



ECPT5004/ECPT6004 Additional Learning Needs & Inclusive Practice

Inclusive Practice in Theory



Learning Outcomes

- Discuss how to apply principles of differentiation and scaffolding to own professional practice.
- Explore the Well-being of Future Generations Act (Wales) 2015 and its relevance to post-16 teaching and learning.

Equality and the UK perspective

- The UK has a long history of passing legislation to try and improve the life experiences of citizens, including the following Acts:
 - Disabled Servicemen's Act 1593 - provided some support for wounded military personnel;
 - Abolition of Slavery 1834 – liberated African slaves;
 - Married Women's Property Act 1870 - allowed married women to own their own property;
 - Race Relations Act 1965 – outlawed some forms of discrimination against Black people;
 - Sex Discrimination Act 1975 - sought to promote equality between men and women.

Equality Act (2010)

- The Equality Act brought together existing legislation under a single structure, stipulating 9 protected characteristics
- The Act was intended to:
 - Be a coherent response to current and future equality concerns and *simplify existing equality legislation* (Peart, 2014, p. 84)
 - Make equality law easier to understand and use by UK citizens, the police and the courts
 - Challenge *stereotypical thinking* (Race 2011, p.48)

Equality Act (2010)

- In response to the Act public organisations were required to:
 - set up appropriate infrastructures needed to achieve the aims of the Act;
 - support employees to understand their duty under the law. However, the law also stated employees were personally responsible for their own individual actions;
 - work with managers and all staff to create *socially cohesive* college communities.

Researching understanding of The Equality Act

- Small scale research using semi-structured interviews completed during 2014-15 academic year with 6 novice (trainee tutors on placement) and 6 experienced tutors (employees with between 2-20+ years experience) in a large General Further Education College produced the following outcomes.
- Full details of the research project can be found in:
 - Peart, S. (2016) How the Equality Act is Understood and Implemented in Further Education, *Race Equality Teaching* Volume 33.3 pp 24-29

Research outcomes

Common understanding of all participants

No one had a detailed knowledge of the Equality Act and or their duties under legislation, giving responses such as:

- Henry (experienced): *I couldn't tell you the characteristics.*
- Santosh (novice): *I'm not sure what the Act is.*

Most had a generalised appreciation of issues and could identify some of the 9 protected characteristics. All expressed a morally-framed, general commitment to equality, stating:

- Alison (experienced): *My view is for equality on all levels, that's across ages, across race barriers, across ability. I just feel nobody should be prejudiced against.*

Research Outcomes

Trainees

- Trainees did not all believe their colleges were promoting or had embedded equality, commenting as follows:
 - Santosh: *I've not been made aware of how the protected characteristics are taken care of. I've not known the process.*
- Some trainees demonstrated an unexpected naivety about global and national affairs and the potential impact of political activity on community cohesion stating
 - Hibba: *Who's Nigel Farage? Who are the UK independence Party? I haven't heard of them.*

Research Outcomes

Experienced Tutors

- Experienced tutors all accepted promoting equality was an integral part of their role and they were professionally and morally obliged to challenge discrimination if they became aware of it, stating:
 - Alison: *Equality is something we automatically do now. We take it for granted.*
 - Henry: *There is no flexibility in this role. You cannot afford to slip.*

Reflective task

- What should organisations do to ensure that all employees are fully aware of their responsibilities under this legislation?
- Thinking about your own workplace or teaching practice setting, what would you identify as the key equality issues?
- What do you identify as your personal training needs in relation to equality?
- What actions do you plan to take to try and address this need?
- What support do you need to help you achieve this outcome?



Inclusivity & Differentiation

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- Inclusive teaching means meeting the needs of all learners within the classroom
- The need to ensure that learner differences are recognised and accommodated but not unduly highlighted
- Links to widening access and participation

Indicators of inclusivity and differentiation

Fisher, Avis &
Thompson (2012)

