CONTESSA
Contemporary Teaching Skills for South Asia

Co-funded by the Erasmus+ Programme of the European Union

MODULE 4
EMBRACING THE DIFFERENCES: PEDAGOGIC APPROACHES TO DIVERSITY, HETEROGENEITY AND SPECIAL NEEDS

4.2 TEACHING AND LEARNING IN DIVERSITY: PREPARATION, REALIZATION, ASSESSMENT

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Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity and Special Needs. Teaching and Learning in Diversity: Preparation, Realization, Assessment.

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Introduction

What is the CONTESSA course?

The CONTESSA course is one of the results of the "Contemporary Teaching Skills for South Asia" project co-funded by the Erasmus+ Program of the European Union. Its aim is to be a contribution to establishing successful teacher education programs for primary teachers, particularly in Cambodia and Sri Lanka, which will create a long-lasting positive impact on the overall educational systems.

It is increasingly important for successful educators to stay up-to-date with contemporary skills and methods to use inside and outside of the classroom. The CONTESSA course therefore offers five carefully selected modules, each of which contain three focuses aimed at the development of contemporary teaching skills. The modules and their focuses are as follows:

Module 1. Building Blocks of Primary Education
1. Twenty-First Century Teaching and Learning
2. Lesson Planning and Methodological Skills: Concepts, Tools and Application
3. Designing Learning Environments

Module 2. Excellence in Teaching: Profession-Specific Competences of Primary School Teachers
1. Teaching Comprehension: Roles, Tasks and Functions
2. Assessing Learning Results
3. Pedagogical Professionalization

Module 3: Learner-Centered Primary Education: Enhancing Co-Created Learning Processes
1. Individual Development and Problem-Solving Skills
2. Lifeworld-References and Future Prospect
3. Self-Determination, Empowerment and Self-Efficacy

Module 4: Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity, Special Needs
1. Inclusive Pedagogy: Approaches and Strategies
2. Teaching and Learning in Diversity: Preparation, Realization, Assessment
3. Diversity-Sensitive Classroom Management

Module 5: Digital Teaching and Learning
1. E-Pedagogy and Digitally Enhanced Learning Environments
2. Digital Media and Technology: Tools and Formats for Educational Purposes
3. Online-Based Lesson Preparation and Conduction

Upon completion of this course, participants will be able to implement newly acquired contemporary teaching skills, engage all students in classroom activities and learn new ways to help students reach their full potential.

Who is the CONTESSA course for?

The "Contemporary Teaching Skills for South Asia" project aims at promoting contemporary teaching skills for pre-service and in-service teachers working in primary schools. The following document is specifically adapted for pre-service teachers.

Furthermore, the CONTESSA course is available for anyone interested in staying up-to-date with contemporary teaching skills.

This is the English version of the CONTESSA course. Material is also available in Khmer, Sinhala and Tamil.

What is the structure of the CONTESSA course?

As mentioned before, the CONTESSA course consists of five modules, each worth the equivalent of 3 ECTS. Ideally, the modules are all used together since individual modules refer to other modules, but they are also designed in a way that each one can be used on its own.

Each module contains three thematic focuses and documents are available for each focus. This makes a total of 15 documents available in the CONTESSA course. Each document contains a theoretical introduction to the focus, followed by practice exercises based on the theory. **STEP 1 – THEORY –** is meant as a revision of what has been read in the theoretical introduction. Practice exercises check the comprehension of the text to make sure that the underlying theory has been understood. **STEP 2 – EXPERIENCE –** offers examples of real teachers and how they practically implement the theory explained in the theoretical introduction. These examples are again connected to practice exercises which are meant to allow for the application of the previously learned theoretical knowledge. **STEP 3 – (SELF-)REFLECTION –** includes reflection questions based on each focus. **STEP 4 – PRACTICE –** is the final STEP where a teaching project is created based on what has been seen before in STEPs 1 and 2.

The practice exercises in STEPs 1 and 2 can be directly completed in this document. STEPs 3 and 4 are part of a separate portfolio document which has to be created by each individual. A template for this portfolio is available as a separate document.

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1 PREPARING AN INCLUSIVE LESSON

A teacher's work starts long before entering a classroom and ends long after exiting it. The actual teaching only takes up a small part of a teacher's job. In order for it to be successful, time and effort have to be put into its careful planning. In an inclusive classroom, this means that the lesson planning has to be prepared in a way which allows for learning environments supporting and encouraging learning for every single student instead of just the majority; the inclusive school stipulates that every child is competent at his/her level. This assumption also supports the display of current individual learning starting points.

For all children in the inclusive, **learning-friendly**, heterogeneous learning group, the **competences** of the indispensable core curriculum, for which adults are responsible, are relevant: These are the basic learning areas of reading, writing, arithmetic and geometry, as well as social learning, social sciences, technology, natural sciences, sports, music and art. However, it is imperative that the fundamental content in the areas mentioned is fanned out in stages. Each subject should be designed in a way that it starts with the most elementary competences at the base, which then builds up to highly differentiated competences. Graduated competence grids of this kind do not depict children's learning paths in a simple way, as children acquire knowledge and skills in very different ways and in very different tempi and modes. They offer teachers subject-specific models of the central learning objects in heterogeneous learning groups. At this point, it becomes clear that educational standards for inclusion are fundamental, namely in the model of progressive, tiered standards that provide every learner with a suitable entry into the subject area based on the individual learning starting point. (Prengel, 2013)

Learning-Friendly: Children have the right to learn to their fullest potential within a safe and welcoming environment. The aim is to improve each child's participation and learning in school, rather than concentrating on the subject matter and examinations. (UNESCO/Booklet One, 2015, p. 4)

Competence: The quality or state of having sufficient knowledge, judgement, skill, or strength (as for a particular duty or in a particular respect). (Merriam-Webster Dictionary, n.d., online)

1.1 The Planning Pyramid

One possible competence grid is the 'Planning Pyramid' (Schumm, Vaughn, & Leavell, 1994). Picturing the body of the pyramid, it is divided into three layers: The base consists of competences which all students should acquire and therefore "contains the largest volume of material" (Gould & Vaughn, 2000, p. 365); followed by competences which should be acquired by most students but not all of them in the middle part; and on top the smallest layer, competences are acquired only by some students.

