



Inclusive Teaching: Best Practices for International Schools

Presenters: Ginette Moore, iSENCO Tutor, Real Training
Sofia Keigher, Assistant Head, Brighton College Bangkok

17 September 2024

Outcomes of this webinar

- Examine what is meant by adaptive teaching
- Understand how it is different from differentiation
- Discuss how adaptive teaching and UDL can be implemented by school staff
- Explore low and no-cost ways to ensure every student can access the curriculum
- Detail how to identify training needs
- Explain how to evaluate inclusive practice
- Provide some ideas for further reading and research



Meeting the needs of all learners: Challenges

How we think about ability and disability is important.

Those students should be in a school or class with other SEN kids.

I don't have time to plan activities for 25 different students!

There's no TA in my class, how can I support my most and least able?

I have to follow the exam syllabus, what am I expected to do if some kids can't keep up?

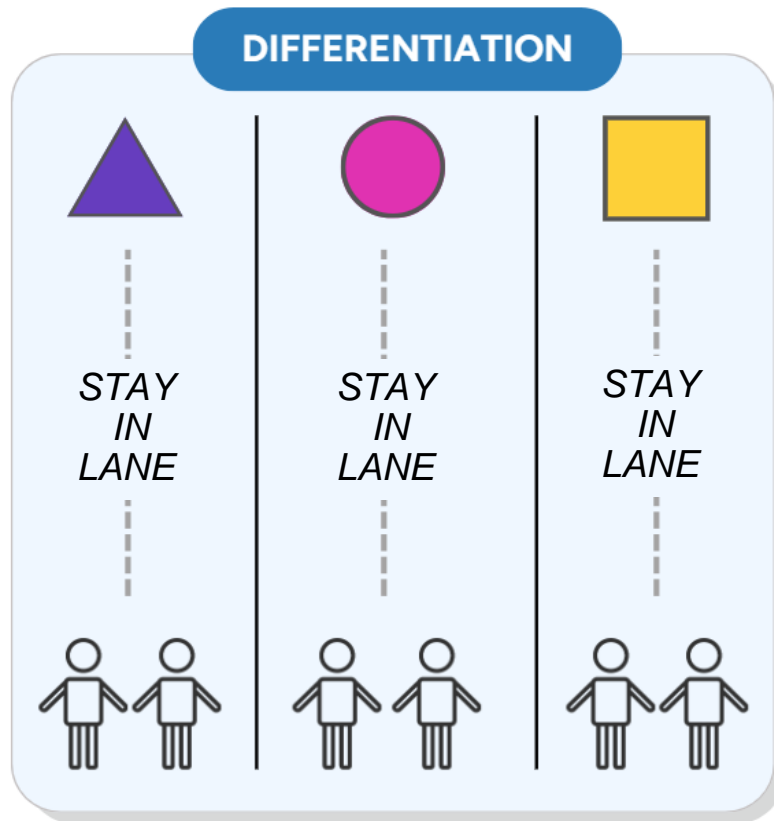
What is adaptive teaching?

Adaptive teaching involves adjusting instructional strategies and materials in real time based on ongoing assessment of each student's performance and needs.

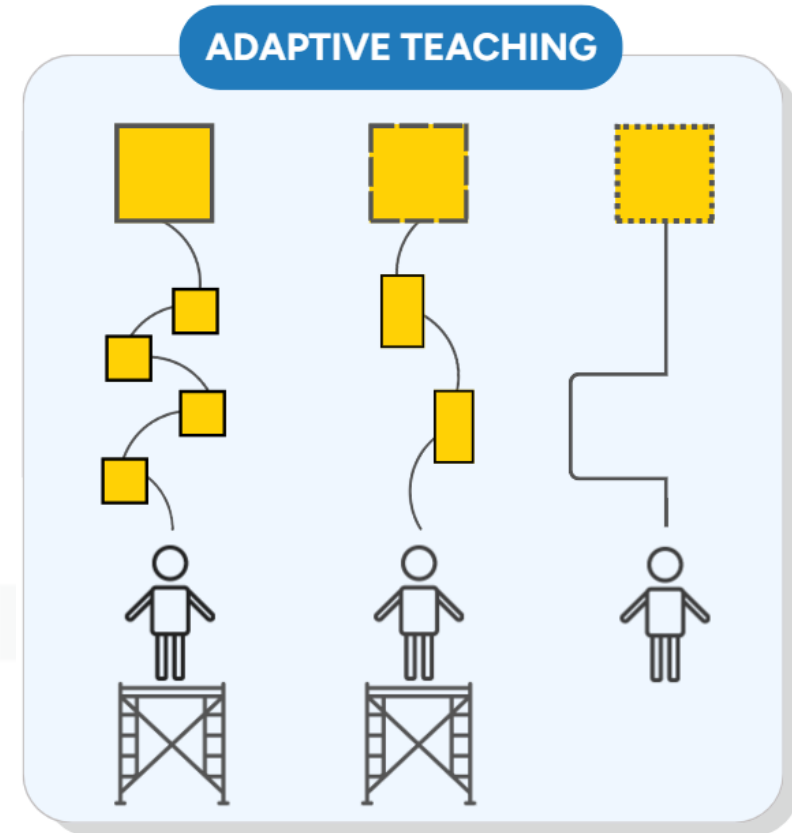
It is a dynamic process where the teacher continuously modifies their approach, content, and delivery based on how students are responding during the lesson.



