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Conference or Workshop Item

Title: Inclusion through learning: what do we mean by inclusive pedagogies?

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Learn 2013, Chennai India. Inclusion through Education and Vocation

Inclusion through learning: What do we mean by inclusive pedagogies?

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What do we hope to achieve during these sessions?

- An understanding of our responsibilities towards the inclusion of learners with special educational needs.
- An appreciation of the meaning of inclusive education
- A recognition of approaches and strategies that can enable inclusion to take place in schools
- A practical consideration of the implications of teaching for inclusion in schools in India



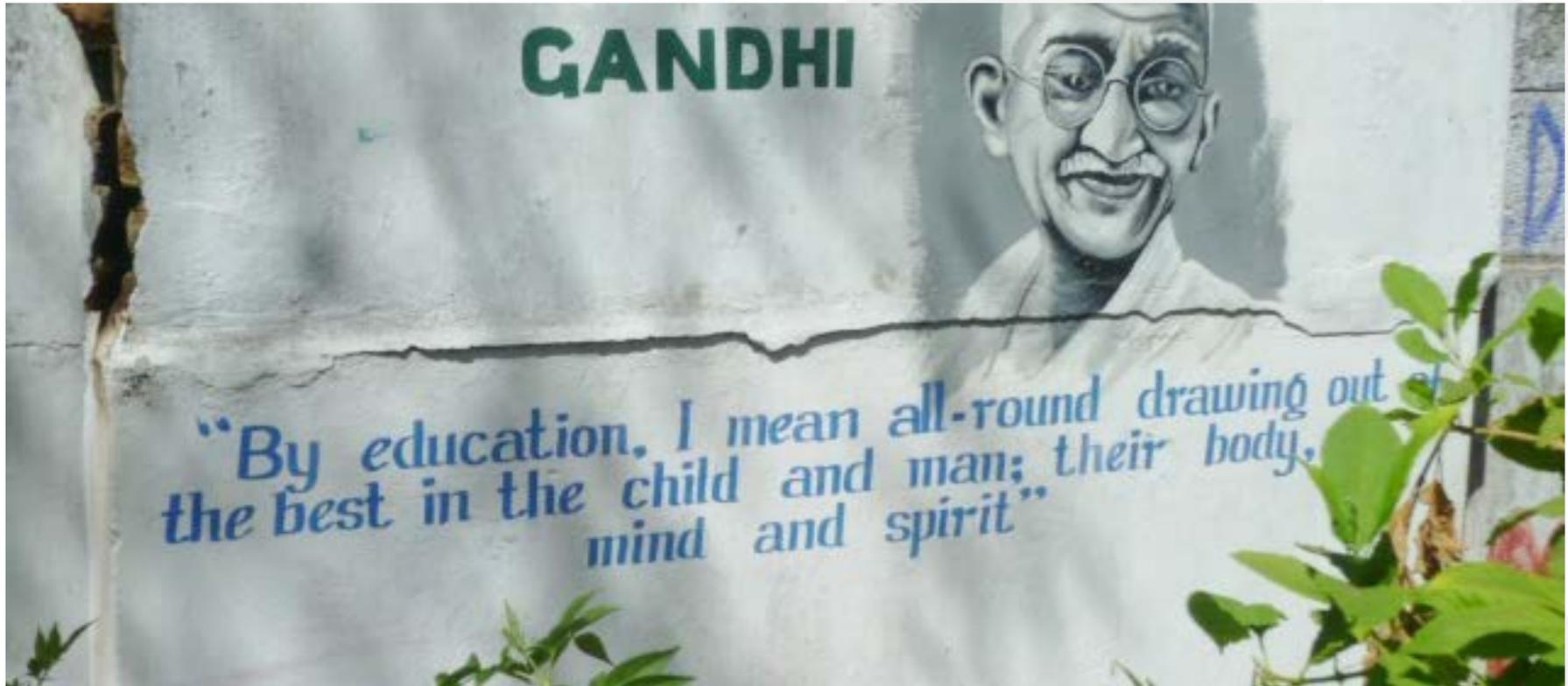
How do we intend to work during these sessions?

