1.1 Describe features of inclusive teaching and learning

Most of the people learn in a different way, know as learning preferences and what suit on learner might not suit for another.
If I can find out what my learners' preference are, then I can adapt my teaching and learning approaches to suit.
I will be sure to include all the learners, they will have the same opportunity, I'll take into account all the learners' needs and I will follow the Equality and Diversity Act (2010). All the learners will be treat fairly and equally.

Physical environment: light, ventilation and temperature is a crucial for effective inclusive teaching and learning to take place. The learners need to know that they are in a safe place and for this reason I will take into account Health and Safety Policy.
To include all learners I will set up the room or in U-shape, for a large group, effective to allow learners work together and interact group activity. Or without table for a small group (sometimes the table can create a barrier) and I will be part of the group.

At the beginning of the lesson, a suitable icebreaker, can help the learners to know each other. After the icebreaker, with all the learners will be discuss and negotiated the ground rules.
For the first lesson I'll ask them to create a name badge, include myself. I will be able to use their name, use eye contact, speaking with them directly and ask them direct questions.

I will the lesson start with an initial assessment to know the learning preference and the VARK is the best methods to used. Fleming (2005) stated that the people can be grouped into four style of leaning:
- Visual (seeing)
- Aural (listening and talking)
- Read / Write
- Kinaesthetic (doing)

Some learners can have a mix of different style: multimodal.

From the initial assessment result I will should be able to plan the lesson, take into account that the learners need to know: why, what and how.
Why it is important to learn, what they are going to learn and how they will to do this.
I will setting clear aims and objective, try to promote and inclusive culture for all my learners.

Different activity will take place, during the lesson, to keep all the learners motivate. I will put theory into practice covering: reading, hearing, seeing, saying and doing. Refer to the attention span, each session will be plane for no more than 20 minutes. Break will allow, with duration and time, to refresh the mind of the learners. After the break an energiser activity, with open question, using the Pose Pause Pick (PPP) will include all the learners.

At the end of the lesson I will ask a feedback to my learners and evaluate myself about:
Did I included, respected and value all my learners?

Always I will refer to this sentences from Anne Gravells (2014):
1.2 Compare strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learning needs

I work in hospitality sector and I cover different learning style: visual, aural, read/write and kinaesthetic using different approaches.

Case studies: Is useful during the customers service demonstrations. The group will be divide in two part. One group will be a customers and the another group will be restaurant's staff.

Strengths:
• Can make topic more realistic, enhancing motivation and interest.
• Can be carry out individually or in a group situation
• Build on current knowledge and experience

Limitations:
• Time limits must be set
• If carried out as a group activity and roles should be defined
• Must have clear outcomes
• Allow time for a de-brief to include a group discussion

Games: Use to learn juices, cocktails and menu 's recipes. The learners will match the ingredients with the drinks and food menu.

Strengths:
• Board or card games can be designed to make the learning enjoyable
• Assess skills and knowledge
• Help interaction and healthy competition
• Physical games put theory into practice
• Online games develop computer skills

Limitations:
• Learner need to remain focused
• Need to be well prepared in advance
• Objective need to be clear
• Rules must be followed

Icebreaker, energisers, team building exercises.

Strengths:
• Is a good way to know each others name and encouraging communication
• The teacher can be observe skills attitudes
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Sara Sepulcri

Limitations:
- Not all learners may want to take part
- Some learners may see these insignificant
- Careful explanation are needed to link the experience to the topics

Presentation: Managers will be deliver every quarter a presentation about the financial and staff performance in front of all head office. Is really helpful to improve the confidence and the speech capability of the learners.

Strengths:
- Interaction can take place between teacher and learner
- Visual and aural learning preference can be reach
- Effective use of media can make presentations stimulating, motivating and inspiring
- A good activity can be for learners to carry out research and them present in front of the others

Limitations:
- Kinaesthetic learning preference might not be included
- Some learners may not be pay attention
- Too many slides can switch off learners attention

Reading: All learners should be able to read and understand instructions, duty and task

Strengths:
- Good for read/write learning preferences
- Encourage further learning

Limitations:
- Learner can be bored and easily distracted

Undoing: Use during the equipment training (juice machine, coffee machine,)

Strengths:
- Great for kinaesthetic learners and for developing practical skills
- Useful in practical session need to be supported with: hand out, further information and careful guidance

Limitations:
- Not so good for theoretical learners
- Object/resources need to be available for all learners

Video: Useful to understand for customers service demonstration.

Strengths:
- Good for visual learners
- Promote discussion

Limitations:
Doesn't suit all learner preferences

The learners should be involve in what Petty (2004) calls "Active learning" and all teaching should be supported with resources that cover all learning styles.

In my sector, hospitality, the learners are engage, as well, with the Laird's (1985) theory, "Sensory theory", all five sense are stimulated: sight, hearing, touch, smell, taste, and greater learning take place.

1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills

Develop English, mathematics and ICT skills, called functional skills, help the learners from apprenticeship to the adult age, to improve personal skills, knowledge and improve their career.

All the learners can use the functional skills in a everyday life, for this reason, the subject should cover a basic numerical skills such planning a household budget or pay the bill.

Put the theory into a real life such "Cookery for the beginner" (Anne Gravells, The Award in Education and Training, page 141-142) is a good example for the learners to understand and be more confident in familiar and unfamiliar situations, solve problems and be a responsible citizen.

This example cover English literacy (reading recipes and writing a list of ingredients), English language (discussion and asking question), Math numeracy (calculate weigh, time and temperature), ICT (website research).

Teachers and trainers need to be competent and they should be an example for the learners.

