

Guidelines

for the Development of Inclusive Learning Materials for Vocational Education



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Imprint

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Project partners

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Introduction

Dear teachers, trainers, educators involved in extracurricular education and colleagues interested in inclusive education,

These guidelines provide a summary of lessons learned within the framework of *GastroINKLUSIV - New Models for Inclusive Education at Vocational Schools*, a two-year project, in which vocational schools, businesses and educational organizations from Italy, Austria and Germany worked together. The objective of the project was to develop inclusive teaching materials for vocational education in the field of gastronomy which address sustainability and globalization issues and are suitable for learners with and without cognitive impairments or extensive knowledge of the language of instruction. We would like to share the approaches we have developed and tips for designing inclusive materials for these and other target groups.

These guidelines address a broad target group. Some aspects may therefore be more relevant, for example, for trainers and vocational school teachers, while they are less interesting for lecturers in extracurricular educational work and vice versa.

Much of what we describe below will seem familiar to you. Inclusive education is essentially subject to the same criteria as any other successful approach to education. For these guidelines, we have identified and elaborated aspects that, in our experience, are key to the success of an inclusive educational setting.

After an introduction to inclusion and inclusive learning, we provide suggestions for the development of inclusive educational materials as well as inclusive methodology and lesson design. Based on our experience, we also provide you with a list of criteria for inclusive materials, recommended links and literature, as well as an excerpt from the Index for Inclusion as a resource to support the inclusive development of schools.

We wish you enlightening moments and inspiration while reading the guidelines!

The GastroINKLUSIV project team

What is inclusion? And what does "inclusive education" mean?

The term inclusion is widely used and can be understood to mean very different things. In a narrow understanding, the term refers exclusively to the participation of people with disabilities. The United Nations Convention on the Rights of Persons with Disabilities was an important milestone in the broader social, political and, above all, educational policy discussion of inclusion. The Convention is based on an understanding of disability that focuses on barriers in the environment rather than individual limitations. One of the basic ideas is that person is not disabled on his or her own, but that their environment makes them disabled. Accordingly, inclusion is about breaking down barriers and shaping society in way such that everyone can participate on equal footing. The Convention on the Rights of Persons with Disabilities was adopted by the United Nations in 2006 and ratified by Austria in 2008 and by the Federal Republic of Germany and Italy in 2009. The countries have thus committed themselves to implementing the Convention in their national law.

In the broad understanding of inclusion on which the project *GastroINKLUSIV* is based, inclusion refers to the participation not only of people with individual limitations, but of all people – which means that other exclusion mechanisms such as racism and sexism are also considered.

Dismantling all barriers in order to enable the equal participation of all people is a very ambitious goal. The starting point is to identify barriers in order to then find ways to dismantle them. Inclusion is a process. A world in which everything is equally good for everyone is certainly utopian - a utopia that is worth working toward! Inclusion is an important aspect of the Sustainable Development Goals which were adopted by the UN in 2015 and define 17 goals for global sustainable development at the ecological, economic and social levels. Goal 4 is "Inclusive, quality education for all".

Inclusive education is education that appeals equally to all learners and is suitable for their individual learning requirements. It involves designing learning spaces that are adapted to the needs of each learner and offers them the same or at least similarly good conditions with their different individual prerequisites. "Inclusion" will never be completely achieved, but it can be seen as the process of designing concepts, institutions, learning materials and learning settings which are adapted to the individual needs of the learners. Personal prerequisites that are taken into account can be, for example: highly gifted individuals, physical or cognitive impairments, gender, ethnic background, age, levels of knowledge of the language of instruction and social and economic backgrounds.

These guidelines focus on the development of learning materials suitable for trainees with and without difficulties in the following areas:

- language (understanding, reading, speaking, expressing oneself, writing)
- abstraction and the understanding of complex correlations
- concentration
- social interaction

Inclusive methods and materials are designed to be used in heterogeneous as well as homogeneous groups.

Inclusive education requires an inclusive approach!

The social climate in businesses and schools as well as the attitudes of teachers play a central role in the success of inclusive learning processes. All learners are treated with respect, and the focus is not on deficits, but on resources. It also involves identifying individual prerequisites and incorporating them into the teaching structure, thus breaking down the distinction between "normal" and "deviant". It also embraces the individual experiences of the learners in relations to topics of the lessons.

