

4. Thinking about your teaching; creating an inclusive classroom



What can you do as a teacher to help all children feel included and learn effectively?

Ask yourself these questions:

When planning and preparing lessons, do you ...

- take account of pupils' interests and experiences?
- plan to use a variety of teaching methods?
- think carefully about the seating arrangements for pupils?

In your lessons how do you ...

- ensure that the pupils understand the purposes of activities?
- encourage all pupils to speak during the lesson (especially the quiet pupils)?
- identify which pupils are experiencing difficulties?
- expect pupils to sometimes work in pairs or groups?

When you are teaching, do you ...

- address all pupils by their name?
- encourage pupils to take responsibility for their own learning?
- give pupils constructive feedback as they work?
- make sure that pupils feel they are able to ask for help?

As part of your work as a teacher, do you ...

- have established rules for classroom behaviour, including taking turns to speak and listen, that have been agreed between you and the pupils?
- actively discourage bullying?
- make yourself available for pupils to talk to privately?

When planning how to set out your classroom, do you ...

- consider how you might change things to help pupils with disabilities?
- discuss with other teachers how they set up their classroom to help the participation of pupils with physical, intellectual, hearing or visual impairments?
- look around other classrooms for new ideas to improve your own classroom set-up?
- talk to pupils with and without disabilities about what makes the classroom comfortable/uncomfortable, accessible/inaccessible, easy/difficult to learn in?



Task: Now choose one question where you answered 'No' and make a change in how you work. Discuss this with other student teachers and fellow teachers.

Reference:

Adapted from: UNESCO/International Bureau of Education (2016) *Reaching out to all learners: A Resource Pack for Supporting Inclusive Education*, Geneva: IBE-UNESCO
<http://unesdoc.unesco.org/images/0024/002432/243279e.pdf>

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