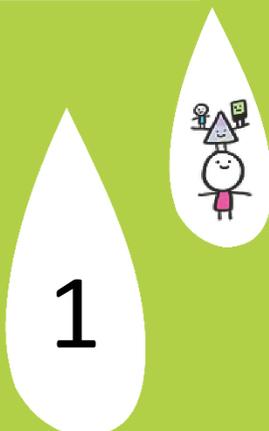


Explore the '10 Habits of Inclusive Teachers' through these droplets...

Habit 1



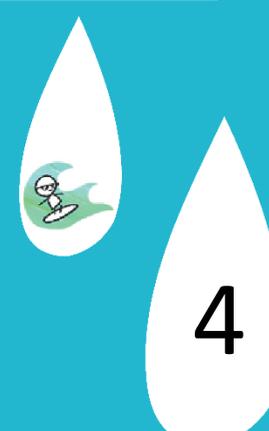
Habit 2



Habit 3



Habit 4



Habit 5



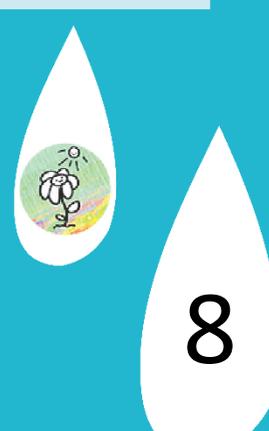
Habit 6



Habit 7



Habit 8



Habit 9



Habit 10



Habit 1: ALL Pupils are your responsibility



Frequently asked questions

- Who can help me at school?
- Where can I find help outside school?
- Can I enrol in specialised training courses?
- How can I meet the needs of all my pupils?
- What if I cannot cope with all the complex and challenging needs?

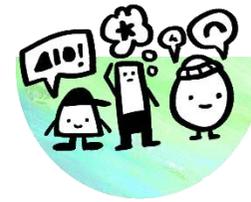
Adapt and Respond!

- At school, there are advisers and sometimes specialists who can provide in-class support (the SENCO, the psychologist). Former teachers (who already know the pupil) can also provide precious information and help gain time.
- A pupil's family and even the pupil him/herself can give you clues to how they feel and what they need under certain circumstances. Do not hesitate to use this information to better understand the situation and be prepared in advance, rather than be caught off guard.
- Initial teacher training and continuing professional development will help you to acquire new skills. Do not be afraid to ask questions! Each country provides professional development which can be on line (eg a MOOC, courses run by organizations, etc) or onsite.
- Considering each child is unique does not mean preparing something special for each pupil but rather thinking about differentiated activities. It means preparing your lessons in a way that will answer a variety of needs, from pupils with difficulties to those who need to be challenged.
- As a teacher, you know that you will have varying needs in your classes and that this is not necessarily an easy task. However, do not be too hard on yourself! Keep questioning yourself, you are on the right track! Keep in mind that you are not alone and that you learn throughout life.

Suggested Research

- Each country has its own policies concerning inclusive pedagogy. This link should help you to find answers in different domains. Just select a country: <https://www.european-agency.org/country-information>
- This page can also help you to find resources (publications, tools and multimedia) to help you with an inclusive school environment: <https://www.european-agency.org/resources>
- If you are looking for some practical examples, browse this page. You can choose a country, the language, a theme, etc: <https://www.european-agency.org/search?fulltext=practical+examples>

Habit 2: Challenges that pupils present are a learning opportunity



Frequently asked questions

- Can these challenges enhance my professional skills?
- How can clear boundaries limit challenging behaviour?
- What can I learn from the diversity of the pupils?
- How can I meet the needs of all my pupils?
- What if I cannot cope with all the complex and challenging needs?

Adapt and Respond!

- When faced with a challenge, just trying to find solutions already makes you become a better practitioner! Indeed, it not only prevents you from stagnating and becoming an apathetic teacher but also it helps your mind to be more creative, more reactive in the moment, which is often needed in class. You will then always have different ideas to offer your pupils.
- If it comes to a behavioural challenge, if the rules are clear and known, remembering what is disrespectful for all and what is expected is often the first step towards a simple but reassuring needed framework. Discussion on a one-to-one basis after the lesson can help the pupil understand.
- The diversity of the pupils can help you to prepare your lessons in a more efficient way. Instead of thinking you have to produce something for each individual, think about how to construct a lesson that will cater for everyone's needs.
- See droplet 1. Do not prepare a lesson for each pupil, prepare a lesson for all.
- See droplet 1.