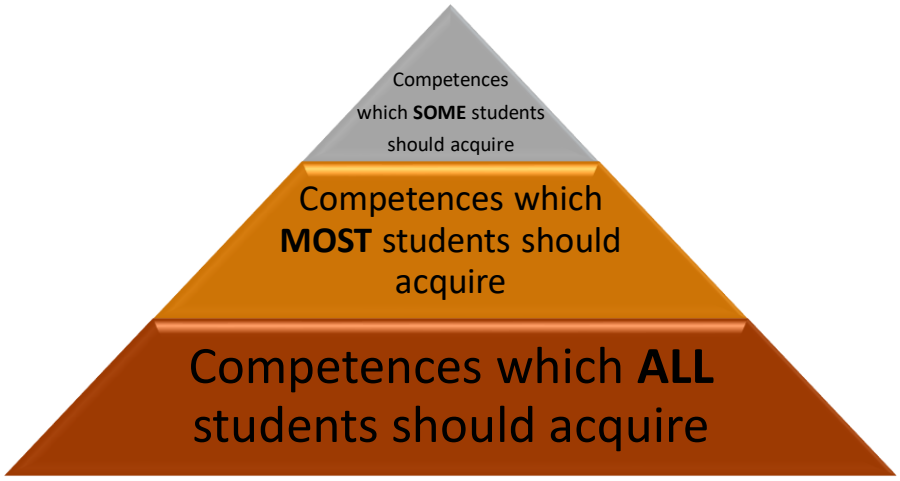

Figure 1: Planning Pyramid[1]

Most schoolbooks and curricula are designed in a way that they cover an amount of information which cannot be taught sufficiently. In the preparation phase, teachers thus have to make a decision about which competences are crucial for every student to develop in order to learn successfully: "The goal is for teachers to think about the most important ideas or concepts and to develop instructional procedures that provide opportunities for all students to extend their knowledge of these ideas and concepts." (Schumm et al., 1994, p. 611) These **concepts** are presented in a more general and broader way. Additional, more detailed information is then part of the medial layer: "The medial part of the

Concept: Something conceived in the mind [...] An abstract or generic

Pyramid represents the information considered to be next in importance for the understanding of the content/concepts of the lesson. It can include additional facts, extensions of base concepts, related concepts, or more complex concepts." (Schumm et al., 1994, p. 611) The teacher assumes that these concepts are still grasped by the majority of the class. Only in the top layer is the teacher aware that only a limited number of students will learn what is being taught. Therefore, it is not crucial for the development of primary competences but only forms additional, secondary information. (Schumm et al., 1994)

idea generalized from particular instances. (Merriam-Webster Dictionary, n.d., online)

Keeping in mind the inclusive approach to teaching and learning, the three layers of the Planning Pyramid must not be confused with the **abilities** of single students: Every student must have access to all three layers. Depending on prior knowledge and interests, a student who might develop competences from the top layer in one competence area, might not do so in a different one. (Schumm et al., 1994) The Planning Pyramid is meant as a visualization tool displaying basic competences crucial for everyone to develop with the knowledge that further aspects can be additionally offered. It is meant as a structuring model to support learning processes; it does not categorize the children but it instead categorizes the competences they need to acquire. This allows the teacher to identify where to place emphasis and also to find different ways of teaching these crucial basic competences, or how one teacher explains: "'I spell out and show them alternate ways to learn absolute necessities […] It reminds me of what is important and to place my efforts and evaluation in that priority.'" (Schumm et al., 1994, p. 614)

Ability: The mental or physical power or skill needed to do something. (Cambridge Dictionary, n.d., online)

As an alternative to the Planning Pyramid, teachers can also use a Three-Column Table. This table includes each student's name, the learning task, and necessary adaptations for each individual student in order for them to successfully complete the learning task. This Three-Column

[1] Adapted from Schumm et al. (1994, p. 610).

Table can also be used in addition to the Planning Pyramid. (Conderman, 2011)

The advantage for students is that their teacher makes clear what they absolutely need to learn and know, which is an important aspect when planning a lesson since

> [it] may be obvious to you why you have given students a particular activity or assignment, and how it will be evaluated. But for some students, this is not at all clear. To make your classroom inclusive to all […] try to be as transparent as possible with your students about *what* you are asking them to do, *why* you are asking them to do it (e.g. what will they learn from it), and *how* you will evaluate their work. (Sanger, 2020, p. 44)

1.2 Planning Steps for an Inclusive Lesson

- Think about the specific lesson and the necessary competences. Use the Planning Pyramid to decide which competences are necessary for everyone in the class to acquire, which competences should be acquired by most of the class, and which competences are additional for only a few more interested ones. Establish **learning objectives** for each of the pyramid's layers.
- Think of your individual students and which problems may arise when teaching. For each student, you should consider his/her (learning) conditions and requirements: What kind of material/method do I need to offer student A in order for him/her to develop certain capacities? Student B has prior knowledge on the lesson's content. How can I incorporate student B and his/her knowledge in a pedagogically meaningful and efficient way? Do all of my students have the vocabulary they need to understand the concepts to be taught? Also, ask yourself if learning materials are accessible to everyone. Scissors for right-handed students, for

In education, **learning objectives** are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. (The Glossary of Education Reform, 2014, online)

example, are difficult to use by left-handed students (Carey, 2016). All in all, create a cooperative and appealing learning environment which involves all students.

- Identify material which can be helpful in each pyramid layer to enhance the probability that the competences from the bottom category are acquired as best as possible by every student. Ask yourself: Will student C, who has a reading difficulty, be able to learn the concept independently if only provided with a text? Do I need to offer additional, non-text material, for student C to acquire the necessary competence? Can I bring in hands-on material such as stones or sticks to learn about their mathematical shape, seashells or feathers for art projects, or seeds from different plants to study their growth? Use a "[v]ariety of materials for all subjects such as math materials made from newspapers, or posters and puppets for language class" (UNESCO/Booklet One, 2015, p. 7).
- "Lessons need to be structured around 'big ideas' rather than unconnected pieces of information. In this way, children have an umbrella under which they can fit new information with what they already know. A big idea can be something like 'water is important to life,' and the topic could be 'today we will learn how to keep water clean.'" (UNESCO/Booklet Four, 2015, p. 15) In line with the pyramid, structure your lesson gradually from simple to more complex, from a broader perspective to a narrower one, and from tangible and concrete examples to more abstract ones. Present the activities in small and subsequent portions.
- Decide how the individual progress of your students towards successful and independent learning will be monitored.

(Schumm et al., 1994; Gould & Vaughn, 2000).

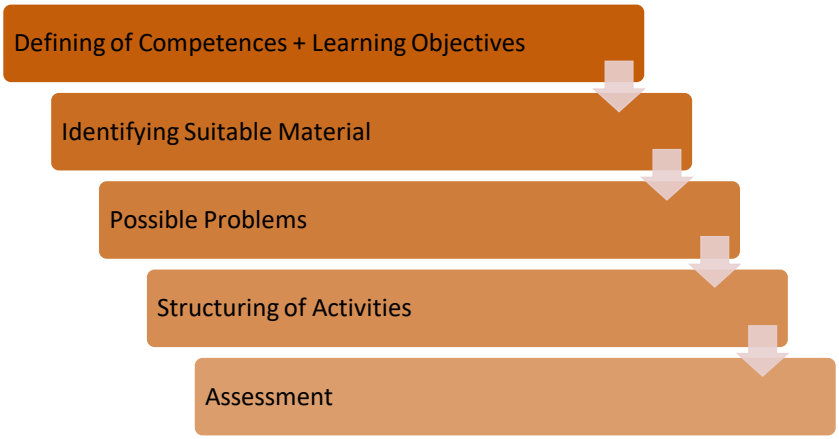

Figure 2: Planning Structure

2 TEACHING IN THE DIVERSE CLASSROOM

As seen before, inclusive education means that the needs of every single student are considered. Diverse backgrounds are regarded as an enrichment since every student arrives in the classroom with his/her individual strengths, which can benefit other learners. A student might have profound prior knowledge of a certain content area, which can be used by the teacher to either introduce the topic or pair this student with another student who has less prior knowledge on this specific topic. It has also been stressed that the teacher has to reflect on the individual students and how his/her teaching can meet the individual's needs. "[Student] readiness levels, interests and learning profiles" (Tichá et al., 2018, p. 107) are some aspects which have to be considered when choosing a pedagogic teaching strategy.

