

School education conference

Inclusion in the classroom





4 February 2025

www.britishcouncil.org



Overview

Overview

- What is inclusion? 
- Why is it important? 
- How can we make our classrooms more inclusive? 
- Developing a more inclusive school culture 
- What does this mean in our context(s)? 
- Reflection 

Outcomes

By the end of the session, you will be better able to:

- define inclusion and describe why it is important
- evaluate activities to mainstream gender and inclusion in language education
- identify three ways to integrate multilingualism in your classrooms
- reflect on steps you can take to develop a more inclusive school culture.

What is inclusion?

Inclusion is a basic right of everyone, and its objective should be to embrace everyone regardless of race, age, gender, disability, religious and cultural beliefs and sexual orientation. When we have true inclusion, it is when we have removed all barriers, discrimination and intolerance. When implemented properly, it should make everyone feel included and supported, whichever environment they are in.



Why is inclusion important?



‘Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development ... Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them’ (Ambrose et. al., 2010, p. 169–170).

Making our classrooms more inclusive



Sample activity 1

What do you call a person who

1. teaches math
2. farms land
3. teaches languages
4. plays cricket
5. cooks for a living
6. preserves law and order



Sample activity 1 (answers)

What do you call a person who

1. teaches math – a Math teacher
2. farms land – a farmer
3. teaches languages – a language teacher
4. plays cricket – a cricketer
5. cooks for a living – a chef
6. preserves law and order – a police officer



Who's the pedestrian?

Which of these sentences do you prefer and why?

Grammatically correct sentences referring generally to the action decided upon, e.g.

1. If you find an injured cyclist, you should check **his** breathing .
2. If you find an injured cyclist, you should check **his or her** breathing.
3. If you find an injured cyclist, you should check **her or his** breathing.
4. If you find an injured cyclist, you should check if **s/he** is breathing.
5. If you find an injured cyclist, you should check **they** are breathing.
6. If you find injured cyclists, you should check **they** are breathing.

Source: <https://www.teachingenglish.org.uk/publications/resource-books/integrating-global-issues-creative-english-language-classroom> Chapter 6, Activity 2

Who's the pedestrian?

National Education Policy 2020 (NEP 2020)

The school curriculum will include material on human values such as **respect for all persons, gender equality ... inclusion and equity**. It would also include more detailed knowledge of various ... **gender identities**, etc. to sensitize and develop respect for diversity.

Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.



UN Sustainable Development Goals (SDGs) 4 & 5

SDG 4 has 10 targets which align with some of the targets of SDG5.

SDG 5 is aimed at achieving gender equality and empowering all genders

Promoting gender equality in the classroom



Source: British Council *Changing moves, changing minds* programme.

1. What is happening in this picture?
2. What has just happened?
3. What are the strengths and weaknesses of this team?
4. Why should we have more teams like this?

Promoting gender equality in the classroom

How can teachers avoid gender stereotypes in their daily interactions with students?

- Self awareness and conscious selection of topics for discussion
- Use random response strategies vs nomination - Throw the ball/ Chits with names
- Mixed group work - Student A,B,C and all As, Bs, Cs work together
- Adjectives used in school reports with a focus on positive reinforcement
- Choose essay/viva topics using chits for random selection
- Make time to discuss gender issues

Working with students with Special Educational Needs and Disabilities (SEND)



Three ways to help

1. Task initiation
2. Planning and prioritising/Setting and achieving goals
3. Emotional control

Try these out!

When setting up a new activity, before giving instructions, use an **attention-grabbing technique**.

- mirror movements
- clap and repeat
- call and response (display cards to help learners remember what the response is)



Task initiation

Try these out!

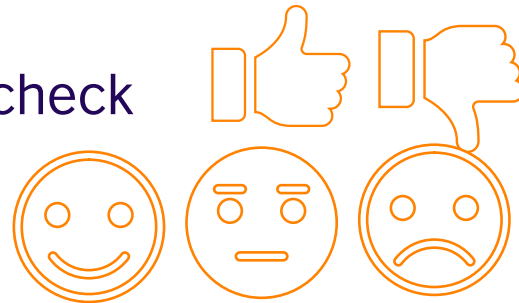
Share lesson aims and lesson maps with learners in a fun and visually appealing way. Regularly revisit these during the lesson.