Suggested Research

- Mahvar, T., Ashghali Farahani, M. & Aryankhesal, A. (2018). Conflict strategies in coping with students' disruptive behaviours in the classroom. Mahvar, T., Ashghali Farahani, M. & Aryankhesal, A. '2018). Conflict strategies in coping with students' disruptive behaviours in the classroom. *J Adv Med Educ Prof.* 6(3): 102–114. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6039817/>
- Parsonson, B. (2012) Evidence-based Classroom Behaviour Management Strategies. *Kairaranga*, 13 (1). <https://files.eric.ed.gov/fulltext/EJ976654.pdf>
- Rashid, N. & Tikly, L. (2010) *Inclusion and Diversity in Education. Guidelines for Inclusion and Diversity in Schools*. British Council. <https://www.britishcouncil.es/sites/default/files/british-council-guidelines-for-inclusion-and-diversity-in-schools.pdf>

Habit 3: Learn with and from pupils

Frequently asked questions

- Are there concepts I can put into practice to help us learn from each other?
- How can I learn with and from my pupils?
- What can the pupils learn with and from their peers?
- How can this mindset lead towards inclusive pedagogy?
- What sort of results can I get from this mindset?



Adapt and Respond!

- Divergent “assessment-for-learning” and “cooperative learning” can really help teachers to engage pupils in their daily school life. These concepts mean that instead of thinking the teacher is the one to deliver a lesson and to guide the class, his/her role is to organise and coordinate all the activities to ensure that they fulfil the various needs.
- If you are less rigid and give pupils more space, it gives you time to observe them, to listen to them and let them explain how they understand and do things. You can concentrate on the pupils’ wider development and learning and not just assessment.
- Practising “think-pair-share” and cooperative learning helps the pupils to understand and show each other that there are many different and equally effective ways to carry out a task and achieve an objective.
- As there is space for each pupil, no matter what his/her knowledge, strategies, difficulties, misunderstandings, preconceptions are, inclusive pedagogy occurs naturally.
- Having all your pupils involved in a way and without any discrimination means that they are going to progress, develop more self-esteem and be more engaged at school.

Suggested Research

- Duran, D., Flores, M. & Miquel, E. (2019) The Teacher's Role During Cooperative Learning: Should I Leave the Classroom when Students are Independently Working in Teams? *Journal of Classroom Interaction*, ISSN 0749-4025. © 2019. Vol 54: 24.
https://grupsderecerca.uab.cat/grai/sites/grupsderecerca.uab.cat/grai/files/final_54.2-25-41.pdf
- Florian, L. & Mhairi, B. (2018) Inclusive pedagogy in action: getting it right for every child. *International Journal of Inclusive Ed*, 22(8): 870-884.
http://eprints.leedsbeckett.ac.uk/4799/1/Florian_Beaton_IJIE%20%28OA%20version%29.pdf
- Getting Started with Assessment for Learning. <https://cambridge-community.org.uk/professional-development/gswaf/index.html>

Habit 4: Planning



Frequently asked questions

- How to plan a lesson for all?
- What if, in the end, the plan is not relevant for all?
- What if the pupils' answers and suggestions do not coincide with the plan?
- Can I deviate from my planned lesson?
- I am worried that if I deviate from my plan and allow for surprises, I'll lose control of the class. How can I manage my class?

Adapt and Respond!

- Consider the diverse needs and backgrounds of all pupils in order to create a lesson plan in which all feel valued and have equal access to learning.
- Observe and write down what did not work and why not, so that you take this into account when preparing your next lesson plan.
- Believe in yourself and let your pupils guide you because if they are engaged and reactive, they are learning, which is exactly what your job is all about!
- See droplet 7: be flexible while keeping your objective in mind.
- See droplet 5: use strategies to develop classroom management techniques such as following established structures and school rules.