2.1 Explain why it is important to create an inclusive teaching and learning environment

The lesson should be take place in a safe environment that should be a classroom, workplace, prison, outdoors.

Teachers and trainers can refer to the physical, social and learning aspects.

Physical environment cover: room layout, temperature, ventilation and lighting. The learners need to know where refreshment, emergency exit and fire meeting point are. Is really important know the learners' personal need: visual, hearing or physical impair and set up room properly. No danger material or equipment should be left around.

Learner need to know they are in a safe place and not in danger. Cover the Health and Safety regulation is really important in the first meeting and not do anything outside the teachers or trainers' responsibility.

Learners feel safe when they can express their opinion without judgment and teachers and trainers need to take into account this aspect.
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Social environment help the learners to know each other, improve their individual confidence and improve their confidence in a group.

A suitable icebreaker, as introduce themselves, is a good start to remove initial barriers at the beginning of the first meeting.

Agreeing ground rules with all group, motivate the learners to express their own opinion and will make them meaningful, productive and supportive.

Always teachers and trainers need demonstrate inclusion (not exclude everyone), challenge inappropriate or anti-social attitude, use eye contact, use the learners' name and treat them as individual.

Learning environment is concerned to include all the learners, that have different learning preferences.

Teachers and trainers should have a clear aim of what they want them learners to achieve, using suitable and varied teaching and learning approaches resources and assessment activity.

An initial assessment, using the VARK form, is mandatory to know the different learning preference. Involve, encourage, motivate and keep the learners actively involved will give a great result. "However is how you teach your subject and assess it that will lead to effective learning" (Anne Gravells, The Award in Education and Training, page 56-57)

2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learning needs

Teachers and trainers should refer and mix pedagogy (teacher centred) and andragogy (learner centred) approaches.

Pedagogy approaches such lecture, demonstration, instruction and presentation are useful in the beginning of the session, when the learners are fresh.

Andragogy approaches such discussion, group work, practical activity and role play are useful to keep the learners actively and motivate.

Mix both approaches is a good methods to involve all the learners, cover all the learners needs and the learning preference.

How people remember what they read, hear, see and do?

The answer is in Dale's (1969) Cone of Learning.

"Using activity from the top of the cone (passive) through the bottom of the cone (active) will enable your learners to realistically experience your subject" (Anne Gravells, The Award in Education and Training, page 166).
Teachers and trainer need to find out, by an initial assessment, which teaching and learning approaches will be more suitable for the learners. Using the available resources such: technology, objects, video and outside event, will be helpful to stimulate the learners and promote interest in them. All resources will promote equality and opportunity, reflect diversity and challenge the stereotype.

To meet individual learning need, the assessment will be: ethical, fair and safe. Teachers and trainers will take into account confidentiality, integrity, safety, security, assess the learners in the right level, confirm an authentic work and avoid plagiarism. Follow the VACRS and SMART principle will help, teachers and trainers, to assess the learners and meet all the learners needs.

Valid Authentic Current Sufficient Reliable - VARC - will help to plan and assess in a way that should meet the expected requirements
Specific Measurable Achievable Relevant Time-bound - SMART - will help to be clear and precise in what the learners need to achieve.

Assessment, always can take place, in the beginning, in the middle and at the end of the session, with questions, quiz, games, observation using peer and self assessment.
To improve the lesson and themselves, teachers and trainers should ask a feedback from the learners.
2.3 Explain ways to engage and motivate learners

To physically engage the learners, teachers and trainers should set up the room or in a U-shape, for a large group, or chairs without table for a small group. The teachers or trainers in those cases will become a part of the group. This layout allows the learners to work together and interact with the group activity. Learners need to communicate with each other and see and hear everything the teachers and trainers are doing and saying. Teachers and trainers need to know the learners' motivation. Why do they choose to attend this course and what expectation do they have?

The motivation are: intrinsic, learners want to learn for their own fulfillment (desire to achieve something new, personal reason) or extrinsic, learners can have external factors (pay rise, acceptance and approval from others).

Teachers and trainers can know the learners' motivation from the interviews and from the application forms. An initial assessment is mandatory to discover which kind of learning preferences are more suitable with the group.

Make things interactive is a good start to involve the learners: using social network to communicate or update the session online. In this way the people will be active rather than passive.

To help motivate the learners, teachers and trainers should carry on with the following activities:

- Ask open questions (use what, why, where, when, what and how),
- Be aware of the attention - spam limits,
- Give ongoing constructive feedback,
- Stretch and challenge learners' potential
- Support and treat the learners with respect
- Use icebreaker and energiser
- Use vary teaching and assessment approaches

(Anne Gravells, The Award in Education and Training, page 39)

2.4 Summarise ways to establish ground rules with learners

Ground rules help to create a safe and respect environment where teachers and learners work together.

Depending on the age, it is possible to use group contracts instead of group rules, and depending on the maturity of the group, set the points. If the ground rules are not set, problems may occur.

The best time to negotiate the ground rules is in the first meeting after the icebreaker, when the learners are more relaxed.

Teachers and trainers should always discuss and negotiate with the learners, and approve together, which rules can be negotiated, such as break time, eating or drinking.
Group B
Understanding and Using Inclusive teaching and learning approaches in education and training Sara Sepulcri possible change the rules from negative: no eat and no drink, into positive: eat and drink at the end of the lesson ) or some non - negotiable such health and safety. Allow the learners to discuss and negotiate the ground rules give to them a sense of ownership and responsibility. Work with the others stimulate a listening skills, compromise and respect for the group. The ground rules should keep visible, such create a poster on the wall, refer to the rules in the beginning of the lesson and rules is broken decide penalties or consequences. Teachers and trainers should say thank to the learners at the end of the lesson for follow the ground rules.

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