Isn't that just another word for differentiation?



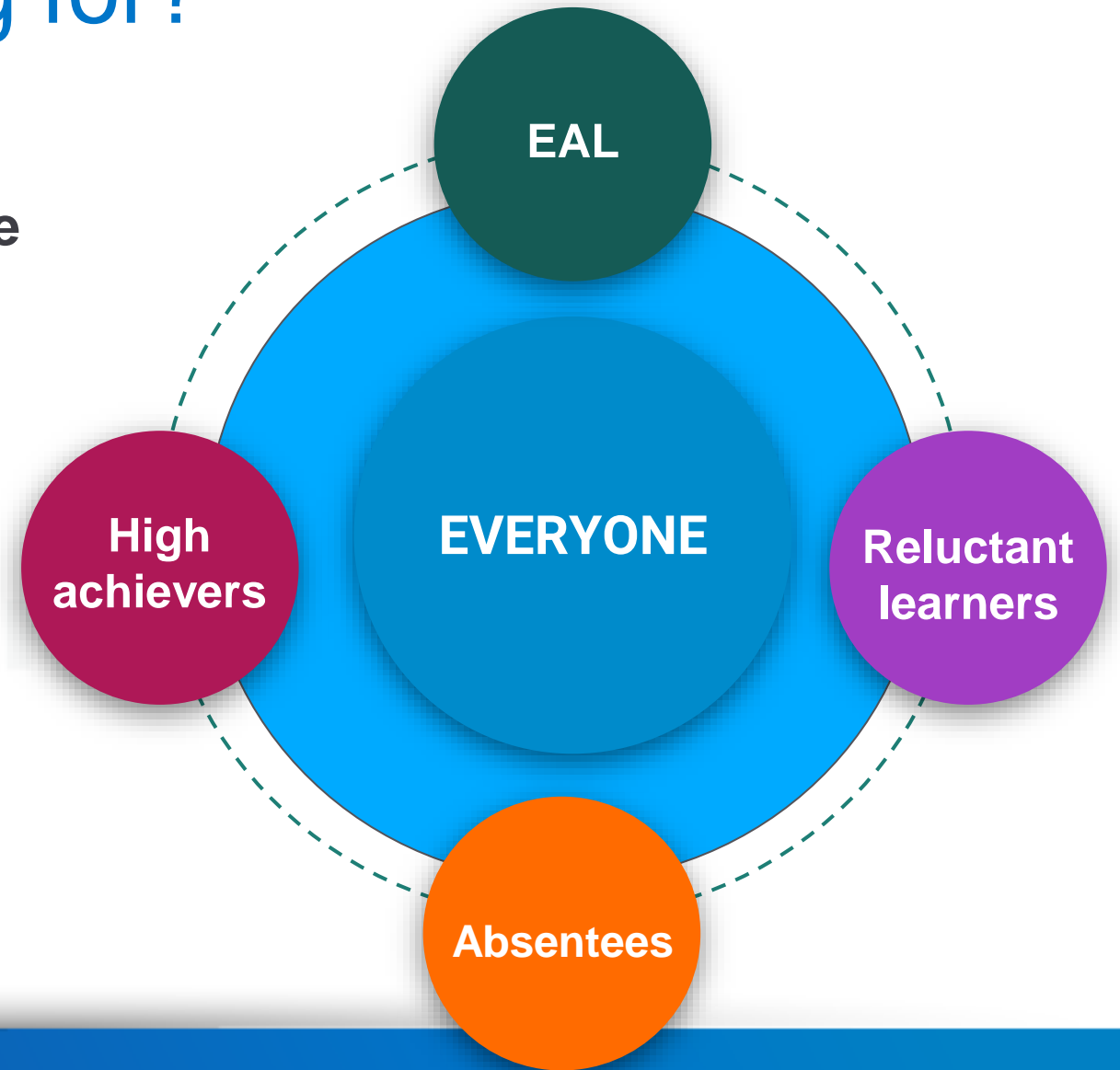
Design different teaching strategies, materials, and activities to accommodate the diverse needs of students within the same classroom.