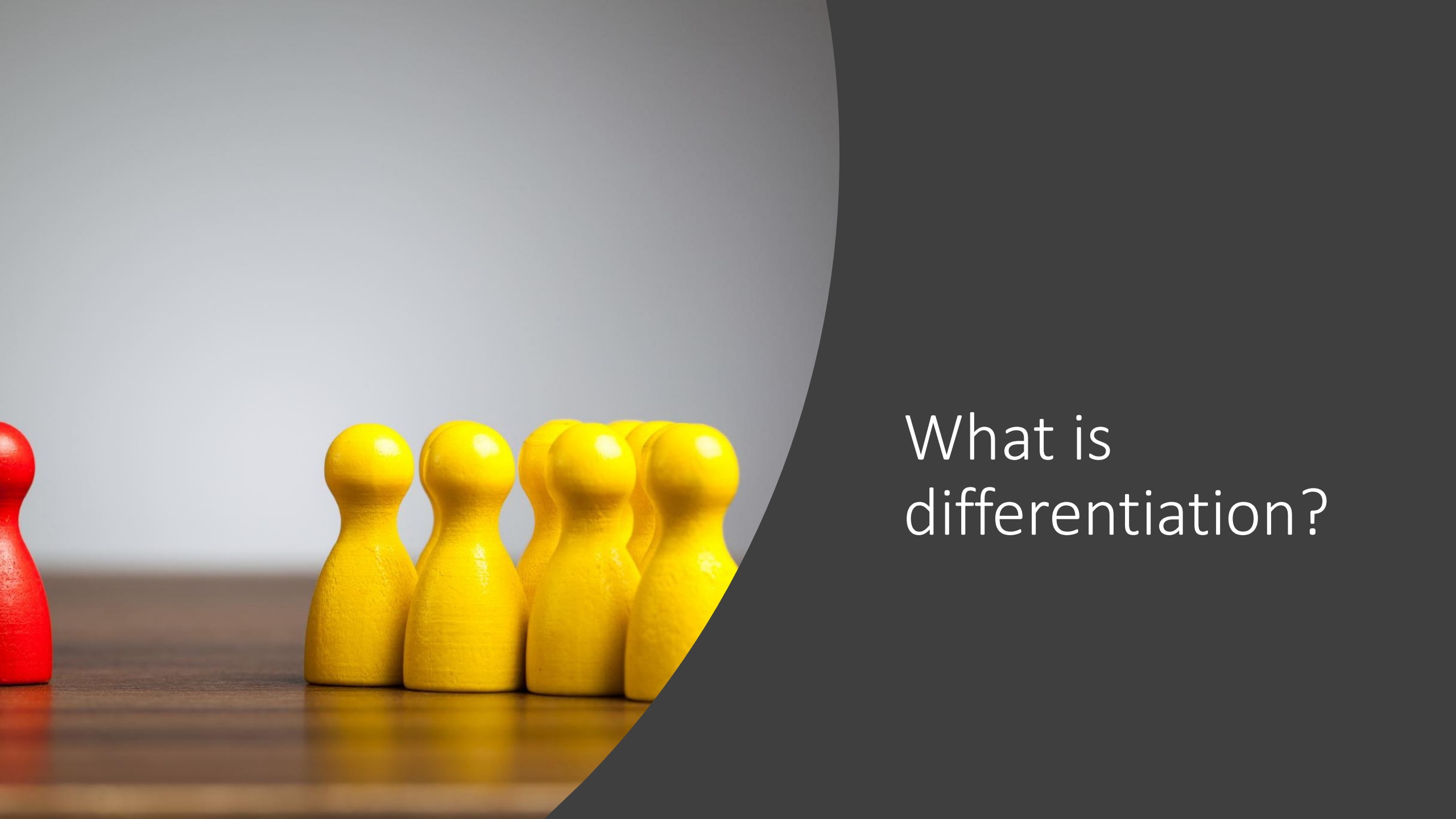
- Does the teacher draw on the individual experience of all group members?
- Does the teacher direct questions to and seek responses from a range of different learners?
- Does the teacher encourage harmonious relationships between different groups of learners?
- Does the teacher challenge the use of inappropriate language by learners?
- Are learners encouraged to work with others from different backgrounds through group work?

Continued...

- Are all learners actively engaged in the lesson?
- Do learners show that they expect to be treated differently but with equal respect?
- Is the language used in learning materials and by the teacher appropriate?
- Is the learning support equipment used sensitively and appropriately?
- Is the assistance of learning support workers e.g. signers, amanuensis, bilingual support workers, etc., used appropriately?

Advance HE– what can academic staff do?

