

# Develop staff understanding of inclusive approaches to support learner differences

A suggestion for implementing the strategy 'Support inclusive teaching practices' from the Guide: [ILEs](#)

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**Includes:**

- Recognise learner differences
  - Understand the need for flexibility
  - Know your learners
  - Identify barriers to learning
  - Plan for diversity
  - Useful resources
-

[Inclusive Education](#)

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Support inclusive teaching practices](#)

Suggestion: [Develop staff understanding of inclusive approaches to support learner differences](#)

Date

22 January 2019

Link

[www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/develop-staff-understanding-of-inclusive-approaches-to-support-learner-differences](http://www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/develop-staff-understanding-of-inclusive-approaches-to-support-learner-differences)

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## Recognise learner differences



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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The development of ILEs must be grounded in knowledge about how people learn and the circumstances in which they do this most powerfully. ([OECD, 2015, p. 4](#))

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## Understand the need for flexibility

... learners differ markedly in the ways in which they can be engaged or motivated to learn ...

Some learners are highly engaged by spontaneity and novelty, while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers.

In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

### **David Rose and Grace Meo**

Source: [Alberta Regional Learning Consortia](#)

Source:

[Alberta Regional Learning Consortia](#)

<http://www.erc.ca/resources/resources/udl/engagement.php#5>

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# Know your learners

Seek out and understand students' motivations, values, and needs as learners to inform learning approaches.

Create spaces that are flexible and respectful of individual differences.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#) Closed Captions

Source:  
[Ministry of Education, inclusive education videos \(NZ\)](#)  
<https://vimeo.com/album/2950799>



Play video

Video hosted on Vimeo <http://vimeo.com/100662380>

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## Identify barriers to learning



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

[View full image \(918 KB\)](#)

Ask students experiencing difficulties learning about options and supports that would be useful.

Build [these strategies](#) into your environment and offer them to everyone.

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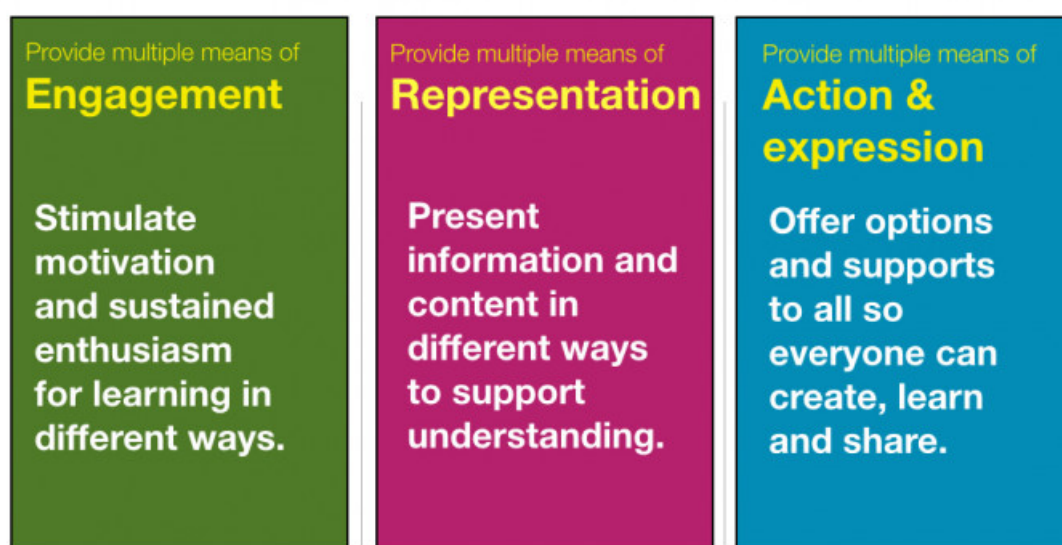
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## Plan for diversity



**Universal Design for Learning: 3 principles**

Source: [Adapted from CAST UDL](#)

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[Adapted from CAST UDL](#)

<http://www.udlcenter.org/aboutudl/udlguidelines>

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UDL helps teachers plan for the diversity in their classrooms. It supports flexible design that provides options for learners and removes hidden barriers.

More information in the [UDL guide](#).

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## Useful resources

### Creating classroom routines and procedures

Publisher: Scholastic

[Visit website](#)



### Learning environments, belonging and inclusion

Read time: 14 min

Publisher: CORE Education

[Download PDF \(739 KB\)](#)

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