Ensure all students have access to the curriculum in a way that suits their individual learning preferences and abilities.

Who is adaptive teaching for?

Since adaptive teaching is not just a replacement for differentiation, it can be used in any lesson for any student.



How do they differ?

DIFFERENTIATION

ADAPTIVE TEACHING

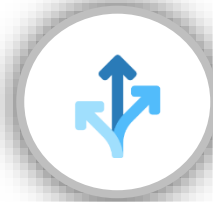
TIMING



- Changes made in advance based on assessments of students' needs, readiness, and interests.

- Changes are made in real-time during the lesson based on immediate student responses and assessments

FLEXIBILITY



- Involves pre-planned strategies that cater to different levels of readiness and learning preferences, though it can also be flexible.

- Highly flexible and reactive, with adjustments made as the lesson progresses.

FOCUS



- Planning for diverse needs and providing multiple ways for students to access and engage with the content.

- Responding to individual student needs as they arise, with an emphasis on real time data.

Assess, Adjust, Adapt



Assess - Know your students, understand how much scaffolding they need, acknowledge differing curricula, accept multiple ways of expressing and demonstrating learning.

Adjust - listen to students in the lesson, use formative assessment, ask open questions.

Adapt - don't feel you have to stick to the lesson plan, revisit past content, brain breaks, respond to student interests and real time events.

Scaffolds, Scale, Structure & Style

- No. of comprehension questions
- Length of time to complete a task
- Size of answer box
- Need to reference other texts or not (and how many are recommended)

- Imitate an author or publication
- Reverse a style
- Writing about a character in the third-person, vs writing imagined memoir in first-person
- Create a poster vs 6-page leaflet

Scale

Style

Scaffolds

Structure

- Planning frames
- Phrase/word banks/pre-populated word mats
- Sentence starters
- Guided practice
- Graphic organisers
- Link ideas in the text to pupil experiences to guide discussion
- Pre-reading & written instructions in advance
- Colour-coded WAGOLL




- Provide a specific narrative structure to follow or expect students to make their own choices.

e.g. point, evidence, explanation, problem-agitate-solution, 5-paragraph essay outline, compare and contrast questions

Where does UDL fit in?

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



| | Design Multiple Means of Engagement  | Design Multiple Means of Representation  | Design Multiple Means of Action & Expression  |
|--------------------|--|--|---|
| Access | Design Options for Welcoming Interests & Identities <ul style="list-style-type: none"> Optimize choice and autonomy Optimize relevance, value, and authenticity Nurture joy and play Address biases, threats, and distractions | Design Options for Perception <ul style="list-style-type: none"> Support opportunities to customize the display of information Support multiple ways to perceive information Represent a diversity of perspectives and identities in authentic ways | Design Options for Interaction <ul style="list-style-type: none"> Vary and honor the methods for response, navigation, and movement Optimize access to accessible materials and assistive and accessible technologies and tools |
| Support | Design Options for Sustaining Effort & Persistence <ul style="list-style-type: none"> Clarify the meaning and purpose of goals Optimize challenge and support Foster collaboration, interdependence, and collective learning Foster belonging and community Offer action-oriented feedback | Design Options for Language & Symbols <ul style="list-style-type: none"> Clarify vocabulary, symbols, and language structures Support decoding of text, mathematical notation, and symbols Cultivate understanding and respect across languages and dialects Address biases in the use of language and symbols Illustrate through multiple media | Design Options for Expression & Communication <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction, composition, and creativity Build fluencies with graduated support for practice and performance Address biases related to modes of expression and communication |
| Executive Function | Design Options for Emotional Capacity <ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations Develop awareness of self and others Promote individual and collective reflection Cultivate empathy and restorative practices | Design Options for Building Knowledge <ul style="list-style-type: none"> Connect prior knowledge to new learning Highlight and explore patterns, critical features, big ideas, and relationships Cultivate multiple ways of knowing and making meaning Maximize transfer and generalization | Design Options for Strategy Development <ul style="list-style-type: none"> Set meaningful goals Anticipate and plan for challenges Organize information and resources Enhance capacity for monitoring progress Challenge exclusionary practices |

UDL is a good foundation but it needs to be applied with knowledge of the individual student.

Personalisation is the glue that keeps everything together!

But we don't have the resources...

Adaptive teaching is about knowing your students and trying to meet their needs. Most of these strategies don't cost money or time.

