

This Comenius project has been funded with support from the European Commission

AIDE MEMOIRE

“FIT TO LEARN BOOKMARK”

Do I know the individual educational needs of each pupil?



This Comenius project has been funded with support from the European Commission

INTRODUCTION

At the core of inclusive education is the human right to education.

Therefore all children have the right to receive the kind of education that does not discriminate on grounds of disability, ethnicity, religion, language, gender, capabilities and so on.

Teaching inclusively is about creating an ethos and environment where pupils can enjoy learning, reflect, improve and grow in confidence. This is fundamental to all learning.

In order to achieve those goals it is necessary for schools and teachers to create:

1. Suitable conditions for learning for every child

By considering

- the demands of different types of learning
- child development
- the links between personal/social and academic learning
- the obstacles to learning
- a variety of practice

This Comenius project has been funded with support from the European Commission

2. A learning community

By

- establishing inclusive learning
- defining roles and establishing partnerships within this framework
- establishing a supportive environment
- engaging learners
- engaging parents/families
- linking to community services

3. A Learning Environment

By considering

- the use of space
- the technology
- the climate/atmosphere

This Comenius project has been funded with support from the European Commission

4. Positive Instruction/Assessment

By

- establishing a coherent, mindful curriculum
- making informed choices regarding instructional materials
- linking assessment to instruction and vice versa

The **Aide memoir** and the **"Fit to learn bookmark"** are intended to help teachers to:

- evaluate the level of their inclusive practice regarding suitable conditions for learning, learning community, learning environment and instruction
- increase the level of their inclusive practice in those areas
- raise awareness that good practice can meet the needs of ALL children, despite their individual needs
- identify their individual needs for in - service training.
- use as a checklist for assessing the quality of inclusion or assessment.

The IRIS Aide Memoir helps to support inclusive practice in a variety of ways for the individual or as a whole school approach. It is a tool to encourage good practice and to give helpful and practical advice.

Ideally the Aide Memoir should be read through to become familiarised with the contents before its use. The sections are designed to be used as stand alone units that can be used singly or together with others. It can also be used as a complete document. Therefore there

This Comenius project has been funded with support from the European Commission

will be repetitions in ideas, though not always identical statements, in different sections. The questions are to prompt thoughtful reflections for individual personal development, with a space for comments if required.

- Essentially it is a tool to be used as a reminder while teaching or working with the whole class or with an individual pupil.
- For an Individual, the IRIS Aide Memoir bookmark can be used as a prompt when situations arise.

For example:

A pupil, unexpectedly, completes a different piece of work from the rest of the class.

Use the bookmark to think positively how the situation could have been avoided.

Any of the following sections could be a starting point.

In **Am I Including?**

Communication,

Barriers to Learning and participation

Or **How Can I adjust my Teaching?**

Clarity of Approach,

Clear Expectations,

Clear Explanations,

Barriers to Learning

This Comenius project has been funded with support from the European Commission

By using these headings from the bookmark sufficient ideas may be generated to resolve the problem. As a follow up, the questions in each of the sections, of the Aide Memoire, may stimulate further thinking and create alternative solutions.

- The IRIS Aide Memoir can be used as ideas for peer mentoring / staff discussions
- The full Aide Memoir document can be used as a personal checklist for appraisal
- By collating the results of appraisals, using the Aide Memoir, it can be a window on the whole school approach to inclusion, identifying the positive and negative aspects of practice and seeing where training would be valuable for a whole school or at an individual level.

How to use

- Read through the Bookmark Headings – Use as Prompts
- Read through the Booklet (Web material) – Use questions to stimulate thinking
- As an Aide Memoire
 - When reflecting on the days work
 - If the results are not as expected in a classroom situation
 - When a problem arises

Look at individual sections for personal development

- For continuing Professional Development – checking on the individual approach to Inclusion

This Comenius project has been funded with support from the European Commission

- As a school approach – through appraisal, mentoring
- Look at areas for support, further training and collate for school.

Overall the IRIS Aide Memoir helps to work towards better inclusive practice.

This Comenius project has been funded with support from the European Commission

AM I INCLUDING?

