting complex needs



Special Educational Needs Labels? Helpful?



The Cambridge Experience

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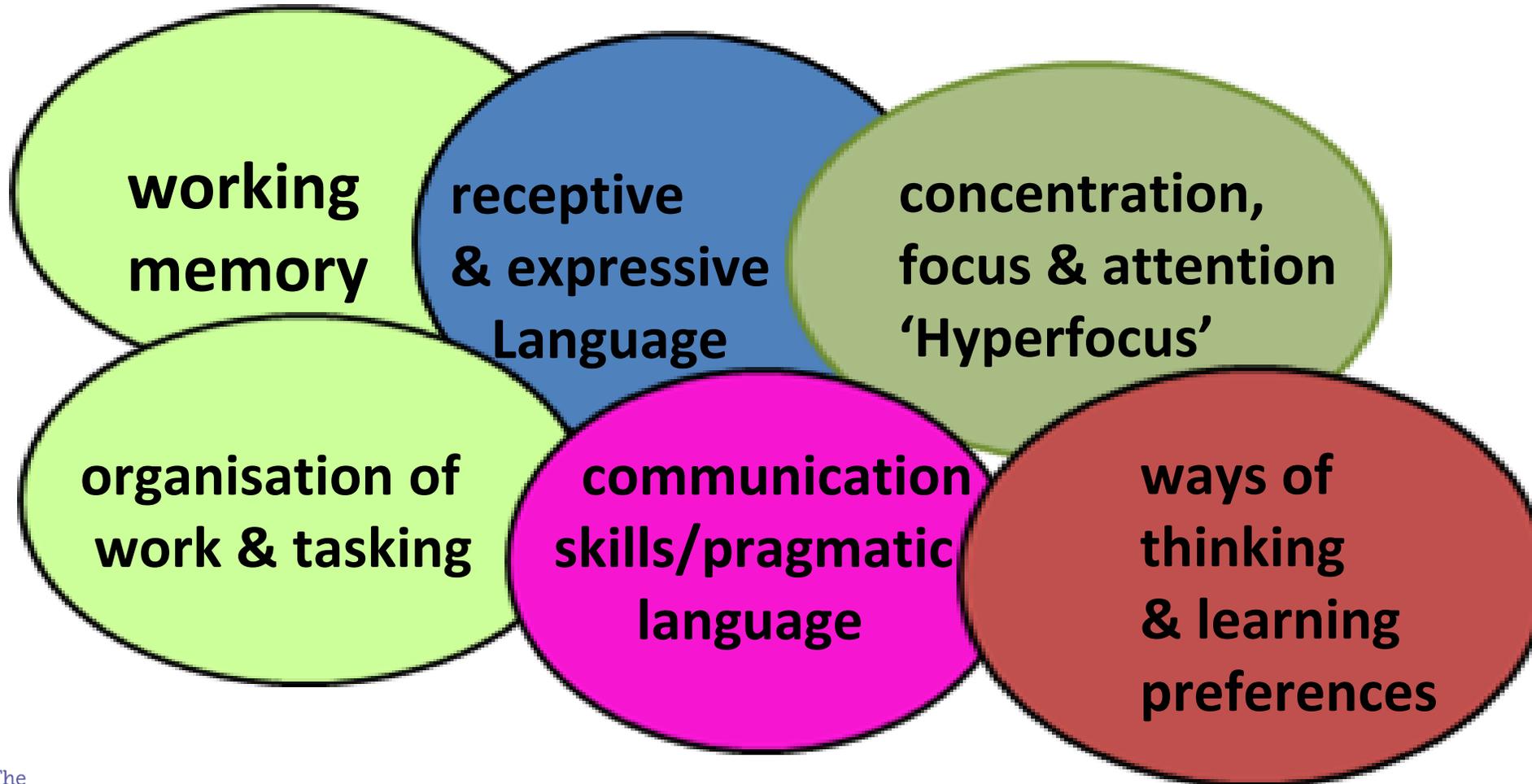
Start from noticing the positive contributions that all learners can make and then understanding any difficulties that need to be worked on.



