

Explain how you
could promote
inclusion, equality
and diversity with
your current...

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Explain how you could promote inclusion, equality and diversity with your current/future learners. Identify other points of referral available to meet the potential needs of learners. Susan Wallace states that equality in this context “.... requires us, as teachers, to ensure that we show no favouritism or antipathy towards any learner and that we are entirely non-partisan in our dealings with them.

Whether they are keen and motivated or bored and disengaged; or whether they are friendly and sociable or morose and threatening, they are nevertheless equal and should be treated equally. ” (2007, p 46) When working with a range of ages, races, religions different genders and disabilities, I have to be rather sensitive when conducting classroom discussions or approaching individuals so as not to offend them. I ensure that each student receives the same equality and equal opportunity regardless of sex, colour or creed.

I use a different range of teaching styles due to the various abilities of my learners. Visually I use demonstration videos, which play continuously throughout the lesson, I find this helps the learners to retain information more easily and giving out handout to learners I have them printed in larger than normal print with Comic sans font to aid anyone within the group who may have dyslexia or may be visually impaired. G. Petty points out that, “ Dyslexia may be a gift as well as a disability.

Psychologist studying entrepreneurs for Mind of a millionaire, a BBC Two TV programme, found that 40% of the most successful had learning difficulties, mostly dyslexia (Sunday Times, 5 October 2003). If you are not born

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dyslexic, sadly there is no way of making you so “! (Petty. G2009) As my lessons are mainly practical the learners get plenty of hands on experience with tools and materials this is a simple way of getting them to engage in the lessons.

Auditory by explaining in detail to the students the task they are doing and get plenty of Q&A. I get some good feedback from my learners finding out what went well and wrong. By keeping the lesson as simple as possible, and setting each member relevant task to develop specific weaknesses, I find I get better all round results. I also timetable into their lesson a one to one tutorial where I can get some individual feedback. This is where I can promote ALS and Learner Support services on offer at the College.