Esteem and focusing on resources are particularly important aspects of working with groups in which disabilities, experiences with discrimination and other barriers to play a role. Especially people who are confronted with restrictions often experience that little is expected of them. This can prevent them from developing a reliable sense of self-confidence, which in turn can prevent them from learning well. This is a vicious circle that can be interrupted within the inclusive education framework.

Societal structures do not stop at the school gate - this also applies to the omnipresent valuations and devaluations of people who are "different". The conscious handling of fears and prejudices is an important factor for working with trainees who experience learning as difficult for various reasons. Negative mental images and prejudices can make it difficult for teachers to be open towards their students. Being aware of one's own prejudices and working on developing an open attitude will facilitate an open teaching and learning atmosphere. This also applies to discriminatory behavior among learners.

Open processes are an important factor in inclusive learning. Learners will profit in different ways from the same activity. Some may gain more social and personal competence, for others, it may be an increase in knowledge and professional competence, or developing the motivation to change something and ideas for how to go about it. It is therefore useful, especially in very heterogeneous groups, not to expect that everyone will achieve the maximum goal possible in exercise.

How to design inclusive lessons and materials

For the creation of methods and materials as well as the preparation of lessons, the first step is to define topics, goals, the target group and one's own educational approach. We recommend that you take look at the questions on page 16. These questions should help you to develop a concept that is tailored to your own group, your context and your topics.

Inclusive learning focuses on the individual. This means that careful observation of individual learners and their respective potentials and learning needs is necessary in order to include them in the planning and design of teaching.

If the learning needs of a group are very different, it is a good idea to develop the lessons accordingly. Differentiation can address the level of language and the complexity of content or task. For example, it may be useful to offer learners various forms of support, to vary the number of intermediate steps or to provide supplementary information. In addition, three principles are central to the development of learning materials and the implementation of inclusive teaching:

- methodology which actively involves learners in the learning process and addresses different ways of learning

- clarity in terms of content, language and design as well as a clear structure
- flexibility of content, timing and methods

Methodology and didactics

Interactive methods which enable learners to acquire knowledge and cooperate with one other are ideal for inclusive learning. Methods that have worked well in our project are, for example, a puzzle game in which the learners bring pictures and the corresponding texts together, a quiz, gap-fill texts, role-playing and simulation games. All examples can be found in the brochure "**Recipes for Success. Inclusive Teaching Materials for Sustainable Gastronomy**", which was developed in the *GastroINKLUSIV* project.

Different social forms should address individual learning needs and preferences, including methods for group work as well as for working alone or in the whole group. Teamwork plays an important role in inclusive learning: it enables pupils to support and learn from each other and promotes the development of social and personal skills.

Media diversity opens up various approaches. In inclusive learning, in particular, it makes sense to use pictures and films to convey information and make facts and connections clearer. Tables, graphics and mind maps can also be useful depending on the group. Explanatory films that present a topic graphically and briefly are very suitable for inclusive learning. When selecting media, care should be taken to ensure that the explanations are as simple as possible and not too fast. At the same time, the implementation should not be too childish.

What applies to all learners also counts in inclusive learning: learners **understand** and remember things better when they have (ideally literally) had them in their hands. This could be, for example, the packaging of a canned fish when talking about sustainability labels, or working with the whole chicken when teaching about the export of poultry parts.

The concept of **learning in complete cycles** from the planning to the completion of an activity is particularly suitable for inclusive learning and teaching trainees with cognitive difficulties, because it helps to strengthen and sustain knowledge and skills. The final stage of such a learning process can be, using the example of catering training: shopping, preparing and consuming products that have been discussed in the lesson, or designing and presenting recipes or menus.

It makes sense **to start with familiar items and references to the everyday experiences** of young people at work and elsewhere. The focus can then be expanded step by step. For example, address the topic of overfishing with the example of the Baltic Sea or the Mediterranean, instead of the Atlantic. The subject of EU fishing off of the coast of West Africa can come later.

Learning materials

Inclusive learning materials should be understandable and doable for everyone. Work instructions should be formulated very clearly. When designing worksheets for learners with cognitive difficulties, it is useful to specify small steps that build upon each other. In order to ensure that the task is understood, the teacher should "play it through", using an example.

One way to ensure the understanding of the contents and tasks is to create worksheets and texts in different language versions. You can find an example of this in the brochure "**Recipes for Success. Inclusive Teaching Materials for Sustainable Gastronomy**", which was developed within the project GastroINKLUSIV. The materials provide learners with three different versions of the worksheets, using standard language, simple language and easy language.