WELCOMING AND LEAVING	COMMENTS
Do I welcome every pupil equally?	
Do I personalise the welcome?	
Do I have welcoming rituals?	
Do I know about different welcoming customs in other cultures?	
Do I have a support system? (Peer support, Buddy System, Mediators)	
Do I have a support system for pupils with spatial awareness difficulties?	
Is there any information I need to know about an individual pupil - signs, gesture etc that will make him feel more welcome?	
Do I use the welcoming protocol recommended by the school?	
Do I show pupils how to leave in an organised and calm way?	
Do I give parents/carers, positive information about the way the pupil has spent the day and the activities the pupil has done?	

This Comenius project has been funded with support from the European Commission

PARTICIPATION AND SHARING	COMMENTS
Do I involve each pupil during the day?	
Do I personalise that involvement?	
Do I create opportunities so that every pupil can take an active part?	
Do I support every pupil according to his needs?	
<p>Am I planning the lessons with regard to the learning spectrum of all pupils?</p> <ul style="list-style-type: none"> • Different rhythms • Different learning styles • Different interests • Different attitudes • Different group levels... 	
Do I encourage every pupil to set himself high goals?	
Do I treat every pupil, as if there were no limits to his abilities, by regularly setting new challenges?	
Do I encourage all the pupils to be proud of their achievements?	
Do I encourage pupils to help each other?	
Do I encourage pupils to work together?	

This Comenius project has been funded with support from the European Commission

PARTICIPATION AND SHARING	COMMENTS
Do I promote cooperation and give tasks that include all?	
Do I discuss cooperation with the whole class?	
Do I encourage a healthy balance between challenge, for the pupil himself, and collaboration in pupils and in the classroom?	
Do I support the differences and the similarities of each pupil?	
Do I use diversity as a rich resource to support learning in my classroom or consider it a problem or obstacle to avoid?	
Do I work alongside the pupil when necessary encouraging his/her independence?	
Do I encourage pupils to help others as it is an effective way to learn and to clarify their own ideas?	

COMMUNICATION	COMMENTS
Do I speak to the pupil by name to get his/her attention?	
Do I use the most suitable channels for communication?	
Do I think before I speak?	
Do I use positive language?	
Do I communicate effectively?	

This Comenius project has been funded with support from the European Commission

COMMUNICATION	<u>COMMENTS</u>
Do I give out the right non verbal messages?	
Do I encourage feedback from the pupil?	
Do I give immediate feedback?	
Do I encourage the pupils to communicate?	
Do I give the pupils the opportunity to share their views and have formal and informal consultations?	
Do I create opportunities to communicate with each pupil and their parents to discuss how best to build on their children's interests, meet their needs and promote their participation?	
Do I take into account pupils' non verbal messages?	
Do I use different communicative skills corresponding to pupil diversity?	

This Comenius project has been funded with support from the European Commission

BARRIERS TO LEARNING AND PARTICIPATION	<u>COMMENTS</u>
Are there barriers in the context or environment?	
How do I try to eliminate them?	
Do I set up barriers?	
Do I encourage everybody to value the achievements of others?	
Am I working to create positive attitudes towards pupils, who have difficulties with certain topics?	
How do I handle the fear of failure (teacher)?	
How do I handle the fear of failure (pupil)?	
How do I handle the fear of failure (parents/carer)?	
Do I see all pupils as individuals with different interests, knowledge and abilities?	
Do I group pupils with Special Educational needs together? (e.g. pupils with a hearing disability)	
Do I recognize that opportunities to develop and improve the learning of all pupils result from developing practices to support the learning and participation for pupils with SEN?	
Do I detect and help to change the negativity experienced by some pupils when they are given a 'label'?	

This Comenius project has been funded with support from the European Commission

LEVEL OF WORK AND MOTIVATION	COMMENTS
Do I encourage every pupil to set himself high goals?	
Is the level of the work adapted for each pupil? (differentiated)	
Do I help to raise the confidence in those who think negatively about themselves?	
Do I develop activities where pupils are highly motivated and involved?	
Do the pupils have a positive self image?	
Do I encourage pupils to speak up for themselves?	
Do I help pupils to be in control of what happens with them?	
Do the pupils have the opportunity to take responsibility for their own learning? <ul style="list-style-type: none"> • Pupils knowing plans and aims of lessons • Pupils participating in self-evaluation • Pupils selecting themes of work 	
Are the pupils supporting each other and asking for the support of others?	
Do I promote activities to increase self-esteem?	
Do I evaluate/assess the impact of differentiated targets to ensure that the needs of all pupils are met and that they are making the appropriate progress?	
Can I highlight at least one positive experience everyday? For the pupil(s), for myself?	
Do I communicate positive experiences/achievements of the pupils to parents/carers?	
Do I undertake personal or group development activities which generate positive experiences?	