Before a lesson

- a mind map of key aims
- a pictorial representation of what the lesson is about
- a list of aims with one distractor

After a lesson

- can do statements to check
- emoticons or emojis



Planning and
prioritising/Setting and
achieving goals

Try these out!

Take regular **brain breaks** to avoid overwhelm.

1. **Tactile input** calms ADHDers – so allow learners to use stress balls, fidget gadgets, or even to play with a material/piece of cloth to calm them
2. Agree on a **non-verbal signal** that learners can use with you when they feel overwhelmed. When you see this signal give them some **time out** or a quiet place to **sit and process**.

I need help with this and can't do any more without help

I need help but I can do a different part of the task while I wait

I'm okay and I don't need help with the task



Emotional control

Multilingualism and inclusion

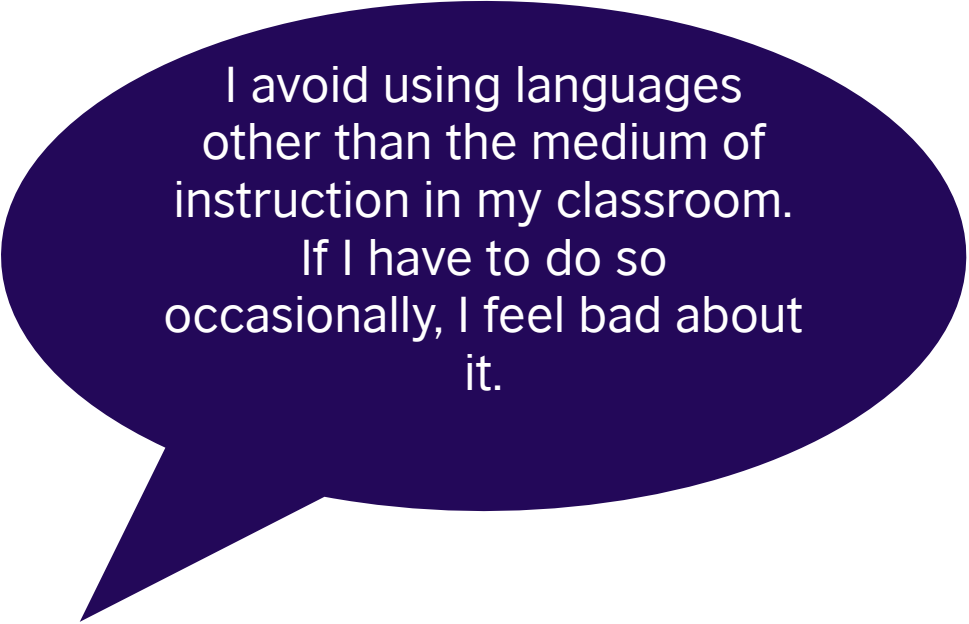


How many languages are there in your classroom?