Suggested Research

- *Empowering Teachers to Promote Inclusive Education. Conceptual Framework and Methodology.* European Agency for Special Needs and Inclusive Education 2015. <https://www.european-agency.org/sites/default/files/Empowering%20Teachers%20to%20Promote%20Inclusive%20Education.%20Conceptual%20Framework%20and%20Methodology.pdf>
- Open Learn Create. Planning and preparing lessons to include all pupils (5) <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=113672>
- Spratt, J. & Florian, L. (2015) Inclusive pedagogy: From learning to action. Supporting each individual in the context of 'everybody'. *Teaching and Teacher Education*, 49: 89-96. https://www.researchgate.net/publication/275245207_Inclusive_pedagogy_From_learning_to_action_Supporting_each_individual_in_the_context_of_'everybody'

Habit 5: Trust Your Pupils



Frequently asked questions

- How do I create the best conditions to motivate pupils?
- How do I build a positive culture in my classroom?
- How do I get my pupils to participate willingly?
- How do I get my pupils to challenge themselves in their learning?
- Can pupils choose how they learn?

Adapt and Respond!

- Setting a consistent routine for arrival in your classroom so pupils know expectations. The school protocols are embedded throughout the lesson e.g. Greeting pupils as they arrive in a positive manor.
- Develop a mutually respectful relationship with pupils. Where challenges arise refer to school rules e.g. the rules say... This is to avoid confrontation.
- Pupils work progressively gets more challenging and/or use the school reward system when pupils challenge themselves and attempt higher level work.
<http://www.montrose-child-advocacy.org/articles/101WaysToPraiseAChild.pdf>
- “Commit to failure.” Creating a classroom where failure is good and failure might be rewarded. Devise some success criteria for pupils evaluate their approach to their learning. E.g. “I have challenged myself today...” “I have learned...” “I have committed to failure...”
- Promote independence by giving pupils a choice on how they undertake and present their own work. Under your supervision they can use set their own objectives and work to their strengths.

Suggested Research

- Children’s Coping With Academic Failure: Relations With Contextual and Motivational Resources Supporting Competence. Jacquelyn N. Raftery-Helmer, Wendy S. Grolnick First Published July 16, 2015 Research Article
- The nature and nurture of the self-directed learner A Biemiller, Meichenbaum - The Evolution of Cognitive ..., 2017 - content.taylorfrancis.com
- Creating a **Positive Classroom** Environment: A Case Study of Elementary Teachers' Reflections on the Work of Building Student Relationships L Strader – 2018 scholarworks.boisestate.edu
- Cambridge Journal of Education Volume 46, 2016 - Issue 1 **Liberating the learner through self-assessment** Roseanna Bourke Pages 97-111 | Received 29 Mar 2014, Accepted 29 Jan 2015, Published online: 24 Jun 2015
- How child-centred education favours some learners more than others. Sally Power, Mirain Rhys, Chris Taylor and Sam Waldron Review of Education Vol. 7, No. 3, October 2019, pp. 570–592

Habit 6: Teach the Pupil, not the Curriculum

Frequently asked questions

- How do I get to know and understand the needs of my pupils?
- How can I adapt and teach the prescribed curriculum to meet the pupils' needs?
- What alternative accreditation is available and will my school allow alternative assessment?
- What resources are available for me to use and adapt?
- How can I relate the learning to the pupils?



Adapt and Respond!

- To get to know your many pupils well, use coded seating plans to highlight SEN needs, think carefully about who sits where (SEN pupils closer?). Use active and creative teaching activities to get to know the pupils. Have collaborative discussions with your colleagues.
- Consider how to adapt your teaching and use strategies to meet the pupils needs e.g. Use the *Pathways to Inclusive Pedagogy Step by step guide to help you meet the needs of your pupils*
- Collaborate with colleagues to find out what alternative accreditation is available. Could you write an appropriate assessment yourself? Could you adapt the existing accreditation, over learning, recapping and embedding the essential knowledge, based on Bruner's theory of the spiral curriculum
- You might have to produce these resources yourself to meet the needs of certain pupils. Differentiate and adapt the existing resources. Seek out training where you can.
- Develop an 'Enquiry' approach to teaching and begin to ask more open and genuine questions that values each others' interests. Relate the curriculum to their life and experience.