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? **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 age 5 he couldn't read.

His mother thought that, perhaps he saw  
finding it difficult to school.



# A short writing activity – how do you feel?

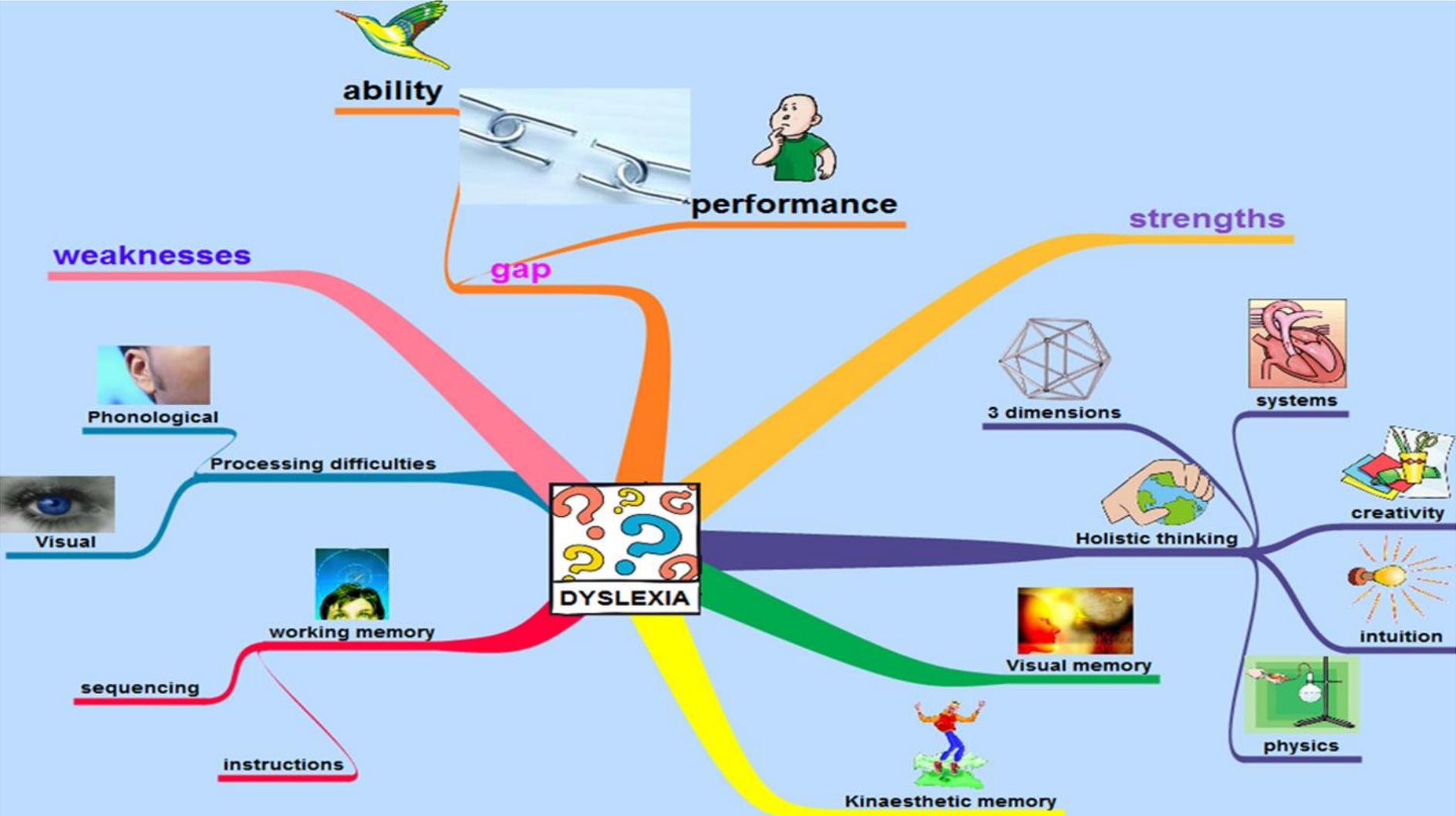
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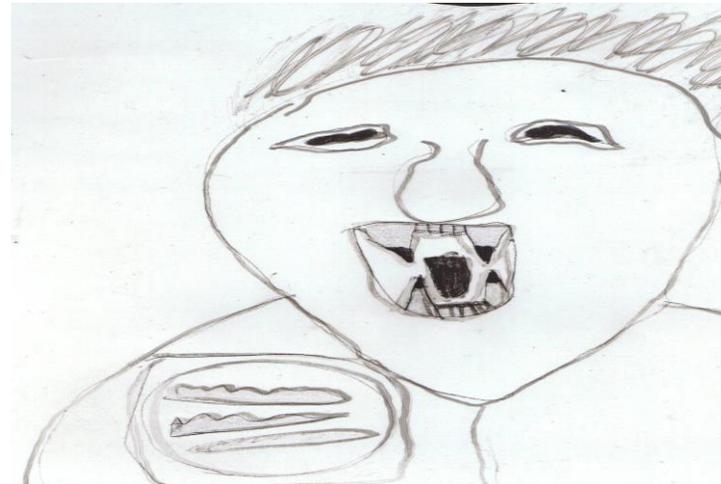
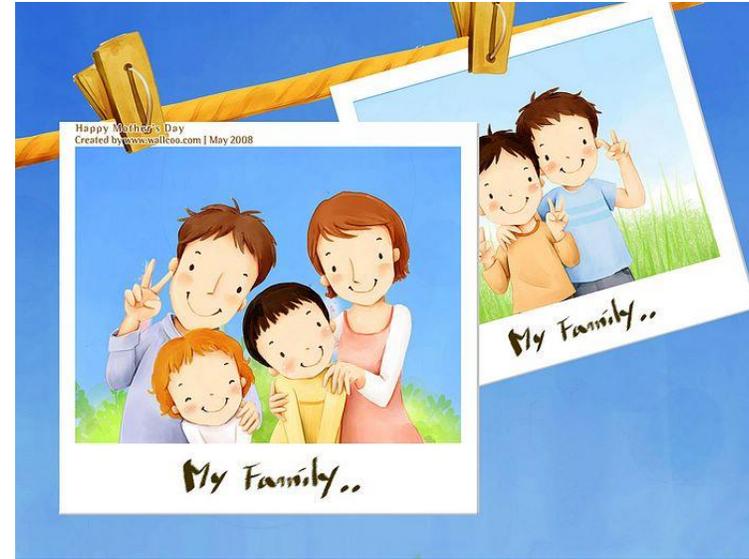
His mother thought that, perhaps, he was finding it difficult settling into school.



