INCLUSIVE TEACHING AND DIFFERENTIATED INSTRUCTION

Principles that may be applied to the design of inclusive learning and teaching environments are included as follow:
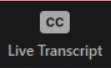
Creating safe collaborative spaces by setting ground rules for collaborative learning behaviour, making time to get to know students as individuals. Encouraging students to articulate their thinking openly in trusting, respectful environments allows all students to learn by getting stuck, being uncertain, making mistakes and being different;

Developing strategies for sharing and generating knowledge. This involves creating open, flexible activities that allow students to draw on their own knowledge, interests and experiences while encouraging the sharing and application of different knowledge, experiences and perspectives among peers;

Connecting with students' lives. This may involve selecting or negotiating topics and activities relevant to students' lives, backgrounds and future or 'imagined' identities;

Being **C**ulturally aware, for example by using resources, materials, humour, anecdotes that are relevant to the subject and sensitive to the social and cultural diversity of the group.

In summary, these principles suggest that pedagogies that are student-centred, inclusive of individual differences, and relevant in the context of the subject are likely to extend opportunities for academic engagement to a wider range of students.

IMMERSIVE READER

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- Translate the original text into another language
- Change the speed of reading

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