Designing Inclusive Learning Environments

Natalie Croome

euro pass teacher academy

About language, mother tongue and English

Internet connection & Wifi

Course Journals

About International House

About Social Distancing, masks, vinegar, etc.

Nice Hop on – Hop off Bus Excursion Saturday 15th?

About communicating with each other during the course...WhatsApp Group?

How I work...modelling...

WELCOME!

First Things First:

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A bit about me...

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Introducing YOU!

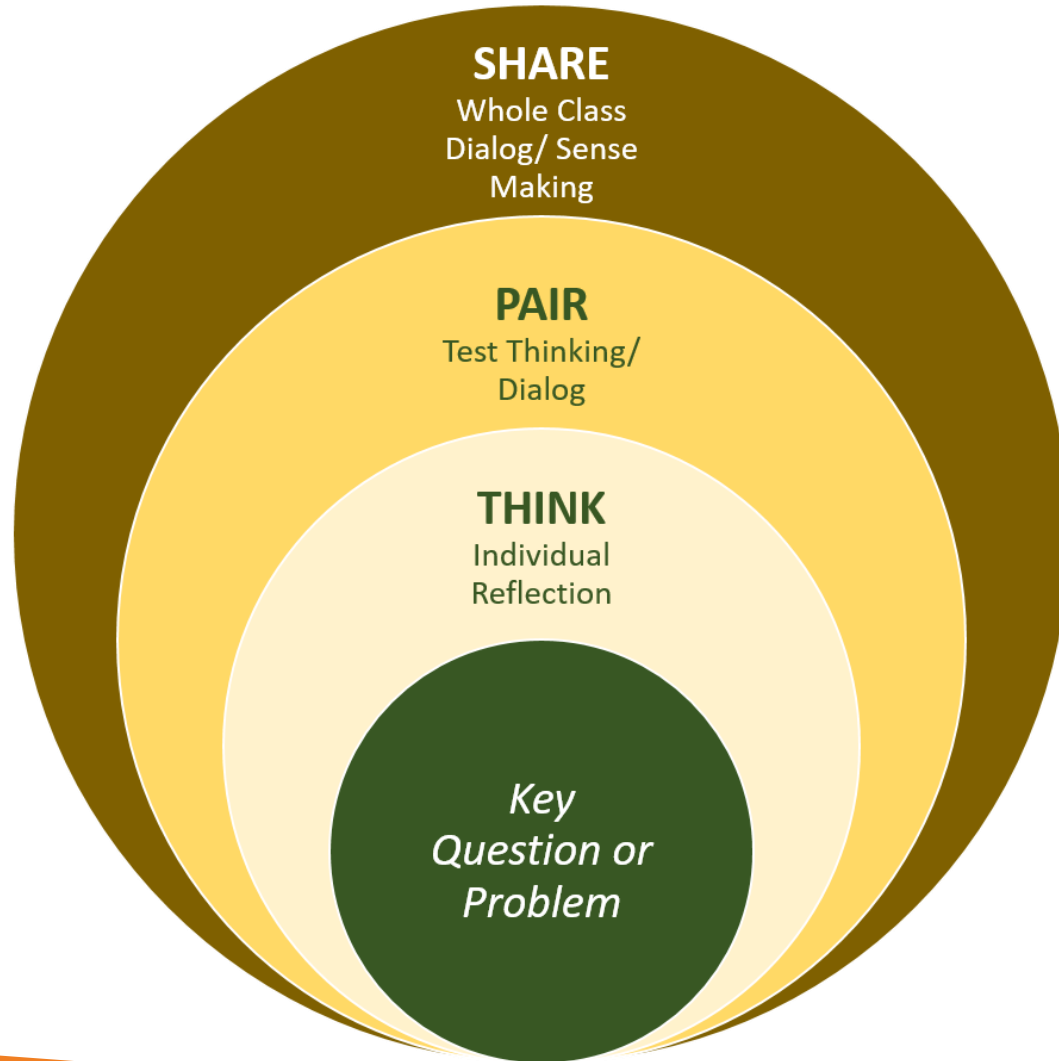**Make your own name card...you will teach us how to say it correctly!**

- something about what your name means, how you got your name...

- at least three "clues" about you, write words, draw images...

- one thing that happened to you on your way to Nice that was enjoyable

- one thing that you makes you "different" or special as a learner

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Think Pair Share

SHARE
Whole Class Dialog/ Sense Making

PAIR
Test Thinking/ Dialog

THINK
Individual Reflection

Key Question or Problem

Visible Thinking Routines
http://www.pz.harvard.edu/thinking-routines

Introducing YOU!

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Introducing you to your Reflection Journal!

What are your first, "burning" questions:

- about your fellow learners?

- about yourself?

- about your facilitator?

- about the DILEs course?

- about Nice...France?

- about anything else?

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What are we wondering?

What will our week be like?

