



# Creating the Inclusive Learning Environment

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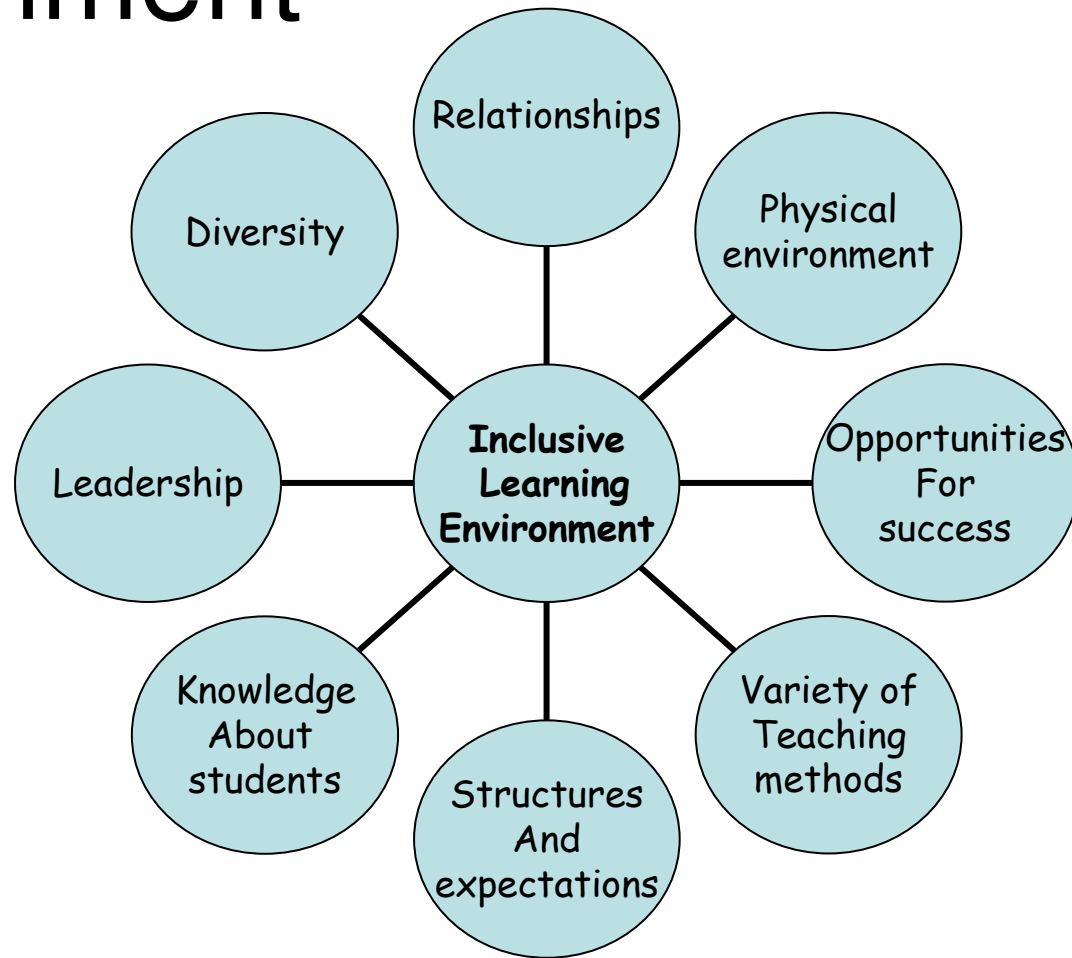
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# Elements of a inclusive learning environment







# Create a positive learning environment

*“When they walk into my room they’ll walk into France. They’ll see, hear, smell and ‘feel’ France. They’ll speak French, they’ll feel French – they’ll almost be French”*



# Improving the physical environment

- **Physical conditions**
  - **Temperature/ventilation/light intensity and glare**
- **Layout?**
  - **How are desks/chairs laid out?**
- **Wall charts, posters etc.**
  - **Provide context**
  - **'How to' posters**
  - **Planning the learning** 
- **Key information**
  - **Words, maps, questions, quotes** 
- **Displays?**
  - **Student work**
  - **Photographs of trips etc**



# Improving the physical environment

- **Music**
  - Before class
  - During group work
- **Affirmation wall**
  - Statements of what students like about the subject
- **Plants/flowers**
- **Books/resources**
  - Available?
  - Appropriate?
  - Differentiated?



# Diversity – How Students Differ

- Ability
- Age
- Ethnicity
- Race
- Gender
- Religion
- Sexual Orientation
- Family Status
- Socio-economic Status (Class)
- Self Esteem
- Physical Appearance
- Educational Background
- Beliefs (political, social, religious)
- Life Experiences
- Home Environment
- Mental Health
- ?
- ?
- ?



# Diversity – How Students Differ

Students, who are the same age, differ in:

- Their readiness to learn
- Their interests
- Their styles of learning
- Their experience
- Their life circumstances/cultural backgrounds



# The Inclusive Learning Environment

## **SOME FACTORS THAT ENCOURAGE LEARNING**

- Risk-free learning environment – mistakes encouraged
- Non-threatening learning environment - practice is the norm, tests the exception
- Encouragement instead of criticism
- Patience instead of threats
- Praise instead of ridicule

## **SOME FACTORS THAT INHIBIT LEARNING**

- Afraid of appearing dumb in front of peers
- Intimidated by peers – feeling of inferiority
- Does not feel safe or supported
- Criticized by teacher or peers
- Ridiculed-being exposed to laughter, mockery etc.
- Possible embarrassment from getting the lowest scores



# Inclusive Classroom Practice

- Lessons starting on time
- Clarity of instructions
- Conversational Approach
- Use of teacher time
- Pace of delivery
- Variety of approaches
  - To accommodate variety of learning styles
  - To respond to a limited student attention span
- Use of classroom support?
  - Peer support
  - Other support



# Orderly Working Environment

- Teach Expectations
- Establish Classroom Routines
  - Manage 'AdminisTrivia' Efficiently
  - Four Steps
- Manage Consequences
  - Positive and negative
- Pre-corrective Behaviour
- Correcting Problem Behaviour
- Classroom Rules



# Pupil-Teacher Relationship

- Pupil-teacher relationships influence the engagement, motivation and behaviour of pupils
- Feelings affect and generate behaviours
- Teachers are powerful and significant adults in students' lives
- Feelings and behaviour do affect learning potential



# Developing relationships with individuals

## 3 Essential Qualities

### 1. Empathy

Enables one to see the problem from other's point of view

### 2. Congruence

About being 'oneself', being genuine, not assuming you have all the answers

### 3. Positive regard

Having a non-judgemental regard for others – can disapprove of the action but accept people as they are = crucial in building a sense of trust.



# Building Relationships...

Students value the following qualities in their teachers:

- Fairness
- Consistency
- Listens
- Good control



# Some strategies used by teachers to welcome students and create a good atmosphere

- Greet them by their name as they enter
- Alternatives to answering name for roll call
- Have a brief general conversation before class commences
- Use music as they enter turn it down when ready for class to begin
- Start with a prayer
- Start every class as if it's the first – clean slate



# Some thoughts for Management

- Communication structures
- Rules re physical environment?
- Accommodate physical rearrangement of desks?
- Provision of own classrooms/shared rooms?
- Resources
- Time to share/develop ideas
- Clarity re school structures – rules, routines etc.



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