For example:

- Creating a positive learning environment where your students feel valued and respected, and take responsibility for their part in that environment
- Rephrasing questions
- Setting up temporary groups as an additional layer of scaffolding
- Including images, highlights and bold text in your teaching content
- Using AI to amend a passage of text to lower the reading level
- Using accessibility features on an iPad or Immersive Reader on a webpage

Sharing good practice in adaptive teaching

Whether you're already confident in applying the principles of adaptive teaching, or you are implementing them for the first time, there are opportunities for teachers and school leaders to learn from each other and the wider school community.

Involve teaching assistants - there are many elements of adaptive teaching that they can also adopt.

Some ideas:

- Share your passion and insights
- Contribute to CPD plans
- Hold a workshop
- Open door policy or week
- Seek student views
- Demonstrate impact

Identifying training needs

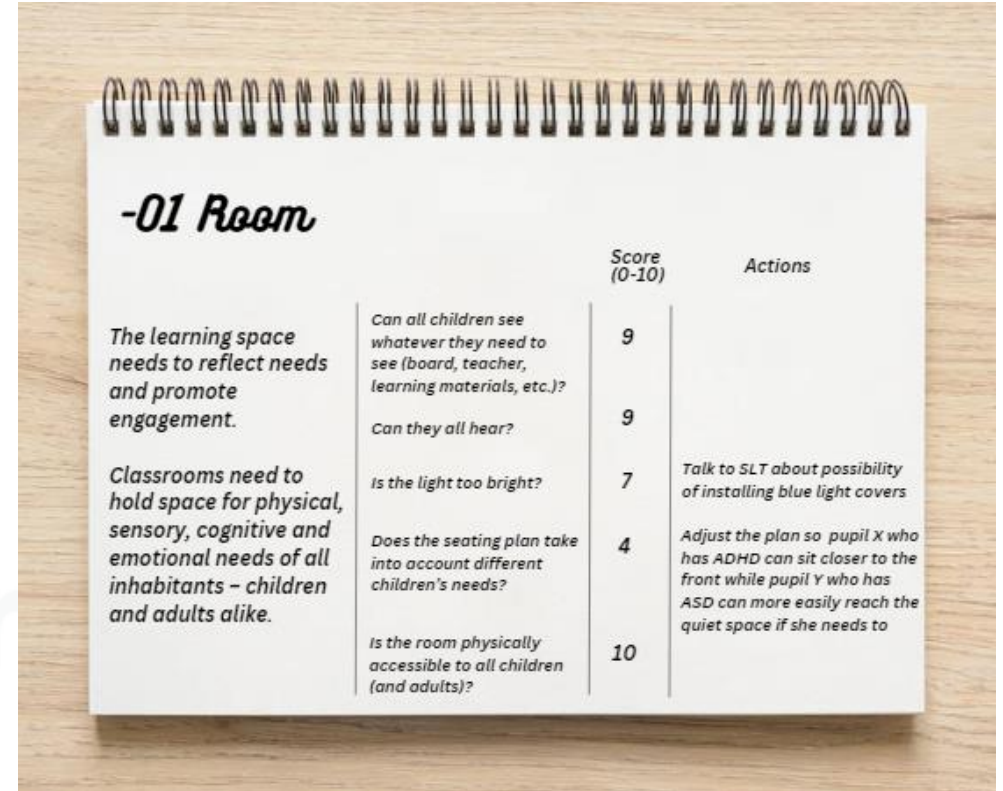
Some questions for middle and senior leaders:

- Do learning walks and lesson observations in your school examine the experiences of children with additional needs?
- How do you know what to look for?
- Can you put yourself in the student's shoes and experience lessons through their eyes?
- Do you engage with students and talk to them about their learning?
- Is adaptive teaching just for teachers? What are other adults in the room doing, and how are they contributing?



Evaluating inclusive practice

- Consider tools that support the evaluation process.
- Use **dialogue to empower teachers** and to embrace learning by doing (and by doing it wrong!)
- Trust in teachers' autonomy - they know their students best.
- It's **not about about 'box ticking'** - although checklists can be useful in developing practice.
- Ensure that **observation protocols support this change in thinking.**
- Teachers might want to evaluate and reflect on their own practice.

