



**INNOVATIVE APPROACHES TO PROMOTE EDUCATION FOR  
ALL INNOVATIVE CLASS ROOM METHODS AND STRATEGIES TO PROMOTE  
EDUCATION FOR ALL**

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**Abstract**

*In the fast changing world of the early 21st century public education is also changing. As part of the changes the role of schools and education will also be different in the educational system. These are changes in teaching methods. It can include changes in:*

- where you teach,*
- who teaches*
- how you teach*
- how the student can respond*
- Materials you use.*

*As a system, inclusive education should be flexible. Its principle should be education in the regular classroom whenever possible. This need for flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.*



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## **Introduction-**

### **What is inclusion?**

- It is a commitment to educate students with special education needs in the schools they would attend if they did not have disabilities.
- It involves bringing the support services that they require to them rather than separating them from their peers and community settings.
- It is a method of providing special education services in the least restrictive environment.

Innovative class room Methods and Strategies for an Inclusive education

- Pedagogical Strategies to respond to individual needs of students
1. Peer Tutoring
  2. Social Learning

3. Buddy System
4. Reflective Teaching
5. Multisensory Teaching
6. Equipment for an Inclusive Classroom

### **Lessonplanning-**

#### **How will you support the needs of all learners?**

-Consider:-

- Timing,
- Variation of activities,
- Types of activities [concrete/abstract],
- Reinforcement of key ideas,
- Extension work
- Recall of previous work,
- Links to future work,
- clear instructions.
  - Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
  - Are you able to access specially adapted equipment for some pupils to enable them to participate fully?
  - If not, can an alternative way be found?
  - Will the diversified and differentiated work allow all pupils to experience success at their optimum level?
  - Four key questions to help develop inclusive practice in lesson preparation.
    1. As you are planning any lesson for pupils ask yourself what are the essential knowledge, skills or understanding you want all students to get from the lesson?
    2. How do my pupils learn best? Take account of learning styles. Most pupils can learn in visual, auditory or kinaesthetic ways, though most have a preference and it is good to know these.
    3. What modifications to the lesson plan would permit more pupils to learn more effectively in my classroom? All teachers are very used to modifying their lessons to enhance their pupils learning.
    4. How will my pupils show what they have learned? Ask the pupils to respond in ways they can handle. Assess pupils through their strengths not their weaknesses.

### **The Planning Pyramid**

- The Planning Pyramid has three layers, termed Degrees of Learning. The layer at the base of the pyramid represents "what all students will learn." This layer contains the largest volume of material. The middle layer represents "what most, but not all students will learn"; and the smallest layer represent "what some students will learn." The premise is that all students can learn, but all students may not be ready to learn all of the content covered. The most important part of the Planning Pyramid occurs before instruction.

### **Lesson Planning Pyramid should Include-**

1. **Lesson overview-**Begin by thinking about the lesson. Use the Points of Entry as a guideline to ensure that an array of variables is considered. How will the topic, teacher, students, and setting affect the instruction for this lesson?
2. **Degrees of learning-**Identify concepts for each of the Degrees of Learning and record them on the lesson planning form.
3. **Instructional strategies-** Identify the instructional strategies that will be used during this lesson.
  - Grouping (cooperative learning with assigned roles, pairs)
  - Presenting information (introduce key vocabulary, modify pacing of instruction)
  - Learning strategies (provide outline for note taking, teach comprehension strategies)
  - Reading levels (supply study guides, peer to read questions; provide books at different reading levels)
4. **Sequence of activities-**List the sequence of activities on the lesson planning form.
5. **Evaluation-**Decide how progress will be monitored and record it on the lesson planning form.
6. **Reflection-**After the lesson, reflect on how concepts at all degrees of learning were presented and evaluate student understanding.

### **Peer Tutoring-**

- **Peer tutoring** is a flexible, **peer**-mediated strategy that involves students serving as academic **tutors** and tutees. Typically, a higher performing student is paired with a lower performing student to review critical academic or behavioural concepts.
- Both individuals gain a broader and deeper understanding of the material.
- The tutor learns not only how to ask useful questions, but also develops social listening skills that are a sought-after ability in the professional world.

## **Social Learning**

Within the school setting, all students are expected to learn academic concepts as well as behavioural skills. Because both of these areas often times are potential barriers for disabled students, they can develop low self esteem issues which hinder them socially. It is important that academic content and social skills are addressed within the classroom.

Albert Bandura developed the social learning theory which states that learning, both cognitive and behavioural, takes place through the observation, modelling, and imitation of others.

This theory proposes that academic and behaviour modelling takes place through verbal instruction, live modelling by a person, and symbolic modelling through four steps:

*Attention, retention, reproduction, and motivation.*

### **In inclusive classes social learning is essential since-**

Inclusion classes capitalize on this theory because disabled peers can observe their nondisabled peers and their teachers and then imitate them both academically and behaviourally. It focuses on teaching children important real life social behaviours.

this course of action would help students with disabilities by emerging them into a learning community that mimics a mini society. Through this learning community students with disabilities are able to interact with their peers and develop friendships. When included in the regular classroom, special needs students have the opportunity to see their peers working habits, and they can model those habits and behaviours to reflect their own.

When a student sees a peer being praised for their hard work, the student learns to try that behaviour in hopes of pleasing the teacher and being praised also. This plays into the observational theory, where students with special needs can watch the correct behaviour and model that desired performance.

## **Buddy System**

- The **buddy system** is a procedure in which two people, the "buddies", operate together as a single unit so that they are able to monitor and help each other.
- A buddy system in a school is where a child gets paired with another child, usually one that is older and of higher abilities.
- A buddy system helps to promote friendship, better support of coursework, behavioural and social needs, and can foster a greater sense of belonging and a more inclusive school community.

