

ENABLING LEARNING

CLASS TONE: What works for teachers

- **Be friendly. Recognize your students as people with outside lives and interests.**
- **Talk to your class on idea that what is equal is not always fair.**
- **Let your students know you enjoy your work.**
- **Model cooperation by working with others.**
- **Understand that being in a regular class can be scary for students who have been educated separately and who have not had models of peers who learn well.**
- **Underline for your students, parents, and others that all learning is academic and challenging at one's level of learning.**
- **Work with the class on the concept that working with diverse others is a valuable skill which will help everyone in life.**
- **Talk to your students about individual differences and learning styles.**

How can the teacher create an inclusive atmosphere in a classroom?

CLASS TONE: What works for teachers

- **Be friendly. Recognize your students as people with outside lives and interests.**
- **Talk to your class on idea that what is equal is not always fair.**
- **Let your students know you enjoy your work.**
- **Model cooperation by working with others.**
- **Understand that being in a regular class can be scary for students who have been educated separately and who have not had models of peers who learn well.**
- **Underline for your students, parents, and others that all learning is academic and challenging at one's level of learning.**
- **Work with the class on the concept that working with diverse others is a valuable skill which will help everyone in life.**
- **Talk to your students about individual differences and learning styles.**

THE TEACHER AS OBSERVER

- **The keenest tool a teacher has is her/his power of observation.**
- **Observe how your students react to your teaching. Are you teaching all?**
- **Observe whether your students learn more strongly under different conditions.**
- **Observe how your students interact.**
- **Observe how your students interact with other adults in the classroom.**
- **Observe how your students react to different kinds of test conditions.**
- **Observe what your students find easy to learn.**
- **Observe the strategies your students use to comply with your requests.**

- **Observe the strategies your students use to avoid your requests.**
- **Observe what makes your students feel more capable.**
- **Observe what makes your students feel less capable.**
- **Observe.....**
- **Observe**
- **Observe**

A PLAN FOR BEHAVIOUR

- Step 1:** **Identify behaviours**
 List disturbing behaviours
 Focus on 2 or 3 central behaviours
- Step 2:** **Observe target student in various settings**
 Watch for what sets off behaviour
 Relate behaviour to what is happening
- Step 3:** **Observe what other students are doing**
 Are the behaviours the same?
 Why not?
- Step 4:** **What is going on?**
- Step 5:** **Can you anticipate behaviour?**
 Can you avoid the trigger for behaviour?

GENERAL IDEAS FOR ADJUSTMENTS

- **REDUCE THE AMOUNT OF WORK: E.G. 4 QUESTIONS INSTEAD OF 8**
- **GIVE MORE TIME TO COMPLETE WORK**
- **TEACH VOCABULARY AND CONCEPTS PRIOR TO ACTUAL LESSON**
- **REWRITE MATERIAL AT THE STUDENT'S LEVEL**
- **TAPE RECORD WRITTEN MATERIAL**
- **HAVE A PEER READ THE MATERIAL ALOUD**
- **TEACH THE ENTIRE CLASS IN A WAY THAT ALL CAN UNDERSTAND: USE ILLUSTRATIONS, REPEAT POINTS, ENCOURAGE DISCUSSION**
- **USE HANDS ON TECHNIQUES**

- Quick chats between students (just to clarify a point, give a direction, ask a question)

HOMEWORK FRIENDS:

- Checking homework (compare homework efforts, discuss when different answers obtained, explain process, share ideas, clarify concepts)

KNOW-WANT-LEARN GROUPS:

- Encourage students to review what they already know about a topic, state what they need to learn, study the topic, and then review what they have learned. (Used when approaching a new topic)

TEST REVIEW GROUPS:

- Use when a test is coming up. (Cooperatively review notes/text on key topics, significant events, vocabulary. Use highlighting for emphasis.)

