



# ASSIGNMENT 417 INCLUSIVE PRACTISE

Task A

PMelville

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## **Assignment 417 Inclusive practise**

### **Task A Research reports**

**Carry out research into inclusive practice and produced the following two reports**

- a) using your research produce a written report that reviews the impact of**
  - personal social and cultural factors on learning**
  - different cognitive physical and sensory abilities on learning**
  
- b) using your research produce a written report that summarises policy and regulatory frameworks relating to inclusive practice, and explains how they influence**
  - organisational policies**
  - your own practice**

### **Introduction**

This report reviews the impact of personal social and cultural factors on learning and different cognitive physical and sensory abilities on learning using a variety of sources. It then goes onto summarize policy and regulatory frameworks relating to inclusive practise. The author also explains how the policy influences organisational policies as well as the author's own practise.

### **The impact of Personal, social and cultural factors and cognitive, physical and sensory abilities on learning**

Abraham Maslow developed the Hierarchy of Needs model in 1940-50s. The Hierarchy of Needs theory remains valid today for understanding human motivation, management training, and personal development, all of which is directly related to education. (Businessballs, n.d.)The illustration of the pyramid is below. Abraham Maslow (1987), cited in (Harmer, 2001), suggested that before engaging cognitive or aesthetic needs, the learners' need for self-esteem had to be met first. Teaching

methods have been greatly affected by the idea that the learners' state of mind and the learners' personal response to learning is central to success in language learning. One view that embodies this idea is Krashen's Affective Filter Hypothesis, which is a part of Krashen's theory of second language acquisition. (Krashen, Principles and Practice in Second Language Acquisition, 1987). Affective Filter could be described as a 'mental block.' Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can prevent language learning. According to Krashen, effective teaching methods must be combined with a positive environment in order for learning to take place. (Krashen, Second Language Acquisition and Second Language Learning., 1988). According to Williams and Burner, many older adults are concerned with keeping their creative powers alive and worry that their intellectual powers may be diminishing with age. (Williams, 1997). Low self-esteem is just one of the personal factors which impacts on learning.

Some personal factors impacting on learning may include: lack of childcare, the travel costs to an organisation may not be affordable, learners may be unsettled, homeless or live in overcrowded housing. Some learners may have irregular work patterns which makes attending an organisation very difficult, others may have personal or family problems.

Different cultures value different learning behaviours. The needs of an individual learner may be related to cultural history and previous educational experience. Those who have been taught in a formal didactic way, for example, may be uncomfortable with methods where they are asked to discover or problem solve for

themselves and may need additional support to develop confidence for more autonomous activities. (UK, 2007)

According to Mental Health Foundation, (Foundation, 2009), one in four people will experience some mental health disorder in the course of a year. Teachers can approach learners' mental health by making themselves familiar with Access for All which provides teaching and learning techniques for learners with additional learning needs or mental health problems. Skills For Life Guidance for Practitioners and provides states that the term learning difficulties is used to include learners with:

- Clearly identified learning difficulties;
- physical and sensory impairments -for example those with mobility difficulties or hearing or visual impairments;
- unseen disabilities such as health conditions, mental health difficulties and dyslexia;
- those whose disrupted learning experiences (for example those in offender establishments) and difficulties with learning have led them to work at a significantly lower level than the majority of their peers.

(Life, 2006)

The report of the Disability Rights Task Force (December 1999), From Exclusion to Inclusion estimates that at least 8.5 million people currently meet the Disability Discrimination Act definition. (htt25)

People with disabilities are more likely to be unemployed, live in poverty and have health problems. Learning difficulties and disabilities result in poor literacy skills (difficulty or lateness in acquiring reading and writing skills.) Some learners may be functionally illiterate. Others may have problems such as: erratic spelling, text

comprehension or inference difficulties, and an inability to scan or skim text or Illegible handwriting. The image below is an example of visual stress which can be experienced by dyslexic readers. Text can appear blurred or distorted.

