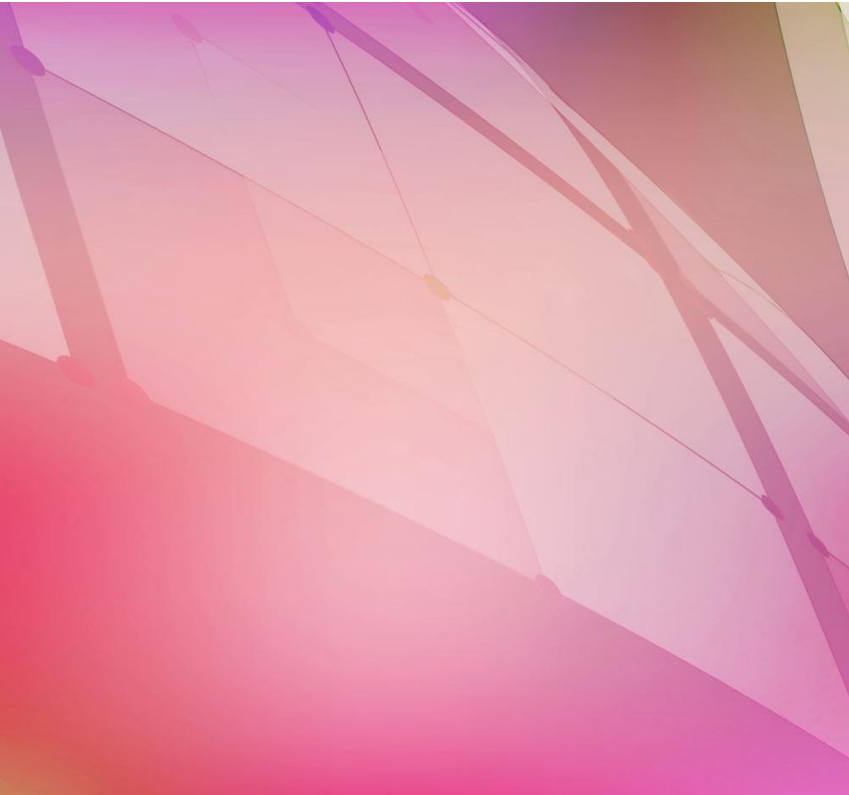




# **ECPT5002/ECPT6004 ADDITIONAL LEARNING NEEDS & INCLUSIVE PRACTICE**

**Introduction and welcome to the  
module**

# **LEARNING OUTCOMES FOR THE SESSION**

**Explain the structure of the module**

**Outline the requirements of the assessment for the module**

**Begin to debate the concept of inclusive practice and how it applies to the post-16 classroom**

# AIM OF THE MODULE

To develop an understanding  
of the principles of inclusive  
practice within the PCET  
classroom