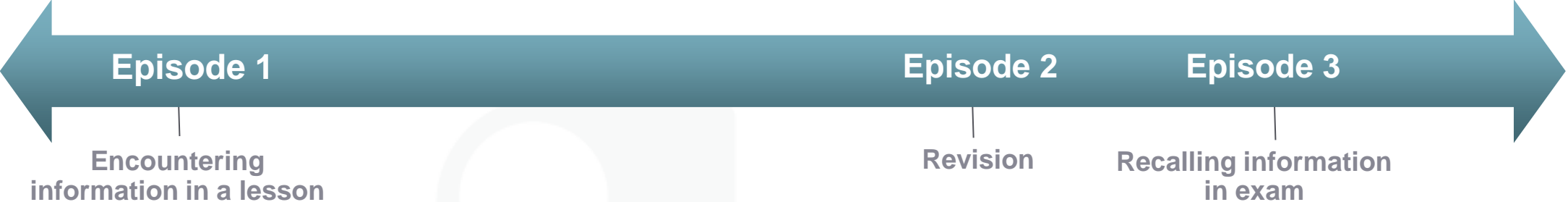


| | | Score (0-10) | Actions |
|---|---|--------------|--|
| <i>The learning space needs to reflect needs and promote engagement.</i> | <i>Can all children see whatever they need to see (board, teacher, learning materials, etc.)?</i> | 9 | |
| | <i>Can they all hear?</i> | 9 | |
| <i>Classrooms need to hold space for physical, sensory, cognitive and emotional needs of all inhabitants - children and adults alike.</i> | <i>Is the light too bright?</i> | 7 | <i>Talk to SLT about possibility of installing blue light covers</i> |
| | <i>Does the seating plan take into account different children's needs?</i> | 4 | <i>Adjust the plan so pupil X who has ADHD can sit closer to the front while pupil Y who has ASD can more easily reach the quiet space if she needs to</i> |
| | <i>Is the room physically accessible to all children (and adults)?</i> | 10 | |

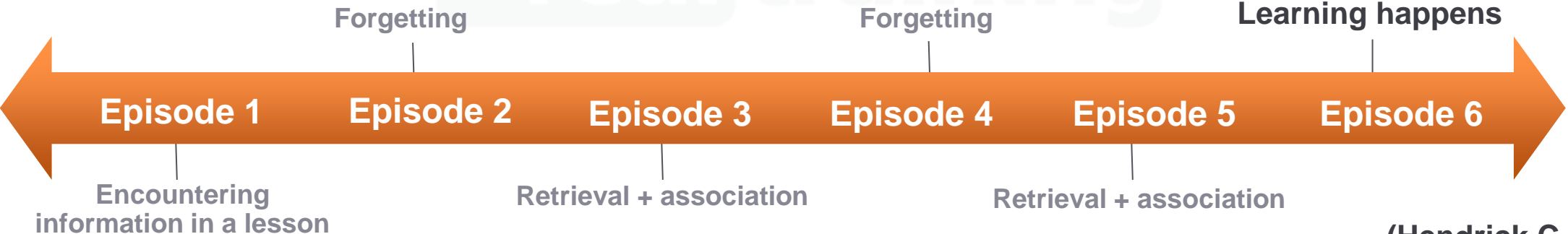
Adapted from The Inclusive Classroom Checklist - from Daniel Sobel and Sara Alston (see references)

From observing teaching to observing learning

How we typically think of learning



How learning actually happens



(Hendrick C, 2024)