*Read Regular is created without copying or mirroring shapes. Therefore the frequency of repeated shapes in a text is decreased. This results in a minimum chance of visual distortions (swirl-effect). The aim is to create interesting typography that will maintain the readers' interest and will prevent them from getting bored or frustrated. Diversity in text knows many variations. We must understand the fact that typography for a novel is different from a magazine or a publication for education. Even so a novel has the potential to be clear and interesting. This can be achieved in any level of creativity, thinking on type size, leading, the amount of words on a sentence and the character/paper combination.*

<http://www.bdadyslexia.org.uk/dyslexic/definitions>

Characteristic features of dyslexia are:

- difficulties in phonological awareness, verbal memory and verbal processing speed.
- Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, organization, sequencing, spoken language and motor skills. There may also be difficulties with auditory and /or visual perception. (ESOL Access for All)

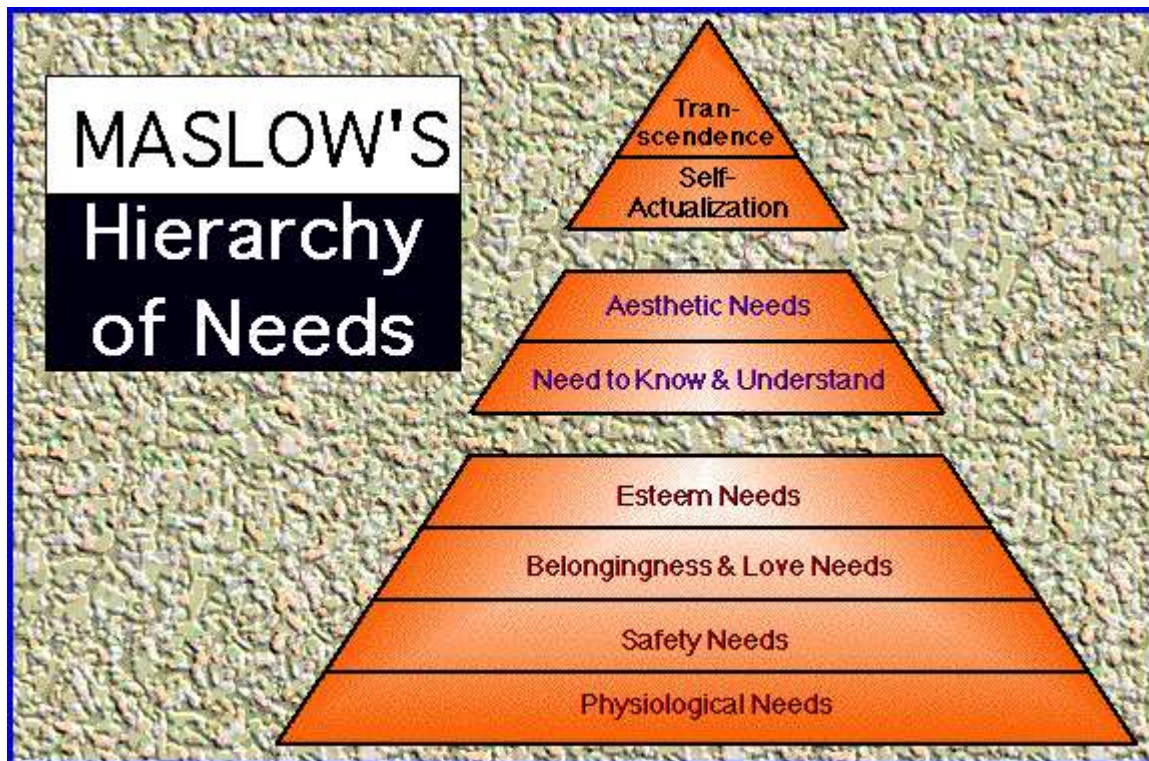


Figure 1: Maslow's hierarchy of needs (htt24)

The influence of Policy and Regulatory frameworks relating to inclusive practise on organisational policies and the author's own practice

Below is a summary of the main legislative requirements and organisational codes of practice relating to education. Adapted from (Roffey-Barentsen, 2014)

### **Health and Safety at Work Art (1974)**

Everyone has a responsibility for the safety of themselves and others. Rules must be followed and safe practices adhered to.

### **Risk assessment**

All activities have an element of risk; it is the teacher's responsibility to assess the level of risk, establish practices to minimise it and record such activities.

### **Disability Discrimination Act (1995 and onwards)**

This Act gives disabled people the right to employment, education and other services. Organisations (including educational establishments) must take reasonable steps to modify physical features that may cause barriers.

### **The Management of Health and Safety at Work Regulations (1999)**

This legislation seeks to prevent unsafe practices and minimise risk e.g. fire and emergency procedures, first aid at work, safe handling practices.