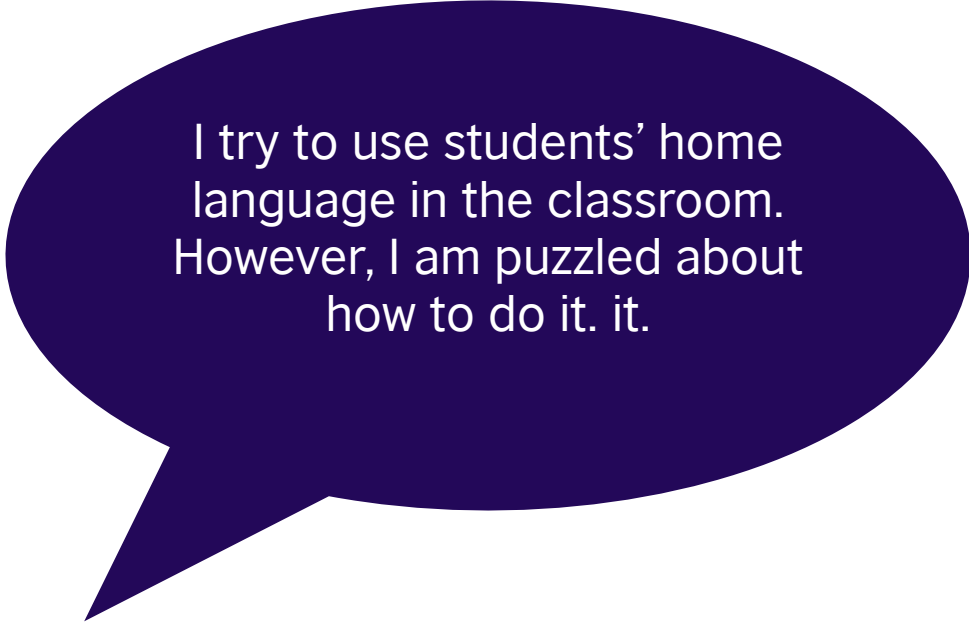


What do you think?

Do you agree or disagree?



I avoid using languages other than the medium of instruction in my classroom. If I have to do so occasionally, I feel bad about it.



I try to use students' home language in the classroom. However, I am puzzled about how to do it. it.

What is multilingualism?

“The ability of communities or persons to meet the communicative requirements of themselves and their society in normal daily life in two or more languages in their interaction with speakers of any of these languages.”

- (Mohanty, 2019, p.17)

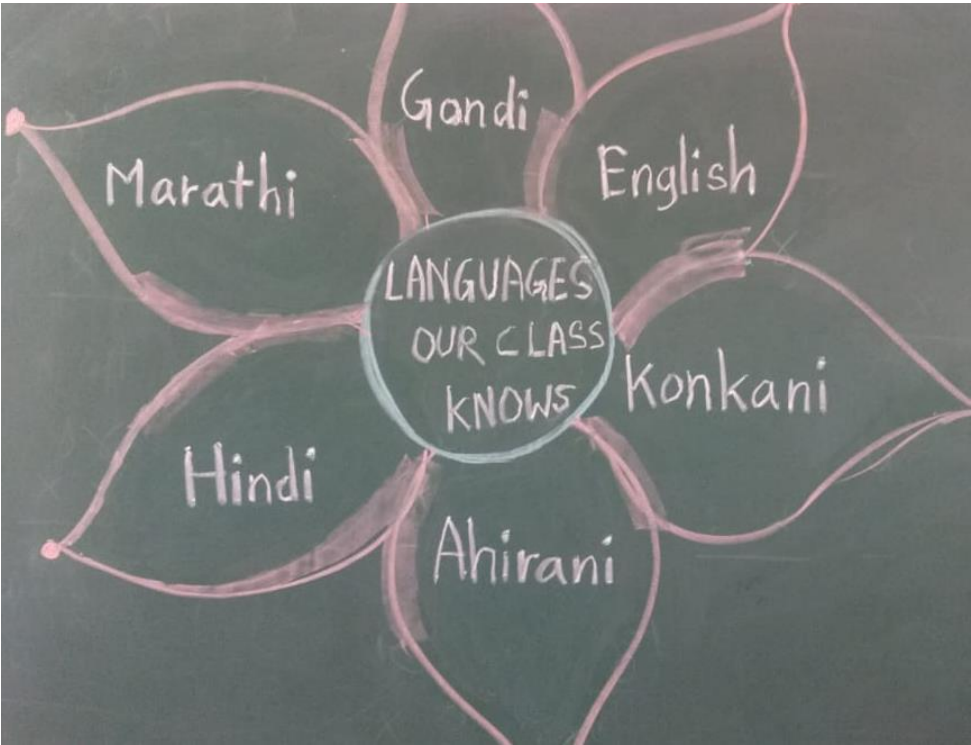


Three ways to integrate multilingualism in your classroom

1. Acknowledging the linguistic landscape
2. Leveraging the multilingual background
3. Contributing to the linguistic landscape

Acknowledging their linguistic landscape

Activity 1: Language flower/ Languages I know ID card



Name:

School:

Language	Proficiency Level
	★★★★★
	★★★★★
	★★★★★
	★★★★★

Acknowledging their linguistic landscape

Activity 2: Languages in our surrounding.