Adaptive teaching in action

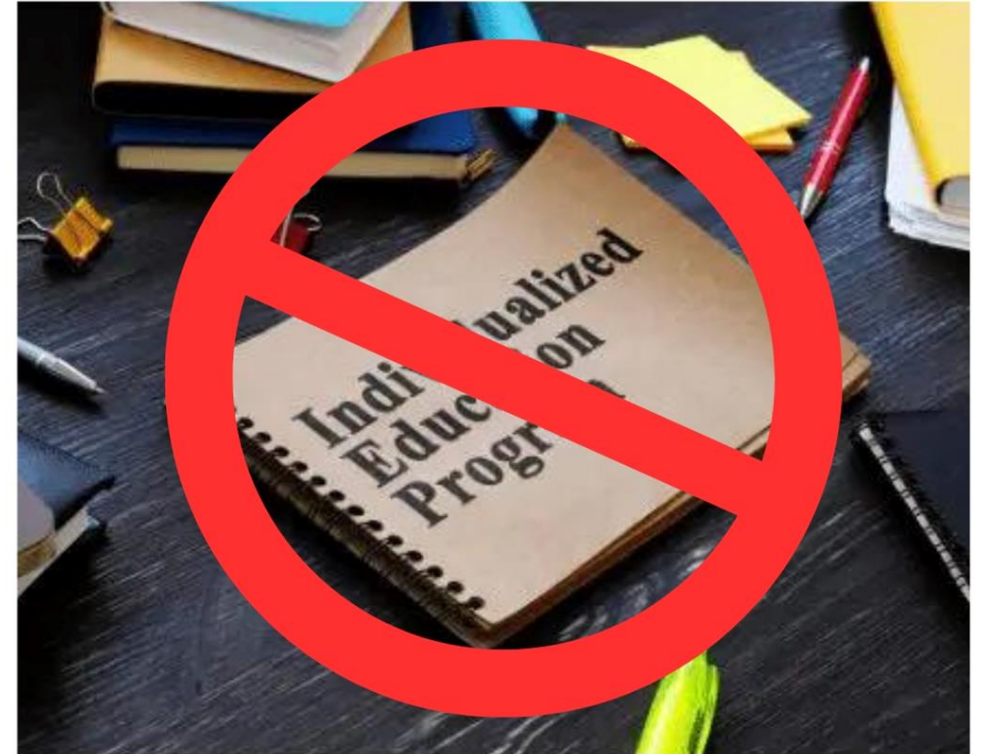
Sofia Keigher



A farewell to IEPs (Individualised Education Plans)

Adaptive teaching has prompted a move away from target-driven IEPs because:

- Teachers planning to meet targets rather than the **needs present in the moment.**
- IEPs don't recognise how needs differ in different environments.
- Box ticking.



A hello to passports

- Constructed with pupil, parents and school, following a triangulated approach to support.
- Follow the **Assess-Plan-Do-Review** cycle.
- Pre-load teachers with knowledge that they can use to make real time adaptations to their practice - both inside and outside the classroom.



An autistic pupil's passport



HYPOTHETICAL EXAMPLE

- Wave of Need
- Any diagnosis
- Umbrella area of need

- Pupil strengths



Area of Need / Diagnosis:

SEN 2

Autistic Spectrum Condition

Communication and Interaction

Pupil Strengths

Pupil E is an incredibly vibrant and enthusiastic student, bringing a contagious energy to the classroom and the sports field alike. Her friendly nature allows her to connect easily with her peers, fostering a positive and inclusive environment. Pupil E's love for reading, particularly her deep fascination with the Harry Potter series, fuels her passion for English and literacy-based subjects, where she consistently excels. Pupil E also is a big Taylor Swift fan and knows all the lyrics to every song, as well as having an in depth biographical knowledge. Additionally, her dedication to both basketball and football showcases her teamwork and determination, making her a well-rounded and admirable student.

Picture of Need

- A pen portrait of the barriers faced by the child both in and outside of the classroom.
- Informed by pupil, teacher, teaching assistant and parent.
- Adaptive teaching is responding to needs as they arise - being armed with knowledge of how or when they may arise makes your adaptive practice stronger.

Picture of Need:

Pupil E has passionate but limited interests. In conversation, Pupil E can struggle to fully understand the needs of the listener - she can find verbal turn taking a challenge and tends to dominate conversation.

Pupil E finds wearing her school tie and school shoes very uncomfortable.

Pupil E does not like rooms lit by strip lighting such as the CFIT.

Pupil E does not like the monsoon season and responds in an extreme way to thunder - she will sometimes hide under the table.

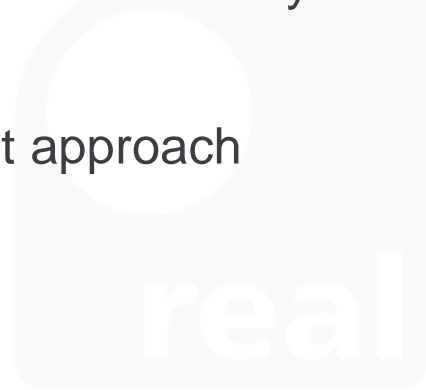
Pupil E is very sensitive to perceived criticism or making mistakes and can become very distressed in class if she is called upon and does not know the answer.

Pupil E finds it a challenge to eat in the canteen because of the strong food aromas.

Pupil E dislikes mental Maths and any tasks that are timed.

Adaptive strategies - in the classroom

- When needs are apparent that need support, how am I going to address that in a way that is best for the pupil?
- A joined-up and consistent approach



Adaptive strategies: In the classroom

When using questioning in class, ensure pupil E is quietly pre-warned and has an answer ready to go.

If you are giving the class a timed task, ensure pupil E is reminded that she can take as much time as necessary - she finds running out of time very difficult and time frames panic her.

Always allow pupil E a paper and pencil in Maths. She has a solid understanding but likes to write things out on paper before answering questions. Pupil E also benefits from the use of time table square.

Pupil E dislikes the canteen and generally finds eating in school very difficult. This sometimes means she is especially tired in the afternoon.

Adaptive strategies - beyond the classroom

- When needs are apparent that need support, how am I going to address that in a way that is best for the pupil?
- A joined-up and consistent approach

Adaptive strategies: Out of the classroom

If you find that Pupil E is giving too much information or is having a hard time taking turns in conversation, remind her of the nuances of conversations. Once prompted, Pupil E will usually remember to also ask questions and comment on response.

