Inclusive practices in the primary classroom
When just teaching is not enough…

Anette Igel
Oxford University Press
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Polls

This will be a question about English Language Teaching?

- Nam ius Non Nisi
  - 50%
- Domac Versus, Torbor Sed Egestas Phringilla, Lectus Sam Utiam corpora Neque
  - 33%
- Quisque Odii Urna Mauris
  - 17%
- Nam Placerae Cilium Sed Erald Eferend Vehicula
  - 0%

Total Votes: 12
Hot off the Press

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Let every child shine!

*Shine On* Oxford University Press

Play together, learn together, sing together, *shine together!*

*Shine On!* to nowy, pełen humoru kurs dla klas I-III szkoły podstawowej, stworzony dla grup o zróżnicowanym poziomie językowym.

Oferuje rozwiązania, które pomagają nauczycielowi rozwijać mocne strony ucznia i dają każdemu dziecku szansę zabłysnąć!
Shine On Oxford University Press
Dostępność poziomów

Play together, learn together, sing together, shine together!

2020

2021

2022
**Shine On Oxford University Press**

Najważniejsze cechy

**Play together, learn together, sing together, shine together!**

- **Wszechstronny rozwój poznawczy i językowy**
- **Wzmacnianie procesów pamięciowych poprzez muzykę**
- **Wsparcie i zachęta do pracy dla każdego ucznia**
Inclusive practices in the primary classroom
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An Overview of the Session
In this session we’re looking at:

- What we mean by Inclusive Practice
- Who our learners are
- What they all have in common
- What their needs are
- How to support our learners
- And some practical ideas
Inclusive practice is an approach to teaching that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Inclusive practice values the diversity of the student body as a resource that enhances the learning experience.

What teachers might think

He’s a lost cause anyway.

I don’t have the time to work with that child individually.

He doesn’t listen to me at all.

She should go to a special school. We don’t have the resources.

I want to teach my subject, not be their parent.

I don’t know what to do or where to start.
If I make one child believe in himself or herself again,
I’ve made a first step to help that child.
Who are my learners?
Learners might

• be on the autism spectrum
• have social emotional behavioural difficulties (SEBD)
• have an attention deficit hyperactivity disorder (ADHD)
• be dyslexic
• have learning difficulties
• have a different social and/or cultural background
• ……
Nothing in common?
Difficulties these learners might have

- Short attention span
- Problems creating good relations
- Being boisterous and loud
- Being extremely quiet, anxious
- Distracting themselves and others
- Low self-esteem
- Aggressive
- Withdrawn
- .....
They need a supportive environment that helps them to become achievers.

They need respect and being accepted as they are.

They need clear rules to guide them.

A teacher who shows them that they are valued.

Positive and encouraging feedback.

... but isn’t that true for all learners?!
How can I support my learners?

**R**ecognize the difference

**U**nderstand the reason

**L**earning strategies

**A**ccommodate

**D**ifferentiate

**A**pply multisensory techniques

From a talk by Judit Kormos at Leuphana University Lueneburg, September 2018
Practical Ideas
Positivity, creativity and change
Practical Ideas

- Keep copying from the board to a minimum
- Clear and explicit instructions
- Break tasks into manageable chunks
- Consider time for tasks
- Recognise strengths and raise self-esteem
- Be aware of your classroom setting
- Give them a break!

https://ipsen.iatefl.org/archives/3888
Other tips to help your pupils retain knowledge:

– Provide lots of opportunities for reviewing previous work
– Offer lots of multisensory practice activities
Practical Ideas
Differentiation

Teacher provides answers

Listen instead of reading

Students underline etc instead of writing answers

Just complete odd-numbered questions

Choice of presentation
Summary

- What we mean by Inclusive Practice
- Who our learners are
- What they all have in common
- What their needs are
- How to support our learners
- And some practical ideas
Thank you

For further reading and information

Delaney, M. ‘Special Educational Needs’, OUP
Daloiso, M. ‘Supporting Learners wit Dyslexia in the ELT Classroom’, OUP

https://ipsen.iatefl.org/

igelanette@yahoo.co.uk
Inclusive Practices White Paper

https://tiny.pl/tl8fx
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An Introduction to Global Skills
Create empowered 21st century learners

Speaker: Sarah Mercer

Dates and Times:
13th November 2019, 08:00 - 09:00 UTC
13th November 2019, 17:00 - 18:00 UTC

Learn about the five global skills clusters that prepare students for success in a fast changing modern world, including skills like communication, creativity, citizenship, wellbeing, and more! Create empowered 21st century learners with global skills!
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Registration coming soon

Nick Manthei,
Assessment for learning in primary classroom

21 November 2019, 8-9 pm.