In the following, different strategies for teaching and learning in diverse classrooms will be presented.

2.1 Diversify your Teaching Techniques and Formats

In line with the Universal Design of Learning (UDL) approach presented in Text 4.1, teachers should consider multiple means of engagement, of representation, and of action/expression:

> When designing lessons, consider what barriers might exist for different types of learners in accessing and processing information in your class. How would students with less familiarity with your language, cultural references, or pedagogy engage? How might students with vision impairment, or attention deficits encounter your class? (Sanger, 2020, p. 46)

The following examples offer strategies for multiple means of **representation**:

- If your primary delivery method is visual, consider complementing that with verbal information. Provide verbal descriptions while projecting pictures […] and/or ask students to describe in words or in writing what they see and what it means. This will deepen all students' comprehension of the ideas you are trying to convey and give them practice in visually processing information. And for students with vision impairment […], listening to peers describe the visual materials will help them understand the content even if they cannot process it visually the same way as their peers. (Sanger, 2020, p. 46)
- Consider combining text and visuals. Children with mental disabilities can often cope with simple tasks that are embedded in a familiar and objective world, but when removed from reality, they find problems with encoding the task in symbolic form. They may well need to go back to concrete examples or for the teacher to translate to and from the natural and symbolic situations. According to Schmit Alper, Raschke, and Ryndak (2000), the combination of

Multiple means of **representation**: show a picture; draw on the blackboard; show a video; show a model; share your own experience and the experiences of the students; let students guess; offer a written summary; offer the necessary vocabulary, syntax and structure; oral storytelling; invite a guest speaker. (Johnstone, Avagyan, & Marutyan, 2018)

visual cues with verbal instructions can be even more powerful. Healy, Aram, Horwitz, and Kessler (1982) found seminal findings according to Schmit et al. (2000) where the students were successful at comprehending sentences when pictures were available as cues. Many children with mental disabilities demand additional materials and support to make their ongoing learning successful.

- Let students choose from different learning materials varying in format (e.g., text, picture, audio, visual) and level. (Jordan & McGhie-Richmond, 2014)
- "Use blocks, models, and other objects to teach mathematics, which taps into children's fine motor skills and their visual understanding." (UNESCO/Booklet Four, 2015, p. 20)
- Differently shaped objects help children understand volume, dimension, and geometry. These objects can include cubes, pyramids, rectangular blocks, cylinders, and other shapes carved from wood or made by folding thick paper. Ask groups of children to explore the school and its environment to discover the range of shapes that are used in everyday life. (UNESCO/Booklet Four, 2015, p. 62)

The following examples offer strategies for multiple means of **engagement**:

- Use less whole-class, teacher-directed instruction. (Moore, Gilbreath, & Maiuri, 1998)
- Before starting a new topic, you need to ask all of your children what they already know about the topic. Asking this question will help children to relate to the topic, if it is a familiar one, and help them to understand and learn more quickly. Much of their knowledge may have been learned outside of the classroom, such as in their homes and communities. This information will help us to link what they already know from everyday life to what new knowledge we are trying to teach them. Moreover, some children may be "experts" on

Multiple means of **engagement**: students work in teams/with a partner; students share personal stories; students work on jigsaw activities; students try out concepts; students self-assess their engagement; students assess their classmates; students can decide on the form of engagement themselves. (Johnstone et al., 2018)

certain topics, such as fishing or growing vegetables, and these children should be given opportunities to present their knowledge for the benefit of others in the class. (UNESCO/Booklet Four, 2015, p. 126)

- Let children learn by "actually doing activities and gaining experience" (UNESCO/Booklet Four, 2015, p. 5). The activities the children engage in are ideally connected to their practical everyday life experiences. By creating a connection between possibly abstract concepts to real-life experiences, a deeper understanding can be guaranteed, which in turn can be better retained to be used in later life. (UNESCO/Booklet Four, 2015) "In all cases, the content remains the same, but students can work with it in different ways." (Johnstone et al., 2018, p. 17)
- For elementary school students, play offers significant opportunities for both social and cognitive learning. Circle games, rule games, interactive games, educational games, cooperative games, fair competition games, movement games, free play and theater games can be included into an inclusive lesson. (Prengel, 2013)
- Write out the words of a song that children already know or can learn quickly. See who can guess which words are which. New words can be introduced within a song that children already know well. Singing is an important part of learning because it aids children's breathing; builds vocabulary, rhythm, and rhyme; and develops solidarity within the class. (UNESCO/Booklet Four, 2015, p. 14)
- With the children, label objects around the room with the names that we give them (in the language or languages that the children use), for instance, desk, chair, children's names on desks, chalkboard, numbers grouped with objects, etc. Which children can associate the objects with the words that stand for them? (UNESCO/Booklet Four, 2015, p. 14)

The following examples offer strategies for multiple means of **action/expression**:

- When it comes to asking and answering questions, give students the opportunity to respond in different ways. They might do so orally or in a written form. Sign language or the use of visuals in the form of drawings can also be considered. Some students might feel more comfortable presenting their ideas individually, others might prefer a conversation with the teacher or another classmate. "The main idea of flexible means of response is that students can demonstrate knowledge in a way that is best for them." (Johnstone et al., 2018, p. 18)
- We need to ask good questions to allow students to explain their ideas. Rather than asking questions that require a 'Yes' or a 'No' answer only, we need to ask open-ended questions to allow children to express their views, ideas, and opinions; for instance, we can ask questions that end with 'what do you think?' (UNESCO/Booklet Four, 2015, p. 15)
- Invite children to talk about (or write about) ideas and processes in mathematics, which links their verbal thinking to understanding mathematics concepts; ask children to draw pictures for the stories that we read to them, which connects their visual thinking to the words and events in the story; guide children in making maps of the area around school, which links their experience of movement in space to visual and mathematical concepts. When children survey their community, identify problems within it, and use their skills cooperatively to suggest solutions to these problems, they are learning how to apply what they learn in school. Apart from being good education, this process helps the community to understand the work of the school, and they may be more motivated to support the work of teachers […]. (UNESCO/Booklet Four, 2015, p. 20)

Multiple means of **action/expression**: oral reporting; written form (essay, poem, song…); note-taking; small group conversation; student-teacher conversation; presentation to class (Johnstone et al., 2018)

2.2 Encourage Cooperative Learning

Cooperative learning occurs when children share responsibility and resources, as well as when they work toward common goals. The development of cooperative group skills involves time, practice, and reinforcement of appropriate behaviours. The teacher plays an important role in establishing a supportive environment, one in which children feel they can take risks, and an environment where all children's opinions are valued.