Inviting students to observe and report the languages they observed in their surrounding.



Acknowledging their linguistic landscape

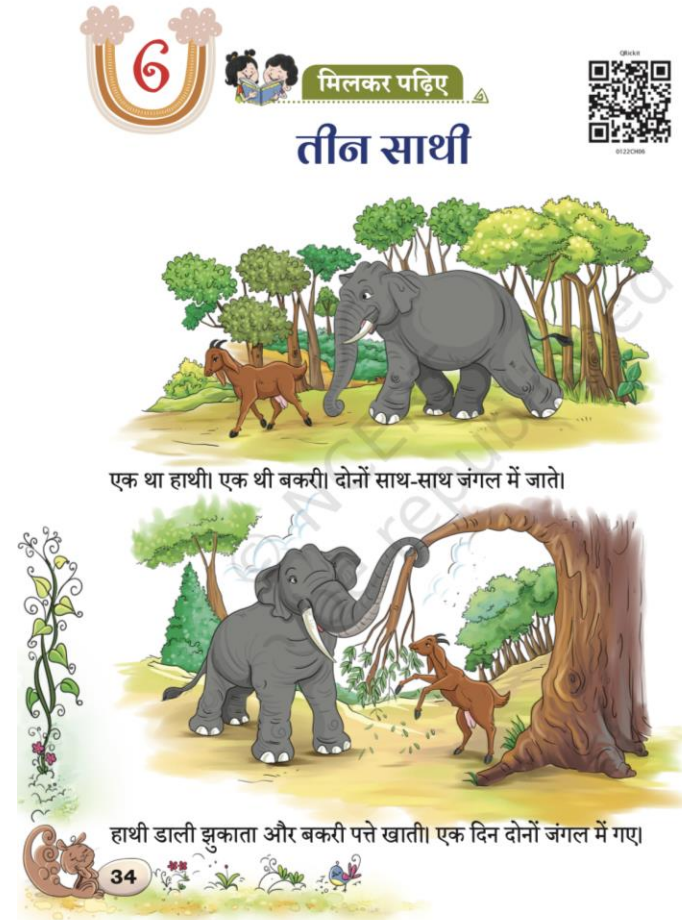
- Students' home language gets a representation
- Languages are perceived as equal
- The knowledge of an extra language is celebrated
- Get sense of the linguistic landscape in the community

Leveraging the multilingual background

Activity 1: Reading translated text.

Reading texts which are translations of what they have read in their mother tongue or first language into English facilitates their comprehension leading to developing vocabulary in English.

(NIPUN Bharat Guidelines, 2021, p.77)



Leveraging the multilingual background

Activity 2: Home language as a support.

Encouraging group/pair work in home language before presenting in English to the class.

(For example, speak for two minutes about your favourite cricketer)

Leveraging the multilingual background

- Students' home language as a support to learn new language
- No 'guilty translanguaging'
- Divide the cognitive load

Contributing to the linguistic landscape

2.7 Ad 'wise' Customers

You must have seen 'ads', that is, advertisements on TV and in many other places. Advertisements are given by owners of different companies to tell people about their products. Their aim is to make people buy those products.

Advertisements are designed in such a way that people are impressed when they see them. They feel like buying the product – that is what the owners want! But is the advice in the ads always good for you? You must think about it carefully.

You must act like a wise customer, and decide what to buy, how much to buy and what not to buy!

What the ad says :

Feeling happy? Krispy Krunchy!	Feeling sad? Krispy Krunchy!	Feeling tired? Krispy Krunchy!
Lost the match? Krispy Krunchy!	Won the cup? Krispy Krunchy!	Day and night, Krispy Krunchy!
Now and then Krispy Krunchy!	For you and me Krispy Krunchy!	Every time! Krispy Krunchy! Only for ₹ 5! Get one pack free on 5!

48 My English Book Six

सरस्वती बुक स्टोर

Welcome, welcome, welcome

तुमरा करा! तुमरा करा
आजच्या सरस्वती बुक ला भेट द्या

आपका स्वागत है.

