

Inclusive pedagogical practices



Universal Education

Universal education refers to an educational approach designed to accommodate the diverse **needs** and abilities of **all** students, enabling them to access and benefit from the standard curriculum. UDL is built on three foundational principles: presentation, demonstration, and participation. These principles aim to provide multiple ways of engaging with material, demonstrating knowledge, and participating in learning activities.

Presentation

Use image or pictogram to illustrate the action verb in the instruction.



Demonstration

Conduct activities to learn how to learn.



Participation

Give students the opportunity to create productions on subjects that interest them.



Explicit teaching

Explicit teaching is a teaching method that involves explaining a lesson by breaking it down into stages. During the lesson, the instructor will show the learner what to do (modeling phase), then the learner will carry out a guided exercise with another learner (guided stage) so that he or she is then able to carry out the task alone (independent practice stage).

Modeling phase

The teacher completes the task in front of the pupils, **describing** what he is doing and his reasoning. He breaks the task down into small steps and answers the questions what?why?how?when?and where?

Guided stage

This phase is **collaborative** and enables pupils with special needs to complete the task with the necessary support. It also allows the teacher to provide feedback.

Independent practice stage

The aim of this phase is for the pupils to **reinvest** what they have learnt in another task, thereby consolidating their learning. At this point, the teacher can identify which pupil(s) to offer remediation to.

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Multi-sensory approach

This approach is based on the principle that students learn better if learning involves several of their **senses**. Visual, kinesthetic, tactile and auditory skills can all be mobilised.

This approach has several **advantages**: it improves memory, reduces cognitive load, and enables double encoding; it improves concentration, increases brain plasticity, and, last but not least, is suitable for all learning styles.

Visual

Create a lesson summary in mind map format.

Kinesthetic

Clap your hands while counting.

Tactile

Writing letter in the sand help improve muscle memory.

Auditory

Create a song to memorise the multiplication tables.



Organisational arrangements

Students with special needs may tire more quickly because some tasks are not automated. Adapting the environment can be a great help in achieving their objectives and compensating for their difficulties. There are several types of adaptation: organisation of time, environment, assessments, etc.

Time Management

Organising time is a good way of helping students to **plan** ahead. You can offer them timers, daily menus or week planners so that they can organise their homework and materials in advance.

Space organisation

There are many ways to **organise** your workspace. You can label classroom equipment to make it easier to store, create 'corners' (for concentration or relaxation), or put up memory aids (but be careful not to overload the walls).

Assessment organisation

There are a number of tips for organising assessment moments: you can start by reading the instructions with the pupil, reduce the number of questions and offer extra time, prepare the necessary material with the pupil before the assessment or suggest different ways of answering the question.