The standard language version uses the standard technical textbook language, simple language is a simplified form of the standard language. Simple language is particularly suitable for learners whose first language is not German. Simple language can be varied according to the language competence of the learner. The following basic points offer an orientation:

- The texts concentrate on the essentials and are as short as possible.
- The sentence structure is kept simple. Difficult word constructions, such as inserted subordinate clauses, are avoided. More than two commas in a sentence are an indicator that it is too complicated.
- Passive constructions ("The tomatoes are grown.") are avoided, and active sentences are used instead ("The tomatoes grow.").
- Technical and foreign words are generally avoided (apart from technical words which are necessary within the learning context, such as vocational training). Complicated terms that are essential for understanding the texts are explained, for example in information boxes at the end of the text. Processes and objects should always have only one name! For learning materials, this also means that the same words are always used for the same work instructions (fill in, tick, etc.).

Easy language, on the other hand, is a defined language concept in some countries, aimed at particularly easy comprehensibility. It has its own set of rules and there are organizations specializing in the translation of texts into. The texts must be tested by people with learning difficulties before they can be labeled as easy language texts with the following symbol:



Links to more detailed information about Easy and simple language can be found in the appendix.

Different language versions of a text should be designed in such a way that they all convey the same basic information. The texts in standard language may provide additional information for in-depth study which is not essential for the completion of the tasks.

In our brochure "**Recipes for Success**" we have, when possible and useful, provided all versions on the same worksheet. Our experience shows that the versions in Easy or simple language can be a good introduction for less literate or language-competent students. Once they have understood the contents, they are able to read the parts of the texts in depth in the "standard language" version. For those learners who are more competent in reading or speaking, texts in simple language can be

helpful because they provide a brief summary of the contents of the standard language version. They can also be a basis for preparing presentations.

It is important that the learners themselves choose which language version they want to work with. The goal is to avoid external judgments and stigmatization and to prevent learners from feeling that they are being discriminated against. In addition, learners should be encouraged to assess themselves and to help shape their own learning process.

Ideally, the texts and instruction should not be too challenging or too simple. Texts that are too simple may be boring for the students or, in the worst case, seem to suggest that they are "stupid". It is therefore advisable to set a high standard, and to support the students and trainees where necessary.

In addition to the language, the design of the worksheets can make the texts and tasks more or less difficult to understand. For easy language versions, the design is precisely defined by the Easy Language rules.

When designing worksheets in simple language, it makes sense to follow the Easy Language rules.

The most important points are:

- a new paragraph for every new context
- a font size of at least 14 pt.
- clearly defined font (for example Arial, Verdana, Lucida Sans Unicode or Tahoma)
- spacing of at least 6 pt. between paragraphs
- left alignment
- essential terms can be highlighted in bold print.

The different versions of the worksheets should be marked in such a way that they are easy to, for example, by using symbols or color-coding. In our brochure "**Recipes for Success. Inclusive Learning Materials for Sustainable Gastronomy**", we use these symbols:



When creating worksheets in standard, simple and easy language, the tasks must be adapted accordingly. Be sure to allow time for the translation and adaptation process.

Where reading skills or speech comprehension is limited and/or abstraction is a problem, using images can support the understanding and retention of information. Pictures should have a direct connection to the text, be easily recognizable and not be used as a background, but as a central element of the worksheet. PowerPoint presentations and posters are also helpful for visualizing content. For example, a PowerPoint presentation that shows questions and answer options and illustrates each answer can supplement a quiz. Game rules, work instructions and evaluation questions can also be visualized with a PowerPoint presentation or written on the blackboard.

Designing materials that are **sensitive to discrimination and celebrate diversity** is also key to ensuring that all participants will be able to learn as well as possible. Learners who are offended by pictures or language will be less open to the technical content of a text.

If the pictures show people with different body shapes, physical abilities, skin colors, and gender identities, the more participants can feel represented and addressed. Diversity is thus visible and affirmed. When depicting stereotypes, care should be taken not to reinforce them, but to break them down.

Care should be taken not to use derogatory terms. In cases that are controversial, if a person says that something is offensive to someone, their standpoint should be accepted and respected, even if others find the wording or the term unproblematic.

Links to further tips and analysis tools can be found in the appendix.