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



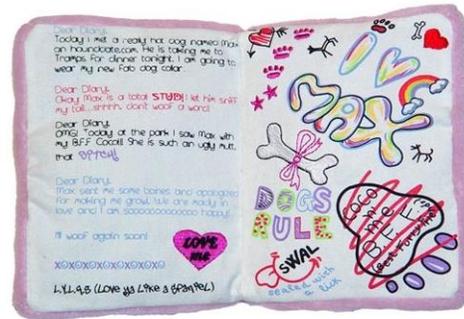
# Every picture tells a story – the learner's voice



Marie Delaney ,  
Teaching the Unteachable  
Worth Publishing, 2009

# Jill and John - dictation

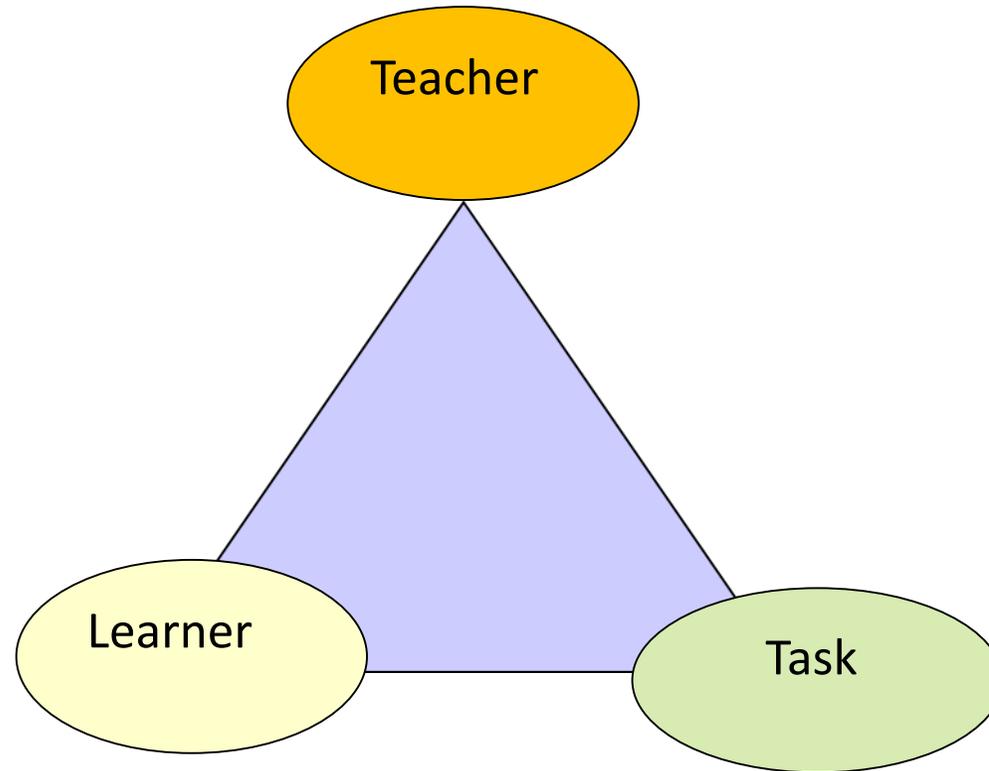
## The curriculum can be a safe space



# The Learning Triangle

©Heather Geddes Attachment in the Classroom

## Relationships

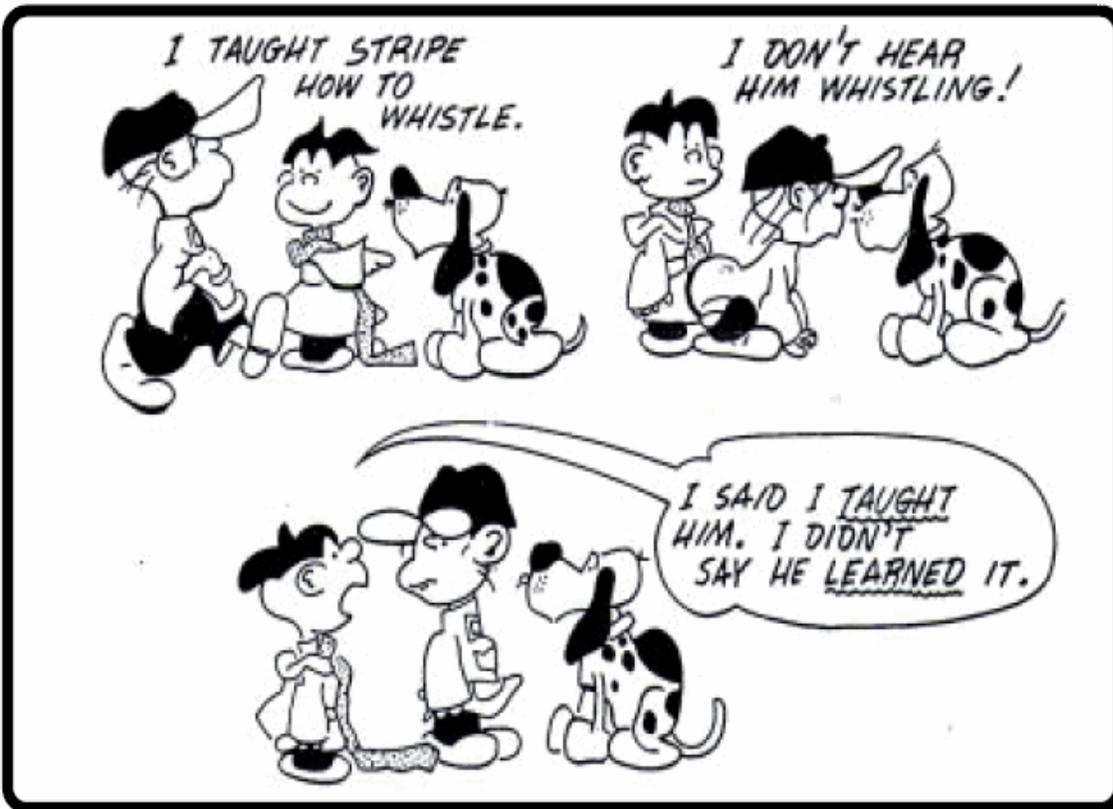


# Is the brain leaky or sticky?

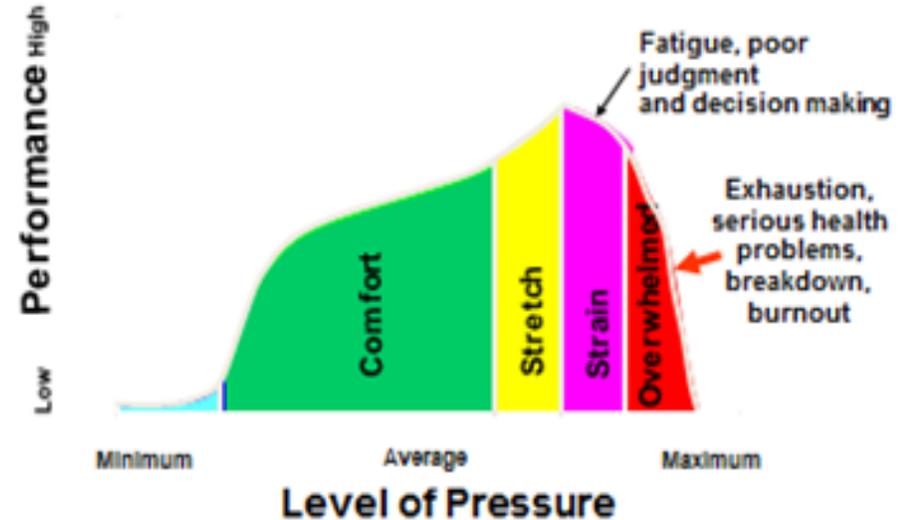
## How long is a minute?



# Managing learning – a process not an event



## Pressure Performance Curve



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# 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.”

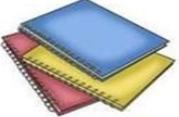
**How People Learn – Science and Practice of Learning, 2018**

# 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

## Executive Functioning Skills

 **Planning** is the ability to figure out how to accomplish our goals.

 **Organization** is the ability to develop and maintain a system that keeps materials and plans orderly.

**Time Management** is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.

 **Task Initiation** is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.

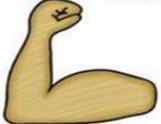
 **Working Memory** is the mental processes that allow us to hold information in our minds while working with it.

 **Metacognition** is being aware of what you know and using that information to help you learn.

 **Self-Control** is the ability to regulate yourself, including your thoughts, actions, and emotions.

 **Attention** is being able to focus on a person or task for a period of time and shifting that attention when needed.

 **Perseverance** is the ability to stick with a task and not give up, even when it becomes challenging.

 **Flexibility** is the ability to adapt to new situations and deal with change.

 Pathway 2 SUCCESS

[www.thepathway2success.com](http://www.thepathway2success.com)