सुनो! आमच्या बुक स्टोर मध्ये प्रत्येक प्रकारचे पुस्तक मिळतात
← उदा. तुम्हाला तुमचे पुस्तक लागतात तर भेटतील

गोष्टी संग्रह
इत्यादी

Special Discount of ★ = 15

खास तुमच्यासाठी

Book are your Best

प्रो. प्रा = ईशिका शमकिम्न सोनवणे

पत्ता = शाळी गल्ली येवसा

संपर्क 9579030983

BRILLIANT

खुशखबर! खुशखबर! खुशखबर!

थंडा थंडा, कूल-कूल, तरसी करा-गुल-गुल

थंडाई आइस्क्रीम पार्कर

उपलब्ध प्रकार :-

- वटर स्कॉच आइस्क्रीम
- संगो आइस्क्रीम
- चॉकलेट आइस्क्रीम
- मलाई आइस्क्रीम

या शिवाय अर्ध देशी-विदेशी फ्लेवर उपलब्ध

तुमरा करा..... आजच भेटव्या

आमचा पत्ता -
शमणगाव साकृती मंदिर

प्रो. प्रा. समिक्षा शेखत

संपर्क = 8805964083

फॅसिली पेकपर 10% सुट

Contributing to the linguistic landscape

Activity 2: mimicry/ Skit/Drama

Inviting students to think of a day-to-day situation in the surrounding where more than one language is used and present it.

(e.g.: IVR, at the railway station, interview by a news channel)

Contributing to the linguistic landscape

- ‘Languaging’ as it is happening in the community
- Draw upon all linguistic resources
- Promotes effective communication
- Successful multilingual user
- Understand the contextual needs and use the linguistic repertoire

Developing an inclusive school culture

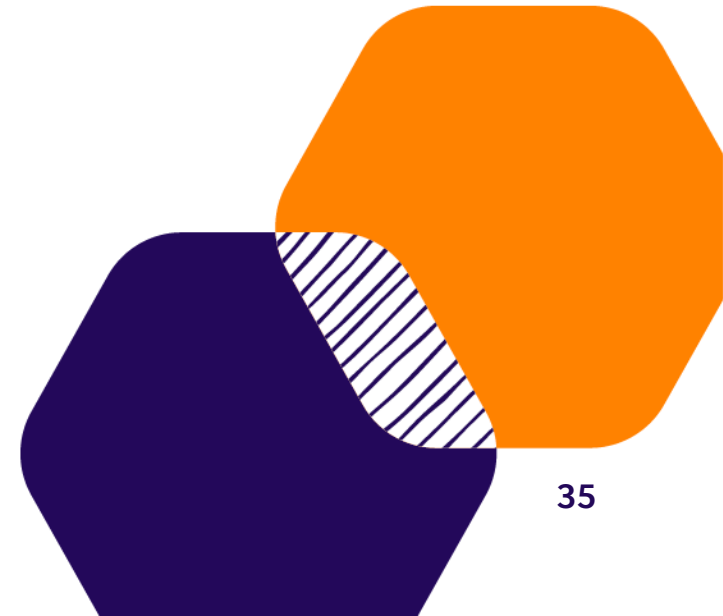
- Work in groups
- Follow your trainer's instructions
- Make a poster

Reflection - Three, two, one

- Three key takeaways from today's session
- Two things you will definitely try out
- One thing you want to find out more about