Learning is a shared responsibility, we will all work together.

Learning is an active, not a passive activity – be prepared to participate if you want to learn

The key to being an inclusive teacher rests with each individual – beware of “experts” bringing gifts!



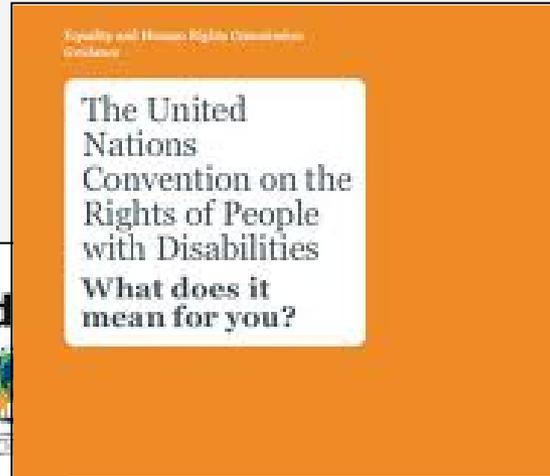
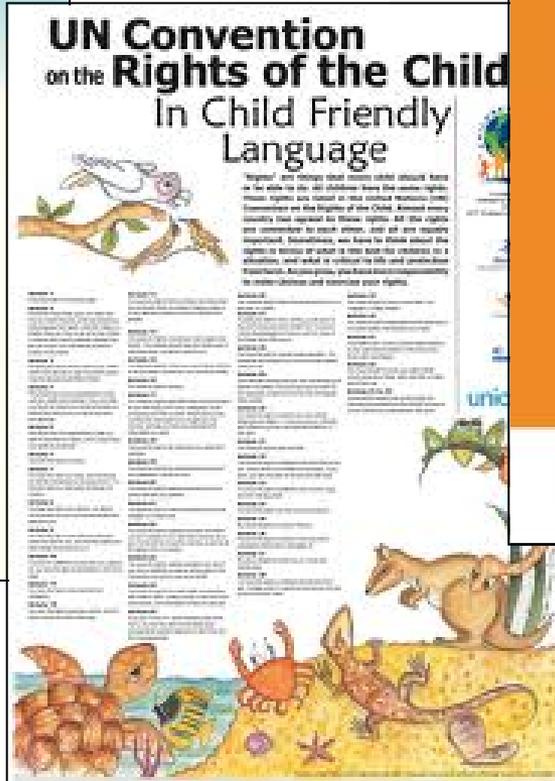
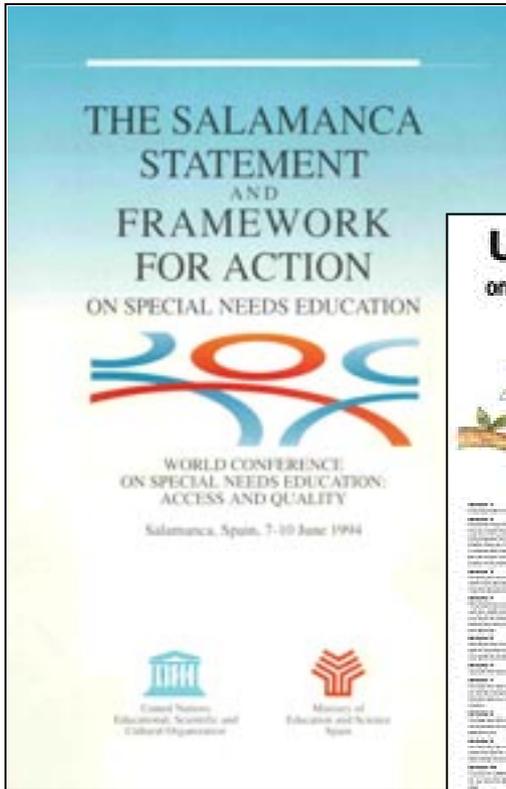


In order to understand inclusion we need to consider exclusion

Children have been excluded from schools as a result of many factors:
These include: poverty, gender, disability, religion, caste, social class