Course Title: Designing Inclusive Learning Environments

Course Location: Nice, France   Course Dates: July 5-9

Erasmus+

Course Schedule

Day/ Time	Monday 5th	Tuesday 6th	Wednesday 7th	Thursday 8th	Friday 9th	Saturday 10th
8:00 – 9:30 OR 8:30 – 10:00 90 mins	**Welcome Introductions Warm-ups** **Course Overview & Learning Outcomes** **Think Pair Share**	**Defining inclusive education**, key principles and values; What is Inclusion? What is Diversity? What is Differentiation?	**Collaboration towards inclusion** within school communities Connecting with YOUR CONTEXT: -Your Students, Your Curriculum	Collaborative Problem-solving – **The Clinical Protocol**	Complete and Share your design of a **differentiated activity** **Collaborate to provide feedback**, ask questions, identify aspects of inclusion	Cultural Excursion of Your Choice
15 mins	Break	Break	Break	Break	Break	
9:45 – 11:15 OR 10:15 – 11:45 90 mins	**School Presentations** **Goal Setting**	**What is "The Environment?"** Understanding the process of inclusion: How do we DO it? Who benefits from inclusion? Types of curriculum modification	**The barriers to inclusion** Differentiation approaches from some experts Multiple Intelligences – SMARTS resource	**Inclusion theories and models** - Medical and Social Model5 Videos - The Index of Inclusion and others	Preparing for sharing your learning back at school... Who...? What...? How...? Why...?	
15 mins	Break	Break	Break	Break	Break	
11:30 – 13:00 OR 12: 00 – 13:30 90 mins	Classroom Climate You and Your Students Reading Jig-saw Word-Phrase-Sentence	**Using ICT tools to support all learners** in inclusive settings; - Useful Resources to promote inclusion	**Inclusion through emotional engagement** Emoticons, Emojis, comments, Likes...healthy online relationships	**Design a differentiated activity** for one or more of YOUR students.	Reflection and sharing of learning Goal Review Closing Ceremony and Certificates	
Extended Learning Tasks		Video Connect-Extend-Challenge	Application of an idea, activity or resource with your students	Complete Differentiated activity for YOUR students		

We have a lot to cover...uncover together!

Flexibility is designed in and we will negotiate timings and tasks as we move forward together!

WELCOME!

First Things First:

This course will help YOU:

1.) Face diversity and identify the barriers to participation and learning arising within schools;

2.) Draw up development priorities and planning interventions to support diversity (e.g. Curricula adaptations, design of differentiated lessons);

3.) Use alternative learning practices, techniques, materials and associated assessment tools to review development;

4.)   Use ICT to support all learners in inclusive settings;

5.) Foster collaboration within the school community (teachers, students, parents/carers) in order to establish a framework of inclusive values and support students' participation and achievement in successful school systems

Professional Learning Outcomes
What are we going to learn about?

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Learning Through Inquiry...
meaningful learning starts with good questions

Some of the questions we will be _**inquiring into together**_:

What are inclusion, diversity and differentiation? How are they different and how are they connected?

How do we identify and celebrate diversity and include everyone through differentiation?

What are some useful resources and supports to help us take ACTION, in your CONTEXT?