This Comenius project has been funded with support from the European Commission

VALUE AND RESPECT	
Do I value/ respect the individual, the class?	
Is the discipline in the classroom based on mutual respect?	
Do I value the opinions of all pupils? How do I show this?	
Do I value all parents/carers equally?	
Am I a good role model? <ul style="list-style-type: none"> • Vocabulary • Behaviour • Skills • Respect. • Interest, Curiosity • Persistence, effort 	
Do I value the input from parents/carers/teachers/other professionals?	
How do I deal with incorrect or inappropriate responses from pupils/parents/carers?	

This Comenius project has been funded with support from the European Commission

ROLES AND RESPONSIBILITY	<u>COMMENTS</u>
Do I give pupils rights and duties?	
Do I give the pupils opportunities to make decisions about some of their work?	
Do I give the pupils choices in learning and play?	
Are there opportunities for the pupils to discuss classroom matters as an individual or as a whole class?	
Do I have classroom management routines which encourage the pupil to take responsibility?	

POSITIVE EXPERIENCE	<u>COMMENTS</u>
Can I highlight at least one positive experience everyday?	
Do I communicate positive experiences/achievements to parents/carers?	
Do I undertake personal or group development activities which generate positive experiences?	

This Comenius project has been funded with support from the European Commission

IEP/PEP (PERSONAL EDUCATIONAL PLAN)	COMMENTS
Is it based on collaborative work?	
Is it easily understood by all those who will work with it?	
Is it accessible/ available?	
Do I plan my teaching to include differentiated work for individual pupils?	
Are the pupils aware of their targets?	
Were they involved in setting the targets?	
Are the targets appropriate to the pupil or are they simply part of a curricula checklist?	
Have I identified the current needs of the pupil to set appropriate targets for his/her personal educational plan?	

FRIENDSHIP AND SOCIAL DEVELOPMENT	COMMENTS
Do I encourage friendships between children?	
Do I encourage friendships by collaborative work?	
Do I model good social behaviour?	
Do I promote complementary activities to facilitate friendship between classmates?	

This Comenius project has been funded with support from the European Commission

ENVIRONMENT – IS MY CLASSROOM INCLUSIVE?

ACCESSIBILITY	COMMENTS
Is it easy to move around? <ul style="list-style-type: none"> • In the classroom? • In the school grounds? • In the dining room? 	
Has reasonable adjustment been made for better physical access to, in and around the building?	

RESOURCES AVAILABILITY	COMMENTS
Are the resources accessible?	
Am I making effective use of the materials?	
Do the materials in the classroom reflect life experiences of all the pupils?	

AMBIENCE	COMMENTS
Have pupils participated in the decoration and the organisation of the classroom?	
Is it conducive to work?	

This Comenius project has been funded with support from the European Commission

RULES AND ROUTINES	COMMENTS
Are there rules and routines to follow?	
Do I have flexible seating patterns to support the social coherence of the group?	

SAFETY / SECURITY	COMMENTS
Is the pupil safe/ secure in the class?	
Are the pupils psychologically safe in the classroom?	

This Comenius project has been funded with support from the European Commission

COLLABORATIVE APPROACH – HAVE I INVOLVED?

COLLEAGUES / SUPPORT STAFF	
Am I working with other colleagues?	
Do I liaise with the support assistants?	
Do I brief them at the beginning of the day/lesson?	
Do I debrief them at the end of the day?	
Do I reflect on practice together with others?	
Do I have the appropriate person(s) working in the classroom with me?	
Do I give the assistants appropriate tasks?	
Do I enable the assistants to work independently?	
Do I make the role of the assistant clear to the parents?	
Do I underline the importance of confidentiality to the assistants?	
Do I have a clear plan how external experts can support inclusive structures and practices in class?	
Have I accessed appropriate support and advice from colleagues and expert professionals?	
Do I have a strategy to coordinate support systems – so that everybody can function to his best ability?	

This Comenius project has been funded with support from the European Commission

COLLEAGUES / SUPPORT STAFF	<u>COMMENTS</u>
Are support strategies planned to minimize barriers for learning?	
Is the work of the different support systems coordinated with other initiatives?	