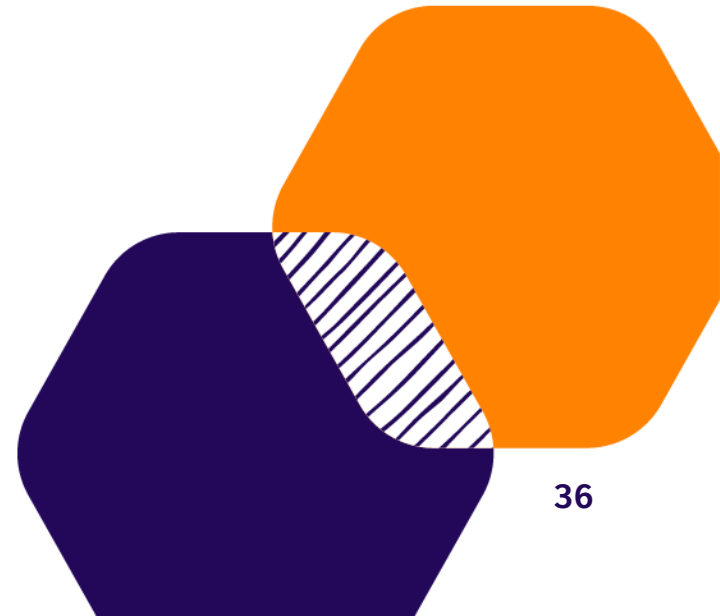
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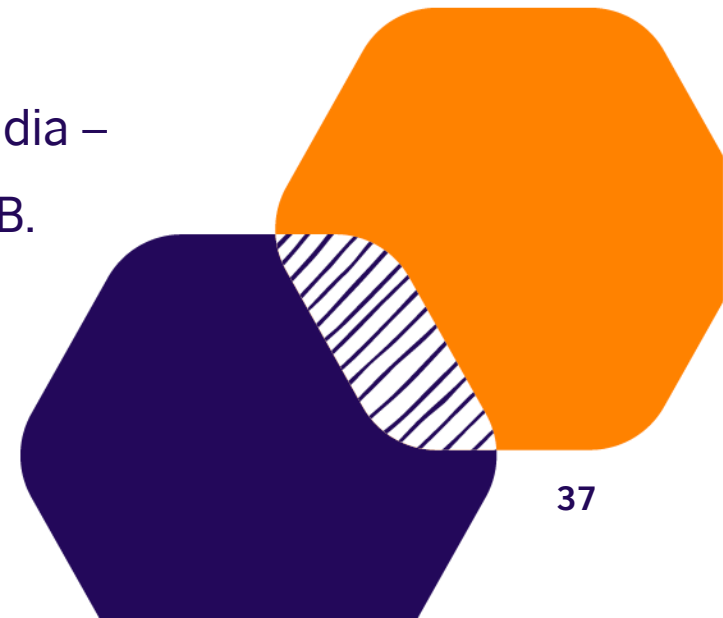
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- <https://ncert.nic.in/dgs/pdf/vol2.pdf>
- A Class That Turned Around Kids' Assumptions of Gender Roles!
<https://www.youtube.com/watch?v=G3Aweo-74kY>



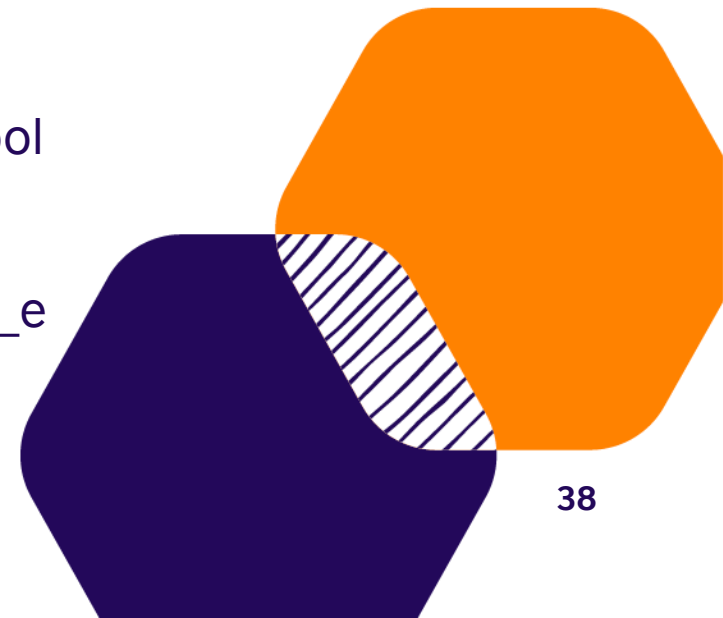
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Thank you

