

# OCR Teaching in the Lifelong Learning Sector – Qualification Units

## Unit 18 – Level 4 Inclusive Practice

Level 4

QCA Accreditation Number Y/500/9922

### Unit description

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#### Unit aims

The aim of this unit is to enable the student teacher to demonstrate that they are able to:

- Understand and apply the principles of inclusive learning to their own practice and that of their own organisation
- Understand the different barriers to learning and assess their impact on teaching and learning
- Implement strategies to overcome identified barriers to learning
- Develop an overall understanding of the implications of legislation on teaching and learning
- Identify key components of an inclusive learning environment.

**Credit value** 15

#### Unit synopsis

This unit is about:

- Developing student teachers' knowledge and understanding of inclusive practice
- Investigating the different barriers to learning and explore strategies for overcoming them
- Developing an understanding of recent and current legislation enabling them to review
- Reflecting upon own practice in order to enhance their skills in all aspects of inclusive practice.

## **Examples of teaching and learning strategies**

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Lecture
- Resource based learning
- Question and answer
- Attendance at conferences
- Attendance at meetings
- Presentations
- Videos
- Guest speakers
- Practical sessions
- Membership of professional bodies
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate

## **Guidance on delivery for centres**

Delivery may take the form of:

- Provision of individual learning styles questionnaires, lesson plans and individual learning plans
- Provision of opportunities for learning e.g. discussion for a, seminars and tutorial support
- Provision of ongoing mentoring to the student teacher, including review and feedback on the learning experiences and development of competence
- Observation of peer to peer discussions of groups of student teachers or of student teachers and qualified teachers.
- Observation of teaching practice
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above

## **Guidance on assessment for centres**

The centre must be able to provide opportunities for teaching practice and planning opportunities for the student teacher. The unit may draw upon the evidence from a range of other units such as “widening professional practice”, “enabling learning for students with cognitive learning difficulties” and “planning and enabling learning for specialist teachers of learners with cognitive difficulties”. Similarly this unit may contribute to these modules.

The assessment can include:

- Professional discussion with the student teacher and their colleagues
- Witness statements
- Reviewing documentation, including minutes, reports and presentations, schemes of work, lesson plans, assessment plans and results, marking schemes, curriculum review and development documentation
- Video recordings
- Observation of practice using a range of teaching and learning methods
- Reports written by the student teacher on research, analysis and interpretation of curriculum design for inclusive practice.

This is a level 4 unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of language acquisition and use. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that written evidence whilst aiming succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level 4 standard. There is an expectation that the written work will be presented at the appropriate level.

### **Suggested reading**

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

*British Journal of Special Education* Blackwell's

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Curzon, L. (1997) *Teaching in Further Education: An Outline of Principles and Practice*. 5<sup>th</sup> edition. London: Cassell

DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – Achieving Success*. London: HMSO

DFES (2001) *Access for All*

*European Journal of Special Education* Routledge

Gibbs, G. (1995) *Assessing Student Centred Courses*. Oxford: The Oxford Centre for Staff and Learning Development

Gibbs, G. (1992) *Interesting things to do in your Lectures (Interesting Ways to Teach)* Technical and Educational Services Ltd (4 Rev Edition) ISBN-10 094788503X ISBN-13 978-0947885038

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and Tutorials*. Bristol: Technical and Educational Services

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Knowles, G. (2006) *Supporting Inclusive Practice* David Fulton Publishers Ltd

Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row

Petty, G. (2004) *Teaching Today* (3<sup>rd</sup> Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and Vocational Preparation*. London: Hodder and Stoughton

Reece, J. and Walker, S. (2003) *Teaching, Training and Learning: A Practical Guide (5<sup>th</sup> Edition)* Business Education Publishers Ltd

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Rix, J., Simmons, K., Nind, M. and Sheehy, K. (2004) *Policy and Power in Inclusive Education: Values into Practice* Routledge Falmer