How will we know when our inclusion plans have been successful, for us and our students?
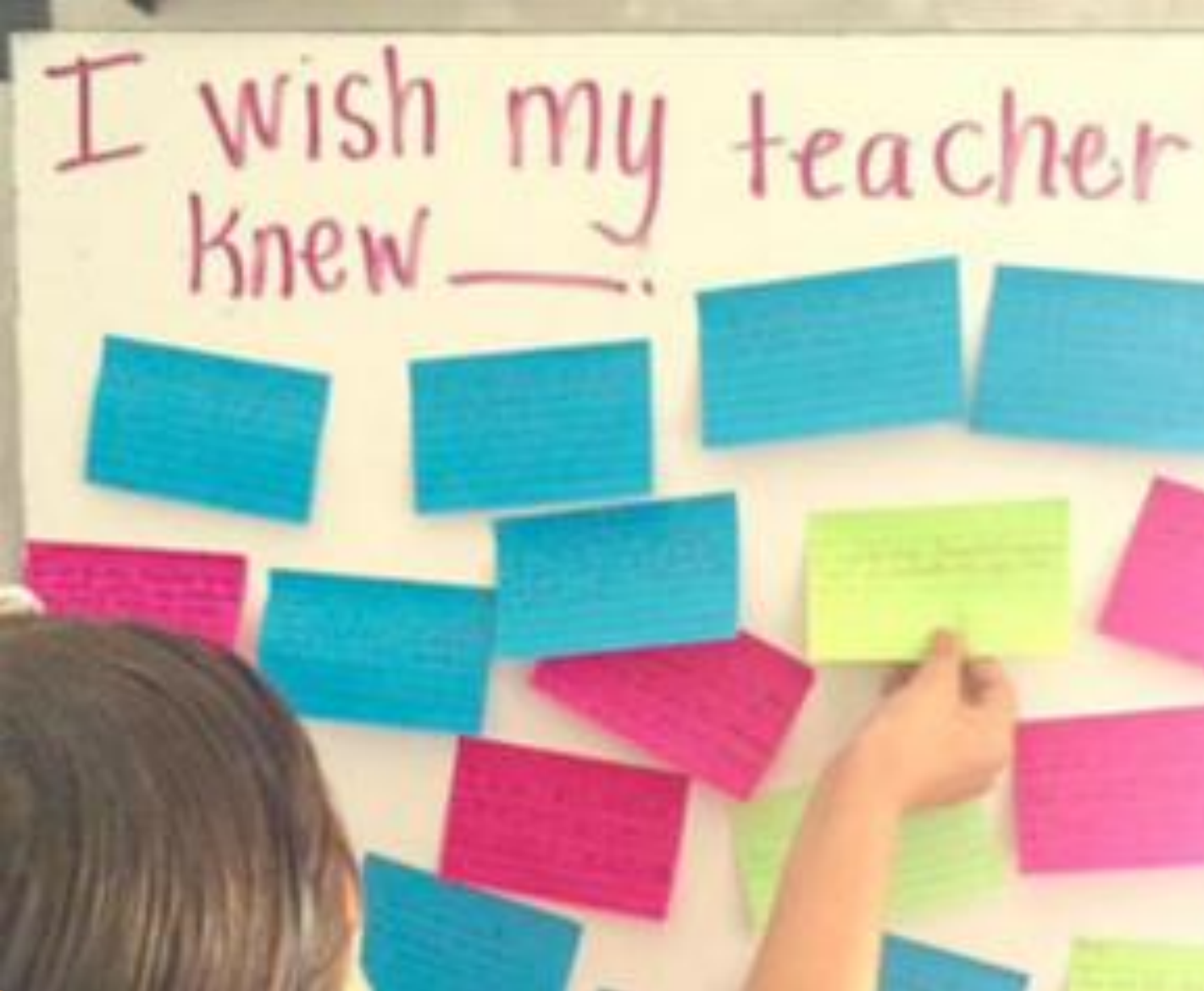
Collaborative Inquiry

How much time is fair for each person to share?

Ok…Over to YOU!
About your school, your students, your colleagues, your country, …
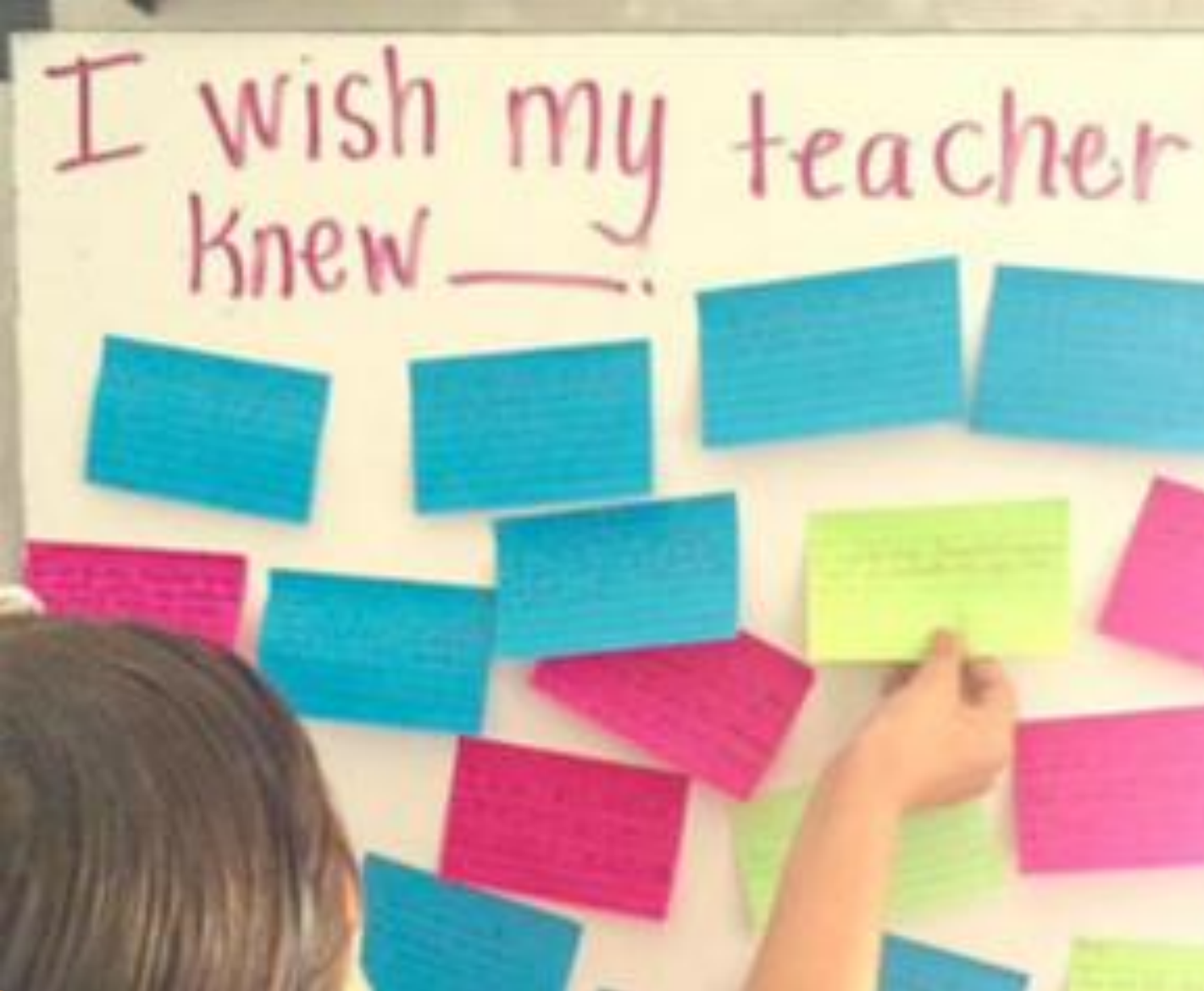
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Think about your own experiences...

