

# Inclusive classrooms

## Workbook

Your reflective journal  
and additional resources



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# Foreword

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, places to note ideas of interest, encouragement and guidance in applying them within your teaching practice. Whether you prefer to save and update it on your device, to keep handwritten notes, or use it as a prompt for your on-the-go reflection, do what works for you. We hope you and your learners find it beneficial.

If you haven't signed up for the free course, go to [the course training page](#) to enrol.

Happy learning.

**The British Council open learning team.**



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# Your learning goals, your course

Make your classes inclusive learning spaces by identifying barriers that can affect learning and practical strategies to overcome them.

During this TeachingEnglish training, you'll engage with learning content in four modules, supported by a series of live events and extra learning content in our Facebook community. You'll find practical support and encouragement from course tutors and other members of the [British Council courses for teachers global learning community](#) as you work to introduce new teaching ideas within your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

## Your goals and reasons for learning

Introduce yourself and your learning goals by replying to [the welcome post](#).



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# Your learning tools

## Online learning modules

After completing the introductory Getting started module, work through three modules, each exploring a different area of teaching and learning. Involving an average of 12 hours of study, this course blends theory, practical teaching suggestions and case studies that explore new ways of teaching. Repeat, return to and review activities as often as you like before the end of your course. Learn how to access the online learning modules by visiting the [courses page on TeachingEnglish](#).

## Courses for teachers community

Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. Gain access to a wide selection of additional learning resources and engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. Access all the discussions and content related to your specific course in the [Guides section](#) on the [community Facebook page](#).

## Live events

Attend live community events and webinars led by expert educators, or watch the recordings on the [community Facebook page](#). Focusing on different aspects of your course, these sessions provide you with an opportunity to seek answers to your questions - and share your own expertise and insights. Recordings of all live sessions are available on [TeachingEnglish](#) and on the [community Facebook page](#).

## Workbook

Use this workbook to record useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the extra resources or recorded events. Save a version online or print the workbook - or both.



# Module 1: Introduction to inclusion

## Overview

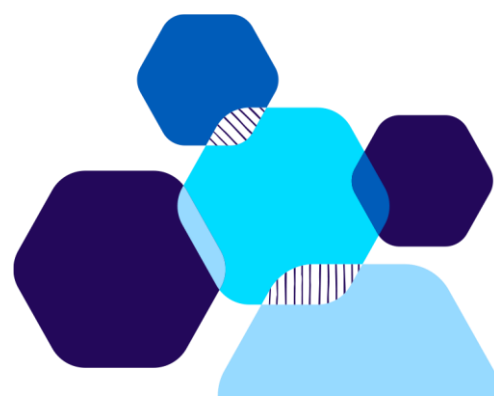
In this module, you'll learn about the nature of inclusion and exclusion, consider how you can make your school more inclusive and also think about the barriers to inclusion which exist generally in your own school and English classroom.

By the end of the module, you'll be able to:

- define inclusion and identify learners who may be at risk of exclusion
- define the characteristics of an inclusive teacher
- describe the attitudes, behaviours and commitment necessary for successful inclusion
- identify different models for inclusion
- describe the changes in school culture necessary for successful inclusion
- describe the impact of teacher behaviour and teacher expectations
- identify the four main types of barriers to inclusion and how they impact learners' learning and development
- suggest ways of overcoming some of these barriers.

## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Use	<a href="#">Lesson plan: The school that tried to end racism</a>	60-90
Use	<a href="#">Guide to supporting neurodiversity in online teaching</a>	15
Use	<a href="#">Guide to inclusion in remote teaching contexts</a>	15
Listen	<a href="#">Teaching English podcast: How can I ensure my teaching is inclusive?</a>	26
Listen	<a href="#">Teaching English podcast: How can I make my teaching gender fair?</a>	26
Read	<a href="#">Book: Creating an inclusive school environment</a>	120+
Read	<a href="#">Article: A day in the life at an English school for learners with special educational needs</a>	20



Read	<a href="#">Article: Teaching English to learners with special educational needs (SENs) – myths and realities</a>	20
Read	<a href="#">Article: Gender-inclusive classrooms</a>	15
Read	<a href="#">Article: How to create an inclusive classroom environment</a>	10
Read	<a href="#">Article: All ELT teachers are teachers of inclusive practices</a>	10
Read	<a href="#">Article: Inquiry-based learning: make your classroom more inclusive</a>	15
Watch	<a href="#">Webinar: Are our classrooms inclusive?</a>	60
Watch	<a href="#">Webinar: Gender-ing ELT: What can we do in our everyday classes?</a>	60



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# Your learning

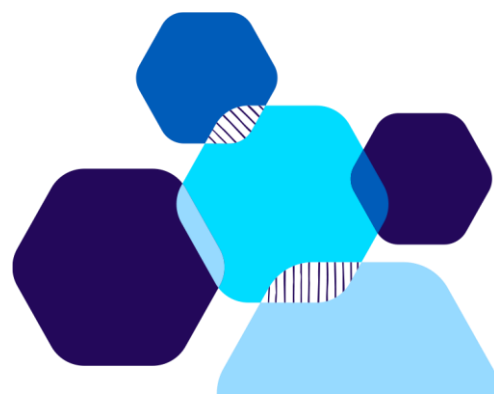
Which new ideas in Module 1 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

**Describe three things you learned from...**

**Your online module**

**Resources you found and discussions in the course community**

**Extra resources and recorded events**





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# Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What problems might happen when you try to make this change?

