

# Inclusive learning and teaching

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Introduction It is beyond gainsaying that minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching. This is because all theories and principles of inclusive learning have core elements which when harnessed, can benefit learners from different backgrounds, ability, and environments.

#### Literacy And Language and the Learning Theory

The classroom instructor should also build awareness of language, literacy, ICT, numeracy, and skills. This is because all these are needed in making the program being taught more holistic. The instructor must also acknowledge local sources of specialist subject expertise in language, numeracy, literacy, and ICT. As such, the teacher can collaborate with language specialists in order to devise relevant activities. The instructor must ensure that the language of use should correspond with the learning level of the students' learning, while also being dynamic enough to allow the acquisition of more vocabulary. Other methods that will be helpful at this point include: setting tasks for learners to read; using readable and accessible texts to help learners develop their comprehension skills; using reciprocal teaching; making use of effective questioning; and reading handouts and written materials aloud; and finding ways to present materials through means other than written information (Lawton & Turnbull, 2007, p. 44).

#### Numeracy and the Learning Theory

As for numeracy and learning theory, it is important that the instructor offers alternative methods for solving problems; increasing awareness of the language of numbers [such as multiplication, addition, product, times and share]; and avoiding the assumption that learners arrival at correct answers necessarily means comprehension of the topic. There is also a great need on <https://assignbuster.com/inclusive-learning-and-teaching/>

the side of the teachers to design exercises that are relevant and meaningful before according to learners with opportunities to practice, sharpen and put the skills they have acquired to use (Lawton & Turnbull, 2007, p. 44-45).

#### ICT and Appropriate Theory

Teachers should develop the culture of using up-to-date technologies such as whiteboards, m-learning, and digital cameras to motivate learners. It is important at this juncture that the instructor encourages learner autonomy in ICT use. In this light, WebQuests the use of function keys and keyboard shortcuts will help develop individual ICT skills. Older learners who may not be enthusiastic about the use of ICT should also be encouraged to start using ICT. Other provisions of ICT which may go a long way in creating tech-savvy learners include interactive whiteboards, learning platforms, graphic calculators, mobile phones, digital TV sets, video, radio, and related multimedia equipment (Lawton & Turnbull, 2007, p. 45).

According to Burns (1995, p. 65), one of the minimum core elements of theories and principles of enabling and planning for inclusive learning and teaching is the use of reinforcement. Since behavior is a function of behavioral consequences just as B. F. Skinner and John Watson postulated, it is important that educationalists incorporate the use of positive reinforcements to learning such as rewards.