- Students create friendships that enable both older and younger ‘buddies’ to bond more closely with their school, increasing the likelihood of more positive school behaviour and positive response towards learning for all students.
- In a new school, the older children learn to take on responsibility, while the younger children know that they have a fellow student they can confidently turn to for support.
- promoting an inclusive environment for all.
- better acceptance of differences, promoting better self-control, expansion of communicative interaction with peers.
- decrease in behavioural problems.
- and even personal maturation or growth in career aspirations
- The buddy system positively affects the culture of the school and it greatly affects the troubled student as well as the older buddy.
- The students learn and share from their peers and learn collaboratively.
- The students actively participate with each other and enjoy the informal setting and feel comfortable discussing with peers rather than a teacher.
- Clearing doubts and joy and creates a depth in the subject matter
- The buddy system helps to increase self-confidence for all involved in the system and in the process helps build trust and co-operation within individuals.
- It benefits the buddies, buddy learner, school/university and the parents as well. The buddies involved also learn leadership skills and in turn can take up the role of buddy leader.
- The buddy system helps in reducing the stress level of the learner. It reduces the levels of anxiety experienced by the students who struggle to engage with course material or with the school/university in general.
- Teachers at progressive schools collaborate to improve their students' learning—and their own.
- It gives independence to all students, and increases self-esteem and peer acceptance. Children become protectors of each other.
- The technique not only works with peers of the same nation but has also proved to be of particular importance to foreign students.

### **Reflective Teaching**

- Reflective practice, the process of examining one’s own actions and learning about oneself.

- **Reflective teaching** is a process where **teachers** think over their **teaching** practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.
- Reflective teaching means looking at what you do in the classroom, thinking about why you do it,
- Reflective Teaching is beneficial for teachers
- A major way that teachers improve their decision making is through reflection. Reflective teachers are thoughtful, analytical, and even self-critical about their teaching. After you have taught a lesson, you will want to reconsider your planning and the decisions you have made.
- Reflection, whether written or mental, is an effective tool for refining professional thoughts, ideas, and beliefs. Reflection enables us to evaluate our experiences, learn from mistakes, repeat successes, and revise and plan for the future.

### **Multisensory Teaching**

- Using a **multisensory teaching** technique means helping a child to learn through more than one sense. Most **teaching** techniques are done using either sight or hearing (visual or auditory). The child's sight is used in reading information, looking at text, pictures or reading information based from the board.

### **What different teaching styles are you going to use?**

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, digital cameras, wall displays?
- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic e.g. use movement, role play, artefacts, use the environment

### **Equipment for an Inclusive Classroom**

1. Use a multisensory approach.	11. Seat student close to board, teacher, or student helper: away from door or window.
2. Use a highly structured format for presentations.	12. Provide a quiet work area.
3. Use graphic organizers.	13. Allow students to move if needed.
4. Present material in small, sequential steps.	14. Use visual reminders as memory aids.
5. Teach specific strategies (e.g. taking notes, reading comprehension).	15. Use teacher-initiated signals for redirecting attention.
6. Review key points frequently.	16. Highlight sections of text.
7. Assign a buddy reader or note taker.	17. Provide tape recording of lecture or required texts.
8. Provide students with outline of notes.	18. Give oral and written

9. Use colour coding to match materials and concepts. 10. Reduce visual distractions	directions. 19. Speak slowly and clearly. 20. Allow for longer response time.
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**Tips for regular classroom teachers to create an inclusive environment**

- Low-tech learning aids
  - Sticky notes
  - Highlighter pens
  - Calculators
  - Digital clocks
  - Tape recorders
  - Carbon paper note pads
  - Fanny packs to keep track of personal belongings

**Teacher role -**

**Developing Positive Relationships between School and Home -**

- Families are interested in and concerned about their children’s learning. They want to be involved, but typically report not knowing what they might do at home to help their child be more successful at school.
- Families from all strata—including those from diverse cultural, ethnic, and socioeconomic backgrounds—are involved in supporting their children’s education.
- Families in general—and those from diverse cultural, ethnic, and socioeconomic backgrounds in particular—often wait for guidance from educators before interacting with the school.
- Educators generally value family involvement but report needing information on how to form collaborative partnerships with families.
- In general, family involvement in schooling is associated with many benefits for students that are the kinds of benefits desired by educators. Among those are:
  - Improved grades and test scores.
  - Positive attitude toward schoolwork.
  - Positive behaviour.
  - Work completion.
  - Increased participation in classroom activities.
  - Increased attendance.

### **Teacher and Co-teaching Personnel**

- Co-teachers.. -With inclusion on the rise, teachers are sharing classrooms more than ever and becoming an effective co-teaching partner is a teaching essential. With the onset of a new school year right around the corner, meanwhile, it's imperative to begin devising and building positive *co-teaching strategies*.
- A co-teaching team typically includes a general and a special educator who teach the general education curriculum to all students as well as implement IEP for special children Both educators on the co-teaching team are responsible for differentiating the instructional planning and delivery, assessment of student achievement, and classroom management.

### **Parents as Partners**

#### **Barriers for Free Communication between parents and Teachers-**

##### **Unknown Expectations**

##### **Attitude**

##### **Language Barriers**

##### **Lack of Presence**

- Parents role is very important
- The parents are the first teachers in the home.
- They are responsible for the development of values, attitudes and habits that will be needed as their children associate with classmates in school.

### **Conclusion**

Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. Inclusive education responding to special needs will thus have positive returns for all pupils." All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children."

That is a big and difficult task, but "where there is a will there is a way!"

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