Classroom design

Lessons should be **differentiated** and **individualized** to the greatest possible extent. However, focusing on the individual does not mean that learners should work in isolation from each other. Both individual and cooperative work phases should be a part of inclusive concepts.

Team teaching facilitates differentiated and individualized teaching and learning. The manifold challenges in implementing inclusion in education can usually be mastered well in a team. Cooperation between different professions can also be very fruitful, for example among social workers, special needs teachers and trainers or apprenticeship officers in companies.

If you work in a vocational school as an external instructor, work closely with the teaching staff! It makes sense to clarify roles and the division of labor in advance and to make clear where the teacher's participation is desirable. (e.g: The external instructor is responsible for the process. The teacher supports the students while they work in small groups or when individual students need further explanations.)

Especially when the individual learning needs and prerequisites of students are very differentiated, **methodological and media diversity** is key. Ideally, a lesson will offer "something for everyone".

Use alternate **social forms** (individual work, small groups or plenum). To facilitate learning from and with one other, it makes sense for learners with stronger and less severe language or learning difficulties to work together in groups.

It is conducive to motivation and success in self-determined learning processes if trainees can, as far as possible, **choose** materials and topics, how they present their results and with whom they cooperate. Forms of presentation that take different abilities and preferences into account include the design and explanation of a poster, a small theatre scene, texts that are read aloud or drawings.

Flexibility is an important factor for inclusive learning. It is important to plan time for the instructors to move around between groups and individual learners or to spontaneously change the program and adapt content, methods and levels of difficulty at short notice. Clarity with regard to the central goals and content of the lessons will enable teachers to make a good choices if changes are necessary.

The complexity of topics can be gradually increased in the learning process if this suits the learners' needs. It can be useful to have informative materials, media, work sheets, research tasks and evaluation questions "in the backhand" to be used if necessary. The Internet provides a source

for quick research - almost all learners can do research on their own with their smartphones and information on almost all topics is available.

Expressing and discussing emotions should be an integral part of learning processes. Learners should be welcome to express their opinions on the topics of the lessons ("I find mass animal husbandry horrible!") as well as about group dynamics or to relate experiences with discrimination ("I don't eat pork because of my religion and have to constantly justify myself for it.").

In an inclusive learning setting, it is important to give trainees and students clear **feedback** and positive encouragement.

Classroom interiors

If conditions permit, classrooms should provide places for different needs and forms of learning. Interiors (spaces for learning, decoration, access to technical equipment, etc.) should largely be designed in consultation with the learners, while keeping safety aspects in mind.

Developing inclusive materials and teaching concepts

In principle, the development of inclusive materials and teaching concepts hardly differs from the development of other learning materials. But it makes sense to focus on a few issues. Therefore, we suggest structuring the process of developing materials according to the following questions:

My role and attitude

- Which ideas do I have about people with disabilities or little knowledge of the language of instruction?
- Where do these ideas come from?
- What points of reference do I personally have on the subject of disadvantage in education?
- Am I myself confronted with restrictions and/or disadvantages? If so, how do I deal with it and what can I deduce from my experience for dealing with the learners?
- How do I understand my role in joint learning processes of trainees and students with and without major difficulties in accessing education?
- What is important to me when dealing with individual learners and the group?

Target audience

If you know the group:

- Which individual prerequisites (skills, resources and restrictions and disadvantages) do the trainees and students bring with them?
- What may make it difficult for individual learners to participate in lessons and acquire the required competences for their vocation?

- Consider ways of optimizing the group atmosphere, the teaching design and the working materials. Be aware, of course, that there are also obstacles, such as particularly challenging life situations, which the teacher can factor in but will hardly be able to influence.

If you don't know the group:

- What limitations may apply for my target group?
- What could make it more difficult for people with these limitations to participate equally in the classroom and/or to understand and work with the working materials?

Design of lessons and materials

- What is the exact topic of the lesson?
- What goals do I want to achieve with the lesson/ educational materials?
- What is the essential outcome of the lesson?
- What are “nice-to-haves“?
- Are there practical references to the topic in the students’ everyday lives?
- How can I make the lessons or the material as appealing and accessible as possible for everyone?
- Which methods are suitable for the topic?
- How can existing methods possibly be adapted for my topic and my group?
- What new ideas do I have?