Suggested Research

- Creating a **Positive Classroom** Environment: A Case Study of Elementary Teachers' Reflections on the Work of Building Student Relationships L Strader – 2018 scholarworks.boisestate.edu
- Dunn, Karee E and Mulvenon, Sean W. (2009). A Critical Review of Research on Formative Assessments: The Limited Scientific Evidence of the Impact of Formative Assessments in Education. *Practical Assessment Research & Evaluation*, 14(7). Available online: <http://pareonline.net/getvn.asp?v=14&n=7>
- Contested Knowledge: A Critical Review of the Concept of Differentiation in Teaching and Learning Sasha Taylor Transforming Teaching WJETT 2017, vol 1
- S. Trickey & K. J. Topping (2004) 'Philosophy for children': a systematic review, *Research Papers in Education*, 19:3, 365-380, DOI: 10.1080/0267152042000248016

Habit 7: Plan and Prepare for Surprise



Frequently asked questions

- Can I deviate from my planned lesson?
- How can I develop my use of formative assessment?
- How can I develop a range of different teaching approaches to meet the differing learning styles of my pupils?
- What can the pupils teach me?
- I am worried that if I deviate from my plan and allow for surprises, I'll lose control of the class. How can I manage my class?

Adapt and Respond!

- You need to be flexible to how the pupils respond to your teaching. Be prepared to address any issues they raise but keep your objective in mind. Valuable learning might take place, so don't worry about sticking precisely to the lesson plan at all times.
- Discuss ideas with your colleagues and try lots of new formative assessment ideas with your classes e.g. post-it, signing, mini white boards, ticket out the door, team quiz, bingo etc.
- Use a wide range of different resources; sometimes move the desks around so pupils work in different ways with different peers; trial different activities such as role play, art work, pupil centred learning, visual stimuli, responding to music etc.
- Through trial and error you will learn from your pupils what is effective teaching, and what you might not want to repeat. Commit to failure (see droplet 5)! To quote Thomas Edison; 'I haven't failed, I've just found 10,000 ways that don't work.'
- See Droplet 6 – Use strategies to build good and mutually respectful relationships with your pupils.
See Droplet 5 – Use strategies to develop classroom management techniques such as following established structures and school rules.

Suggested Research

- Creating a **Positive Classroom** Environment: A Case Study of Elementary Teachers' Reflections on the Work of Building Student Relationships L Strader – 2018 scholarworks.boisestate.edu
- Implications of teaching styles on learning efficiency Virgil Frunz Procedia - Social and Behavioral Sciences 127 (2014) 342 – 346
- Moore, D., Benham-Clarke, S., Kenchington, R., Boyle, C., Ford, T., Hayes, R. and Rogers, M. (2019). *Improving Behaviour in Schools: Evidence Review*. London: Education Endowment Foundation. The report is available from:
https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf

Habit 8: View Behaviour Developmentally



Frequently asked questions:

- How can skills for learning and being with others be explicitly taught?
- How can pupils be supported in thinking through their choices and understand the consequences of their actions?
- How can pupils play an active role in their own personal and social development?
- In what ways can schools support pupils through their behavioural difficulties associated with particular stages of development? (e.g. infancy, adolescence)
- How could viewing behaviour developmentally change the way in which we interpret situations in the classroom, and make better decisions in relation to them?
- Why don't my whole class behaviour strategies work for my pupils with SEND?
- What tools can I use to observe behaviour systematically and get to its root causes?
- How can I work with families to transfer effective strategies from home to school and vice-versa?

Adapt and Respond!

- Remember that all children have the capacity to develop socially and emotionally, and learn more appropriate behaviours. Particular diagnoses of special educational needs and disabilities may contribute to the difficulties which individual pupils may have with their behaviour. There is usually no inevitability that pupils will behave towards our permanency to their behaviours. Change is possible.
- Provide pupils with opportunities for social and emotional growth, which support them at their particular stage of development. This could support them for example, to learn how to take turns, manage success and failure, or negotiate tricky situations.
- Believe that it is not all about you! Behind the outward behaviours, all pupils want to learn and behave well and tend not to act out of intentional malice or defiance.
- Mind your language! When discussing the behaviour of a pupil, talk in a way that recognises and respects their learning journey; (eg: "Harry needs support in recognising the difference between a small problem and a big problem" rather than "Harry has a forceful personality and tries to control others to get his own way").
- Each child is unique and there is no 'one size fits all' strategy for managing behaviour. Children with SEND might have problems shifting attention from their immediate circle to the wider classroom environment so may not respond effectively to your whole-class behaviour strategies (e.g. a traffic light system at the front of class). Think about how you can personalise the strategy to the individual – create a personalised version of your whole class resource for the learner who struggles to respond to it. If that doesn't work, let it go, think again and try something new! A good place to start is to think about what motivates that child and use it to encourage engagement e.g first reading, next climbing frame...
- If you are struggling to understand why a child is behaving in the way they do - it's time to become a 'Teacher Detective' and dig a little deeper into what function the behaviour serves for them. Take a look at the 4 Functions of Behaviour S.E.A.T – Sensory, Escape, Attention,