### **Copyright guidelines**

This guidance protects the originators of material against plagiarism and compromising intellectual ownership. Exercise caution when copying anything as spot checks are carried out.

### **Child Protection Guidelines**

Each organisation should exercise their functions with a view to safeguarding and promoting the welfare of children and vulnerable adults against inappropriate behaviour. Mandatory CRB (Criminal Records Bureau) checks are required.

### **Duty of care**

Common, civil, statute and criminal law all apply to teachers. Teachers are, in principle, in loco parentis to their younger learners. This means they need to offer a safe environment, whilst balancing the need to experiment and develop independence.

### **Disciplinary policies and sanctions**



Corporal punishment is illegal; each organisation has its own policies on discipline and related issues and what to do if things go wrong.

### **Data Protection**

This Act requires any organisation that holds any data on individual, electronic or otherwise, for more than 2 months, to register as data users. It restricts the sharing of data.

### **Code of Professional Practice**

Introduced by the Institute for Learning (IfL) to cover the activities of teachers in the Lifelong Learning Sector. The Code is based on:

Professional integrity

Respect

Reasonable care

Professional practice

Criminal offence disclosure

Responsibility

### **Dress codes**

There are some vocational areas that require learners to wear particular things in order to meet professional standards e.g. trainee chefs wearing 'kitchen whites'.

### **Terms and conditions of employment**

Every teacher will receive a contract of employment which not only details pay and working hours, but defines the rules of the organisation and what would happen if the rules are breached.

Good teachers take all the factors that impact learning into account when planning and delivering lessons, assessing learners as well as when selecting the appropriate materials. According to Jeremy Harmer, a teacher can manage group dynamics through seating arrangements. A teacher can separate best friends for pair work or put all the high-status figures in one group so that learners in other groups do not get lost. (Harmer, 2001)

ESOL access for All provides examples of good practice. As FEFC, 1996, cited in ESOL Access for All, observed, effective learning takes place when teaching activities take account of the individual's understanding of the world. A teacher should therefore encourage learners to use their own experiences in the learning process. A teacher can also minimise the bad effects of past learning experiences by offering activities which are appropriate to the learners' level. Setting achievable SMART targets will diminish the fear of failure. Neil Naiman et al (Neil Naiman, 1978) as well as Joan Rubin and Irene Thompson (Rubin, 1982) listed a number of characteristics which constitute a good learner. Some of these include: a tolerance of ambiguity, being prepared to approach tasks in a positive manner, perseverance and high aspirations. Teachers can cultivate good learner characteristics in all learners in order to develop expert learners. A teacher should however not insist on one kind of good learner profile. Valuing diversity means creating a learning environment that includes and respects difference and otherness. It means recognising the unique contributions individuals can make.

By nurturing, embracing and valuing diversity institutions can create an environment that maximizes the potential of all. A framework for valuing diversity and difference is in the interests of the organisation. Every college formulates their own equality and diversity policy. Equality and Diversity can be promoted through the use of non-discriminatory language or images with no cultural bias. Lesbian, Gay, bisexual and transgender learners may feel uncomfortable talking about family issues if all the images used in the learning materials promote heteronormativity and assume that partners are to be of the opposite sex.

Inclusive teaching means recognising and meeting the learning needs of all students. Inclusivity should involve the whole class working and learning together with no outsiders. It is important that a teacher recognises learners' individual needs without highlighting the difference. For example, provide all learners with different coloured handouts and not just the one who is dyslexic.

According to the Disability Discrimination Act (DDA), discrimination against students with disabilities is illegal. (Commission, 1995). It is very important for the planning of course provision. Teachers need to adjust their practice to support learners with disabilities. For example, teachers can provide printed materials with larger fonts for partially sighted learners. As well as supporting weaker learners, a teacher must also differentiate in order to stretch stronger learners. Teachers must continue to improve their inclusive teaching methods through CPD as well as keeping up with the current affairs so they can respond to the learners' changing needs.

Word count 1005

## Conclusion

There are a number of factors that impact on the learner's progression and a good teacher takes these into consideration when planning, delivering and assessing teaching. A number of policies also relate to inclusive practise. Each college must produce a range of policies which formally set out the guidelines and procedures for ensuring equality. These must take account of the rights of all individuals and groups. Policies must also pay regard to the values and practice which are part of all aspects of college life as well as to teaching and learning.

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