

Inclusive Teaching and Learning: A Vision for Inclusive Teaching (transcript)

DANIEL: I think for me, what inclusive teaching would look like, is a situation where children, once they arrive into the school system, are taken as individuals and not as groups. So that we don't have teachers doing ability grouping rather than individualising teaching according to the needs of each child.

I would also like to see a situation where there is evidence of adequate preparation for each topic for each child. I would also like to see a situation where materials are not made for groups. We have got materials made for individual students according to their ability levels, according to their needs, as they come into the school system. So that when you are doing activities at the classroom level, you have got materials adapted or made according to the level of each child.

I would also like to see a situation where evaluation of children is done according to objectives that were set for individual children. That is the kind of inclusion I would like to see. Rather than having an evaluation of children that is based on a norm. It should be criterion-based assessment that this child [INAUDIBLE], these are their levels. Academics, these are their levels when it comes to behaviour needs, these are the levels according to maybe any other criteria. And this is what we expect them to achieve at the end of the term. So evaluation should be learner-based rather than group-based.

When it comes to content, I expect teachers to be able to adapt content. That is the kind of inclusive classroom setup that I would like to see. Above all, I would like to see a teacher prepared or rather trained, to be able to welcome everybody into their classrooms. A teacher who should be able to welcome a child regardless of their [AUDIO OUT] into that classroom. That one is supreme, because then it sets the classroom climate for children to be able to be comfortable.