

10 ESSENTIALS IN INCLUSIVE



MAKE AND KEEP IN CONTACT

01

First job: making contact with all students. List how you can reach each of them. Do not underestimate your (virtual and direct) presence as a teacher: make your presence felt. Monitor the social and human side of education and maintain regular contact with your students. Keep your own limits in mind: indicate when you are available (online) for students.



GOAL ORIENTED

02

The purpose of education is to teach the student. Teaching is a means. So always work from the learning (planning) goals that you want your student to achieve. What do you want the student to know and know? Technological resources are secondary to learning objectives. Focus on the essence of the learning process. Keep track of what you have been working on.



EDUCATIONAL FORCE

03

Work from your didactic expertise, not from technology. Your strength as a teacher is in supporting the student in achieving their learning goals. What you want to achieve and which working method is most suitable for this: these remain the core questions. Also in distance learning.



KEEP IT SIMPLE & SAFE

04

Limit the number of tools you use. This way you keep it simple and clear for your students and for yourself. Choose 1 tool as the anchor point from which all communication starts. Then choose tools in function of your learning objectives and in function of the digital literacy of your students. If you teach together with colleagues, make agreements about the tools used. Pay attention to privacy and security.



STRUCTURE AND CLARITY

05

Your students need 3 routines: check the anchor point regularly for information, attend online classes and perform specific tasks. Clearly state what you communicate with and when (and how) and what you expect from them when (and how). Provide task-oriented, but especially process-oriented feedback to (individual) students. This is how you provide guidance.

DISTANCE LEARNING

BE INCLUSIVE FROM THE START

06

Distance learning offers benefits but possible also challenges to students with a disability, or those that are socially disadvantaged. Get in touch with each and one of them to understand their needs. Get in touch with support teachers on how distance learning could be improved for them. Meet up with the parents and identify what gaps exist. Connect with social workers and the school to donate (temporarily) needed equipment (laptops, software, smartphones, etc.)



EVERYONE FOLLOWS ALONG

07

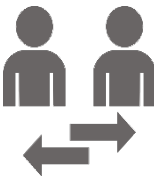
Track who attends the online classes and who completes tasks (and who doesn't). Check regularly whether everyone is still with you. Provide question time to avoid dropouts. Use formative evaluation in the different teaching phases: to activate prior knowledge, to retrieve previously treated material (retrieval practice) and to see where you may have to adjust your next instructions to keep everyone on board and on course.



EVERYONE PARTICIPATES

08

Stimulate (inter) activity: avoid that the entire educational learning process is teacher- or subject-matter-driven. Students learn from each other. The group feeling is often a driving force in learning. Vary in composition (whole class group, smaller groups of 3 or 4, duo) and in work form (discussion forum, group work, project, team quiz, peer evaluation).



SHARING IS CARING

09

You have found a good exercise, a method, a tool, a material source, tips... Share them! Sharing is giving and taking: in the department, via the intranet, via your coordinator, via colleagues in other schools, via the pedagogical guidance services. Everyone has something to share. Everyone has pieces of the puzzle. Bring them together and use what is created. Also connect with colleagues to ventilate and support each other.



BE REALISTIC, IDEAL DOES NOT EXIST

10

Keep it feasible for yourself and for your students. Be realistic in what you expect in learning skills and time spent. Let go of perfectionism. Learning happens through trial and error. The following also applies to you as a teacher: you are allowed to make mistakes. If it all gets a bit too much and you can't figure it out yourself: report it to a colleague, an immediate superior and / or use the welfare services that are available to you via the school, etc.