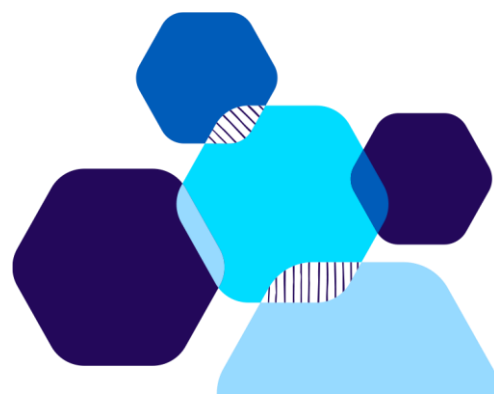
What could you do to solve those problems?

Share your plans in the Facebook community [in this post](#).

# Teach it

Try it out and come back here to reflect on the experience. What did you learn?

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# Module 2: Creating an inclusive classroom environment

## Overview

In this module, you'll learn about the features of inclusive English classrooms, explore strategies that support inclusive teaching and learning and develop the ability to create an environment for differentiated learning. You'll also identify and evaluate strategies to reduce barriers to developing listening, speaking, reading and writing skills.

By the end of this module, you'll be able to:

- describe the features of an inclusive English language classroom and identify the ways in which learners may be different
- define the roles and responsibilities of teachers and learners in making classrooms inclusive
- describe the importance of differentiation in the inclusive classroom and apply different strategies for differentiating according to level of English proficiency
- use different types of questions to differentiate learners' tasks, design inclusive projects and apply learner grouping for inclusive learning
- identify general procedures that will help to enhance skills practice activities
- describe some of the barriers neurodivergent learners face when working on each of the four language skills
- use techniques and approaches appropriate to help the development of speaking, listening, reading and writing skills.

## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Use	<a href="#">Lesson plan: Promoting diversity through children's literature</a>	60 per lesson



Use	<a href="#">The inclusive teacher checklist</a>	15
Use	<a href="#">Using inclusive practices self-study booklet</a>	120+
Read	<a href="#">Article: 5 ways to bring cultural diversity into your classroom</a>	20
Read	<a href="#">Article: What is inclusion and how do we implement it?</a>	20
Read	<a href="#">Article: How do I support neurodivergent students?</a>	20
Read	<a href="#">Article: Teacher educator self-awareness: empathy</a>	20
Read	<a href="#">Article: How can I differentiate tasks in the classroom?</a>	20
Read	<a href="#">Article: How can your expectations affect learner motivation?</a>	15
Read	<a href="#">Article: 10 ways to support learners with dyslexia</a>	20
Watch	<a href="#">Video: Understanding differentiation</a>	22
Watch	<a href="#">Video: How to handle weaker students</a>	7
Watch	<a href="#">Webinar: Creating an inclusive school environment</a>	60
Watch	<a href="#">Webinar: Ideas for inclusion: International day of persons with disabilities</a>	60
Watch	<a href="#">Webinar: Developing a whole school approach to special educational needs</a>	60
Watch	<a href="#">Webinar: Implementing good teaching and learning inclusive practices</a>	60



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# Your learning

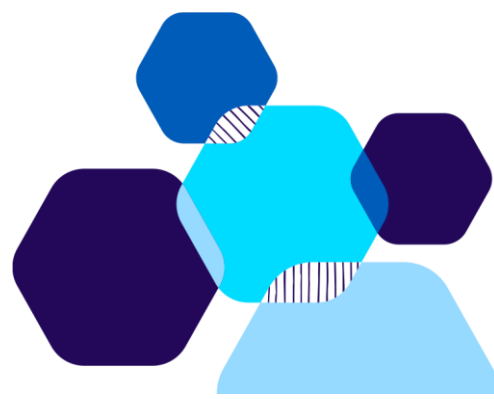
Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

**Describe three things you learned from...**

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# Plan it

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What could you do to solve those problems?

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# Teach it

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# Module 3: Making your school culture more inclusive

## Overview

In this module, you'll learn about some of the wider issues around inclusion, both inside and outside your classroom. You'll look at how to design inclusive assessment and how to develop materials based on principles of accessibility and inclusion. You'll also see how to raise awareness of issues around inclusion in your classroom and with your peers.

