**Inclusive Teaching & Learning**

**Week 1 Activities/ Responses**

Activity 1.1 Feeling excluded Allow approximately 30 minutes for this activity

 • Think about any times when you have felt excluded (this could be as a child or as an adult).

 • By whom were you excluded? Why were you excluded? Where were you excluded?

 • Write the **different examples on a mind map, including the situation and why you felt excluded.**

**Response**: My Personal Experiences of Exclusion Through My Life

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| **Time of Exclusion** | **Where I was excluded** | **Who excluded me** | **Why I was excluded** |
| Child | Among family | Relatives | My parents did not associate with them often but when we did I was treated like an outcast |
| Child | Ballet Lessons | Instructor | Colour of my skin was not light enough, she said I didn’t belong  |
| Adult | Doing my undergraduate degree | Classmates/ Instructors | Age Difference – I started my studies late, most of my peers were in their early twenties when I was in my mid thirties at the time |
| Adult | Work | Colleagues | It seemed that it may have been envy since I was an overachiever in my field/ performance and they thought I was showing them up  |

• Reflect on how this made you feel. Share an example on the Week 1 forum and read at least two other posts.

**Response:** Reflection on how it made me feel

I am an only child, rejection and alienation became common to me. At first it made me feel rejected and sad but I turned it into a positive through reading and keeping busy through sports, music and art. I still experience it in the workplace but It doesn’t bother as much, probably 1% but then I obliterate out of my mental psyche and keep moving forward.

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| **Time of Exclusion** | **Where I was excluded** | **Who excluded me** | **Why I was excluded** | **Categories** |
| ME - Child | Among family | Relatives | My parents did not associate with them often but when we did I was treated like an outcast | Physical/ social |
| ME - Child | Ballet Lessons | Instructor | Colour of my skin was not light enough, she said I didn’t belong  | Physical/ social |
| ME - Adult | Doing my undergraduate degree | Classmates/ Instructors | Age Difference – I started my studies late, most of my peers were in their early twenties when I was in my mid thirties at the time | Physical/ social |
| ME – Adult | Work | Colleagues | It seemed that it may have been envy since I was an overachiever in my field/ performance and they thought I was showing them up  | Physical/ social |
| AdditionalME - Adult | Mathematics | Classmates/ Instructors | I struggled a lot with this subject in high school and studies for my undergraduate I felt stupid | Academic |

Activity 1.2 Feeling included. Look back at your mind map for Activity 1.1:

• Think about the situations where you felt included and note down why you felt included?

• What did other people do to include you? Now think about the children in your class who might be excluded and make a note of:

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| --- | --- | --- | --- | --- |
| **Time of Inclusion** | **Where I was included** | **Who included me** | **Why I was included** | **Categories** |
| ME - Child | Family Hike | My Aunt | She loved kids and inclusion | Physical / social |
| ME - Child | Family – Birthday Party | My Cousins | We had a good relationship with each other | Physical/ social |
| ME - Adult | Student Group at post-grad academic course | Colleagues | Course promoted learning to work in groups | Social/ academic |
| ME – Adult | Work | Boss | She needed my skills and experience | Social/ academic |

Activity 1.3 Experiences of exclusion and inclusion in education

Watch and listen to the first minute of Frederik Haga from the Kenyan Ministry of Education talking about the new education policy for inclusion in Kenya.

Once you’ve done this, respond to the question below in your study notebook. https://www.cbm.org/news/news/news-2019/cbm-helps-kenya-implement-its-newinclusive-education-policy/

• What do you think would have helped Frederik Haga to be included in education?

**Response:**

Introducing kinesthetic, sound, taste and other sensory supports and braille language could have been used in laddering learning activities. Teacher training in response to teaching those students with vision impairment would have helped as well

 Now read the blog below about Senzo. Senzo was described as having a barrier to learning, but he was included through some simple adjustments to teaching. <http://www.included.org.za/news/barriers-learning/>

Summarise the adjustments that were made to support Senzo’s learning

**Response:**

Fine motor skills based activities were introduced to strengthen his skills

Peer-Peer Learning applied to reduce distraction and increase focus, attention and social skills

Laddering or scaffolding learning activities to match Senzo’s ability and progress at his pace of learning

Activity 1.4 Introduction to the Wave model of intervention

This slide cast summarises the ‘Wave model of intervention’ as a way of thinking about inclusive education from Sarton and Smith.

**Response:**

My reaction to the Wave Model replicates the RTI Response to Invention Approach in all 3 levels

One thing stood out to me in the content, and that is in order for Inclusive Education to be successful it is operating on the assumption that this “ model proposes that the first level toward good inclusive practice is ensuring that all teachers are teaching to as high a standard as possible using well-founded pedagogical principles, including differentiating work to cater for a variety of needs” and here lies the problem.

In my school context in my country, we first have to address the negative mindset of teachers accepting the concept and initiatives of inclusive education before teaching can take place. Then, we would have to work on the willingness and the quality of training needed to employ inclusive teaching that would ensure quality is being achieved

Activity 1.5 What does the Wave model of intervention mean for you?