PARENTS / GRANDPARENTS / CARERS	<u>COMMENTS</u>
Do I include the parents, grandparents, carers?	
Do I value the opinion of the parents?	
Are the families of the pupils well informed about my educational practice?	
Do I give opportunity to the families of the pupils to engage in activities in and outside the classroom?	
Do I give information to the parents or carers about how they can support their children?	
Do I help the parents to make good provision for their children? (If available in the country)	
How do I show the families of the pupils that their children are valued at school?	
How do I show the families of the pupils that their concerns are taken seriously?	

This Comenius project has been funded with support from the European Commission

HOW CAN I ADJUST MY TEACHING?

CLARITY OF APPROACH	COMMENTS
Am I clear in my approach to the work?	
Is my work focussed?	
CLEAR EXPECTATIONS /CLEAR EXPLANATIONS	COMMENTS
Do I give clear expectations?	
Does the pupil see the relevance of what he/she is doing?	
Does the pupil know the intended outcomes?	
TEACHING STYLES	COMMENTS
Do I know the abilities and learning skills of all the pupils?	
Do I encourage children to take responsibility for their learning?	
What learning skills do I want the pupils to develop?	
How can I create opportunities for this?	
What am I doing to develop and advance their learning skills?	
What learning skills are the pupils developing?	

This Comenius project has been funded with support from the European Commission

TEACHING STYLES	<u>COMMENTS</u>
Do I make the links between the current learning objectives and the previous learning?	
Is my teaching increasing the learning of all pupils?	
Do I see teaching and learning as a continuous process rather than a curricula target?	
RESOURCES AND MATERIALS	<u>COMMENTS</u>
Are the pupils learning to make good use of ICT both for investigation and presentation?	
Have I prepared the teaching for: <ul style="list-style-type: none"> • Boys and girls • Pupils of ethnic minorities • Pupils learning the country language • Very able pupils • Pupils with special needs • Socially disadvantaged pupils 	
What else do I need to do?	

This Comenius project has been funded with support from the European Commission

PLANNING	COMMENTS
Do I adapt the content of my teaching / learning to the knowledge and previous experience of the pupils?	
Do I have a learning culture that builds on what pupils from different backgrounds know and understand?	
Is there a balance between outdoor and indoor activities?	
Do I allow for the different pace of work of the pupils?	
Do I use a range of approaches?	
<p>What variety of teaching style is required?</p> <ul style="list-style-type: none"> • Do I use peer learning? • Do I encourage pupils to help others? • Do I use group work? Mixed or same ability groups? • Do I encourage both oral and written forms of learning? • Do the pupils choose their activities? • Do I use e-learning? • What experiences do I offer the pupils to help them learn? • Do I have the interests of the pupils when I plan my work? • How do I help pupils to structure their work and link it to experience in order to remember it and develop concepts? • Do I encourage my colleagues to develop teaching materials to be used by all staff? • Do I encourage the pupils in self-assessment and reflection? • Do I involve the pupil's to improve the learning environment in the classroom? • Do I use both indoor and outdoor activities to enhance my teaching? 	

This Comenius project has been funded with support from the European Commission

PLANNING	<u>COMMENTS</u>
<p>What alternative ways can a pupil demonstrate his skills?</p> <ul style="list-style-type: none"> • Presentations • Discussions • Listening • Writing • Painting • Use of library • Audio-visual devices • Practical work • Computer/e-learning 	

This Comenius project has been funded with support from the European Commission

BARRIERS TO LEARNING	COMMENTS
<p>What support is needed?</p> <ul style="list-style-type: none"> • Do I need an interpreter for deaf pupils? • Do I need a support system for pupils, newly arrived, from other countries? • Do I need facilitated communication systems for some pupils? • Are there sufficient materials and resources available for independent learning? For the whole class? For each pupil? • Do I need additional staffing? • Do I assess the needs of the pupils to find the necessary aid and support or do I just categorize them? • Does my assessment of the pupils with special educational needs specify the teaching and learning strategies, to maximize the pupil's participation in the classroom curriculum, and to foster relationships with other pupils? 	
<p>Do I vary my approaches to provide for all pupils?</p> <ul style="list-style-type: none"> • Do the materials represent the experiences, backgrounds and interests of all pupils? • Do I explain all the essential and necessary key words to every pupil? • Does the teaching build on the language experiences of the pupils? • Do I give children with a different language the opportunity to talk and write in their mother tongue? • Am I expecting too much or too little? • Is the lesson too long or too short? 	