Cooperative group work can help all learners by increasing their understanding and promoting enjoyment and positive attitudes towards work and about themselves. But in order for ALL children to benefit from cooperative group activities, they need opportunities to develop a variety of skills and roles. […] If some children continually dominate discussion time, other children [might] miss out on opportunities to express their ideas and clarify their opinions. […]

[In inclusive settings it] is important to inform parents of changes in teaching and learning approaches. They can also help with producing visual aids or games, for example, so that they understand what the teacher is trying to do [and support their children accordingly].

Cooperative skills can be most effectively developed within meaningful contexts. Activities that are open-ended and require divergent thinking (such as problem-solving tasks) are particularly suitable for developing cooperative group skills. […]

- Cooperation enables learners to work together, as well as share responsibilities, materials, roles, and learning opportunities.
- Small groups of children can divide roles and share responsibilities. In a science activity, one child might weigh different materials, while another might record results. Halfway through the activity, the

children might exchange roles. Cooperation must be practiced if groups of children are to work independently.

- Problem-solving and negotiation help learners resolve conflicts and make decisions. Children have to learn and practice conflict management skills that are based on good communication skills and patient attitudes.
- [C]hildren need to be encouraged to agree upon goals, to assess alternatives, to make decisions and support them, and to follow through to learn the outcomes of their choices. All of these processes depend on group-spirit, communication, and cooperation.[2]

2.3 Peer Tutoring

Peer Tutoring, also known as peer teaching and child-to-child learning, occurs when more able or older children finish their own work and then they help younger or other learners to finish their assignments. Tutors help these children with their work, they do not do it for them! A special time each day may also be set aside for children to help each other to learn mathematics or language, either one-on-one or in small groups.

Peer tutoring is […] a worthwhile educational technique because it helps to meet the individual needs of children. It also promotes a cooperative, rather than a competitive, approach to learning. Mutual respect and understanding are built between the children who are working together. […] Children look at problems in a different way than adults. […]

In reading, peer teaching often is used to help slower readers or to provide extra reading for all of the younger children in the class.

- It can have a positive effect, both educationally and socially, on the child teacher or tutor and the child learner.

[2] Taken from UNESCO/Booklet Five (2015, p. 20ff.). CC BY-SA 3.0 IGO. Changes made to all CC BY texts in this document are indicated in italics or square brackets.

- It can be a very practical way of bringing individual help to reading.
- Also, perhaps surprisingly, the child tutor's reading level often improves!
- The amount of time the younger child is actively involved in reading is increased by using this technique. The younger or weaker reader benefits greatly from the undivided attention of the other. The teacher often does not have enough time to give this kind of individual help to every child.

However, it is necessary to explain carefully to the child tutor exactly what you want him or her to do. Tutors must understand what you expect of them. They should work with the youngster in a quiet, friendly, and supportive way. Impatience should be avoided. Here is an example of a peer-teaching technique in reading.

The paired reading technique. This technique is based on reading that:

a. alternates between joint reading aloud by both tutor and learner, and independent reading by the learner; and

b. uses positive comments to promote correct, independent reading.

The child tutor is trained:

- to introduce the book [or text] in an encouraging way;
- to delay correction of errors until the learner has tried to correct them by himself or herself;
- to discuss the passage after it has been read; and
- to check up on his or her own performance as a teacher, and on the progress of the learner, by completing report cards and check-lists.[3]

2.4 Strategies for SEN Students

When we are creating inclusive classrooms and are trying to include children with a range of abilities, we need strategies to help these

[3] Taken from UNESCO/Booklet Five (2015, p. 24ff.). CC BY-SA 3.0 IGO.

children learn to their fullest. Some of these strategies include the following.

- **Sequence**: Break down tasks and give step-by-step prompts or instructions.
- Repetition and **feedback**: Use daily testing of skills, repeated practice, and daily feedback.
- **Start small and build**: Break down a targeted skill into smaller units or behaviours, and then build the parts into a whole.
- **Reduce difficulty**: Sequence tasks from easy to difficult and only provide necessary hints.
- **Questioning**: Ask process-related questions ("how to") or content-related questions ("what is").
- **Graphics**: Emphasize pictures or other pictorial representations.
- **Group instruction**: Provide instruction or guidance for small groups of students.
- **Supplement teacher** and peer involvement**:** Use homework, parents, or others to assist in [learning].

In addition, you can encourage other children to take responsibility for classmates with disabilities by pairing each child who has a disability with a child without a disability. Ask the partner to help with important activities; for example, assisting the child with a disability to get where he or she wants to go, such as the library, latrine, and so on, as well as assisting them on field trips or during team games. Explain to the partners that they might sometimes need to protect a child with a disability from physical or verbal harm, and tell them how best to do this.

Talk to your children about different disabilities especially ones that they may see in children at school or in the community. One way of doing this is to ask an adult with a disability to visit your class and talk with your children.[4]

Sequencing is the purposeful direction of the learning process.

Feedback provides information allowing a learner to reduce the gap between what is evident currently and what could or should be the case. (Hattie & Yates, 2014, p. 46)

Start small and build means moving from easy to hard and small to big activities in the classroom.

Reduce difficulty in inclusive classrooms means creating flexible tasks which can be adapted to the diverse needs of students.

Questioning can help with identifying if and to what extent the learning objectives of a lesson are being met.

Graphics help students by providing more information about the lesson.

Group instruction supports peer

[4] Taken from UNESCO/Booklet Four (2015, p. 37f.). CC BY-SA 3.0 IGO.

However, you should also highlight the abilities SEN students bring to the classroom and let SEN students display those abilities in the inclusive setting. This acceptance of their unique qualities will allow them to become more self-confident and develop positive self-efficacy.

learning and a learning-friendly environment.

A supplement teacher is a specialist supporting SEN students in the classroom.

3 ASSESSMENT IN THE DIVERSE CLASSROOM

As seen before, teachers first have to decide which competences their students have to acquire and based on these competences, define learning objectives. These learning objectives express "what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period" (The Glossary of Education Reform, 2014, online). They are therefore essential for assessment since the assessment is meant to measure the extent to which they have been achieved. This allows the teacher to identify the strengths and weaknesses within each student, and "how well they are understanding course material and whether they are gaining competency in relevant skills" (Sanger, 2020, p. 50), to maximally support students in their learning progress.

