

Lesson plan Inclusive education - reaching all your students

Leiden University (ICLON)

1. Goals: At the end of this training
 - reflect on your expectations towards your students
 - check assumptions you have
 - interpret students' diverse needs
 - add value to the teaching and learning process
 - use differentiation techniques to include all students
 - create a safe learning environment
2. Preparation for this session: Before this session ...
 - Read text chapter 1 <http://cte.virginia.edu/resources/420-2/teaching-a-diverse-student-body-handbook/>
 - Please think what the inclusive classrooms means to you as a lecturer

3. Activity schedule

Time	Content	Method
9.00 - 9.30	Introduction	<ul style="list-style-type: none"> Welcome and intro of educator Acquaintance game and present the other Very brief overview of the program for today and next session
9.30 – 11.30	Student voices	<ul style="list-style-type: none"> Intro Aminata Student experiences
	<i>break</i>	
11.30 – 12.00	Inclusive classrooms and your role as teacher Use ppt slides	<ul style="list-style-type: none"> What is an inclusive classroom? Describe teacher and teaching characteristics and central point of cultural sensitivity: each student counts
<ul style="list-style-type: none"> LUNCH 		
13.00 - 14.00	Stereotype threat, Pygmalion effect, Aversive racism & design principles for inclusive practices Use ppt slides	<ul style="list-style-type: none"> Brief explanation about what we know of inclusiveness and teachers' presumptions influence on student learning Watch videos in .ppt:
14.00 – 14.30	Discuss	<ul style="list-style-type: none"> What does this mean for your educational practice? Where are potential threats and opportunities?
	<i>Break</i>	
14.30 – 15.45	Fishbowl	<ul style="list-style-type: none"> 2 seat central; audience gathers around. Present proposition (sugg: I cannot tolerate error, because I need to maintain high standards. I need to adhere to school regulations, therefore can never be flexible with these rules.)
15.45 – 16.00	Final remarks	<ul style="list-style-type: none"> Final remarks/ suggestions from participants for next weeks' session

Work plan day 2

1. Preparation for this session: Before this session:

- bring your presentation of how two 'design principles' of inclusive education are or can be improved in your classes; Use examples; you can present it in a poster format; use a flip-over slide..

2. Activity schedule

Time	Content	Method
13.00 - 13.05	Introduction	<ul style="list-style-type: none"> • Very brief introduction today's program.
13.05 - 14.30	Your practice	<ul style="list-style-type: none"> • Present your critical reflection on design principle in practice • Use poster format of single ppt-slide
	<i>Break</i>	
14.45 - 15.15	Guest Speaker 5.1.2e 5.1.2e (Leiden university): Innovate your practice	<ul style="list-style-type: none"> • Chris will explain how she improved the student experience in her class. • Q&A •
15.15 – 15.45	Your ambition	<ul style="list-style-type: none"> • Write down at least two ways in which you would like to improve your class • Take a picture of your ambition with your cell • Show it to your group
15.45 – 16.30	Final remarks and evaluation of the course	<ul style="list-style-type: none"> • Final remarks • Complete the evaluation forms
Additional	Group discussion: Inclusiveness in practice	<ul style="list-style-type: none"> • Watch video clip 1 (http://vidivers.hr.nl/?page_id=83) of classroom practice • Watch video clip 2 (http://vidivers.hr.nl/?page_id=83) of classroom practice • Watch video clip 3 (http://vidivers.hr.nl/?page_id=83) of classroom practice • What are the important factors in these learning environments?