PARTNER FOR DRILL:

Examples

GENERAL IDEAS FOR ADJUSTMENTS

- **REDUCE THE AMOUNT OF WORK: E.G. 4 QUESTIONS INSTEAD OF 8**
- **GIVE MORE TIME TO COMPLETE WORK**
- **TEACH VOCABULARY AND CONCEPTS PRIOR TO ACTUAL LESSON**
- **REWRITE MATERIAL AT THE STUDENT'S LEVEL**
- **TAPE RECORD WRITTEN MATERIAL**
- **HAVE A PEER READ THE MATERIAL ALOUD**
- **TEACH THE ENTIRE CLASS IN A WAY THAT ALL CAN UNDERSTAND: USE ILLUSTRATIONS, REPEAT POINTS, ENCOURAGE DISCUSSION**
- **USE HANDS ON TECHNIQUES**

COOPERATIVE GROUPS

NEIGHBOUR SHARE:

- **PARTICIPATION LEVEL**

Individualize participation within student's capacity. E.g. colour map drawn and lettered by peers; hold up change of scene signs in drama presentation

- **ALTERNATE GOALS**

While teaching the same lesson to the entire class, individualize goals for this student. On a lesson on smoking the goal for others is to understand the medical effects of smoke, for this student the goal is to know that smoking is harmful.

- **ALTERNATE CURRICULUM**

Work at a different level of the curriculum. E.g. While other students are working to incorporate newly learned vocabulary into their writing, this student is learning words describing his immediate environment.

- Use to embed knowledge using back and forth practice. (math facts, vocabulary, science facts, literature facts, dates, spelling)

PAIRING FOR BOOK REVIEWS:

- Use to learn about more and different books. (Students interview each other about books they have read, main characters, plot, significant events).

PARTNERS FOR READING & LISTENING:

- Use to increase reading comprehension and listening skills. (Having completed a written assignment partners read what they have written to each other to check story line, clarity, content, vocabulary richness)

What central aspects of a lesson can be adjusted?

ENABLING ADJUSTMENTS

- **AMOUNT OF LEARNING**
Change the amount of learning for this student. E.g. learn main points but not more minor points; 4 questions instead of 8
- **TIME NEEDED**
Increase the time needed to complete a task. E.g. more time for tests, before answering an oral question
- **SUPPORT NEEDED**
Individual attention level increased through use of volunteers, peers, or other person
- **SKILL LEVEL**
Adjust difficulty level, problem type, rules, types of supports used
- **OUTPUT METHOD**
Adjust method of showing learning. E.g. written response rather than oral and vice versa, pointed response, pictographs, demonstration

- **PARTICIPATION LEVEL**

Individualize participation within student's capacity. E.g. colour map drawn and lettered by peers; hold up change of scene signs in drama presentation

- **ALTERNATE GOALS**

While teaching the same lesson to the entire class, individualize goals for this student. On a lesson on smoking the goal for others is to understand the medical effects of smoke, for this student the goal is to know that smoking is harmful.

- **ALTERNATE CURRICULUM**

Work at a different level of the curriculum. E.g. While other students are working to incorporate newly learned vocabulary into their writing, this student is learning words describing his immediate environment.

***WE MUST BE THE CHANGE WE
WISH TO SEE.***

Mahatma Gandhi

• ***Teaching with equality
means treating everyone
the same, whether that is
good for them or not.***

***Teaching equity means
teaching individuals
according to their
strengths and needs.***

qthaps dth gndcst
snoqps gndcst sncst
vi tnd tndstst sncst snc
tnd to tnd tnd snc

sncst qthaps gndcst
tndstst gndcst
tndst of gndcst
sncst tnd sncst

We are teachers of
the future.

We can do nothing
about the past.

But we can change
the future.

***We are teachers of
the future.***

***We can do nothing
about the past.***

***But we can change
the future.***

- ***Do not teach outside the box.***

Teach as if there were no boxes.

1. The first part of the story is a description of the scene.

2. He is a wheeler-dealer, a part-time

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.

the first part of the story is a description of the scene.