See also Module 3, Focus 3 "Self-Determination, Empowerment and Self-Efficacy"

See also Module 2, Focus 2 "Assessing Learning Results"

It is a challenge for the teacher to find ways to be sensitive about addressing different skills and support children when they are faced with performance hierarchies and their own disadvantage or handicap in it. The socially significant contribution of the inclusive pedagogy is that it allows a picture of the child which renounces the construction of the 'bad student' and thus rejects discriminatory practices. (Prengel, 2013)

As seen before, when planning a lesson, the teacher fans out the fundamental content of each subject into different stages. This allows learners to enter the subject based on their individual learning starting point. Inclusion therefore asks about the competences of a child

including his/her unique potentials instead of reducing them to deficits. This allows the identification of the boundary reached between the ability and the inability of a child in a competence area in order to encourage the upcoming teaching-learning process. (Prengel, 2013) In this further process, the child's development is continuously compared with him-/herself with the help of the specific learning objectives defined in the Planning Pyramid or a different form of competence grid. Only this way it is possible to establish how the individual education offer has to be designed in order for the student to reach the next level. (Prengel, 2013) The inclusive school therefore favors **formative assessments** in order to provide a continuous image of the student's competence progress. Formative assessment has also been described as assessment for learning since it is a powerful tool to evaluate a learner's current starting point in the learning process as well as possible or necessary assistance when moving further along.

Assessment is a way of observing, collecting information, and then making decisions based on that information. Continuous assessment means making observations continuously to identify what a child knows, what he or she understands, and what he or she can do. These observations are made at many times during the year, for instance, at the beginning, middle, and end of terms, or even more frequently. Continuous assessment can be achieved through: observations; portfolios; checklists of […] [competences]; tests and quizzes; and self-assessment and reflective journals.

Continuous assessment ensures that ALL children have opportunities to succeed in school. By using continuous assessment, the teacher can adapt his or her planning and instruction to the needs of learners so that all will have the chance to learn and succeed.

In continuous assessment, all learners have the chance to show what they know and can do in different ways according to their different styles

The goal of **formative assessments** is to regularly evaluate the student's learning progress over a certain period of time: "[They] […] are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students." (The Glossary of Education Reform, 2015, online) These formative assessments allow the teacher as well as the student to identify the latter's strengths and weaknesses and allow for a modification of teaching and learning strategies if necessary.

of learning. Continuous assessment can tell […] which children are falling behind in their understanding of particular topics. […] [The teacher] can then design new learning opportunities for those particular children. The continuous feedback that children receive by this process helps them to know if they are learning well, as well as what actions they need to take to make progress.

Continuous assessment can help […] [with] talk[ing] with parents and caregivers about the strengths and weaknesses of the child so that they can participate in an integrated programme, such as one that links classroom activities with those in the home. Usually, the results of end-of-year exams arrive too late for parents to help a child who might not be learning well.[5]

In the following, principles will be presented on how to support students from a range of different backgrounds and skill levels.

3.1 Assessment Tools

Use assessment tools such as **rubrics** or **checklists**. They allow the teacher to define the criteria which have to be met in order to successfully complete an assignment. These tools and their criteria should, to the extent possible, be developed together with the students. Once criteria for high-quality assessments are laid out by the teacher, students can further define criteria for other levels of quality. Assessment thus becomes transparent and fair since students not only know what is being asked of them, but they have helped develop those criteria. Consequently, they can compare their own assignment to these criteria and thus identify individual strengths and weaknesses. Teachers as well as students can then react to needs accordingly. SEN students especially

A **rubric** divides the assigned work into component parts and provides clear descriptions of different levels of quality associated with each component. (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010, p. 231)

Checklists are assessment tools that set out specific criteria, which educators and students may use to gauge skill development or progress. (Lauzon, n.d., online)

[5] Taken from UNESCO/Booklet Five (2015, p. 40f.). CC BY-SA 3.0 IGO.

rely on such structured assessment tools to successfully navigate assignments. (Lauzon, n.d.)

3.2 Vary Assessment Formats

Use different assessment formats so that students can display different abilities. Generally, allow students to give answers to questions in varying ways, such as writing, saying or circling an answer. Another option would be to let the students choose how they want to demonstrate their learning, meaning with which format they would feel most comfortable. (Sanger, 2020)

- Allow verbal responses instead of written ones.
- Present instructions orally.
- Provide material in large print.
- Reduce the number of items per page or line.

(ElSaheli-Elhage & Sawilowsky, 2016)

3.3 Use Authentic Assessment

"Traditional measures of student performance rely primarily on recall of knowledge and provide decontextualized, snapshot views of students that are out of step with current dynamic, student-centered instructional practices – views unrelated to how students naturally use knowledge." (Udvari-Solner, Thousand, Villa, Quiocho, & Kelly, 2005, p. 105) This is an aspect which makes it especially challenging for SEN students to reach the same level of performance as their peers. As seen before, students with mental disabilities often have difficulties relating to abstract assignments which do not correspond to their reality. It is therefore of utmost importance to provide them with authentic assignments where students have to demonstrate competences needed for real-life contexts. These authentic assignments are again continuously collected and assessed to display the student's learning

process and to guarantee individual development. (Udvari-Solner et al., 2005)

3.4 Consider Untimed Exams

Another method of inclusivity in assessment is to consider untimed exams. Exams are not just opportunities to demonstrate knowledge. The act of taking a test also contributes to learning. For this reason, […] test-taking [should] be as inclusive as possible, because we want learning to be as inclusive as possible. Two of the most common learning accommodations students receive are extra time on exams and the ability to take exams in private rooms. These accommodations are recommended for students with a range of testing constraints, including dyslexia, attention deficits, and anxiety. Moreover, the individuals who are formally granted learning accommodations are hardly the only students in your class who would be able to learn more and perform better if exams were untimed. Consider whether speed is an important skill you are trying to teach, and if so, whether you have taken the time to teach students how to fulfill your expectations quickly. If not, consider letting all students take their exams on their own time.

Admittedly, timed exams are convenient […], as they do not need to proctor long exams or find a time all students can be in a room together for an extended period. It may be worth considering, then, whether your students can take the exam independently, at their own pace and in their own space. This approach has the added benefit of not using up valuable in-class time on testing.[6]

- Allow extra time on assignments.
- Administer tests in several timed sessions or over several days.
- Allow frequent breaks.
- Provide a space with minimal distractions.

[6] Taken from Sanger (2020, p. 53f.). CC BY 4.0.

- Administer tests in a private room or alternate test site.
- Provide material in large print.
- Provide special test preparation.