- Think of a time when YOU benefited from inclusive practices. When did someone differentiate for you? Write about it.

- Share this experience with your partner:
- What made it memorable?

- What did you appreciate?

- How did you feel?

Emotions List

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What do you think of the activity in the image?

How could you do this with your students?

What do you think students might write?

How would this help you as an inclusive teacher?

**Starting with our students
Who are they?**

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"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim G. Ginott, Teacher and Child: A Book for Parents and Teachers, 1972

Classroom Climate…

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WORD – PHRASE – SENTENCE

A routine for capturing the essence of a text.

After reading the quotation by Haim Guinott, reflect and respond by recording the following:

A **Word** that captured your attention or struck you as powerful:

Why did you choose that word?

A **Phrase** that moved, engaged, or provoked you:

What was it about this phrase that captured you?

A **Sentence** that was meaningful to you, that you felt captured the core idea of the text:

Why was this sentence powerful for you?

Classroom Climate

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"Differentiation and Behaviour Management are two different and separate teaching skills."

AGREE   **UNDECIDED**   **DISAGREE**

Respectful Debate

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Defining The Key Terms...

	Inclusion	Diversity	Differentiation
Jolanta			
Irita			
Marilena			
Mihaela			
Sandra			

Defining Inclusive Education

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Everybody doesn't have to do EVERYTHING!

Jigsaw

Reading

Collaborating to share learning

Defining Inclusive Education

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Three Readings...sharing the load and the learning

What is Inclusive Education?

https://www.allfie.org.uk/definitions/what-is-inclusive-education/

4 Reasons Why Classrooms need Diversity Education

https://www.theedadvocate.org/4-reasons-classrooms-need-diversity-education/

What is Differentiation?

https://www.edglossary.org/differentiation/

A Useful Resource

http://inclusivepypclassroom.weebly.com/uploads/1/8/4/7/18470104/ib_inclusion_guide.pdf

Defining Inclusive Education
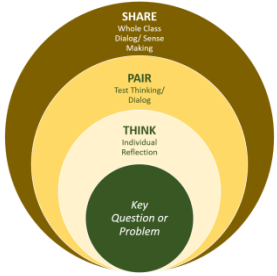
Defining The Key Terms...

I Used To Think...But Now I Think...

What do you think these terms mean in education?

	I Used To Think...	...But Now I Think...
Inclusion		
Diversity		
Differentiation		

Think, write, then talk to your partner about how your thinking has changed.

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The Learning Environment...what are the aspects of our learning environments?

SHARE
Whole Class Dialog/ Sense Making

PAIR
Test Thinking/ Dialog

THINK
Individual Reflection
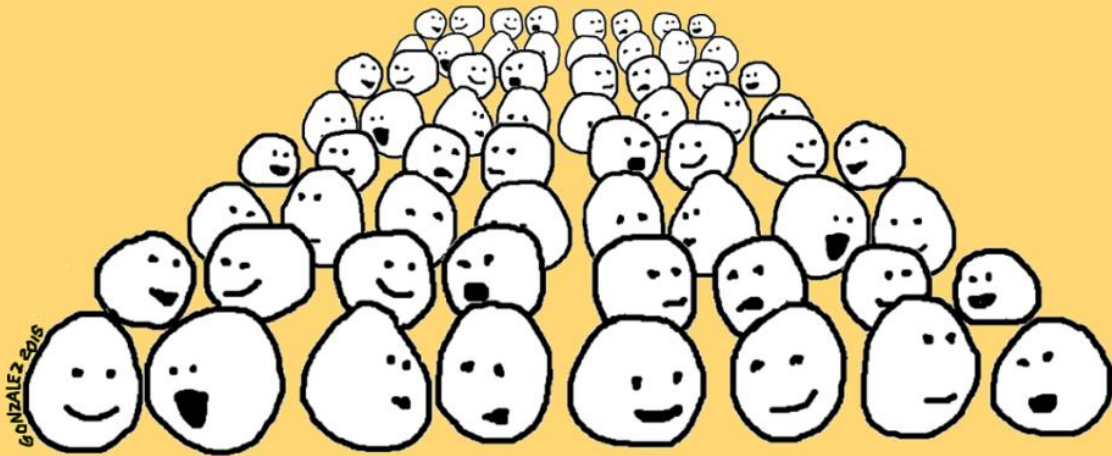
Key Question or Problem

THINK: What is in your learning environment?