Additional tips for the development process

Strong didactical reduction implies the risk of simplifying content to such an extent that it is no longer correct. This can be avoided by paying particular attention to the worksheets. When it comes to cultural, religious or regional topics, simplification increases the risk of reproducing stereotypes. If you are not an expert on the subject yourself, ask an expert to have a look at the materials.

Talk to trainers who teach a target group you are not familiar with or a similar group. Ask about the needs of the participants and which methodological approaches may or may not work well. In possible, sit in on classes. Inform yourself about individual limitations and their consequences for the learning process. Suggestions for this can be found in the appendix.

Try to identify as precisely as possible which specific limitations and barriers can make it difficult for your target groups to learn, and then consider ways to overcome or lower these barriers. If, for example, some students have difficulties with writing, a method can be developed in which content is to be presented in drawings. If there are difficulties with long concentration phases, short methods can be developed which allow for more variety and breaks.

Even groups of learners with similar difficulties are heterogeneous! Do not fall into the trap of assuming, for example, that all learners in a special needs class have reading problems or that no one in the group has a personal connection to the country you are addressing.

Games such as Taboo, Memory or quiz contests can often be adapted for your topics and target groups. For learners with cognitive difficulties, however, it may be difficult to make the transition from the game to the evaluation phase of the learning process.

Particularly if you are producing several language versions of a lesson, it is advisable to have them read by at least one other person with an eye on comprehensibility and consistency.

If the materials are to be published, allow time to test them in as many different groups as possible to make the necessary changes between and after the test runs.

If you develop teaching materials that will be translated and tested by external experts in simple and/or easy language, allow time for feedback loops. The translated texts may require adjustments, for example because worksheets become very long or work instructions need to be modified.

Finally: A few central points at a glance

This is how to identify truly inclusive teaching and learning:

- The teacher expresses appreciation for each individual person.
- Teaching is oriented towards the individual requirements of the learners and focuses on strengths and weaknesses.
- Various methods and media are used.
- Interactive methods are used.
- Cooperative learning is encouraged, and learners are not separated according to different skills.
- Working materials are designed in such a way that they are understandable and workable for everyone.
- Different opinions and experiences are respected and have their place.
- Learning progress is visible for all learners.

A more detailed questionnaire, which looks at different aspects of inclusive education, can be found in the appendix. It is based on the Inclusion Index developed in 2003 by British educators Mel Ainscow and Tony Booth. The index is a kind of "checklist" with over 500 key questions, which help an institution to identify aspects such as participation and diversity or exclusion and discrimination and to change existing processes. We recommend it as a source of inspiration for the development, testing, evaluation and revision of your concepts and materials.



Additional Information and Links

- **Easy to read:** European standards for making material easy to read and understand
URL: <https://www.easy-to-read.eu>
- **Sustainable Development Goals and Disability**
www.un.org/development/desa/disabilities/about-us.html
- **Federal Institute for Vocational Education and Training (Germany)**
Ursula Bylinski: Routes to inclusive vocational education and training.
<https://www.bibb.de/en/26574.php>

Appendix

Key questions to identify good practice in vocational schools

This catalogue with 44 key questions was developed as part of the GastroINKLUSIV project by BIS e. V. in cooperation with the Vocational Schools Pia Società San Gaetano in Italy, for Catering and Hotel Industry in Vienna, Austria, and Dahme-Spreewald in Germany to identify good practice at vocational schools. It is based on the Index for Inclusion (Tony Booth and Mel Ainscow 2002), which was developed and successfully tested to strengthen inclusion in primary and secondary schools.

The following table lists all the key questions to be applied:

Questionnaire for inclusion in vocational school
A Creating inclusive <i>CULTURES</i>
A. 1 Building community
Indicator A. 1.1 Everyone is made to feel welcome.
1) Is the first contact that people have with the school friendly and welcoming?
Indicator A. 1.2 Students help each other.
1) Do students seek help from and offer help to each other when it is needed?
Indicator A. 1.3 Staff collaborate with each other.
7) Are all teachers and classroom assistants involved in curriculum planning and review?
9) Do staff know who to turn to with a problem?
Indicator A. 1.4 Staff and students treat one another with respect.
1) Do staff address all students respectfully, by the name they wish to be called, with the correct pronunciation?
9) Do students know who to see when they have a problem?
10) Are students confident that their difficulties will be dealt with effectively?
A. 2 Establishing inclusive values
Indicator A. 2.1 There are high expectations for all students.
2) Are all students encouraged to have high aspirations about their learning?
10) Do staff attempt to counter the derogatory use of labels of low achievement?
11) Is there an attempt to address the fear of failure of some students?
Indicator A. 2.4 Staff and students treat one another as human beings as well as occupants of a 'role'.
3) Are all members of the school regarded as both learners and teachers?
9) Do staff avoid demonising particular students?
Indicator A. 2.5 Staff seek to remove barriers to learning and participation in all aspects of the

