

CYE Training 2

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Inclusivity and Building Belonging

Use the Start Stop Continue to review what the team should start to do, what the team should stop doing and what the team should continue to do, based on your answers in the Programme Design: Inclusive Higher Education Framework Survey

Education Studies

START:

- Better links with Professional Services - e.g. Student Services systems and processes
- Further explore the use of AI to enhance inclusivity
- Decolonisation of current content and current literature
- To engage in training to support neurodiversity (both staff and students)
- Consider inside and outside the classroom in relation to neurodiversity (e.g. neurodiverse friendly seating, start times etc.)
- Training on gender awareness

STOP:

- Stop trying to deal with everything ourselves

CONTINUE:

- Small group sizes
- Family friendly timetable
- Personal tutors
- Blended learning
- Flexible start and finish times
- Programme MS teams page and Moodle page
- Good working relationships with teaching staff
- Work with professional services

Youth

START:

- Arrange digital accessibility sessions for staff to upskill
- Ensure more is done around decolonising the curriculum

STOP:

CONTINUE:

- Continue to work efficiently with professional services
- Regular team meetings - this allows consistency in our use of terminologies and the way we work with students
- The team understands the demographics of students on our programme as a result of the relationship that is built between students and staff - e.g we may not always be aware of their caring responsibilities or that they are care experienced, and that this is often shared with us as our strong student/staff relationship develops
- Varied delivery meets the needs of all students - eg full time, part-time, twilight delivery, staggered deadlines for placement portfolio
- Continue to encourage students to ensure they take a multi-perspectival view; ensure we continue to promote anti-oppressive practice
- provide group work opportunities in lectures

Inclusive Education

START:

- concise and accessible reading lists with multicultural perspectives
- Induction practices throughout
- academic year
- Identify and include representation from GRT community in our practice/texts/etc.
- Use UDL guidelines for planning modules
- To develop team expertise in AI. Draw on students' knowledge and understanding of AI.
- Engage students in discussions about assessment preferences
- Engage in training on supporting neurodiverse learners

STOP:

CONTINUE:

- Developing positive relationships with our students
- To communicate about individuals between modules to ensure they are not falling behind.
- Sharing new insights about decolonising attitudes and knowledge
- Expanding opportunities for formative feedback before submission of final piece of work.
- Include action points following Feedback on Turnitin
- Expanding on representation of different cultures in our reading lists, lecture notes and materials
- Authentic learning and authentic assessments(relevant to our students' roles in school)
- Project based learning
- Experiential learning
- Deconstructing academic terminology and concepts which are often assumed but not always understood.
- Link knowledge and concepts from module to module
- Use range of learning and teaching methods
- Stay abreast of curricula developments in schools and reflect in our teaching
- Provide a 'safe place' to learn, e.g. in their community
- Recognise and celebrate the non-traditional nature of our students

- Signposting students to Student Services
- Wide range of assessment methods

Early Years

START:

- Use AI platforms to find a more diverse range of authors/theorists
- Liaise with Library staff
- Revisit modules and update reading lists
- look for more diverse perspectives
- Work with other professional units within the Uni - e.g Student services, Careers etc
- Should we be thinking more about formative assessment?

STOP:

- worrying about things that are out of our hand
- adding welsh as a compulsory if we have welsh speakers ??
- jobsless didactic
- Avoid being information heavy

CONTINUE

- draw on students as a resource
- Anecdotal evidence
- Collaborative activities; group work
- Reflect on practice
- Using differing methods to support differing needs in lectures
- Include students in a more powerful way when designing Curriculum/What we do

UDL

Early Years

ENGAGEMENT

- Different assessment methods
- Different strategies for supporting needs
- Action points
- Breaking things down
- Flexibility
- Comfortable staff

REPRESENTATION

- Use of videos, visual representations
- Flipped learning
- Peer learning
- Glossary of keywords
- Use of accessibility PP slides
- More connections between modules
- Build on prior knowledge
- Include students/Learn from them

ACTION & EXPRESSION

- Different assessment methods
- Different methods of communicating
- Building relationships
- Removing hurdles- Networking
- Effective use of PDP's

Education Studies

ENGAGEMENT

- Kahoot
- Vevox
- Whiteboards
- Fieldwork
- Variety of assessments
- Student engagement
- Co-creation
- Tutorials
- Feedback and feedforward
- Multiple ways of disseminating information
- Spiral curriculum
- Synsergy
- Accessible spaces
- Class room layout
- Chunking of sessions

REPRESENTATION

- Staff student

ACTION & EXPRESSION

- Teams – Channels
- Moodle

Youth

ENGAGEMENT

- start where the students are at - understanding who our students are, their interests, their identity.
- A strong student-staff relationship is a catalyst for this
- Our engagement with students reflects Youth Work's Principles and our philosophy
- optimise choice and autonomy - for example through placements, three separate placements with a contrast.
- Understanding their capacity to engage etc, and their cultural capital

REPRESENTATION

- Illustrate through multiple media - eg use of documentaries, dramas, TED talks, case studies
- Lectures and placement opportunities allow students to connect prior knowledge to new learning, and develop praxis
- Focus in our programme on reflective practice and reflexivity
- Bilingual resources available to students

ACTION & EXPRESSION

- Gender neutral language is embedded within the Placement Guidelines and in case studies
- Varied assessment strategy allows students to develop a range of skills and flourish
- PDP embedded in the placement process at each level
- Challenge oppressive practice, values and principles.
- Assessments often require students to consider Youth Work's values and principles

Inclusive Ed

ENGAGEMENT

- Give students choices and autonomy
- Build on previous knowledge
- Offer action points in feedback
- Providing authentic learning and assessment
- Build on previous weaknesses and strengths
- collaboration, interdependence by continuing to do group work both for assessment and learning
- Learn about self-limiting beliefs and mindset theory
- Progression

REPRESENTATION

- Deconstructing concepts, terminology and examining assumptions about prior knowledge
- Accessible slides and other means of displaying information, ie videos, podcasts etc
- Bilingual resources
- Applying what we cover on the programme in real life/work
- Simplifying texts
- Connecting prior knowledge to new learning
- Addressing bias in the use of language and symbols and AI.
- Providing relevant context for the learning

ACTION & EXPRESSION

- Provide different ways of interacting in and outside of class/lecture
- Learner-centered practice, interactive, collaborative and experiential
- Varied formats of assessment
- Choice of assessment formats
- Optimise access to materials and assistive technology and tools
- Use multiple media for construction, creativity, composition and communication
- Use multiple media for feedback
- Have a Plan B for challenges during lectures (technical)
- Enhance capacity for monitoring student progress by continuing to increase communication between module tutors
- Continue to challenge exclusionary practises
- Design assessments for transformational practice

