* 1. **Describe features of inclusive teaching and learning**

Inclusive learning and teaching understands and recognises that all learners have the right to a learning experience that respects diversity, enables all learners to participate in tasks and learning activities which will enable all learners to engage well in the curriculum and achieve qualification’s to their full potential. It removes barriers, anticipates, and considers a variety of learning needs and preferences. Inclusive learning and teaching avoids excluding specific learners. It offers all learners the opportunity to mix with other leaners in a safe positive learning environment.

***Gravells (2014) states:***

***‘You are not teaching your subject to a group of learners who are all the same, but to a group of individuals with different experiences, abilities and needs, which should be recognised and respected’.***

Equality Act 2010 ensures all learners or groups of leaners (individuals) are treated fairly and equally, specific to their needs and abilities, and no one is treated differently. Those individuals are treated equally regardless of their race, gender, disability, religion or belief, sexual orientation, and age. Diversity aims to recognise, respect and value people’s differences to contribute and realise their full potential by promoting an inclusive culture for all staff and students.

I engage with all learners speaking directly to them encouraging them to interact and be involved in the learning process. I make eye contact and ask direct questions to individuals by using their names.

* 1. **Compare strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learning needs**

I use a variety of learning styles during my teaching sessions to make it easy for all learners to grasp the information and have confidence in applying the skills they learn. For example: power point lecture lead sessions, scenarios/role play, videos, group activity, pop quiz, real life experiences (theirs and mine), visual handout via a booklet for them to refer to and take notes as we work through the course content. During the course I will stop after each outcome and ask if anyone has any questions and throughout ask them if they have any experiences they would like to share. I have paperwork to work record all the outcomes the learner has achieved and completed during the sessions and in most cases a multiple-choice assessment and practical assessment which will record learners’ achievement of passing the course.

**Group Work/role play of scenarios.**

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| --- | --- |
| **Advantages** | **Disadvantages** |
| Be fun way for learners get to know each other in smaller groups | Learners may be uncomfortable sharing with a group |
| Encourages discussion of the subject, share views and ideas | Shy learners may be overshadowed by more confident learners |
| Assists the trainer to recognise strengths of individuals | Clash in personalities |
| Allows shyer learners to share experiences in smaller groups – build confidence | Can be embarrassing |
| Leaners can show their understanding and knowledge, achieve outcomes together | May not suit all learners to take a hands-on approach |
| Allows learners to see how situations may occur in real life |  |

The group work should be given timelines to follow so that it doesn’t over run, and outcomes are achieved efficiently.

**Videos, real life experiences.**

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| --- | --- |
| **Advantages** | **Disadvantages** |
| Learners see how real-life situations from actual footage | Learners can become disengaged |
| Learners have a visual reminder of the outcome information | Learners don’t always feel comfortable sharing |
| Shows the correct order of instructions they should follow | Technical hitches may occur with accessing videos from the internet |
| Learners can share experiences they have had and how it worked well or things they may have done differently |  |

**Question time, pop quiz.**

|  |  |
| --- | --- |
| **Advantages** | **Disadvantages** |
| Allows learners to engage by asking questions they are unsure of the answer | Some learners may avoid this as they feel uncomfortable asking questions or answering in case, they get it wrong |
| Gives a good time to reflect on different outcomes and ensure learners are clear of the answer | Some learners don’t like the pressure of on-the-spot questions |
| Assesses the learner’s knowledge and understanding |  |

All quiz questions should be worded so they can be easily understood and clear. Answering learner questions should be answered clearly and an acknowledgement from the learner they understand the response.

**1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills**

It is important to provide opportunities for leaners to develop their English, math, ICT so they have the vital functional skills and understanding that helps them to complete the course with confidence and be effective, independent in all aspects of their lives. These skills enable them to apply their knowledge and understanding in all areas of their lives. They assist with basic problem-solving skills to carry out tasks. Communicate confidently with others and develop personally and professionally. Enabling them to contribute positively to their lives and with others. These skills are important to help learners progress and succeed with further education goals, work aspirations, and life. I can do this by including these skills during my courses and in bed these skills into learners. To encourage and develop English I give learners a booklet with information included in the course, this offers literacy which I encourage them to read and take notes on the information. To help them apply ICT skills I ask learners to research information, watch videos. I introduce free apps that will aid them. For example, CitizensAid which offers free public advice in medical emergencies. I also give them group activities where they must discuss scenarios and use role play to show they can use clear communication and problem solve as a group. Mathematics by recording times and relaying this information to the appropriate services. These skills help develop the learners in a relevant way to the course content and can be applied in real life.

**2.1 Explain why it is important to create an inclusive teaching and learning environment**

It is important to create an inclusive teaching and learning environment which benefits learners and teachers promoting a positive environment which motivates and engages learners. Recognizing them as valued individuals. Building positive relationships with learners, trainers will create a more efficient learning experience for all involved. I praise learners when they do things well and encourage them to be involved in activities.