PAIR: How could you group these aspects of your learning environment into different groups?

SHARE: Gallery Walk and whole group discussion

- What categories do we have in common?

What is the Environment?

The environment...what are the aspects of our learning environments?

SEE...   THINK...   WONDER

What are the aspects of our environment and how can we use them to promote inclusion?

	Your Responses	Possible actions and applications in your learning environment
What do you SEE in the learning environment		

The Environment?
What are the aspects of our learning environments?

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The Environment?
What are the aspects of our learning environments?

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The environment...what are the aspects of our learning environments?

The Physical Environment

The Relational Environment

What are the elements we can "design"?
What can we change, modify, adapt

The Learning or Intellectual Environment

CONTENT   PROCESS   PRODUCT

What is the Environment?

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The environment...what are the aspects of our learning environments?
How can WE differentiate OUR learning environments?

What are some changes that you could make to your learning environment to promote greater inclusion?

The Physical Environment

The Relational Environment

Aspects of designing the inclusive learning environment

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Using Visual Representations of Ideas and Concepts

What information can you take from graphics and models? How can you share what you have learned with others...and make it YOURS?
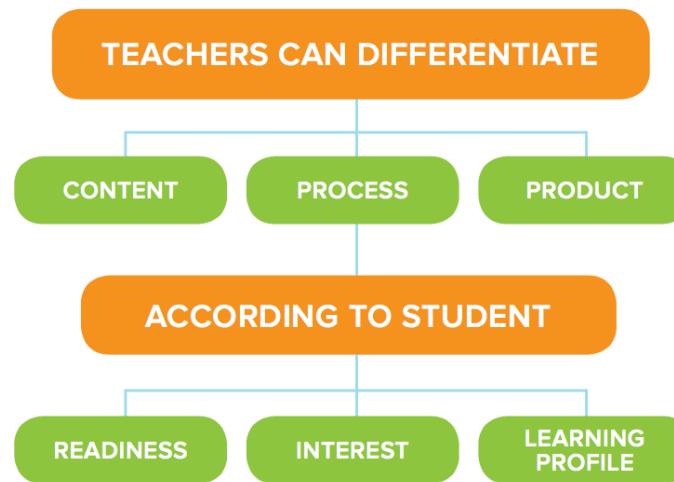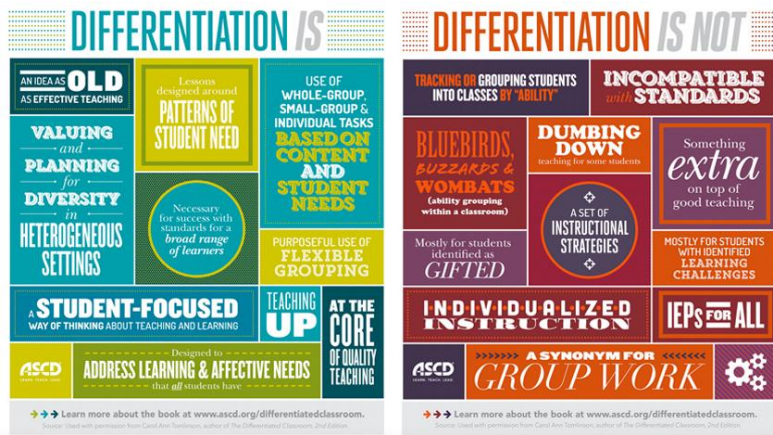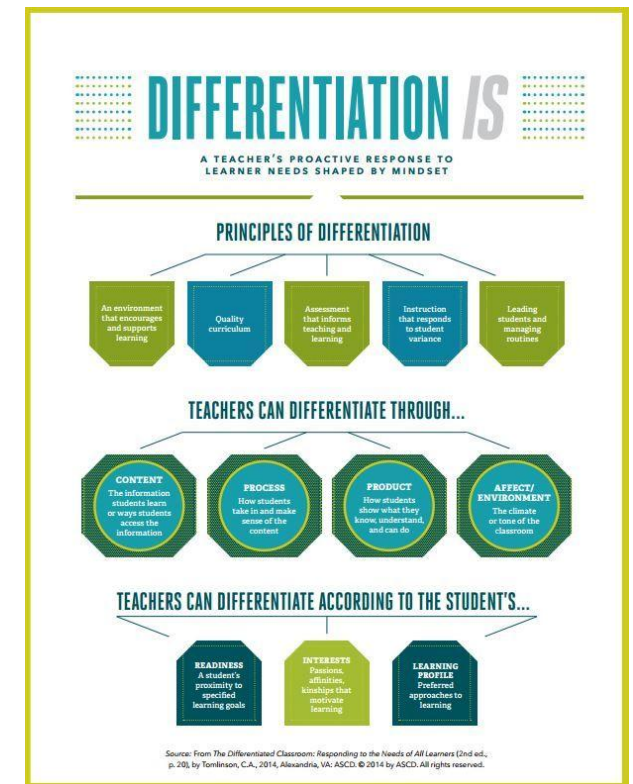

