

A pair of black-rimmed glasses with a slight reflection on the lenses is positioned diagonally across the upper half of the frame. They are resting on the pages of an open book. A red bookmark is visible on the left page, partially obscured by the glasses. The background is a soft-focus view of the book's pages and the wooden surface it sits on.

Additional Learning Needs & Inclusive Practice

Inclusive practice in theory

Learning outcomes

Demonstrate knowledge relating to inclusive practice within the PCET sector

Consider specific responsibilities of a PCET tutor to learners within educational settings



Equality

- What does the word equality mean to you?
- Feedback either verbally or through the chat mechanism

Some perspectives

- Equality and diversity are contestable concepts and can be interpreted in different and sometimes contradictory ways.
- Notions of 'otherness' and the 'norm'.
- Within lifelong learning and therefore PCET we need to create learning and working environments that value difference and the unique contribution that each person brings.
- Inclusive practice values the diversity of the student body as a resource that enhances the learning experience. (Advance HE)

What is equality? Source: Equality and Human Rights Commission

- Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.
- It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.
- Equality recognises that historically certain groups of people with protected characteristics such as race, disability, sex and sexual orientation have experienced discrimination.

Protected characteristics

- Age
- Disability
- Race
- Gender reassignment
- Marriage and civil partnerships
- Religion or belief
- Sexuality
- Sexual orientation
- Pregnancy/maternity

What do I have to do as a PCET practitioner?

- Institutions and staff have a legal duty to adhere to the Equality Act 2010
- Developing awareness of the students within your classroom
- Consider your approaches to your teaching strategies

Promoting equality, diversity & inclusion

Avis, Thompson & Fisher (2012) p. 129

Culture and values

- Are learners aware of their rights and responsibilities?
- Are the assessment methods valid and varied?
- Is individual progress in learning identified and celebrated?

Physical environment

- Do the displays and images used give an impression of an organization that values diversity?
- Are the accommodation and facilities suitable for disabled learners?

Learning materials

- Do learning materials avoid stereotyping and reflect the diversity of learners?
- Do learning materials reflect the cultural diversity of British society?
- Are other cultures considered and used as examples in learning?

