Inclusive teaching and learning approaches essay sample

ASSIGN BUSTER

Understanding and Using Inclusive Teaching and Learning Approaches. There is the opportunity for learners to share Draft 1 of their Assignment 2 with their assessor in order to receive initial feedback on Days 3 and 4 of the course. This assignment should be completed and returned to the assessor, via the SFJ Awards Mailbox, by Day 5 of the Course. Please state ' GMFRS Education and Training Assignment' in the subject field of emails when submitting your assignments. Assignment content will be reviewed by an Education and Training Assessor and feedback will be provided within 10 working days.

The email address for all correspondence is: gov. ukThe Learning and Development Team is committed to supporting all delegates in pursuit of their personal development as potential or existing trainers. Should there be any questions regarding the assignment please contact your assessor in the first instance. In your own words, answer the following questions: How would the absence of an inclusive teaching and learning approach impact on the student and their learning experience? (approx. 300 words)

Inclusive learning and teaching recognises the learner's entitlement to a positive learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences without directly or indirectly excluding anyone. The absence of this could impact on their learning experience by. Learners not being able to understand course material. Learners feeling uncomfortable to ask questions or share ideas and thoughts. Learners less likely to experience success. The teacher cannot connect with all learners.

Learners can feel unmotivated. All of these things would lead to negative learning environment for the learner thus having them either fail to complete the course or fail the course in general. Describe three features of inclusive teaching and learning (approx. 200 words) Inclusive learning and teaching recognises student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs without directly or indirectly excluding anyone. Gravells (2014) states:

' You are not teaching your subject to a group of learners who are all the same, but to a group of individuals with different experiences, abilities and needs, which should be recognised and respected'. Three features of inclusive teaching and learning could be, Assess individual learner needs by way of an initial assessment so you can tailor your learning style to that of the learner. Use different activities to suit all learning styles (Honey and Mumford model) Provide opportunities for group work to allow students to mix, this would help them become more confident.

Compare the strengths and limitations of two teaching and learning approaches in relation to meeting individual learner needs (approx. 400 words) As a corporate trainer I teach a wide variety of fire-fighters of different ages and abilities. Generally in the training department we will have presentation/powerpoint input in the morning (pedagogy) and practical scenarios in the afternoon (andragogy). Strengths PowerpointInteraction can take place between teacher and learner Visual and aural learners can be reached Effective use of different media can enhance learning experience.

Can get a lot of information across Limitations Kinaesthetic learners may not be reached Too many slides and learners will switch off Some learners may not pay attention Some things need to be shown practically Strengths Practical Scenario Puts the theory into practice Actively involves learner Good for activists Assistance can be given if needed Weaknesses Some learners may lack confidence Can be time consuming Lots of resources needed Explain why it is important to select teaching and learning approaches and resources to meet individual learner needs.

It's important to select an appropriate learning approach to allow the learners to be actively engaged in the session and make the most out of their learning experiences, and it's not about what the teacher will teach, but rather how the learners will learn. It is practical to assume that students will perform better in tasks that reflect their particular style of learning, so knowledge of student's learning styles and including a variety of tasks will make teaching more inclusive.

An initial assessment or learning style questionnaire could be done prior to a course starting which would give the teacher an idea of the level of knowledge and learning styles of the learners. Explain why it is important to select assessment methods to meet individual learner needs. (approx. 300 words) There are many different ways in which learners can be assessed. It is important to find out from your learners what and how they would prefer to be assessed, and where possible try to accommodate that.

You may find that some learners are better at demonstrating rather than writing about topics. Where this is the case it may be possible for the learner to have an observation or a recorded discussion of a topic rather than to write a written assignment on the topic. Voice recording is another method of assessment that will allow teachers to assess the learning, without the use of written assignments. Learners who have visual impairments may require additional help or support if the assessment is written, or if there is an exam at the end of the course.

By discussing options with the learner you are able to determine what support is required, also the discussion will make the learners feel supported and valued. The support may take the form of a scribe, who will write for the learner, or one 2 one support to help complete a written assignment. When an exam is used at summative assessment it can often be difficult for learners who have English as a second language, it is important to explain to the learner the support that will be put in place for them, such as an interpreter or a dictionary that will support them in understand the text that they will give.

Explain ways to engage and motivate learners (approx. 300 words) Using a variety of teaching methods and mediums helps to encompass all students. Asking open ended questions, using video clips, assignments or workbooks, PowerPoint and hands on demonstration ensures that all students feel involved and can contribute to the learning experience. To physically engage the learner's teachers should set up the room or in a U shape for a large

group, or chairs without table for a small group. The teachers in those cases will became a part of the group.

This layout allow the learners to work together and interact with the group activity. Learners need to communicate with each other and see and hear everything the teachers do and say. Finally giving all students specific praise and ongoing constructive feedback, while treating everyone with respect. Summarise ways to establish ground rules with learners (approx. 150 words) Ground rules are boundaries and rules to help create suitable environment and conditions that the teachers and learners can work and learn within.

Ground rules should always be discussed and negotiated with the learners instead of forced upon, and they could be incorporated into an activity to give the learners a sense of ownership on the rules, and therefore are more likely to follow the rules. There are two types of rules, negotiated and non-negotiable. Negotiated rules might include changing the break time from session to session, while the other type of rules, non-negotiable, can't be changed, such as health and safety for instance. Gravells (2013): ' Ground rules should be discussed and negotiated with the students, rather than forced upon them.

This helps them feel included and gives them a sense of ownership' Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills (approx. 200 words) For teachers, it's important whenever possible to provide opportunities for their learners to develop their English, maths, ICT and wider skills whenever possible. These

skills are known as ' functional skills' and are very important for young people and adults to participate in life, learning and work.

These functional skills will help learners improve their personal skills, knowledge and understanding which will hopefully increase their career aspirations and to function effectively and independently from day to day both in life and work. They're also a good learning tool for learners to engage confidently with others, to problem solve in familiar and unfamiliar situations.