# 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

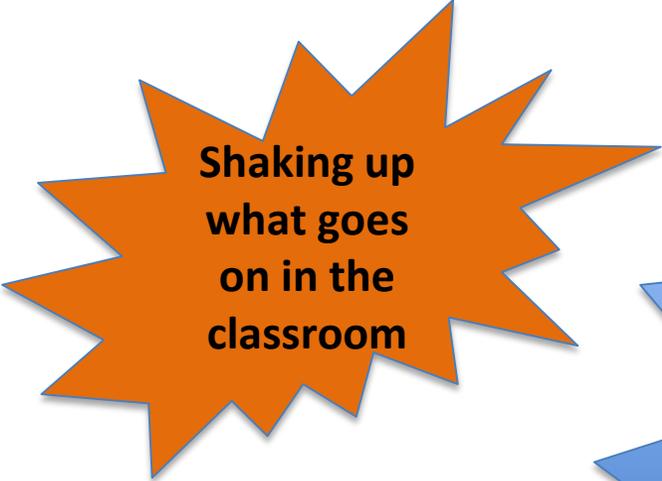
5. PROVIDE VISUAL TOOLS: Pictures, charts, & graphic organizers can all support success.

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

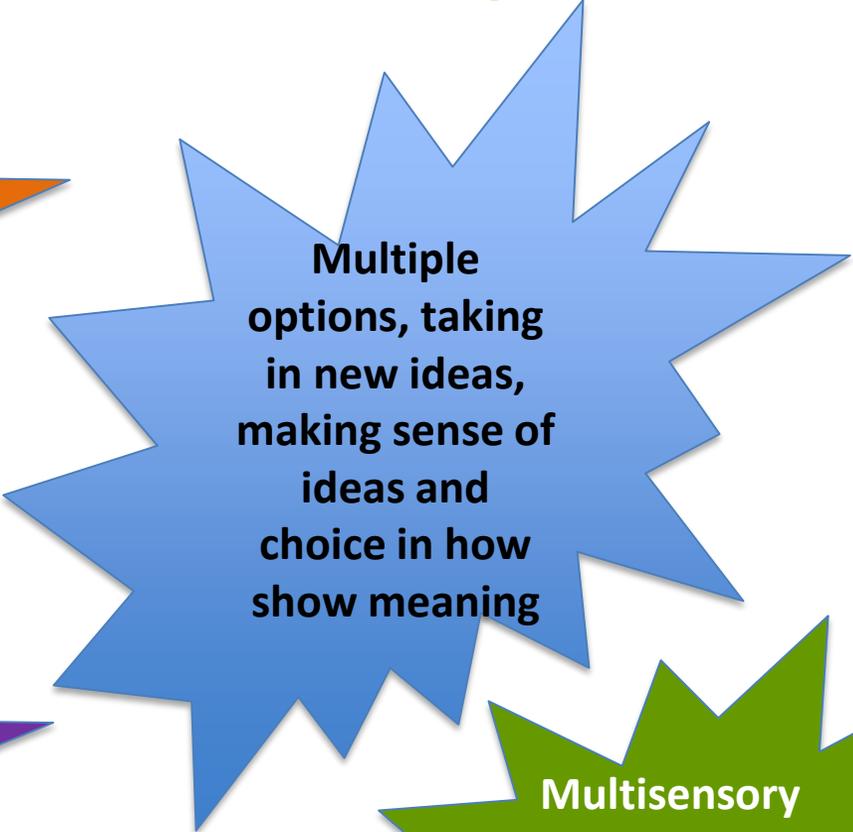
Instructional scaffolding is providing support while new learning is being introduced.