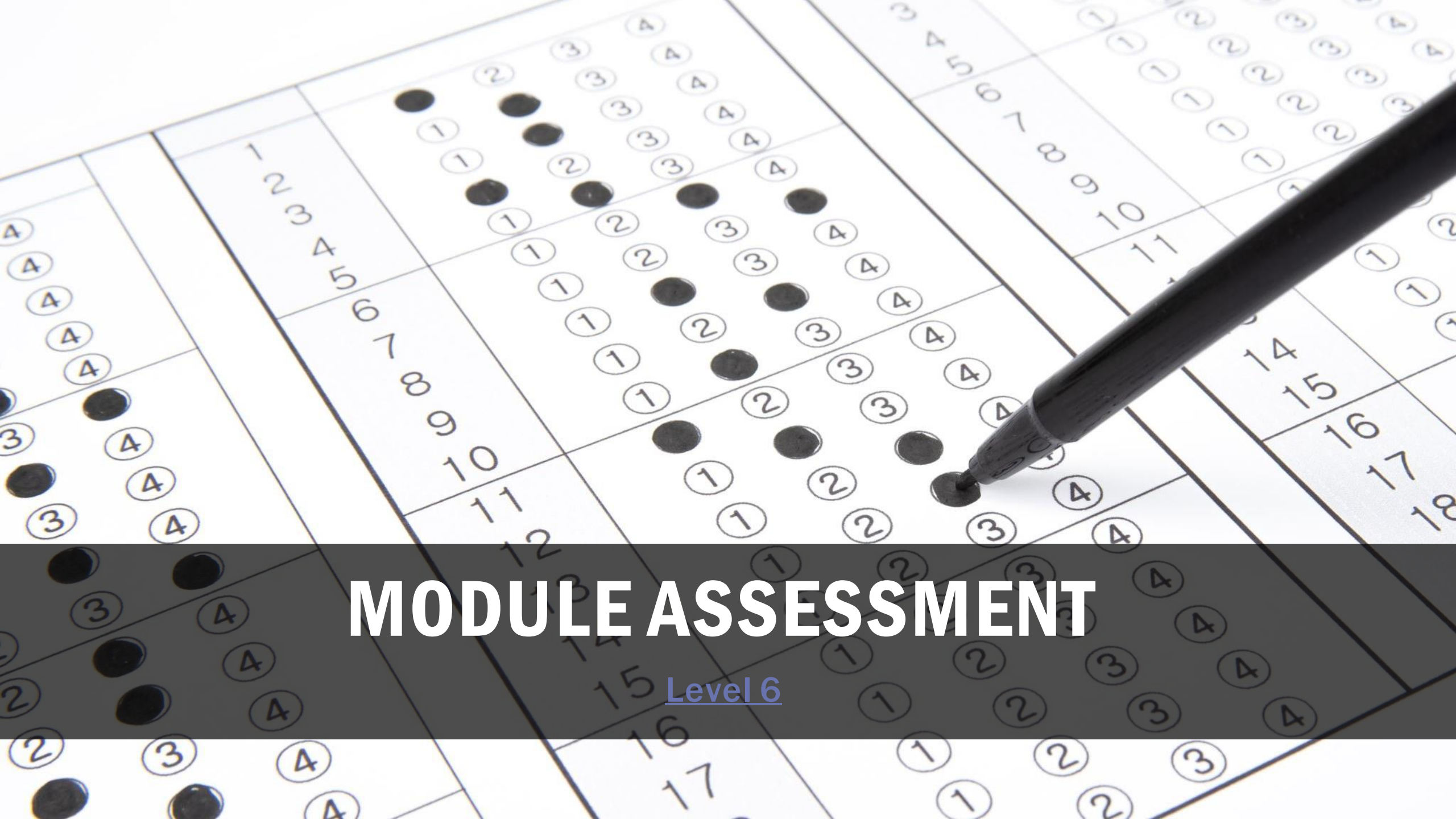
# MODULE LEARNING OUTCOMES

**Identify and critically discuss key features and associated characteristics of a range of diagnosed impairments**

**Identify and evaluate strategies to meet the needs of learners with additional learning needs within the PCET learning setting**

# STRUCTURE OF THE MODULE

| Session                            | Date/Time | Tutor          |
|------------------------------------|-----------|----------------|
| Welcome to the module              | 14.02.22  | Caroline Lewis |
| Inclusive practice in theory       | 21.02.22  | Caroline Lewis |
| Inclusive practice in praxis       | 28.02.22  | Marc Flagg     |
| Social Justice and inclusivity     | 07.03.22  | Marc Flagg     |
| Developing the inclusive classroom | 14.03.22  | Caroline Lewis |