Inclusion an International Agenda



Right of Children to Free and Compulsory Education Act-India

Date commenced
1 April 2010

Summary
Provides for free and compulsory education to all children of the age of six to fourteen years



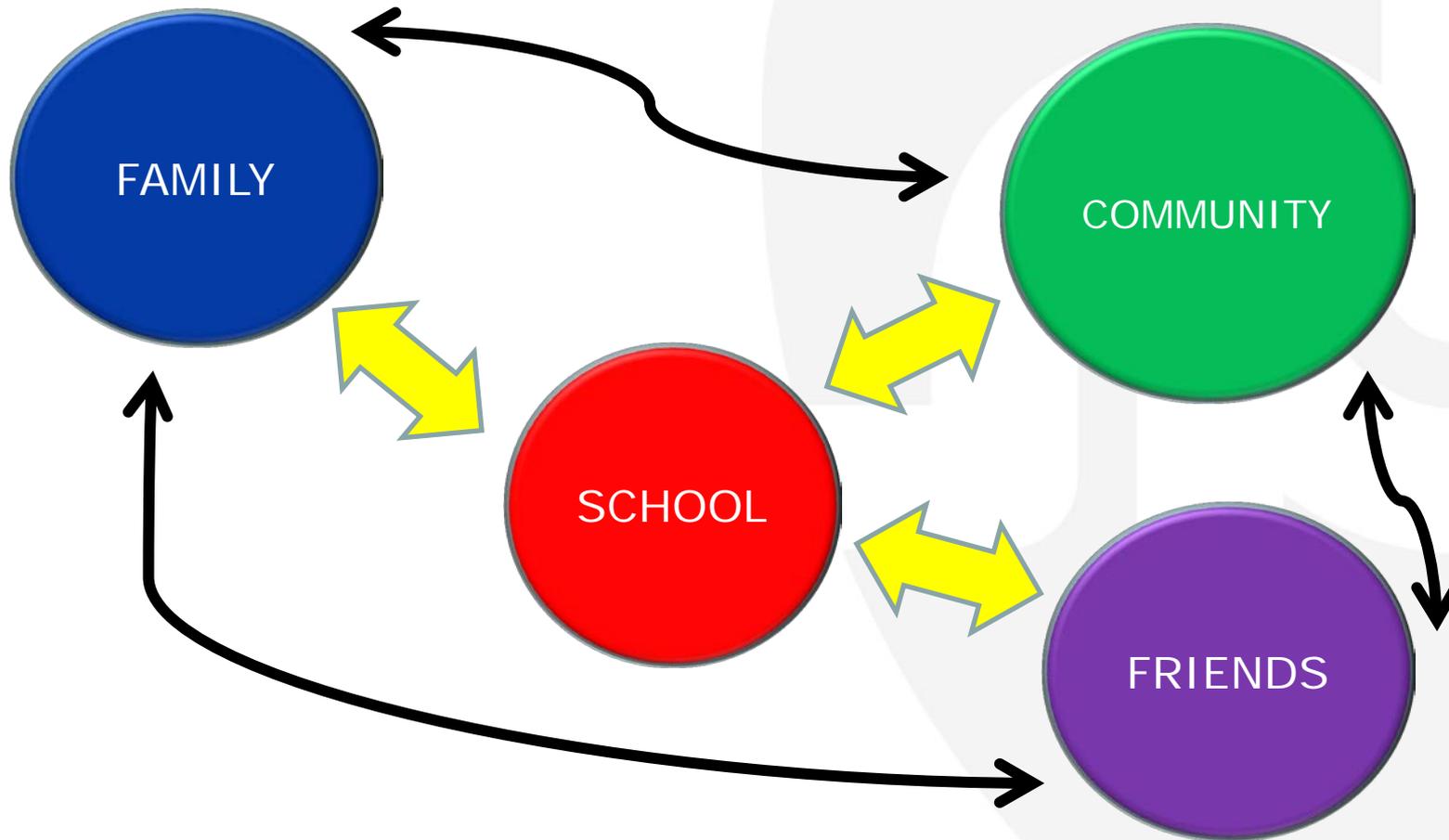
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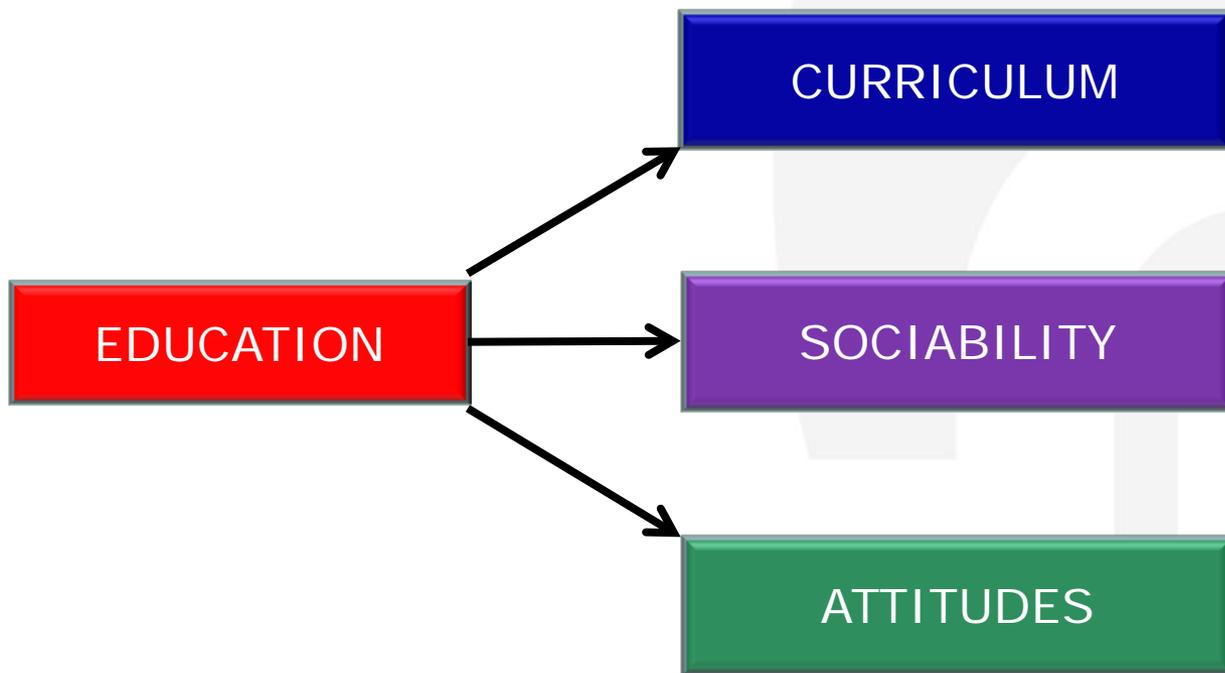


