

Make your classroom
a place of 'harmony
and joy' Ofsted 2014



Introduction to our College

- o Southend Adult Community College
- o Based in Southend-On-Sea Essex
- o Three key areas of work:
 - o Unaccredited including family and community learning
 - o Learning Disabilities including profound and multiple disabilities
 - o Accredited including 16-18 full time provision traineeships, apprenticeships, and vocational courses from levels 1-5

Ofsted November 2014

- o 'Teaching, learning and assessment are outstanding, as reflected by the success, retention and attendance rates, which are exceptionally high.' Ofsted 2014
- o Learners make good use of the easy access they have to learning technology to increase their confidence' Ofsted 2014
- o 'Teachers motivate learners exceptionally well, applying high levels of professional standards at all times.' Ofsted 2014
- o 'Teachers use an excellent range of exciting and innovative approaches to assessment and prepare learners well for their assignment work' Ofsted 2014
- o 'Personal tutors provide learners with detailed and highly effective one-to-one coaching and mentoring support' Ofsted 2014

Ofsted November 2014

‘The management of the promotion of equality and diversity is particularly effective. The College is a great advocate of community cohesion. **Main sites are a harmony of respect and joy.** They are filled with success stories of individuals from a broad range of backgrounds that motivate others well. All staff ensure that all sectors of the community are welcomed and appropriately catered for.’ Ofsted 2014

What does inclusion mean to us?

- o 'Inclusive education means that all learners, whatever their individual needs, are enabled to learn, contribute and participate in all aspects of their education'

Southend Adult Community College 2014



The Graffiti Wall

Sharing good practice

- o Throughout this session we recognise the fantastic work tutors are already doing and we want to capture this today on our graffiti wall
- o Please feel free to photograph this wall as a reminder of the session



Recognising inclusive practice

- o Working independently you have 3 minutes 27 seconds to list the ways you include everyone in your classroom!
- o You will use your post-it notes to collate your ideas (one idea per post-it) to add to our graffiti wall

MISSION: ~~IMPOSSIBLE~~

What we found...

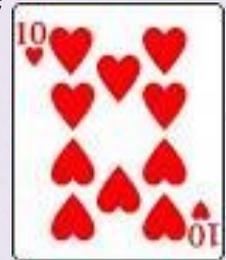
- o A variety of teaching activities and resources are used and extension activities are readily available
- o Assessment is fair, reasonable adjustments are made and does not discriminate against any learner
- o Learners have the opportunity to fully contribute and evaluate the session
- o Learners have additional resources to help them to participate in the session
- o The learning environment, is conducive to learning (for example, layout, accessibility)
- o Language used by the tutor is non-discriminatory and appropriate
- o Discussion and comments within the learning environment are managed to ensure learner language is appropriate and non-discriminatory
- o Tutors challenge any inappropriate language or comments

What we found...

- o Diversity is included within our teaching – for example, making reference and using examples from a variety of cultures, religions, traditions, exploring stereotyping and other topics around equality
- o We recognise innovative opportunities to promote equality and diversity. i.e. check any events or festivals that could be embedded into resources or discussions
- o We ensure that people from diverse backgrounds, socio-economic, cultural, people with disabilities are visible in course materials
- o When resources are produced, consideration is given to represent the diverse range of learners
- o Resources are adapted to ensure that learners can access information and to meet individual needs

Involving all your learners

- o Working in groups
- o Look at your playing card
- o Find your suit - hearts, diamonds, spades or clubs!
- o In your groups, **list the advantages of mixing learners in the classroom**
- o Note each advantage on a post-it for the graffiti wall



Give everyone a voice

- o Feedback from your groups



Involving all your learners

- o You were given a little person - find your twin!
- o In your pairs, discuss what strategies, activities or resources you would recommend to engage all learners in your class!
- o Note these on the post-it notes ready for the graffiti wall



Involving all your learners

- o Use the postcard to draw what inclusion means to you
- o No letters, words or numbers
- o You have 4 minutes
- o Once you have finished please add to the graffiti wall and browse the contribution from the group

Evaluation

- o Thank you for your participation
- o We hope you have come away with at least three new ideas to take back to your workplace
- o Don't forget to take a photo of the graffiti wall as a reminder of the day
- o Any comments, questions or feedback?

Dream
Believe
Achieve