The environment should be accessible to all, and learner specific needs should be met by identifying and catering for individual needs, removing all barriers they may have, enabling them to reach their highest potential. I do this by making myself accessible and approachable to learners to feel comfortable to come to me for additional support if they require it.

Find out what motivates the learner, what their goal is and what drives them. If a student is motivated and engaged in the course, they are more likely to retain information. Some learners are motivated by their employer requiring them to gain the qualification to retain their job or for a pay rise or promotion. Others enjoy learning and achieving new qualifications through learning new skills, and increasing their knowledge or upskilling their existing skills.

**2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learning needs**

When I am teaching, I plan my delivery of course content using various teaching methods to ensure all are kept engaged and motivated in learning. This contains practical activities where they demonstrate tasks individually or in groups, showing the ability to work as a team or on their own initiative.

I continually observe learners progress and assess the skills they have been able to demonstrate. I ask them to reflect on scenarios and discuss what they could have done differently or improve. I ask questions to ensure they are understanding the course content.

To engage learners, I use teaching methods based on the requirements of the course videos, power point presentation, open discussion, workbook, use of visual aids (e.g training AED, Annie manikin, trainer EPI pens, inhaler etc), practical and course multiple choice assessment.

To keep learners motivated and engaged during the power point presentation, practical sessions and demonstrations are incorporated throughout the day.

By using inclusivity and accessibility through a variety of teaching techniques all learners no matter their background, age or abilities can understand and absorb the information meaning they all have equal accessibility gain their desired qualification.

**2.3 Explain ways to engage and motivate learners**

Learners should feel comfortable in their surrounding and the training environment should be well laid out, ensuring room temperature and lighting is suitable. That all visual materials like power point presentations are visible to all learners.

I am supportive and approachable who uses positive teaching methods to motivate and encourage learners to engage with all course aspects.

When I start a start a training session with a new group of learners, I firstly welcome them each into the classroom. I introduce myself and tell them about my background experience to gain their confidence in my knowledge of the subject and put them at ease. I give them a little detail on who I am. I then invite them to tell me about them and their experience and what they do (job role/relevant hobbies).

I ask if anyone has completed or been on similar courses to the one, they are on to assess their level of understanding and prior knowledge. This allows me to gage who will need more support and who would benefit from more challenging tasks. This is a good introduction ice breaker. This allows learners to start getting to know each other and build relationships within the classroom. I follow this with health and safety and set boundaries and discuss breaks and what will be involved in the learning session. We discuss this and agree aspects of the features.

I outline the aims of the course and what outcomes they will achieve during the sessions. I will assure learners that if they require any further support, they can approach me at any time, and I am happy to go over anything with them individually if required and I can adjust the teaching to suit their individual needs.

To involve learners in contributing to the course I ask learners to share experiences or give examples of first aid or care they have given to people with conditions which are mentioned during the course content.

I use a variety of teaching methods to engage learners. Some of which include power point, videos, pop quiz, question time, role play and scenarios.

I offer praise to all learners and offer constructive feedback at the end of each section. Ensuring all feel valued with their input.

***Gravells (2014) suggests:***

***‘That for the teacher to understand how to create a motivational learning environment, a varied approach should be used to help engage students as individuals.’***

**2.4 Summarise ways to establish ground rules with learners**

Establishing ground rules from the start is important so that learners have a clear understanding of appropriate behaviour and boundaries that respect others. There can be negotiable rules around break times, mobile phone use and non-negotiable rules around health and safety aspects which are on a power point to highlight their importance and act as a reminder.

This is done by a class discussion on the first day of each course. I have a power point slide with 5 points to cover.

1. Fire Exits
2. Fire alarms
3. WC
4. Refreshment
5. Mobile Phones

I let them know where the fire exits are and what we will do if we must evacuate. I make them aware of any expected fire alarm tests. When and what time. I make them aware of the nearest toilets. We then discuss break and lunch times to suit everyone, the length of these breaks. I also ask if anyone is on call to put their phones on vibrate and take calls out the room, so there is minimum disturbance to the rest of the class.

Everyone should agree to abide the rules and if necessary, maybe added to or altered. If learners break the agreed rules, it would be recommended the trainer discusses with the learners to find out why and reason for the breach. Offer them time to reflect on their behaviour. The learner maybe asked to apologise to the other learners for any disruption caused.

***According to Gravells (2013)***

***‘Ground rules should be discussed and negotiated with the students, rather than forced upon them. This helps them feel included and gives them a sense of ownership’***

**References**

Gravells, A. (2014) *The Award in Education and Training (1st Edition*). London: Learning Matters.

Maslow, A. (1954) *Motivation and personality.* New York, NY: Harper

**Website**

<https://www.imperial.ac.uk> (LAST ACCESSED 19/07/2023 @2202)

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