If pupil E has removed their tie or shoes in lesson, please do not comment on this. Pupil E fixates on these sensory experiences and then cannot focus on the learning.

Be aware of Pupil E's sensory environment and support this. Where possible, avoid having Pupil E in the CFIT with strip lighting. If it is not possible, pupil E has sunglasses in her cubby and finds these help her in such environments.

If you notice that a storm is coming, please allow pupil E to remove her magic wand from her bag and complete her work in the sensory room.

Interventions, arrangements and pupil voice

- What additional ways can we support?
- Formal arrangements
- Are we listening to the pupil?



Resources/Strategies/Interventions that support me...

- Social Skills
- Catch Up Numeracy

Access Arrangements

- 25 % Extra Time
- Separate Rooming for Assessments

I would like you to know that...

I love Harry Potter and Taylor Swift! I do not like being rushed and I don't like the CFIT and the canteen. I don't want to wear shoes, especially school shoes. Feeling carpet under my feet helps me to focus and I like to rub my feet up and down the carpet because it makes me happy.

Communicating change to teaching/support staff

Does the shift in **language** around adaptive teaching help get us away from some poor practice and focus on what it should have been all along?

Learning Outcomes

| <u>All</u> | <u>Most</u> | <u>Some</u> |
|--|---|---|
| I can describe what makes an object float. | I can explain why an object floats. | I can analyse how an object floats in terms of density. |
| I can say whether Jack and Rose would both have fitted on the door and I can describe the reasons for my answer. | I can say whether Jack and Rose would both have fitted on the door and I can explain the reasons for my answer. | I can say whether Jack and Rose would both have fitted on the door and I can justify the reasons for my answer. |

LO: to say whether Jack and Rose could both have fitted on the door.

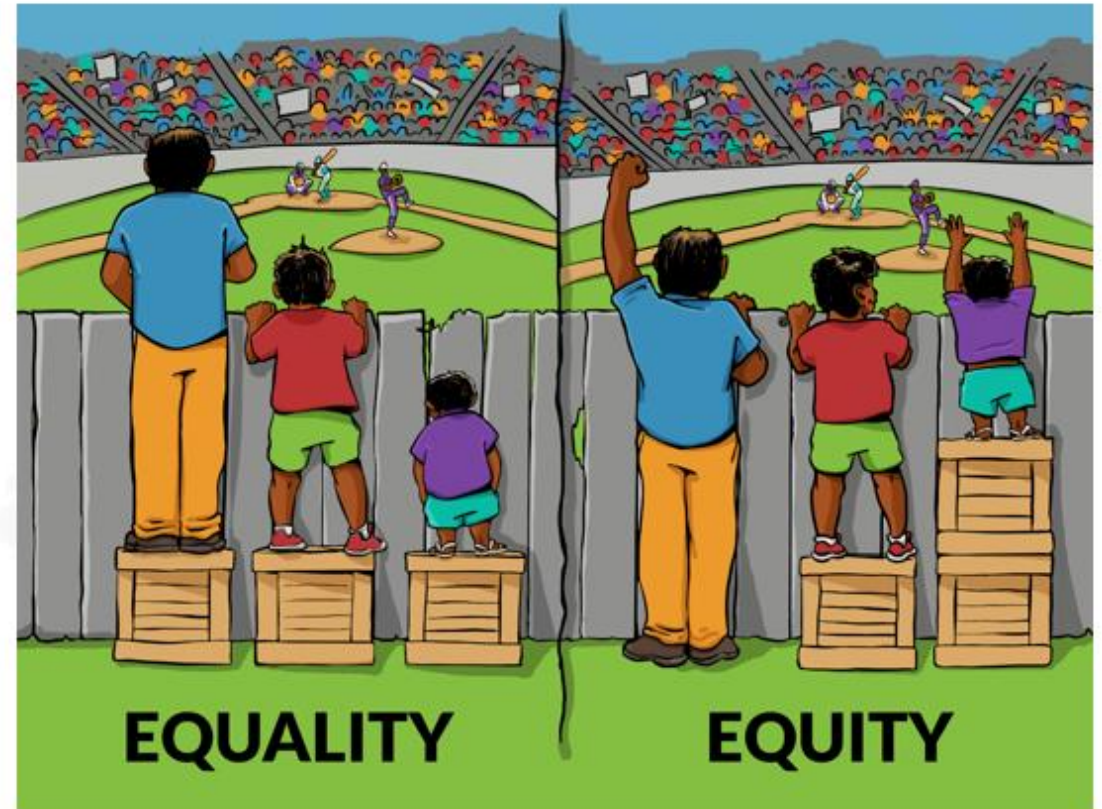
“

Fear of Ofsted and others wanting to see evidence that differentiation was happening has led over the years to monstrosities such as three-layer planning, multiple worksheets, static ability groups, and low fixed expectations for all.