Well-being of Future Generations (Wales) Act 2015

Introduction to the act

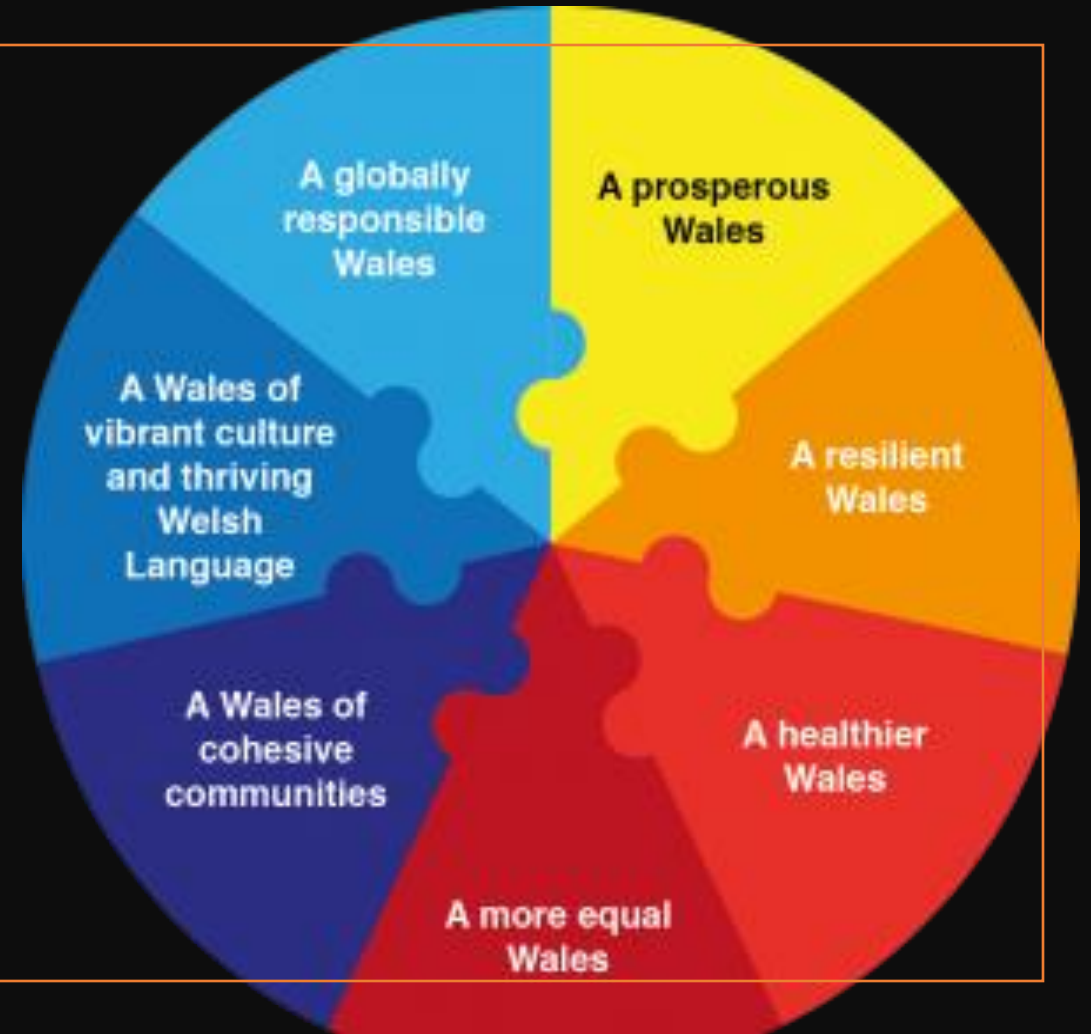
What is the Well-Being of Future Generations (Wales) Act?

- Key piece of legislation and unique in the world
- Acknowledges the challenges that Wales has in terms of securing prosperity for future generations
- Began in 2014 with a 'National Conversation' following the drawing up of initial plans in 2012. Outlined plans of how the nation wanted Wales to look by 2050 and what the priorities should be.

Goals of the Act

‘sustainable development; means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals’

(National Assembly for Wales, 2015)



Goal	Description of the goal
A prosperous Wales	An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.
A resilient Wales	A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).
A healthier Wales	A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
A more equal Wales	A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
A Wales of cohesive communities	Attractive, viable, safe and well-connected communities.
A Wales of vibrant culture and thriving Welsh language	A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.
A globally responsible Wales	A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

The goals in more detail

5 ways of working

- **Long term** – the need to balance short term needs with the ability to meet long-term requirements.
- **Prevention** – how acting to prevent problems occurring or getting worse may be useful in helping public bodies meet their objectives.
- **Integration** – considering how the objectives of each public body may affect their other objectives or those of different public bodies as well as the impact on the well-being goals themselves.
- **Collaboration** – working with others to help achieve the objectives
- **Involvement** – ensuring they involve people that reflect the diversity of their area and have an interest in achieving the well-being goals.

Who is governed by the act?

Public bodies included in the Well-being of Future Generations Act (Wales) 2015		
Welsh ministers	Local Authorities	Local Health Boards
Public Health Wales NHS Trust	Velindre NHS Trust	National Park Authorities
Fire and Rescue Authorities	Natural Resources Wales	National Museum of Wales
The Arts Council of Wales	Sports Council of Wales	National Library of Wales
The Higher Education Funding Council for Wales		

What must public bodies do?



Transparency

It is important that public bodies apply the sustainable development principle in their work, and that they can show people that they are making progress towards achieving the well-being goals. The Act puts in place a number of steps to make sure that the public bodies listed in the Act are doing this:



Well-being Statement

Public bodies must publish a statement when setting their well-being objectives explaining why they feel the objective will help them achieve the goals and how it has applied the sustainable development principle. They must also make sure that they involve people interested in achieving the goals and that those people reflect the diversity of their area.