By the end of this module, you'll be able to:

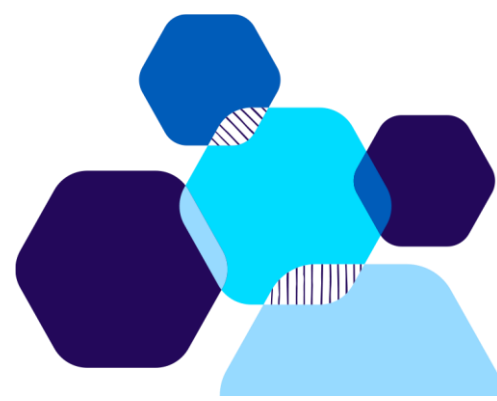
- design assessment to allow all learners to show what they know
- design materials to raise awareness of unconscious bias
- manage issues of exclusion and inclusive representation in the design of learning materials
- use role play techniques to develop learners' empathy skills
- identify how the UN's sustainable development goals support the development of inclusion in the language classroom
- identify the difference between equality and equity
- describe the benefits of living in an inclusive society
- plan and apply strategies for advocating for inclusion.

## Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)	Time to access (mins)
Use	<a href="#">Lesson plan: The Sustainable Development Goals</a>	60
Use	<a href="#">Book: Integrating global issues in the creative English language classroom</a>	240
Use	<a href="#">ACCESS to gender balance - a toolkit for teachers</a>	120
Use	<a href="#">Assessment for learning toolkit</a>	120



Listen	<a href="#">Teaching English podcast: How can I integrate the Sustainable Development Goals into my teaching?</a>	30
Read	<a href="#">Article: Raising awareness of diversity in the language classroom</a>	20
Read	<a href="#">Article: The needs of visually impaired (VI) learners in education: Key issues and principles</a>	20
Read	<a href="#">Article: Encouraging inclusive values when training teachers</a>	20
Read	<a href="#">Article: Inclusive assessment approaches</a>	20
Read	<a href="#">Article: Assessment for learning</a>	20
Read	<a href="#">Article: Integrating sustainability: What do we mean by “values”?</a>	20
Read	<a href="#">Article: Inclusive practices in English language teaching</a>	60
Watch	<a href="#">Video: English Teaching Talks - Assessing learning</a>	25
Watch	<a href="#">Webinar: Giving a hand: Apps for dyslexia</a>	30
Watch	<a href="#">Webinar: LGBTQIA+ in ELT - resisting invisibility</a>	60
Watch	<a href="#">Webinar: How K-12 teachers can develop change-makers for people &amp; planet</a>	47
Watch	<a href="#">Webinar: Helping teachers who have learners with special educational needs and disabilities</a>	60



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# Your learning

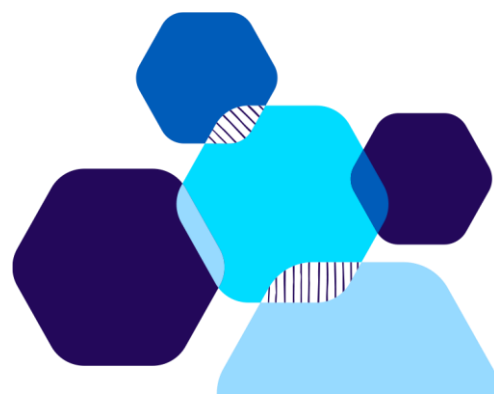
Which new ideas in Module 3 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

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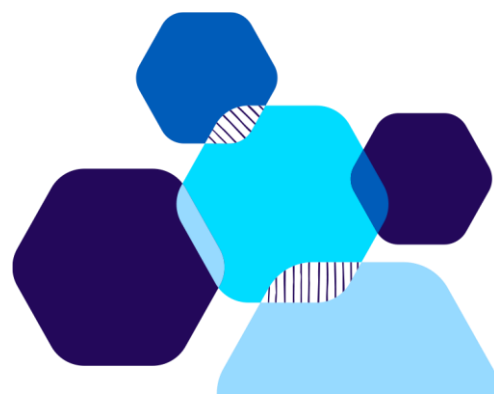
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# Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and reflect on what happened in class.

**In the next two weeks, I am going to...**

**Over the next two months, I'm going to...**

**Before the end of the school year, I'm going to...**

**Next school year, I want to...**



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**Well done — you’ve made it to the end of the course! We hope you’ve found it useful, and you’ll join us on another very soon.**

Learn more about other free teacher training courses with the British Council at: <https://www.teachingenglish.org.uk/training>

Explore our framework for teacher knowledge and skills for inspiration, support and materials: <https://www.teachingenglish.org.uk/professional-development/teachers>