FIGURE 1: DIFFERENTIATED INSTRUCTION GRAPHIC ORGANIZER (TOMLINSON & IMBEAU, 2010)

Aspects of designing the inclusive learning environment

The environment...what are the aspects of our learning environments?

The Learning or Intellectual Environment

How do we promote inclusion and acknowledge diversity through differentiation?

Reflecting on CONTENT, PROCESS and PRODUCT

We can differentiate for our individual learners through content, process and product.

Reflect on some of the lessons you taught during the school year and consider the ways you differentiated for your students in these areas.

CONTENT	PROCESS	PRODUCT
Eg. Causes of conflict in: • Families • Classrooms • Organisations • Governments • Countries	Develop questions and conduct an interview with a family member about causes of conflict. You can: - Write down the answers they give during the interview - Make an audio recording of the interview - Make a video recording of the interview	Create a list of causes of conflict which can be used as a starting point for role-plays on dealing with conflict scenarios. Write a book/comic about a conflict that happened in your family and how it was resolved Paint/draw an image or a series of images showing how a conflict was experience by your family. Include different people's perspectives about the conflict.

How do we design for inclusion?

The environment...what are the aspects of our learning environments?

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With a partner, discuss what else you could have done?

How do we design for inclusion?

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The environment...what are the aspects of our learning environments?

Reflecting on CONTENT, PROCESS and PRODUCT

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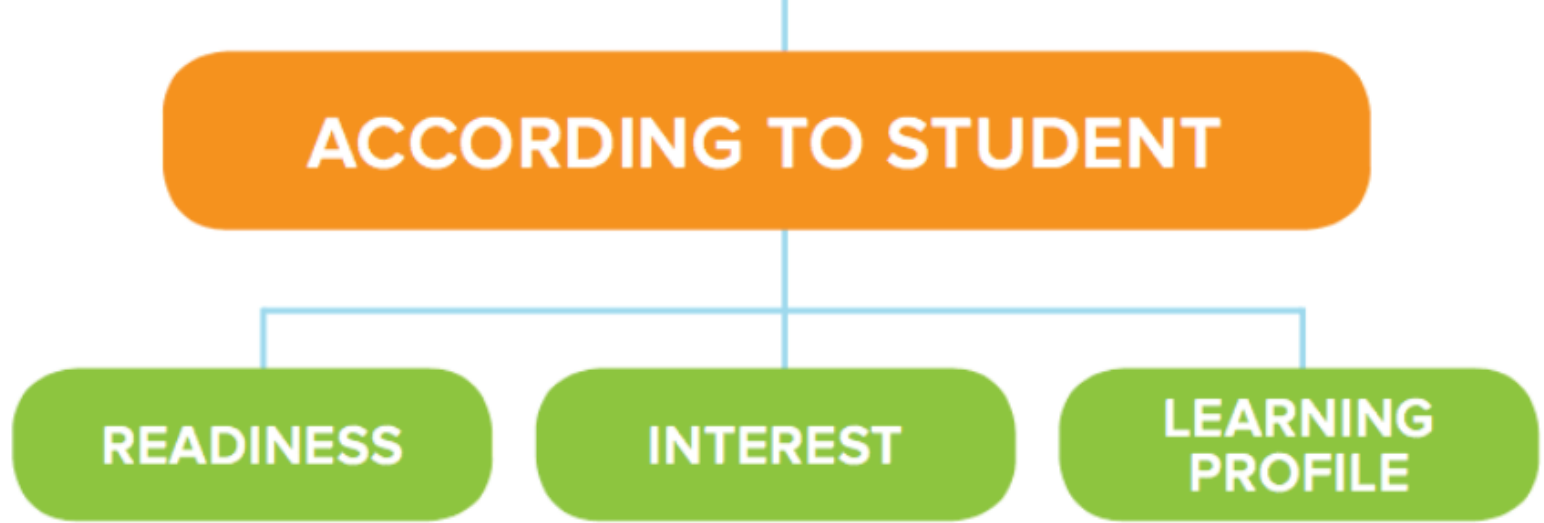
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An Experience...through children's literature

How do we design for inclusion?