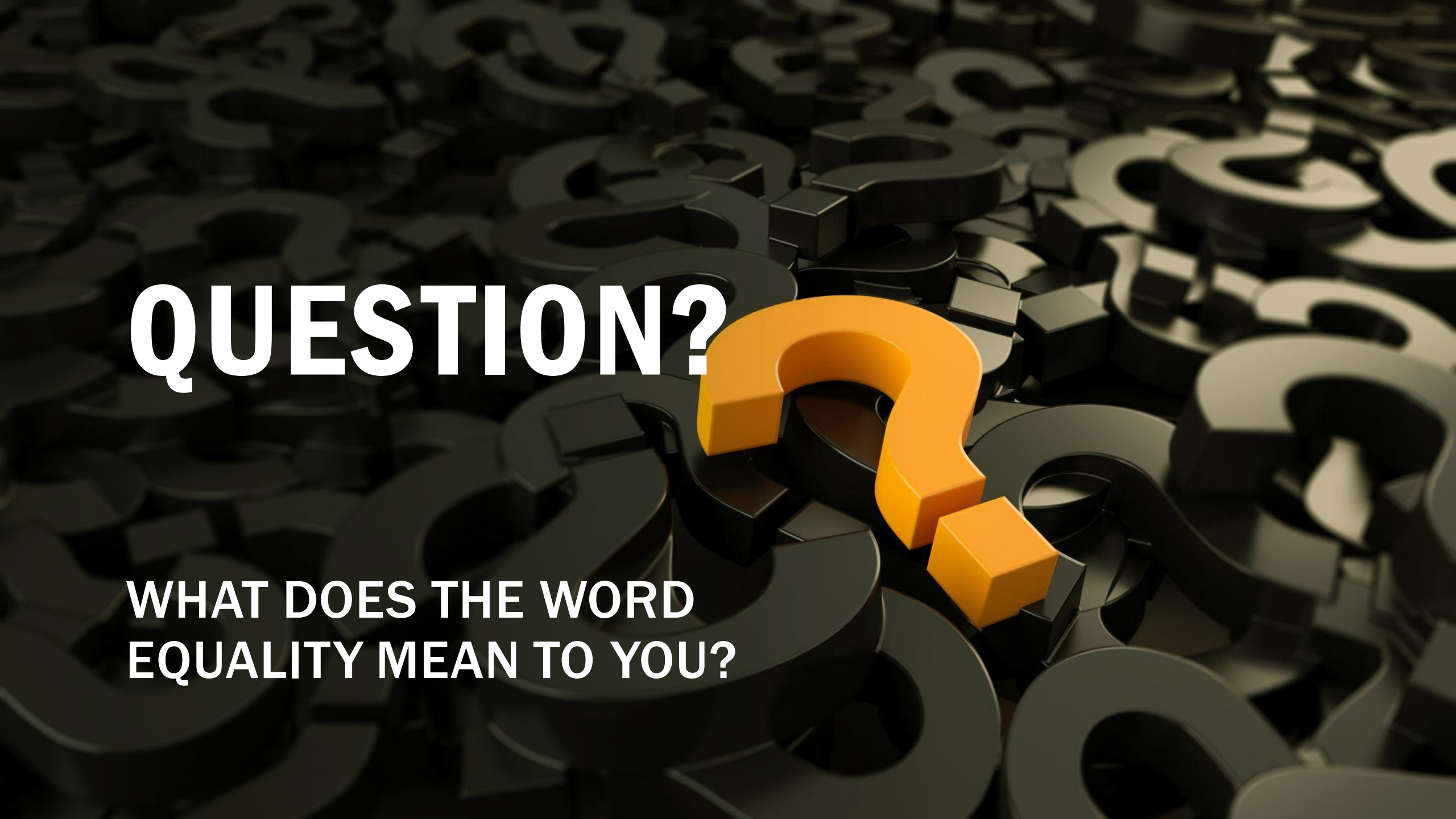
A close-up photograph of a crossword puzzle grid. The grid is composed of white squares and black squares. Numbers are printed in the top-left corner of the starting squares for both across and down words. A black pen is positioned over one of the white squares, pointing towards it. The background is slightly blurred, showing more of the puzzle grid.

# MODULE ASSESSMENT

Level 6



**REFLECTION: WHAT QUESTIONS DO YOU  
HAVE?**



# QUESTION?

WHAT DOES THE WORD  
EQUALITY MEAN TO YOU?

## **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? (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
- Valuing diversity means creating a learning and workplace environment that includes and respects difference



# **BUILDING THE INCLUSIVE CLASSROOM**

**In what ways might learners (individuals and/or groups) feel excluded from the teaching and learning process?**

**In groups discuss and generate a list. You may wish to refer to the protected characteristics as a starting point.**

# **PROMOTING EQUALITY, DIVERSITY & INCLUSION**

## **AVIS, THOMPSON & FISHER (2012)**

### **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?

# **PROMOTING EQUALITY, DIVERSITY & INCLUSION**

## **AVIS, THOMPSON & FISHER (2012)**

### **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?**

# **PROMOTING EQUALITY, DIVERSITY & INCLUSION**

## **AVIS, THOMPSON & FISHER**

### **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?**

# SUGATA MITRA

His work was based in very poor regions of India.

How might this relate to your own practice?

What issues might your students bring to the classroom? How do you or what can you do to create an inclusive classroom?