**Response:**

The Wave Model of Intervention means a structured, systematic approach to addressing intervention and support in a strategic manner in encourage and achieve more meaning results in attitude and performance of those involved.

Are you familiar with the definitions of inclusion and disability the authors give?

 Is there anything you would add?

**Response:**

**“***The authors use ‘inclusive education’ to mean education that does not exclude anyone – be it on grounds of disability, language, gender, class, ethnicity or any other barrier that prevents a child from accessing, participating and engaging in education and the benefits thereof*”

I am familiar with the definitions of inclusion and disability given by the authors but I would like to add provide opportunities where meaning learning, growth and development holistically can be achieved in each child.

How do the ‘3 waves of intervention’ link to ‘universal’, ‘targeted’ and ‘specialist’ provision?

**Response:**

The 3 waves of intervention link to ‘Universal’ is through Wave 1 via whole class or group work engagement and participation in interventions.

The 3 waves of intervention link to ‘Targeted’ is through Wave 2 via targeted work through partnership-based activities like clubs and extra-curricular activities, buddy systems and peer pairing working activities.

The 3 waves of intervention link to ‘Specialist Provision’ is through Wave 3 via one-one intervention with specialists, assistive technological supports and services such as speech and physiotherapy etc.

When/how could you make more use of group or paired work in your lessons? What sort of learning aids could you provide?

**Response:**

Group, peer pair and individual work can all be integrated into the class’ whole school activities but in a structured, systematic manner aligned with the lesson’s objectives for the day

Learning Aids can be charts, flash cards, signs, songs, videos, comic strips, games, manipulatives, lego, lists, visual/ symbolic/ picture guided instructions, brain breaks, alternative worksheets and variety of activities to engage in as incentives.

What are the differences between Wave 1 and Wave 2 intervention?

**Response:**

The difference between Wave 1 and Wave 2 interventions are that with Wave 1 intervention begin as a whole class in bigger groups whereas in Wave 2 interventions operate in smaller groups or pairs with targeted objectives to be achieves with supports from school partnerships.

What changes are needed to make the Wave model work?

Response:

The changes needed to make the Wave Model work can be:

Consistent communication via exchange and sharing of ideas and constructive criticisms

Structured and systematic planning for content delivery, engagement, assessment and reflection

Promoting Inclusion awareness and building an inclusive school ethos on the staff team, student population and parents’ groups and partnerships

Contribute a short post summarising your thoughts on the Wave model of intervention and how you might use any ideas from the article.

**Response:**

I think the Wave Model if used appropriately can prove to effective in applying effective intervention strategies. I would be more constructive and creative in my planning and organizing skills when applying the Wave Model in my respective environments where I interact with both teachers and students

Activity 1.6 Involving all Allow approximately 20 mins for this activity.

1. Watch the first 45 seconds and note down the key strategies for inclusive practice identified.

**Response:**

Completed

 2. Watch between 8.04 -10.50:

What strategies do these teachers use to include children with learning disabilities?

**Response:**

Some of the strategies used was 1. Having the students work in groups; 2. Using teaching/ learning aids and resources in lesson delivery and 3. Learning to interpret, understand and answer questions

3. How do the strategies used in this school compare to the recommendations of the Wave model from Sarton and Smith (2019)?

**Response:**

These strategies used in the schools in comparison to the recommendations of the Wave Model align and support each other. However, in reality, these strategies are not easy to adopt and apply in some schools due to constraints as space, staffing, available resources and collaboration of teachers

**Reflection point**

Think again about children in your class who might be excluded in some way.

How might some of the teaching strategies identified in the Wave model and the video help them to be included?

**Response:**

There is an urgent need to create and foster an inclusive ethos among all stakeholders that being the students, parents, teachers, school staff and the corporate and community partners in the society. When all parties are engaged and moving towards achieving the same goals this can be achieved

Activity 1.7 Inclusive principles in practice

1. Read the Case Study 1: ‘Visual impairment’. In your study notebook note down all the things that were done to support Molly. Divide them into three Wave groups of intervention.

**Response:**

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| --- | --- | --- |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Seating location to front | School fundraisers | Visual Impaired Specialist introduced |
| Ask peers to support | Print copies of work in large print |  |
| Write clearly and large enough on the board | Involve partners such as:- parents to check on her work- get her teacher on board through awareness and intervention strategies |  |
| Revise lesson delivery to foster more question and answer discussion among peers | Get a medical/ clinical diagnosisAssistive apparatus via magnifying glass to assist with reading |  |

1. Reflect on your experience as a learner this week.

**Responses:**

 • *How have the activities helped you to understand new ideas?*

I had a better understanding of the Wave Model and its levels in the school environment

 *• How have the activities helped you to feel valued and included?*

The activities assisted via exploration of variety of content delivery and content required

• *What has helped you to feel part of a learning community?*

We share the same issues and challenges regarding inclusive education