Howard Gardener's Multiple Intelligences Theory

ACCORDING TO STUDENT

READINESS **INTEREST** **LEARNING PROFILE**

"Howard Gardner's theory of multiple intelligences, gives us a different framework for teaching and thinking in the classroom, as well as how we think about what people do in life. We rely on lots different abilities to succeed in life. Different people have those abilities differently developed, and using the strengths that we have as a pathway into material actually lets us learn that material more deeply."
Linda Darling-Hammond

How do we design for inclusion?

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Howard Gardener's Multiple Intelligences Theory

ACCORDING TO STUDENT

- READINESS
- INTEREST
- LEARNING PROFILE

Body Smart
Word Smart
Math/Logic Smart
Music Smart
Music Smart
Nature Smart
Self Smart
Group Smart

What is the Environment?

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Howard Gardener's Multiple Intelligences Theory

ACCORDING TO STUDENT

READINESS — **INTEREST** — **LEARNING PROFILE**

Expert Reading...a small jigsaw!

- **Read Article...actively**
- **Make notes**
- **Share with a partner who read the other article**

How do we design for inclusion?

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Howard Gardener's Multiple Intelligences Theory

ACCORDING TO STUDENT

READINESS   **INTEREST**   **LEARNING PROFILE**

Discovering your SMARTS:
A Multiple Intelligence Checklist

Your Name: _____

"BODY SMART"	"MUSIC SMART"
☺ I enjoy sports	☺ I like singing
☺ I like working with my hands	☺ I enjoy listening to music
☺ I understand better when I do "hands on" activities	☺ I find sounds fascinating
☺ I really like acting	☺ I play a musical instrument
☺ I like to move around a lot when I'm working	☺ I sometimes make up my own songs
☺ I prefer sporting programs on television	☺ I often tap my feet or fingers to various rhythms
☺ If you were giving me a present, I would like some sports equipment	☺ My favourite television programs are programs with music and singing like MTV
☺ I love to dance	☺ If you were giving me a present, I would like a music CD
☺ My favourite activities at school are PE and drama	☺ My favourite subject is music
SCORE: ____	SCORE: ____

Take time to redesign and make it YOURS

What is the Environment?

Howard Gardener's Multiple Intelligences Theory

ACCORDING TO STUDENT

READINESS **INTEREST** **LEARNING PROFILE**
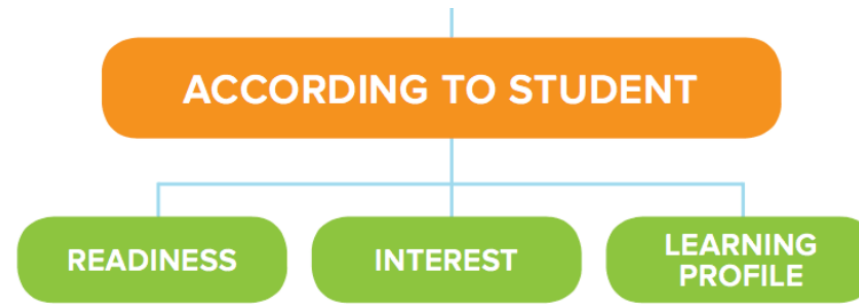
Investigate a Book ~ Fiction or Non - fiction   K.Torrisi