- Paying attention to the needs of students from diverse groups within your course design – including an equality analysis/impact assessment processes in your course development is a useful way of ensuring that you give due consideration to inclusivity and accessibility
- Making explicit to students the standards of conduct that you expect in the way that they interact and dealing promptly and appropriately with inappropriate behaviour
- Identifying opportunities within your teaching for students to work collaboratively in diverse groups
- Devising creative and respectful ways of using the diverse experiences of students to add value to the learning experience for everyone



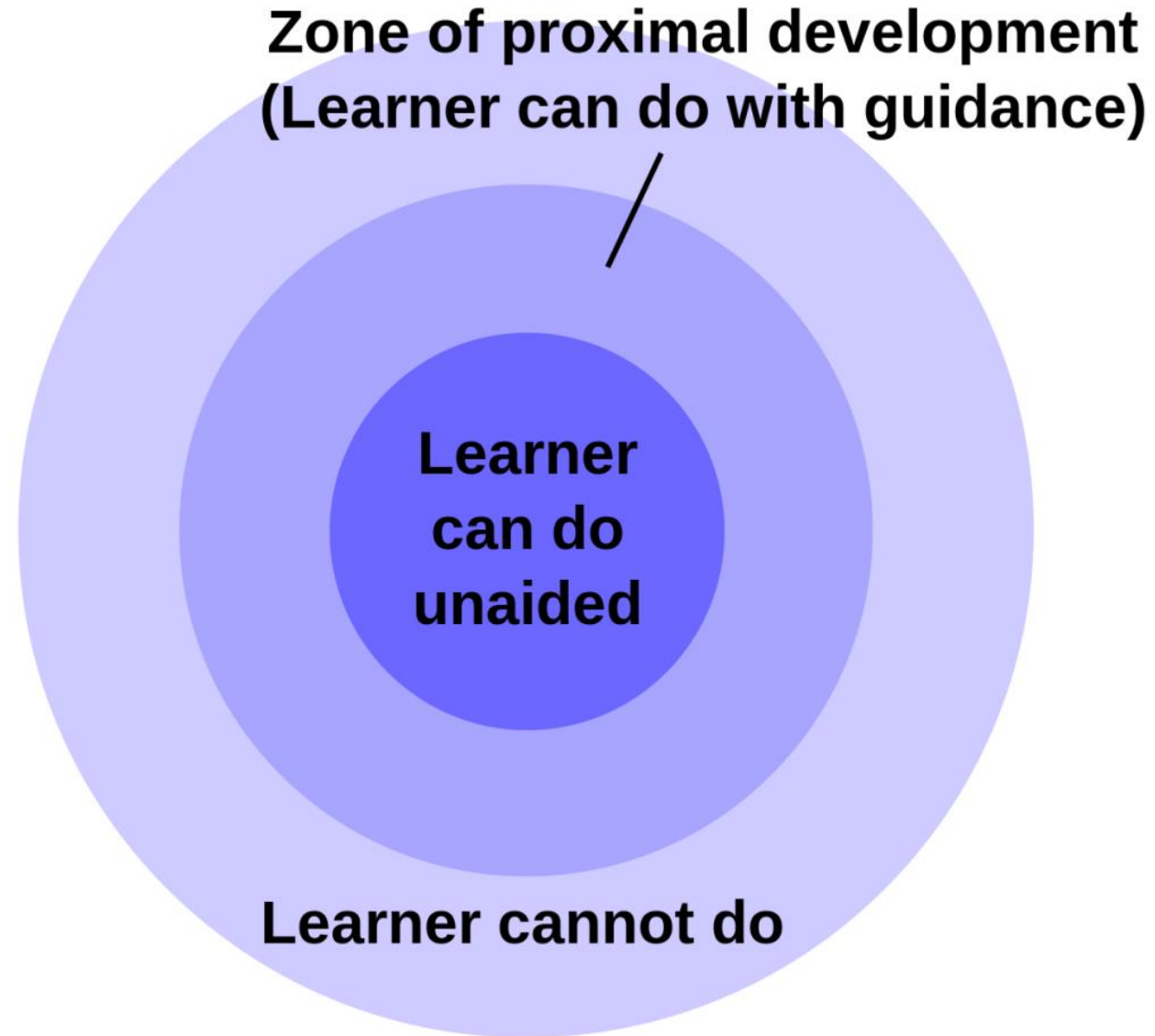
What is
differentiation?

Differentiation...what is it?

- Proactivity in learning design
- Formative rather than summative assessment
- Should involve multiple activities and assessments
- Student centred

Scaffolding

- Constructivism
- Links to the work of Lev Vygotsky and Jerome Bruner
- As teachers we work with the zone of proximal development to narrow the gap between what learners can and cannot do



TASK: How do I use scaffolding

- In groups, consider how you can or might use scaffolding to support your students in a specific aspect of your teaching practice.
- Be prepared to share your examples with the class.