Annual Reporting

Each year public bodies must publish an annual report showing the progress they have made in meeting their objectives.



Responding to the Future Generations Commissioner

Where the Future Generations Commissioner for Wales has made recommendations to a public body, they must publish their response. If the public body does not follow a recommendation they must say why, and what alternative action they will take.

The Future Generations Commissioner

- First and current commissioner is Sophie Howe, appointed in 2016
- Previously she was Deputy Police and Crime Commissioner for South Wales and a key change maker in UK politics
- Intended to be a role model of best practice
- Holds public bodies to account under the terms of the WBFGA



Taking Wales Forward (2016)

- *'The Future Generations Act presents an opportunity to work differently and engage with others to develop innovative solutions to the challenges we face'*
- Outlined the 4 cross-cutting strategies that would help deliver the promises of the WBFGA
 1. Prosperous and secure
 2. Healthy and active
 3. Ambitious and learning
 4. United and connected

1. Prosperous and secure

What does it mean?

Increasing jobs and supporting skills development for those looking to achieve within the workplace

How will we do it?

Support businesses – tech hubs, support creative industries, investment

Childcare – the childcare offer, 30 hours free for 1-3 year olds

Prosperity for all – apprenticeships, employability support, valleys taskforce

Housing – affordable homes, accelerated rates of house building

Successful, sustainable rural communities – support Welsh agriculture

Community safety and tackling extremism – emergency services, cyber crime etc

Environment - carbon emissions, tidal lagoons, flood defences

2. Healthy and Active

What does it mean?

Promoting healthy lifestyles and supporting NHS. Healthy behaviour promotion. NHS needs to reflect the needs of modern Welsh society and an ageing population.

How will we do it?

Improving healthcare services – community pharmacies, better GP access

Our healthcare staff – training more GPs, better education and training to current workforce

Healthy and active – promote exercise, reduce smoking rates, new public health bill

Mental health and well-being – prioritise treatment, work with schools and other agencies

Care and older people – work to address loneliness and isolation, social services bill, greater support

3. Ambitious and Learning

What does it mean?

Prosperity depends on education, best start in life, raising standards and closing the attainment gap.
Transforming the education and skills sector and reduce inequalities and barriers to access.

How will we do it?

Best start for children— positive parenting programmes, Flying Start, PDG, end reasonable punishment

Looked after children— reduce unnecessary use of care, equality of opportunity

Standards in schools— invest £100m to drive up standards, new curriculum, ALN support

Schools workforce— Incentivise and promote teaching excellence, reshaping Welsh teaching

Digital inclusion— broadband in schools, digital competence

Further and higher education – FE and HE links, Hazelkorn review, academic and vocational routes into education

4. United and Connected

What does it mean?

Brexit plus technological advances and societal changes mean we must find a new way to engage and support all within our society and prepare to meet the future challenges we face. Embrace and support Welsh culture

How will we do it?

National Infrastructure Commission– commission will work to secure investment for the future and that key decisions in the UK reflect the needs of Wales also

Transport– M4 relief road, more effective public transport, better access to all

Digital connectivity– access to broadband, digital skills

Local govt– reduce bureaucracy and unnecessary inspection, reform funding, review council tax

Digital inclusion– broadband in schools, digital competence

Community assets– protect facilities that bring people together, reflect Welsh needs and aspirations

A fair society – living wage, protected groups, support votes at 16, Autistic Spectrum Action Plan

Welsh language – 1 million speakers by 2050, Welsh Language Measure, support learners

Armed forces – support services

Volunteering & third sector – more opportunities to volunteer, funding, sustainability of organisations

Task

- How can we incorporate the WBFGA (Wales) 2015 into our professional practice?
- In groups consider how this could apply to you and your subject area.



Any questions?