Sara Alston (SENCO) - Headteacher Update

Communicating change to teaching/support staff

Adaptive teaching is rooted in the understanding that not all pupils' needs are the same and responding to this in real time...





Conclusion

Key takeaways

- Adaptive teaching is less about pre-planning resources and more about **identifying need** and **knowing the student**.
- We aim for **considered differentiation**, rather than **routine differentiation** that doesn't sufficiently take student needs into account, either before or during the lesson.
- School leaders, teachers and TAs **shouldn't lower their expectations** for certain groups of students.
- Teachers direct the work of TAs, collectively influencing outcomes for students.

Some of our online courses.....

MEd SEND and Inclusion

Deepen your understanding of neurodiversity and learn how to evaluate SEND provision in your setting. Identify areas for development, undertake research projects and work on practical projects that deliver real change for students and staff alike.

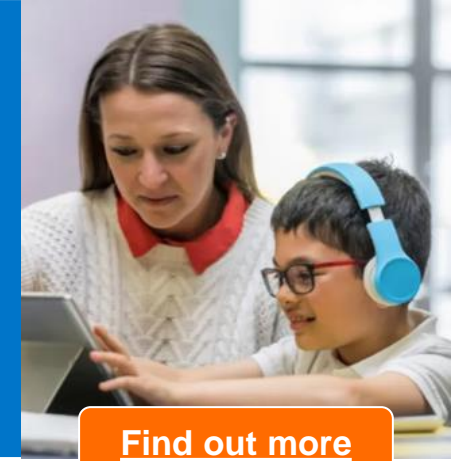
- Ideal for teachers, SENCOs and Inclusion leads
- Large range of modules to choose from:
 - Cognition and Learning
 - Cross-cultural issues in SEND
 - Auditing & Leading Improvement
 - Speech Language & Communication needs
 - Educational testing & assessment
 - SEMH
 - Autism
 - Maths difficulties

[View full range of MEd courses](#)

Autism training: 30/60 credits

Explore current research on autism and how to best meet the needs of your autistic students.

Ideal for teachers, SENCOs and Inclusion leads. Can be taken as a standalone course or as part of PGcert, PGDip, of full MEd.



[Find out more](#)

iSENCO: 60 credits (QTS not required)

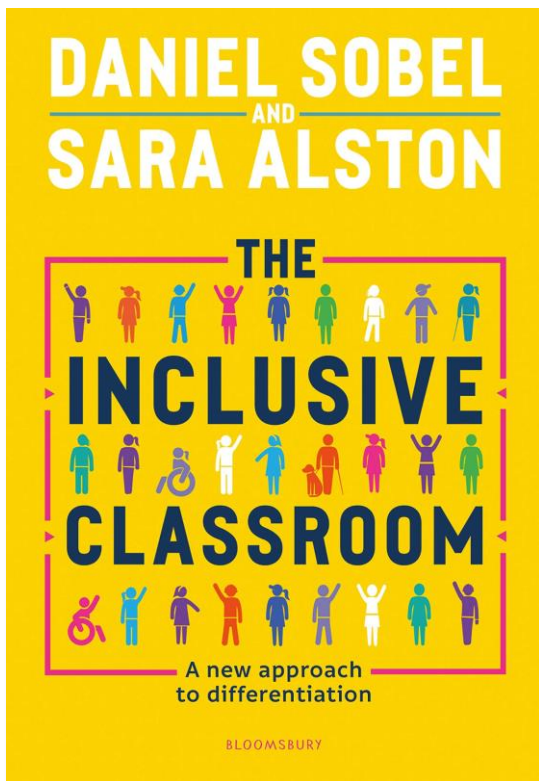
Specifically for SENCOs in international settings.

Gain the knowledge and skills to strengthen inclusive practice in an international context e.g. working with EAL, third culture kids, cultural attitudes towards SEND etc.



[Find out more](#)

Where can I find out more?



Scan for more resources and a copy of the slides





Ginette Moore, iSENCO Tutor
Real Training
[linkedin.com/in/ginette-moore-4811b31aa/](https://www.linkedin.com/in/ginette-moore-4811b31aa/)



Sofia Keigher, Assistant Head
Brighton College Bangkok
[linkedin.com/in/sofia-keigher-466a361b1/](https://www.linkedin.com/in/sofia-keigher-466a361b1/)



Questions?