Questionnaire for inclusion in vocational school
school.
3) Is the teaching and learning environment understood to include student and staff relationships, buildings, cultures, policies, curricula and teaching approaches?
Indicator A.2.6 The school strives to minimise discriminatory practice
3) Is attention paid to the exclusionary pressure on ethnic minority students and the way intolerance to difference may be interpreted as racism?
B Producing inclusive <i>POLICIES</i>
B. 1 Developing the school for all
Indicator B. 1.1 Staff appointments and promotions are fair.
7) Is the valuing of diversity in students an essential criterion for the appointment of staff?
Indicator B. 1.2 All new staff are helped to settle into the school.
6) Are new staff provided with the basic information they need about the school?
Indicator B. 1.5 All new students are helped to settle into the school.
4) Does the introduction programme take into account students difference in attainment and home language?
8) Are new students clear about who to see if they experience difficulties?
Indicator B. 1.6 The school arranges teaching groups so that all students are valued.
10) Where there is a large imbalance of girls and boys in a particular year's intake, do schools consider establishing some single-sex classes?
B. 2 Organising support for diversity
Indicator B. 2.2 Staff development activities help staff to respond to student diversity.
13) Do staff and governors take responsibility for assessing their own learning needs?
Indicator B. 2.3 'Special educational needs' policies are inclusion policies.
6) Are the attempts to remove barriers to learning and participation of one student seen as opportunities for improving the classroom experience of all students?
Indicator B. 2.7 Pressures for disciplinary exclusion are decreased.
2) Are there meetings, involving staff, students, parents/carers and others, that attempt to deal with problems flexibly before they escalate?
Indicator B. 2.9 Bullying is minimised.
1) Do staff, parents/carers, governors and students share a view of what bullying is?
6) Are racist, sexist, disablist and homophobic comments and behaviour seen as aspects of bullying?
C Evolving inclusive <i>PRACTICES</i>

Questionnaire for inclusion in vocational school
C. 1 Orchestrating learning
Indicator C. 1.1 Teaching is planned with the learning of all students in mind.
12) Is there a variety of activities involving, for example, oral presentation and discussion, listening, reading, writing, drawing, problem solving, use of library, audio/visual materials, practical tasks and computers?
Indicator C. 1.2 Lessons encourage the participation of all students.
1) Do class and subject teachers take responsibility for the learning of all students in their lessons?
3) Do lessons build on differences in student knowledge and experience?
4) Do lessons pay attention to the emotional as well as the intellectual aspects of learning?
6) Is the spoken and written language made accessible to all students?
7) Is essential technical vocabulary explained and practised during lessons?
10) Do lessons encourage dialogue between staff and students as well as between students themselves?
Indicator C. 1.3 Lessons develop an understanding of difference.
1) Are students encouraged to explore views which are different from their own?
Indicator C. 1.4 Students are actively involved in their own learning.
2) Do teachers explain the purpose of a lesson or group of lessons?
10) Are students taught how to present their work in spoken, written and other forms, individually and in groups?
11) Are students encouraged to summarise what they have learnt verbally and in writing?
12) Are students taught how to revise for tests and examinations?
13) Are students consulted about the support they need?
Indicator C. 1.5 Students learn collaboratively.
1) Do students see the offering and receiving of help as an ordinary part of classroom activity?
2) Are there established rules for students to take turns in speaking, listening and requesting clarification from each other as well as from staff?
4) Do students refuse help politely when they do not need it?
Indicator C. 1.6 Assessment contributes to the achievements of all students.
8) Is assessment directed at what is important to learn?
14) Are students honestly informed about the consequences of assessment, for example, when entered for different levels in examinations?
C. 2 Mobilising resources

Questionnaire for inclusion in vocational school

Indicator C. 2.1 Student difference is used as a resource for teaching and learning.

5) Are a wide variety of students chosen to tutor others?

Indicator C. 2.2 Staff expertise is fully utilised.
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3) Are staff encouraged to develop their knowledge and skills?
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