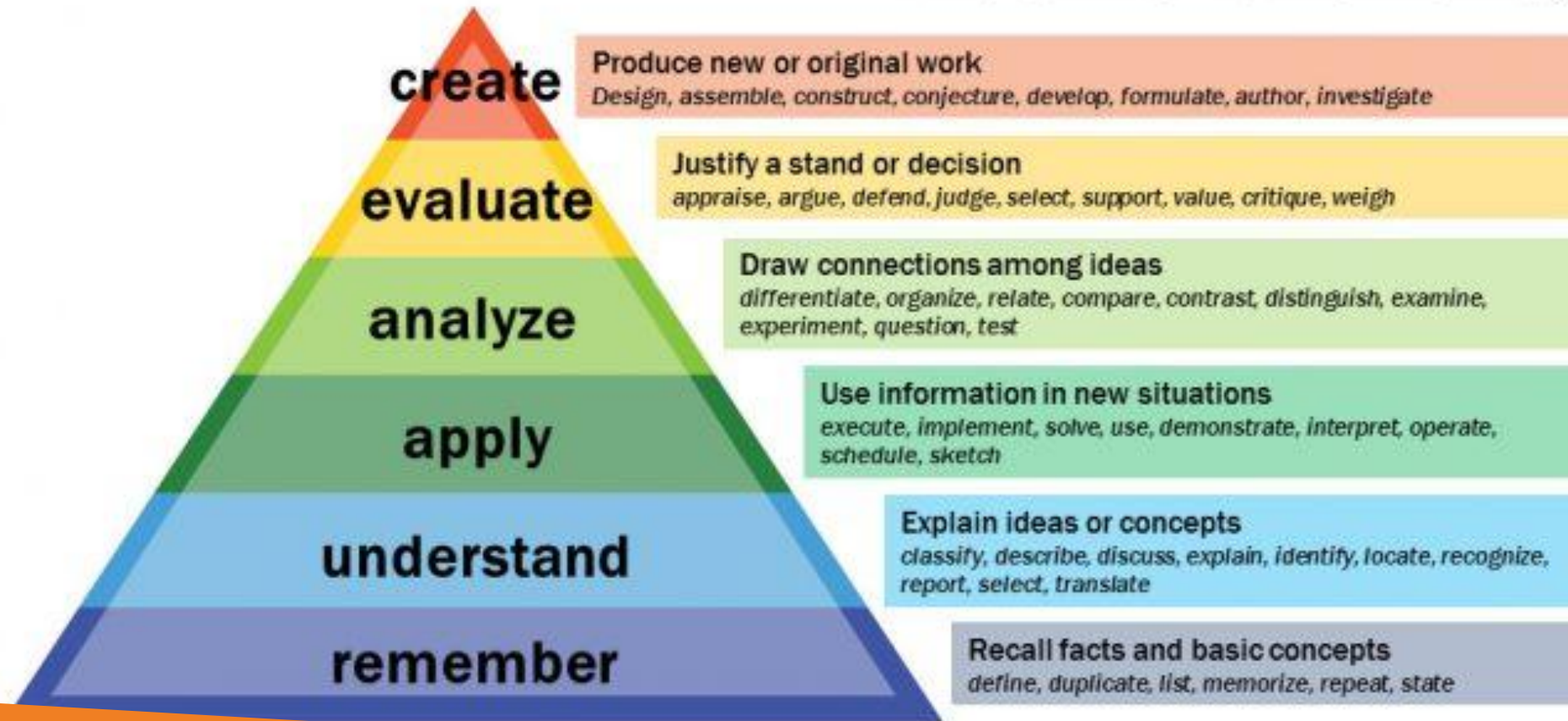|	Word	Logic and Maths	Space and Vision	Body	Music	People	Self	Nature
Remembering	* Write an Acrostic poem using the main aspect of the book. *Make an A to Z list from your book. *Use your white hat and list information about your text.	*Draw a pie graph to illustrate facts from the text. * Construct a timeline relating to your text.	* Make a visual chart of things from your book -Write 5 words to describe them. *Do a drawing of an interesting part of the book.	* Basic mime – happy, sad etc. discuss and model steps for miming. * Move like something from your text. Play statues. *Use your face to create some emotions you may have felt when reading your book, or emotions portrayed by characters.	*Does music play a part in this text? Describe how. *Learn a new song about this topic. *Look for song about the text. *Name sounds you would hear in the text- list them.	*Work with others to make a list of the "Top 5" most important parts of the text. *Tell a partner 10 things you know about your book.	* Write a learning log – what you have gained or learnt from the book. * Draw and write about your favourite part of the book. * Do you already know anything about this book or had any experiences relating to the text. If so, write about them.	* Are there any animals or natural settings in your book? If yes, draw and describe them. If no, could their have been? Draw and describe them.
Understanding	* Retell an interesting part of the book in	* Design a puzzle or maze that presents the main	* Design a bookmark featuring the	* Play charades with names of books you have	* Choose a passage from the text. Read aloud	* Role play an important part from your book.	-Draw a picture about how the text makes you	*Find Photographs in magazines which could be

Let's investigate the richness and potential of using quality children's literature to meet our students' readiness, interest and learing profile

Differentiating according to student readiness, interest and learning profile

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Blooms' Taxonomy

The higher up the pyramid you go, the deeper the thinking!

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

What is the Environment?

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How does this image represent diversity, differentiation and inclusion for you?

Clarifying and defining the terms

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It is assumed that everyone will benefit from the same supports

Individuals are given different supports to make it possible for them to have access

Everyone can have equal access because of the supports and accommodations provided. Systemic barriers have been removed

CLARIFYING AND DEFINING THE TERMS

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In A Nutshell…

Because of DIVERSITY…the differences between students in our classrooms…

Teachers need to DIFFERENTIATE to meet the learning needs of each individual student, as much as possible

The result of effective differentiation practices by teachers is INCLUSION, where each student is part of the whole learning environment…they feel they belong, can have success, grow and blossom!

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In A Nutshell...

DIVERSITY = The Reason

DIFFERENTIATION = The Action

INCLUSION = The result

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Planning for Differentiation...in your context, for your students

Grade/Class: **Number of Students:**

Subject: **Unit or Theme:**

Duration (days...weeks...?):

	Content What will you teach? What do you want the students to learn, know, do, understand?	**Process** How will you teach? How will the students engage in the learning? If you were a student, would you want to do this learning? How can you make it relevant, meaningful and interesting for the learners?	**Product** Why is this learning important? How will the students demonstrate and share their learning? Who will be their audience? How will the learning be assessed? Will there be assessment criteria?
Readiness - Pre-assessment possibilities How will you find out what the students already know? What will you do to establish their prior knowledge?			
Interest -			

Planning for Differentiation

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