(ElSaheli-Elhage & Sawilowsky, 2016)

3.5 Provide Opportunities for Do-Overs

Consider giving all students the opportunity to submit drafts for peer review, or to redo their first assignment if it is disappointing. This is a way to incentivize students to take your feedback seriously, and signals your commitment to support your most hard-working students. […] If you primarily assess student learning through exams, consider having a second exam for those who want to try again, and tell students you will give them the average of the two exam scores. Another option is to let students write a reflective memo after receiving their assignment feedback, discussing what they achieved in the assignment, and where they went astray. Admittedly, providing these 'doovers' is a time-consuming practice for […] [teachers], as it requires writing a new exam or grading a new submission. It may not be a realistic option for […] [teachers] who have big classes and high teaching loads. But finding ways to encourage students to integrate feedback, such as a small grade boost for simply submitting a revised version of an assignment, may be worthwhile even in large classes.[7]

3.6 Checklist for Assessment in an Inclusive Setting

☐ Record learning starting point of each student
☐ Track learning process of each student
☐ Use assessment tools such as rubrics or checklists
☐ Align assessment formats to learning objectives

[7] Taken from Sanger (2020, p. 54). CC BY 4.0.

- ☐ Encourage students to use their own checklists so that they can assess themselves and set learning goals for themselves
- ☐ Use continuous assessment to compare the student with him-/herself
- ☐ Vary assessment formats (e.g., portfolio assignments, group and individual projects, oral presentations)
- ☐ Vary traditional test formats (e.g., multiple choice, short answer, matching, sentence completion)
- ☐ Use authentic assignments
- ☐ Share assessment outcomes with parents
- ☐ Adjust assignments to individual students' levels
- ☐ Provide instructions in a way everyone understands them (e.g., orally or in large print)
- ☐ Allow verbal responses instead of written ones
- ☐ Allow extra time on assignments
- ☐ Provide a space with minimal distractions

(ElSaheli-Elhage & Sawilowsky, 2016; Lauzon, n.d.)

4 KEY POINTS

- ✓ In a learning-friendly classroom, children are supported in their learning process by creating a safe and welcoming environment.
- ✓ Competences of the core curriculum are relevant for all students; however, children acquire knowledge and skills in very different ways and in very different tempi and modes.
- ✓ The Planning Pyramid and Three-Column Table are possible competence grids to distinguish between different levels of competences and provide necessary adaptations for each individual student.

- ✓ In line with the Universal Design of Learning (UDL) approach, teachers should consider multiple means of engagement, of representation, and of expression.
- ✓ Examples of multiple means of representation: combining text and visuals; using objects to illustrate mathematical shapes.
- ✓ Examples of multiple means of engagement: letting children learn by doing; integrating play into the learning experience.
- ✓ Examples of multiple means of expression: giving children the opportunity to respond in different ways; asking students open-ended questions where they can express their own views.
- ✓ Cooperative learning encourages children to share responsibilities and work towards a common goal.
- ✓ Teaching strategies for SEN students: sequencing tasks; giving daily feedback; starting small and building upon it; reducing difficulty in tasks; asking process- and content-related questions; working with graphics; using group instructions; making use of a supplement teacher.
- ✓ The inclusive pedagogy allows a picture of the child which renounces the construction of the 'bad student' and thus rejects discriminatory practices.
- ✓ The inclusive school asks about the competences of a child instead of reducing them to deficits.
- ✓ The inclusive school favors formative assessments in order to provide a continuous image of a student's competence progress.
- ✓ Authentic assessment, untimed exams and opportunities for do-overs should be considered by teachers in an inclusive classroom.

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5.1 Additional Literature

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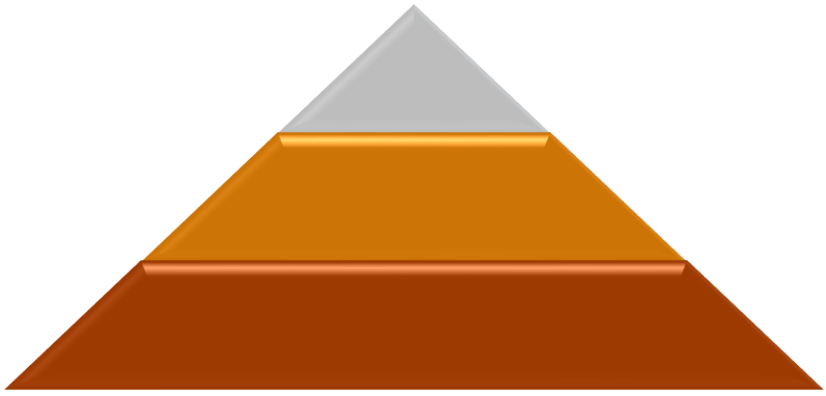
STEP 1 PRACTICE EXERCISES

A Choose the appropriate characteristics describing a learning-friendly/inclusive environment from the list below:

safe and welcoming environment – improves each child's participation and learning – one way for everyone to acquire knowledge and skills – examinations are only of secondary importance – focused primarily on subject matter and examination – acknowledgement that children acquire knowledge and skills in very different ways, tempi and modes – the teacher dictates the way, tempi and mode students are supposed to learn – one learning starting point for every student – consideration of individual learning starting points – starts with most elementary competences and builds up to highly differentiated ones – focused on unique potentials of each child

B Drag and drop the following descriptions into the appropriate level of the *Planning Pyramid*:

Competences which MOST students should acquire – Competences which ALL students should acquire – Competences which SOME students should acquire



C Choose the correct answer. There is only ONE correct answer:

1. Layers of the Planning Pyramid
   a) The bottom category of the Planning Pyramid does not contain any material at all.
   b) The bottom category of the Planning Pyramid contains the smallest volume of material.
   c) The bottom category of the Planning Pyramid contains the largest volume of material.

2. Which of the following is true?
   a) The concepts presented in the bottom category of the Planning Pyramid are additional facts, extension of base concepts, related concepts or more complex concepts.
   b) The concepts presented in the bottom category of the Planning Pyramid are presented in a general and broad way.
   c) The concepts presented in the bottom category of the Planning Pyramid are not considered to be of primary importance, but only form additional, secondary information.

3. Which of the following statements about access to concepts is true?
   a) Every layer of the Planning Pyramid equals the level of ability of students.
   b) Every student must have access to all three layers of the Planning Pyramid.
   c) Students can only develop competences in one layer of the Planning Pyramid.

4. What is the purpose of the Planning Pyramid?
   a) The Planning Pyramid categorizes the teachers.
   b) The Planning Pyramid categorizes the students.
   c) The Planning Pyramid categorizes the competences students should acquire.

D Drag and drop the following characteristics into the appropriate category in the chart below:

sign language[1] – students' existing knowledge is considered[2] – visual information is paired with verbal information[3] – the necessary vocabulary is offered to the students[4] – demonstrating knowledge and competences in a way that is best for the individual[5] – oral reporting[6] – jigsaw activities[7] – guest speakers[8] – students try out concepts[9] – oral storytelling[10] – picture/video[11] – less teacher-directed instruction[12] – drawing pictures[13] – written reporting[14] – differently shaped objects[15] – students choose from different learning materials varying in format and level[16] – students have the opportunity to respond in different ways[17] – open-ended questions[18] – active student participation[19] – play[20] – small group conversation[21]

Means of Representation	Means of Engagement	Means of Action/Expression

E Fill in the blanks with suitable words from the box:

practice conflict management skills	materials, roles, and learning opportunities
good communication skills	

1. Cooperative learning enables students to share responsibilities,_____ _____.
2. Cooperative learning allows children to solve a problem together, which helps them to_ _____.
3. Cooperative learning allows students to practice _____and patient attitudes.