This Comenius project has been funded with support from the European Commission

INTEREST AND MOTIVATION	COMMENTS
Do I make learning interesting and therefore keep the children motivated?	
Do I make the activities engaging rather than just automatic copying of information?	
Do I give the emotional aspects of learning the same importance as the cognitive aspects?	
FEEDBACK	COMMENTS
Do I give the pupils the opportunities for reviewing their progress and providing feedback to them?	
Do I recognize the effort made by pupils with disabilities or serious health problems to perform certain tasks?	
How do I show the pupils that I appreciate their effort without any comparison to others within the group?	
Do I communicate to pupils that their learning is important?	
Do I interact with pupils informally while they are working?	
How do I know that I have gained the pupils' trust and respect?	
PREPARED MATERIALS / TIME / CHALLENGE	COMMENTS
Do I need to give materials to some pupils before the lesson so that they can be prepared?	
Have I given enough time? <ul style="list-style-type: none"> • For the work? • To each pupil? 	
Have I been challenging?	

This Comenius project has been funded with support from the European Commission

REFLECTION	COMMENTS
Do I reflect on what I have done?	
Do I reflect on my teaching from the perspective of the pupils?	
Do I offer the right conditions for learning? <ul style="list-style-type: none"> • Ethos • Attitude • Learning Environment – layout for inclusion, interactive teaching approaches • Routines and Behaviours • Range of teaching approaches to ensure all children take part • Learning objectives and expectations explicitly shared with the pupils • Opportunities for reflection and discussion • Time for pupils to talk about their learning 	
Do my displays reflect the learning process?	
Do I encourage the expectation that learning is important, enjoyable and that everyone can improve and achieve?	
Am I ambitious for the pupils and do I have high expectations of their learning?	
Do I allow pupils to make and learn from mistakes?	
Do the pupils know what 'good' looks like and are they motivated to be the 'best that they can be'?	
Do the pupils know the success criteria and the expected outcomes?	

This Comenius project has been funded with support from the European Commission

REFLECTION	<u>COMMENTS</u>
<p>Am I effective in relationship management? Do I,</p> <ul style="list-style-type: none"> • Empower others • Apply risk assessment and take appropriate decisions • Lead • Confront others and am I assertive when appropriate • Cooperate with others • Help others to develop • Help others to get work collaboratively 	

FIT TO LEARN?

This initial assessment will assist the teacher to make some decisions to facilitate the pupil's learning.

This is a staged process

- initiated in the classroom
- leading to involvement of "outside" advice/services.

Different types of skills, under each heading, will be required by the pupil.

Pupils with disabilities do not develop in accordance with their age.

Sometimes

This Comenius project has been funded with support from the European Commission

- they exceed the standards,
- they are below.

Each pupil is unique so a thorough knowledge and understanding of pupils' development is essential.

The view on pupils development has today changed and old ideas have been substituted by new (often sociological).

The Bullet points on the Bookmark are prompts to think about what is needed to help the pupil and these areas are developed on the website.

WHAT NEEDS ARE KNOWN?	<u>COMMENTS</u>
Does he/she have a known diagnosis?	
Have I accessed relevant information for this?	
Have I spoken to pupil's parents?	

This Comenius project has been funded with support from the European Commission

OBSERVATIONS	COMMENTS
Which areas of Learning and Behaviour need to be observed?	
When should I observe?	
How often?	
For how long?	
What day to day techniques will I use?	
Have I kept good records of both the observations of the pupil and of my discussions with parents/carers, medical staff, psychologists?	
What areas have I addressed as a result of my observations or previous knowledge? <ul style="list-style-type: none"> • Physical and Motor skills • Language • Communication • Academic (curricular) skills • Cognitive Skills • Emotional Intelligence • Behaviour • Attention and Hyperactivity • Social skills 	

This Comenius project has been funded with support from the European Commission

ASSESSMENT	<u>COMMENTS</u>
Do I use a range of assessments to judge attainment?	
Does the assessment give a snapshot of what the pupil has attained/achieved?	
Does it inform the next step to learning and to help set realistic targets?	
Is it in context with the pupil's development?	
Do I know the school's procedure when I have concerns?	
Do I need a full psychological assessment of this pupil?	
Do I need a full medical assessment of this pupil?	
Do I need a full pedagogical assessment of this pupil?	
Do I need further training on assessment?	