# What differentiation is....

## All learners are meaning makers



**Shaking up  
what goes  
on in the  
classroom**



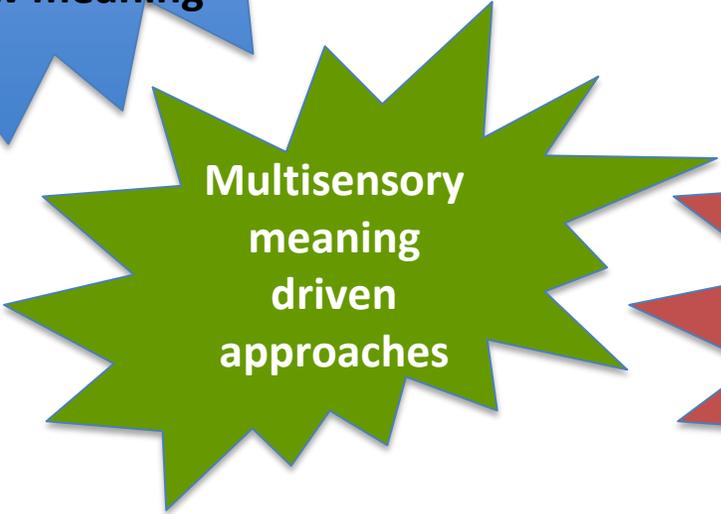
**Multiple  
options, taking  
in new ideas,  
making sense of  
ideas and  
choice in how  
show meaning**



**Dual,  
multilingual  
and  
collaborative  
approaches**



**Blend of  
individual  
and whole  
class learning**

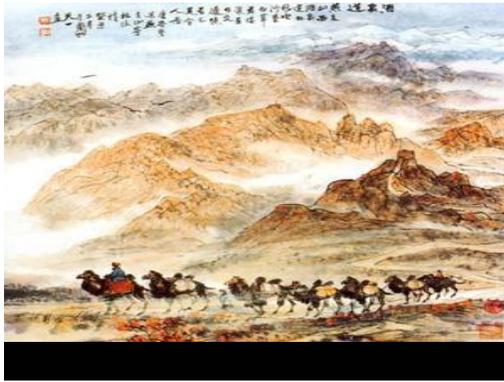


**Multisensory  
meaning  
driven  
approaches**



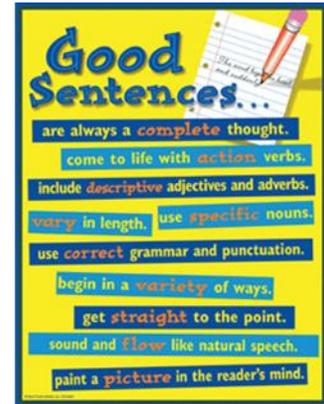
**High  
aspirations and  
high interest  
learning**

# A multi-sensory activity – my story, your story

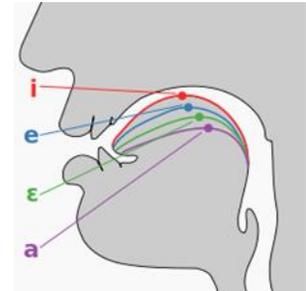


# Colour coded sentence making

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



verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant



Articles	Adjectives	Nouns	Verbs	Prepositions	Adverbs
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# Using Technologies