F Choose possible strategies for SEN students from the list below:

sequencing concepts – no process- or content-related questions – repeating concepts – giving daily feedback – starting with smaller units and building on them – no involvement of parents – sequencing tasks from easy to difficult – asking process- and content-related questions – no braking down of tasks – pairing verbal instructions with visuals – moving from complex concepts to easier ones – supplement teacher – peer support – only giving verbal instructions or visual instructions

G Indicate if the following statements are true or false:

1. The inclusive school favors summative assessment. T/F
2. Continuous assessment can be achieved through observations, portfolios, self-assessment as well as through tests and quizzes. T/F
3. Continuous assessment does not allow children to see if they are learning well and what actions they need to take in order to progress. T/F
4. End-of-year exams usually arrive too late for parents to help a child who might need support in his/her learning process. T/F
5. Structured assessment tools such as rubrics or checklists confuse SEN students and thus do not help them in successfully navigating assignments. T/F
6. Authentic assessment of student performance relies primarily on recall of decontextualized knowledge. T/F

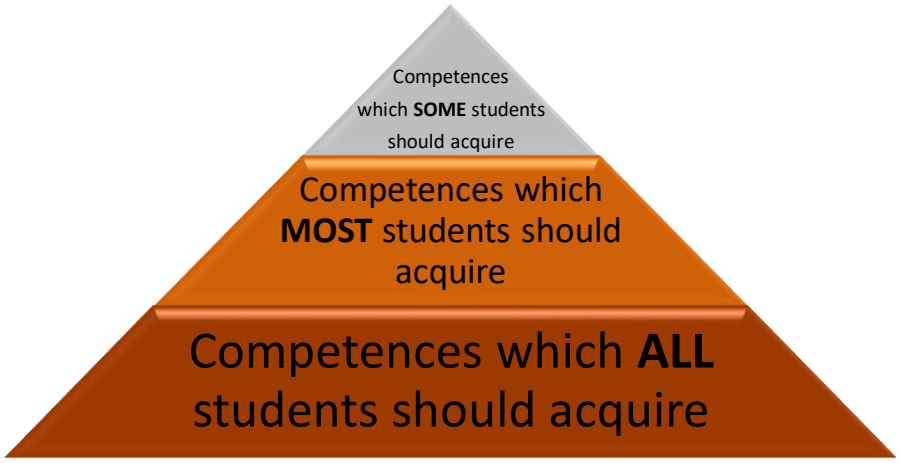
STEP 1 PRACTICE EXERCISES - SOLUTIONS

A Choose the appropriate characteristics describing a learning-friendly/inclusive environment from the list below:

safe and welcoming environment – improves each child's participation and learning – one way for everyone to acquire knowledge and skills – examinations are only of secondary importance – focused primarily on subject matter and examination – acknowledgement that children acquire knowledge and skills in very different ways, tempi and modes – the teacher dictates the way, tempi and mode students are supposed to learn – one learning starting point for every student – consideration of individual learning starting points – starts with most elementary competences and builds up to highly differentiated ones – focused on unique potentials of each child

B Drag and drop the following descriptions into the appropriate level of the *Planning Pyramid*:

Competences which MOST students should acquire – Competences which ALL students should acquire – Competences which SOME students should acquire



C Choose the correct answer. There is only ONE correct answer:

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   a) The bottom category of the Planning Pyramid does not contain any material at all.
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D Drag and drop the following characteristics into the appropriate category in the chart below:

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Means of Representation	Means of Engagement	Means of Action/Expression
3, 4, 8, 10, 11, 15, 16	**2, 7, 9, 12, 19, 20, 21**	**1, 5, 6, 13, 14, 17, 18**

E Fill in the blanks with suitable words from the box:

practice conflict management skills	materials, roles, and learning opportunities
good communication skills	

1. Cooperative learning enables students to share responsibilities, materials, roles, and learning opportunities.
2. Cooperative learning allows children to solve a problem together, which helps them to practice conflict management skills.
3. Cooperative learning allows students to practice good communication skills and patient attitudes.

F Choose possible strategies for SEN students from the list below:

sequencing concepts – no process- or content-related questions – repeating concepts – giving daily feedback – starting with smaller units and building on them – no involvement of parents – sequencing tasks from easy to difficult – asking process- and content-related questions – no braking down of tasks – pairing verbal instructions with visuals – moving from complex concepts to easier ones – supplement teacher – peer support – only giving verbal instructions or visual instructions

G Indicate if the following statements are true or false.

1. The inclusive school favors summative assessment. T/F (Correct Answer: The inclusive school favors formative assessment)
2. Continuous assessment can be achieved through observations, portfolios, self-assessment as well as through tests and quizzes. T/F
3. Continuous assessment does not allow children to see if they are learning well and what actions they need to take in order to progress. T/F (Correct Answer: It does allow children to see if they are learning well and what actions they need to take in order to progress.)
4. End-of-year exams usually arrive too late for parents to help a child who might need support in his/her learning process. T/F

5. Structured assessment tools such as rubrics or checklists confuse SEN students and thus do not help them in successfully navigating assignments. T/F (Correct Answer: Structured assessment tools such as rubrics or checklists help SEN students in successfully navigating assignments.)

6. Authentic assessment of student performance relies primarily on recall of decontextualized knowledge. T/F (Correct Answer: Traditional measures of student performance rely primarily on recall of knowledge and provide decontextualized knowledge. Authentic assignments rely on the demonstration of competences needed for real-life contexts.)

STEP 2 PRACTICE EXERCISES

A Read the following case studies and fill in the table below (not each case study has examples for each category):

Case Study 1

A topic in one of my classes dealt with the seasons and seasonal fruits. I used real fruits and pictures of fruits to tell them about the fruits and their characteristics. Some of the children then wrote a poem on fruits, while others designed and produced colorful fruit masks. Each child chose a favorite fruit, put on a mask and played a fruit role. The children worked in groups and did some reading and writing as well. Lesson planning might be time consuming, but it is also fun and a challenge to my creativity. It is sometimes difficult to get the right kind of resources that I need, but I have learned to involve the children in designing the lessons. With the knowledge of what is needed, they bring materials from home. We also develop materials together in class, such as masks for a play, tools for different occupations, games, and poems.

Case Study 2

Together with my class we learned about different occupations in our community. Children named the different occupations, imagined, and role-played what they would like to be, discussed them in groups, read stories about them, and played a game matching pictures with tools. We also had guest speakers who presented their occupation. I always try things out, and I need to get our local community to understand that learning is not restricted to the classroom.