Feedback

Communities of Practice (Lave and Wenger 1991)

- A way of developing innovation, building social capital, disseminating and sharing knowledge
- Learning as social participation
- Three elements
 - Domain – what is the link between the group, a shared interest
 - Community – interaction and engagement in shared activities
 - Practice – the need to be a practitioner

Pastoral care

- General duty of education professionals towards their learners
- Specific roles i.e. personal tutor

Pause for reflection

What concerns do you have (if any) about providing pastoral support to a learner?

Supporting students

- Know the limits of your role
- Practice active listening
- Be aware of stereotypes
- Improve your understanding of diversity
- Be aware of emotional attachment



Case Study: Wales

What are the current
challenges facing Wales as
a nation and why?



Well-being of Future Generations (Wales) Act 2015

Introduction to the act

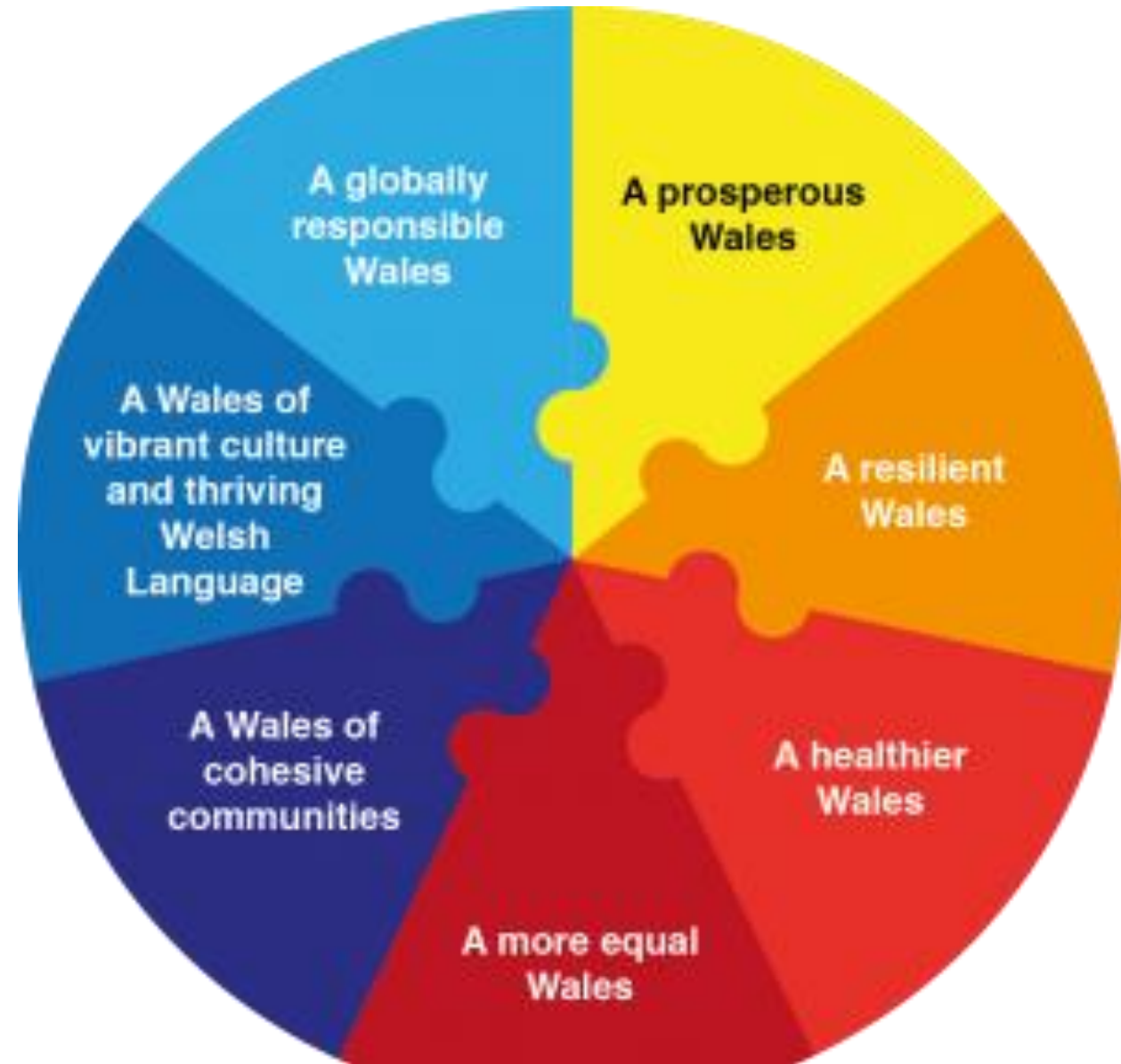
What is the Well-Being of Future Generations (Wales) Act?