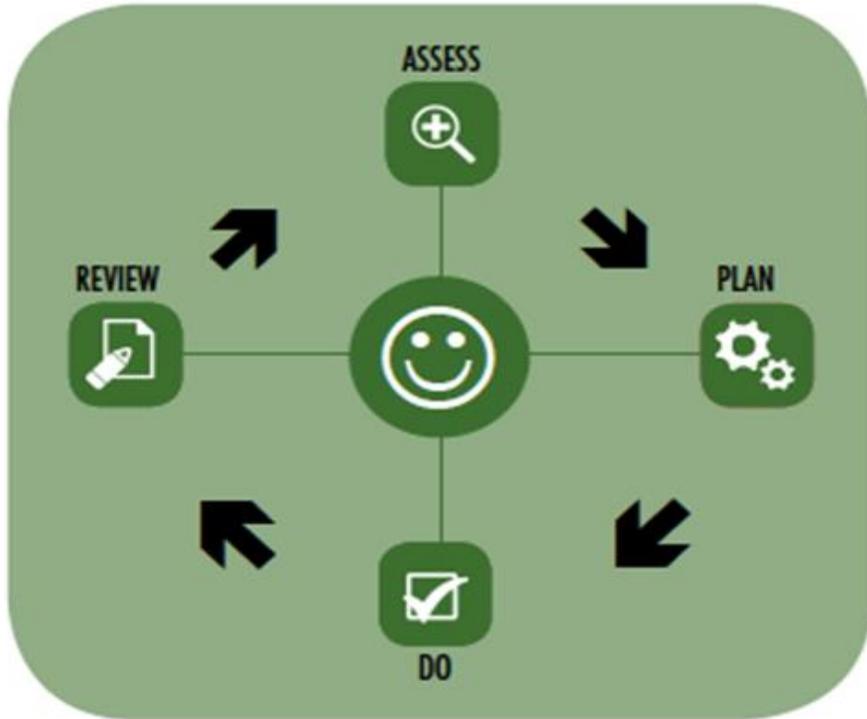
New literacy new opportunities



- User choice
- optional display

- Work on your own or with others

# Assess Plan Do Review



DEB EVENSON AND JAN LUTKE'S

## EIGHT MAGIC KEYS

PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER @kwiens62

**CONCRETE**  
TALK IN CONCRETE TERMS  
AVOID ABSTRACT LANGUAGE

**CONSISTENCY**  
PARENTS & EDUCATORS USE  
THE SAME WORDS & STRATEGIES

**REPETITION**  
RE-TEACH MANY TIMES TO RETAIN  
IN LONG-TERM MEMORY

**ROUTINE**  
HELP REDUCE ANXIETY

**THE MASTER KEY**  
TRUSTING RELATIONSHIPS

**Keep It Short & Sweet**  
**SIMPLICITY**

**SPECIFIC**  
SAY EXACTLY WHAT YOU MEAN  
GIVE STEP BY STEP DIRECTIONS

**STRUCTURE**  
THE GLUE THAT MAKES THE WORLD  
MAKE SENSE... THEIR FOUNDATION

**SUPERVISION**  
SCAFFOLD INDEPENDENCE

Kristin Wims 2017

# 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

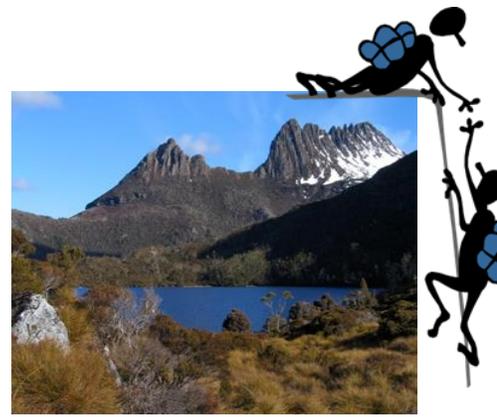
...understanding learners have more in common than differences

..Finding solutions appropriate for local contexts

Understanding that all learners are meaning makers

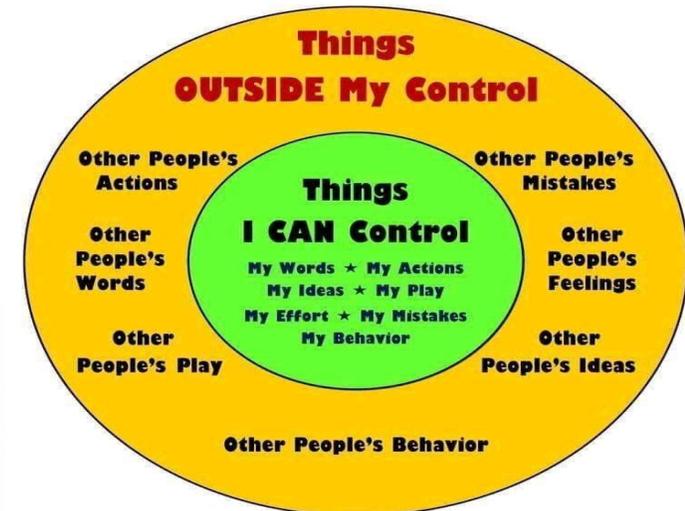
# Inclusion is...

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....**



# 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.”