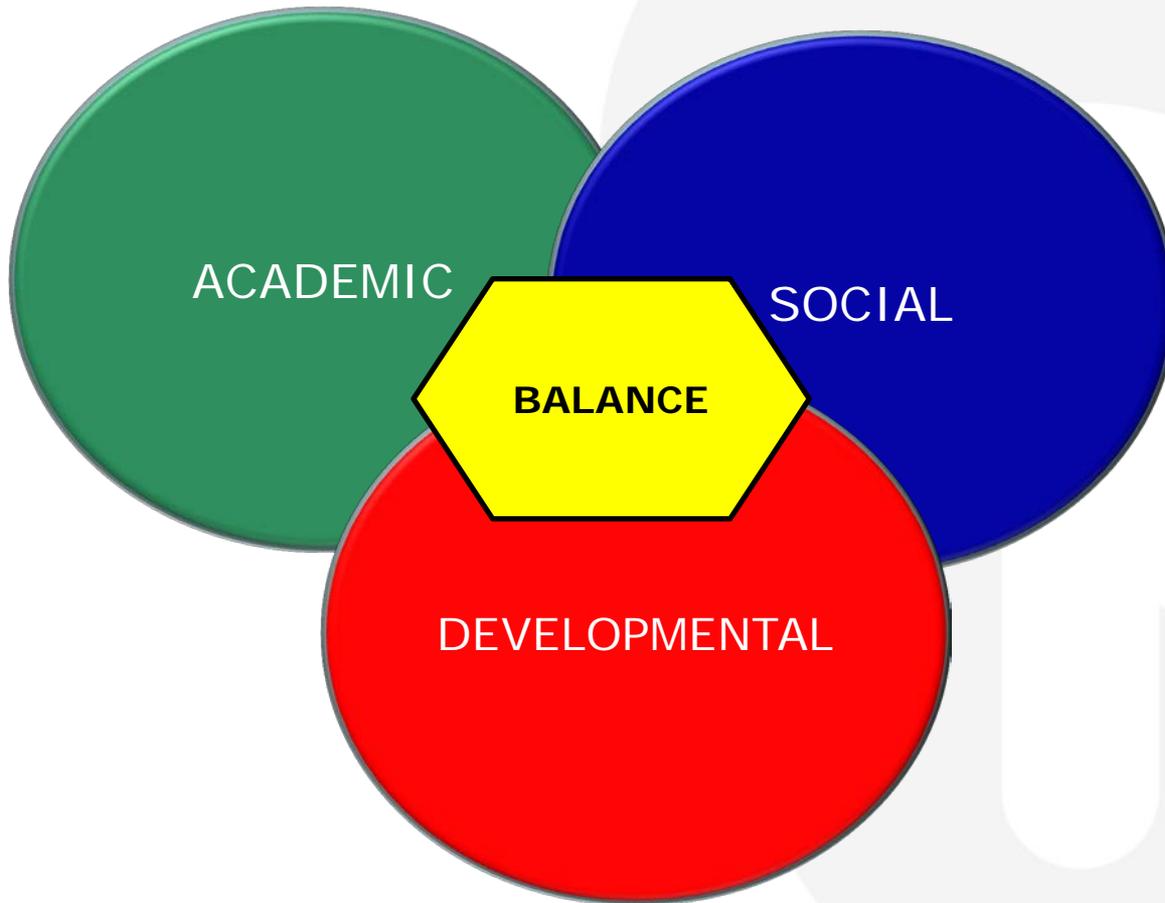
Kapil Sibal

Ministry of Human Resource Development

Educational Inclusion – One Part of the Equation







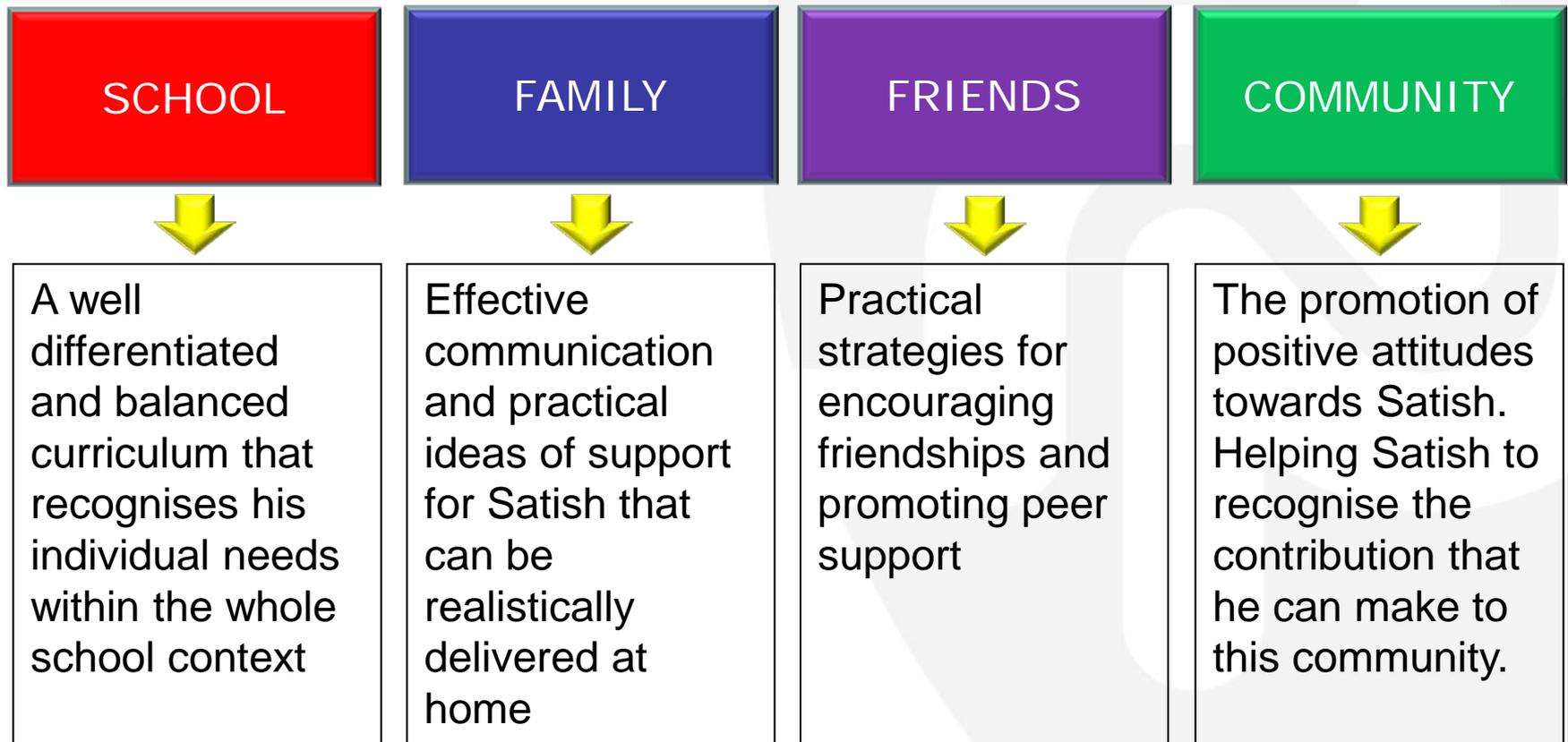
SATISH

Satish is an immature 7 year old. He has learning difficulties including problems with reading (reading age 5.1) and basic numeracy. He likes practical activities including art and making music. Satish has very few friends and has some difficulties relating to other children of his own age, preferring the company of younger children.

Satish's mother is very anxious about his difficulties and is unsure how best to help him at home



The responsibilities of the inclusive school to Satish

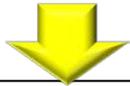


INTERDEPENDENT ASPECTS OF INCLUSION

Transforming lives, inspiring change

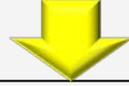
Satish's learning needs

CURRICULUM



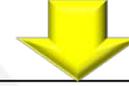
A celebration of his abilities and specific interventions for his needs.
Individual plans for reading and numeracy

SOCIABILITY



Interventions that promote friendships.
A focus upon self-esteem.
To be taught the skills of interaction

ATTITUDES



To have his individuality respected by adults.
To have his abilities emphasised to his peers

Failure to address any one of the three components above will impact upon Satish's ability as a learner

An inclusive curriculum for Satish

ACADEMIC

Promotion of his learning strengths and interests (art & music). Individual plans for reading and numeracy. Well differentiated lessons

DEVELOPMENTAL

Development of age appropriate teaching materials. Provision of peer support and well structured supportive group work

SOCIAL

Introduction of a buddy system. Provision of structured games/play time.

INTERDEPENDENT ASPECTS OF AN INCLUSIVE CURRICULUM

Transforming lives, inspiring change



Who benefits from this inclusive approach to teaching?

- The pupil with difficulties – through a well planned and individualised approach to their learning
- Others in the class – from a teacher who plans and differentiates to meet a range of needs and abilities
- The school as a whole – through a recognition of the ability of teachers within the school to address a range of needs and abilities
- The teacher – through improved pupil attention and behaviour





Activity

Talk to one of your fellow delegates and identify a pupil known to you who has some difficulties in school

Identify for this pupil your priorities for their academic, developmental and social needs – write these down (10 minutes)

Now consider what the school's responsibilities for this pupil are in terms of ensuring that he is included in school, family, friends and community – write down what actions could be taken to provide support (10 minutes)