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Tett, T. *Community Education, Lifelong Learning and Social Inclusion (Policy and Practice in Education)* (2007) Dunedin Academic Press, 2<sup>nd</sup> New Ed edition

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace, S. (2005) *Teaching and Supporting Learners in Further Education* (2<sup>nd</sup> Edition) Learning Matters

## **Websites**

[www.ocr.org.uk](http://www.ocr.org.uk) OCR website

[www.qca.org.uk](http://www.qca.org.uk) Qualifications and Curriculum Authority

[www.dfes.gov.uk](http://www.dfes.gov.uk) dept for Children Schools and Families (formerly Dept for Education and Skills)

[www.gfce.org.uk](http://www.gfce.org.uk) General Teaching Council for England

[www.gfcs.org.uk](http://www.gfcs.org.uk) General Teaching Council for Scotland

[www.gfcw.org.uk](http://www.gfcw.org.uk) General Teaching Council for Wales

[www.gfcsi.org.uk](http://www.gfcsi.org.uk) General Teaching Council for Northern Ireland

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) The office for Standards in Education

[www.hmie.gov.uk](http://www.hmie.gov.uk) Her Majesty's Inspectorate of Education (Scotland)

[www.inclusion.uwe.ac.uk/csie/index.htm](http://www.inclusion.uwe.ac.uk/csie/index.htm) Centre for Studies on Inclusive education

[www.flinders.edu.au/teach/l4/inclusive/checklist.php](http://www.flinders.edu.au/teach/l4/inclusive/checklist.php) Inclusive Curriculum Checklist from Flinders University, in Australia (accessed 1 August 2007)

## Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Discuss personal, social and cultural factors that influence learning.	Understand, categorise and differentiate the different barriers and assess their impact on teaching and learning.  Discuss the impact of cognitive, physical and sensory abilities on teaching and learning and strategies to overcome them.	Write a case study demonstrating how you analysed and overcame two specified barriers to learning.  Include two lesson plans which demonstrate inclusive learning techniques.
1.2	Review the impact of different cognitive, physical and sensory abilities on learning.		

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Identify and summarise legislation relevant to inclusive practice.	Understand the legal and statutory requirements of the following (Tomlinson report, DDA, SENDA) from both an individual and organisational perspective.  Understand the principles of Access for All and apply this to own practice.	Include two examples of differentiated activities in lesson planning.  Produce a rationale to identify contributory factors as to what makes an inclusive learning environment.
2.2	Review the impact of legislation related to inclusive practice on organisational policies.		
2.3	Discuss implications for own practice of legislation related to inclusion and inclusivity.		

3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Review own role and responsibilities in relation to inclusive practice, identifying the boundaries.	Understand the range of support systems available within different organisations.	Produce a report which compares and contrasts different support roles within own organisation

3.2	Identify and discuss a range of learner and learning support roles and their role boundaries.	Describe points of referral which are available to learners both within and outside organisations.	Produce a guidance document for learners which illustrate a range of support mechanisms and contact details for learners within your organisation.
3.3	Review points of referral available to meet individual learning needs.		

#### 4.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
4.1	Review key components and resulting benefits of an effective inclusive learning environment.	Discuss equalities policy documents and implications for teaching and learning.	Two case studies illustrating how an inclusive teaching and learning environments is maintained.  Produce two lesson plans which illustrate a coordinated approach to supporting learners between teacher and learner support staff.
4.2	Discuss issues of equality and diversity and ways to promote inclusion.	Describe the key components of an accessible and safe learning environment.	
4.3	Review strategies for effective coordination between the teacher and learner and learning support team(s), identifying good practice.	Discuss the factors which contribute to effective co-ordination to ensure learner support.	

#### 5.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
5.1	Review own approaches, strengths and development needs in relation to inclusive practice, using reflection and feedback from learners.	Understand the features of effective practice to apply own role.	Produce a report reviewing own practice using a range of inclusive learning strategies and techniques.
5.2	Discuss ways to develop and improve own skills in inclusive practice.	Discuss how to implement inclusive practice within own teaching situation.	