(access to) Tangibles (see below links to research) and see if they can be applied. Once you know what the function of the behaviour is, it's easier to plan a structure to meet or address those needs (also see below research for ABC tool to observe behaviour).

- Communication is key – a child's family is your best resource for understanding a learner's behaviours. Take the time to collect information about likes/dislikes/habits and how the child has been behaving at home. Communicate successes as well as challenges at school. Once something is working at school – be sure to share it with the family. Try to join up home and school using formal agreements e.g. if you make a behaviour plan that involves parent input e.g. a reward or sanction at home – get the parent to contribute to and sign it.
- Unpredictability can be hard to manage for many learners with SEND. A clear routine, visual support, using photos, symbols and timers to tell a learner who they're working with, where, how long and what they will be doing are all important in helping learners with SEND to self-regulate. Movement breaks might help too. Think about communication – how can you support a learner to identify how they're feeling and what they can do to make themselves feel better (see below links to "Zones of Regulation" programme).

Gidlund, U; Boström, L. (2017). What is Inclusive Didactics? Teachers' Understanding of Inclusive Didactics for Students with EBD in Swedish Mainstream Schools. *International Education Studies*. 10. 87. 10.5539/ies.v10n5p87.

MacLure, M., Jones, L. and Holmes, R., 2012. Becoming a problem: behaviour and reputation in the early years classroom. *British Educational Research Journal*, **38**(3), pp. 447-471.

Wright, K., 2008. Multiple and Complex Needs: Researching the views of pupils with Multiple and Complex Needs; Is it Worth Doing and Whose Interests are Served by It? *Support for Learning*, 23(1), pp. 32-40.

Habit 9: Commit to Continual Professional Learning

Frequently asked questions:

- How do I develop my own skills as a reflective practitioner?
- What can I do to keep up-to-date with developments in SEND inclusive practice?
- How can my school/institution support me in continuing to develop my inclusive practice?
- Does everyone with the same SEND and/or diagnosis tend to learn in a similar way?
- What models or approaches to professional reflection might help me to learn from my experiences?



Adapt and Respond!

- **Build some space for reflection and evaluation into your working week:** Set some time aside to identify what has worked well and where you could make small changes to your practice, to enhance teaching and learning for your pupils. There are a number of models you can use to support this such as capturing What Worked Well/Even Better If or using the reflective learning cycle from Gibbs or the Experiential Learning Cycle from Kolb (search for in google).
- **Teach iteratively:** Rather than strictly follow detailed lesson plans, ensure that your planning enables you to adapt your teaching as-you-go-along. Inclusive teaching and learning tends to work like a two-way dialogue, with pupils responding to learning and these responses then feeding into ongoing planning. This ensures that teaching is personalised for particular pupils and is no longer a generic offer pitched towards a fictional “average student”.
- **Remember professional learning doesn't have to be attending a training day:** Coaching is a well-researched tool for enabling dialogue and reflection. For educators, it is an approach to continual professional learning through which they engage in dialogue with a mentor-coach to identify the priorities for their teaching. One framework to support the mentoring-coaching process is from Pask and Joy (2007). Lesson Study - a collaborative approach to the professional learning of teachers, that has origins in Chinese Confucianism (Dudley, 2016) - is growing in popularity, globally. It involves joint lesson observations, reflection sessions, and planning. Through the process of Lesson Study, teachers are engaged in rich dialogues about the learning process, to support their continual development as educators. Lesson Study also supports schools to become professional learning communities in which teachers are considering their pedagogical values in relation to inclusion.
- **Cultivate professional learning networks:** It has never been easier for teachers to connect with other teachers, globally. By being active on Twitter for example, teachers can immerse themselves in debates around inclusion and access emerging new resources and research findings.
- **Look beyond the Labels:** Although not without value, professional learning for inclusion tends not to require teachers to access training to become experts in particular SEND diagnoses. Instead, throughout their career, teachers need the resourcefulness and collaborative skills to adapt around the changing needs of pupils.
- **Choose a way to reflect that works for you.** As teaching professionals we should always have systems in place for ourselves to help us reflect on whether a lesson has been a success or not. The key is to make these meaningful for yourselves. There is no point in writing in-depth written reflection if you can't feed it into future practice – choose something simple that works. A register tick-list with 3 columns