Case Study 3

I use objects that I can find at home or at school to teach geometrical shapes. I have used boxes, hats, cans, balls, among others. I display them in the classroom to illustrate the range of shapes that can be found in and outside of the classroom. In groups, the students take one example and try to work out the relationship of the lengths of the sides, the area, and the volume. They develop a formula that can be applied to other examples of the same shape. In one class a group filled a cone with water to compare the volume with the volume of a cylinder.[8]

	Means of Representation	Means of Engagement	Means of Action/ Expression
Case Study 1			
Case Study 2			
Case Study 3			

[8] Adapted from UNESCO/Booklet Four (2015, p. 8; 63). CC BY-SA 3.0. IGO.

B Listen to this teacher talk about how she teaches in an inclusive learning environment (Audio File 4.2.1; audio transcription can be found in the appendix of this document). Assign the mentioned techniques to the table below:

Means of Representation	Means of Engagement	Means of Action/ Expression

References

UNESCO. (2015). Booklet 4: Creating Inclusive, Learning-Friendly Classrooms. In: *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. UNESCO Bangkok Office. This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (http://creativecommons.org/licenses/by-sa/3.0/igo/).

STEP 2 PRACTICE EXERCISES - SOLUTIONS

A Read the following case studies and fill in the table below (not each case study has examples for each category):

Case Study 1

A topic in one of my classes dealt with the seasons and seasonal fruits. I used real fruits and pictures of fruits to tell them about the fruits and their characteristics. Some of the children then wrote a poem on fruits, while others designed and produced colorful fruit masks. Each child chose a favorite fruit, put on a mask and played a fruit role. The children worked in groups and did some reading and writing as well. Lesson planning might be time consuming, but it is also fun and a challenge to my creativity. It is sometimes difficult to get the right kind of resources that I need, but I have learned to involve the children in designing the lessons. With the knowledge of what is needed, they bring materials from home. We also develop materials together in class, such as masks for a play, tools for different occupations, games, and poems.

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Together with my class we learned about different occupations in our community. Children named the different occupations, imagined, and role-played what they would like to be, discussed them in groups, read stories about them, and played a game matching pictures with tools. We also had guest speakers who presented their occupation. I always try things out, and I need to get our local community to understand that learning is not restricted to the classroom.

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	Means of Representation	Means of Engagement	Means of Action/ Expression
Case Study 1	**real fruits were used when teaching the seasons and seasonal fruit**	**students could choose to either write a poem on fruits, or produce fruit masks; children worked in**	**each child chose a fruit and played this fruit**

[9] Adapted from UNESCO/Booklet Four (2015, p. 8; 63). CC BY-SA 3.0. IGO.

		groups and did reading and writing	
Case Study 2	**guest speakers presented their occupation**	**students role-played an occupation; they discussed them in groups; they read stories about them; and played a game**	
Case Study 3	**different objects to teach about geometric shapes**	**students take one example and try to work out the relationship of the lengths of the sides, the area, and the volume**	

B Listen to this teacher talk about how she teaches in an inclusive learning environment (Audio File 4.2.1; audio transcription can be found in the appendix of this document). Assign the mentioned techniques to the table below:

Means of Representation	Means of Engagement	Means of Action/ Expression
including visuals and oral presentation and kinesthetic aspects as well	discussions encouraging different perspectives; open-ended conversations; three levels for each activity	opportunity for assignments to either make a scrapbook or a photobook, a video or a written response; they do not have to all sit through the same test; flexibly present in their knowledge

References

UNESCO. (2015). Booklet 4: Creating Inclusive, Learning-Friendly Classrooms. In: *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. UNESCO Bangkok Office. This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (http://creativecommons.org/licenses/by-sa/3.0/igo/).

STEP 3 PORTFOLIO TASK – SELF-REFLECTION QUESTIONS

Write essay answers to each of the following self-reflection questions. Each essay answer should be approximately 300-500 words long and answered in a coherent text with full sentences. THESE ESSAY ANSWERS GO INTO YOUR PERSONAL PORTFOLIO!

1. What is a learning-friendly environment to you?
2. What is your experience with multiple means of representation, engagement and action/expression? What kind of diversification have you experienced during your years as a student? Was there sufficient diversification, was it helpful, or what else would you have needed to have felt maximally supported in your learning process?

STEP 4 PORTFOLIO TASK – TEACHING PROJECT

Create your own personal teaching project. Describe multiple means of representation, engagement and action/expression for your topic and class chosen in Module 1.1. This portfolio task should be approximately 800-1000 words long. THE TEACHING PROJECT GOES INTO YOUR PERSONAL PORTFOLIO!

APPENDIX

Transcript: Audio File 4.2.1

Teacher: Then we would, I would always try to incorporate teaching in different styles, like if I'm doing a lecture then I would include some aspect of visual and auditory and kinesthetic activities all in one therefore all the students with different abilities could grasp the content. And also we allow discussions that encourage different perspectives in classroom in many topics so that they can give their input, whereas the teacher can combine everything and summarize it for the kids at the end of the lesson.

Interviewer: Teacher, how does the lesson preparation in particularly diverse classrooms differ from more traditional classes?

Teacher: OK. So I would say, I mean, it is a lot of work for the teacher in the sense of incorporating different learning styles and teaching into the lessons and also preparing differentiated activities. Like generally there are three levels of activities that we try to create, and that is the advanced, the medium and the easiest level of activities, I would give to the kids based on their competence level. And also individualized work is done or things like assignments. Basically some are good at writing whereas some are good at creating things. So I would give them an opportunity when it comes to an assignment topic to make a scrapbook or a photo book or a video or a writing. It is not necessarily the same style that is offered and scored them on. So in that sense it is a lot of work for the teacher to make different marking schemes for different presentation that the kids do, but then again, I think it gives a good output at the end of the day where kids are excited and they present their work to the best of their abilities.

Interviewer: Finally, how do you make sure that every student can participate in class in the interaction?

Teacher: That I would say has a lot to do with communication. Like we constantly communicate with the kids and we acknowledge their abilities, like you give them an opportunity to showcase their talents. That is like, I mean, their skills through flexible assignments, through flexible teaching plan, because you don't grade them all in the same level or you don't make them sit through the same test. But differentiation is the key skill to get them to participate, I would say.

Interviewer: What did you use to improve the student interaction in the classroom?

Teacher: Interaction mainly through discussions, I would say. Allowing them to sort of give their perspective or open-ended conversations and like I said the assignments. So when you are flexible and give them an opportunity to flexibly present their knowledge rather than just say write a report on this or this question in writing or find this and come back, you give them different sort of activities. Like one customed activity that I've done is getting, whereas one kid would make a photobook whereas another kid would make a video recording of something. And then another kid came up with this presentation of the holiday that he spent last summer. So things like that would give them an opportunity to show their diverse knowledge and also appreciate it.

Successful educators take diversity and individual needs into consideration when planning their teaching and ensure equal opportunities and inclusion for every student. Regardless of their personal or socio-economic life circumstances, all students need and are entitled to have a safe and productive learning environment. In this module, you will explore how diversity affects the classroom and receive practical tips for promoting an inclusive environment to enable all learners to acquire skills for their future lives.

Enjoy!