- 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)



5 ways of working

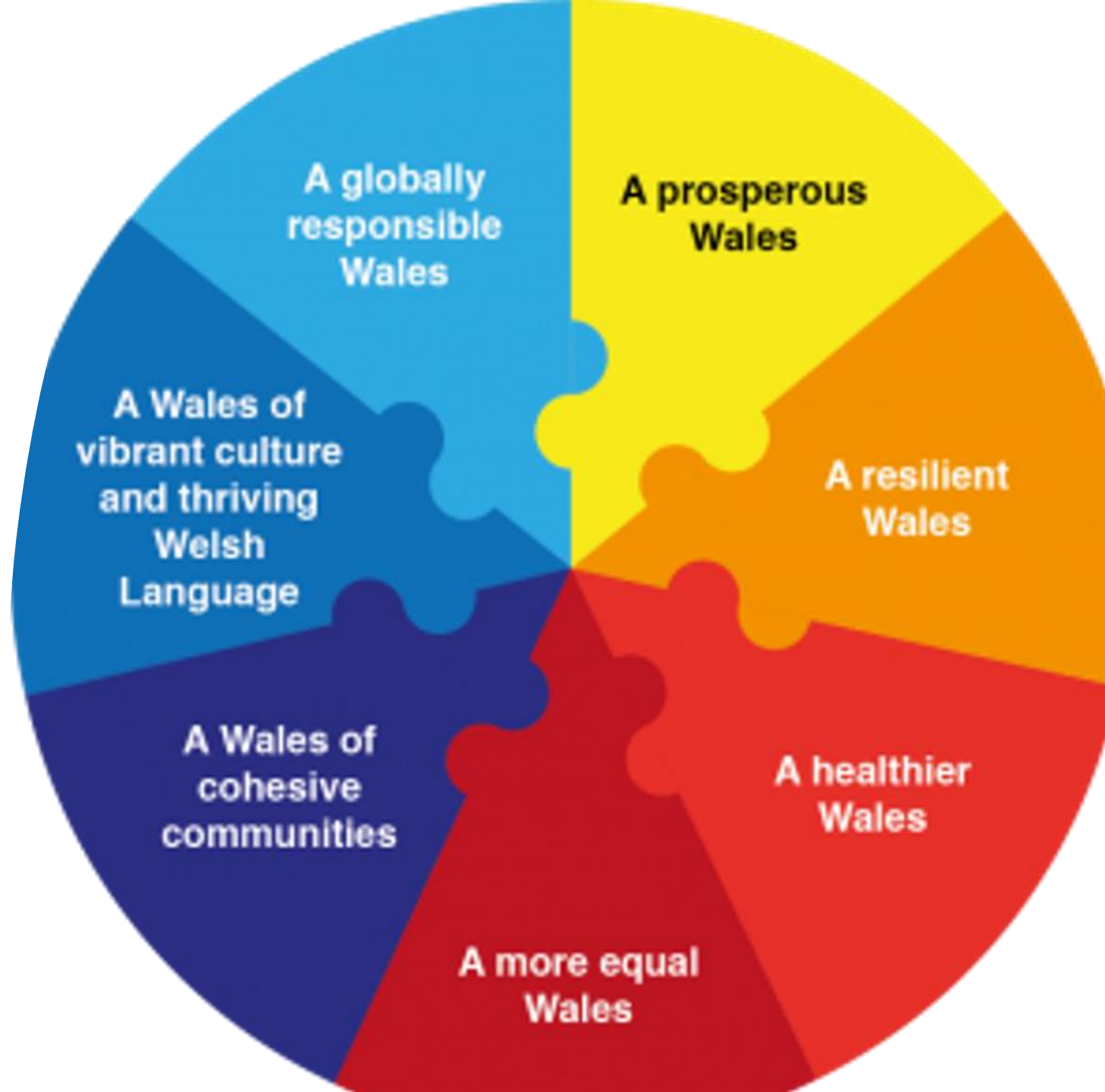
- **Long term** – the need to balance short term needs with the ability to meet long-term requirements.
- **Prevention** – how acting to prevent problems occurring or getting worse may be useful in helping public bodies meet their objectives.
- **Integration** – considering how the objectives of each 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.

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		

Research Task

- In groups research one of the goals and be prepared to feedback to the class to explain what the goal is and how it might be applied within post-16 teaching and training.





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

Reflective 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.