[Habit 1](#)

[Habit 2](#)

[Habit 3](#)

[Habit 4](#)

[Habit 5](#)

[Habit 6](#)

[Habit 7](#)

[Habit 8](#)

[Habit 9](#)

[Habit 10](#)

“fully understood”, “partly”, “didn’t get it this time” might hold more practical meaning for you as a reflective practitioner than a whole page of written analysis.

Suggested Research

Cordingly, P., Bell, M., Rundell, B. and Curtis, A., 2004. *How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning*. London: EPPI-Centre. Institute of Education, University of London.

Dudley, P., 2016-last update, Lesson Study: A Handbook. Available: <http://lessonstudy.co.uk/wp-content/uploads/2012/03/new-handbook-revisedMay14.pdf> [November 1st 2016, 2014].

Florian, L. and Beaton, M., 2017. Inclusive pedagogy in action: getting it right for every child. *International Journal of Inclusive Education*, .

Hargreaves, D., 2012. *A self improving school system: toward maturity*. London: National College of Teaching and Leadership.

Pask, R. and Joy, B., 2007. *Mentoring-Coaching: A Guide for Education Professionals*. Maidenhead: Open University Press.

Norwich, B. and Ylonen, A., 2013. Design based research to develop the teaching of pupils with moderate learning difficulties (MLD): Evaluating lesson study in terms of pupil, teacher and school outcomes. *Teaching and Teacher Education*, **34**, pp. 162-173.

Tripp, D., 1993. *Critical Incidents in Teaching: Developing Professional Judgment*. London: Routledge.

Habit 10: Take Risks



Frequently asked questions

- What is a logical risk?
- What can I do to build my confidence in risk-taking? What is stopping me from “having a go”?
What do you need to do to be ready to give it a try?
- How can I plan for things to “go wrong”?
- If my worst fears came true, and I did something new that did “go wrong”, what could I do to recover the situation?

Adapt and Respond!

- When you try something new, be motivated by your priorities for pupil learning. Remember that you are introducing a particular activity, or seeking to do things in a particular way because you think that your learners will genuinely benefit from it (not because you are striving to be “innovative” for its own sake).
- Have faith in your pupils and trust that they do want to learn and behave well. If they can sense that you are not all about “classroom survival” but facilitating a rich learning journey, they will almost always be eager to join the ride with you!
- A logical risk might be anything you choose to try that you haven’t been formally ‘taught’ or told to include in your practice by traditional schemes of work or instruction. It’s when you look at any area of your practice and think “what could I do to make that more effective?” and then try it. It could be something completely innovative developed from your own thoughts, or something you have read or heard about being successful in other settings.
- It’s easier to take risks from a stable platform, so make sure you have other key elements in place before you experiment too wildly (e.g. environment, behaviour for learning, planning/assessment cycle). Talk to experienced colleagues about successful innovation and risk-taking in their own practice. A school is a place of learning for both pupils and professionals and you can’t know if something will work unless you try it – just as with our pupils – you are entitled to the freedom to get things wrong, try them again and learn from mistakes.

Suggested Research

FLORIAN, L. and LINKLATER, H., 2010. Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, **40**(4), pp. 369-386.

With contributions from:



Blackfriars Academy



Swiss Cottage School, Development & Research Centre



University of Limoges

[Habit 1](#)

[Habit 2](#)

[Habit 3](#)

[Habit 4](#)

[Habit 5](#)

[Habit 6](#)

[Habit 7](#)

[Habit 8](#)

[Habit 9](#)

[Habit 10](#)