BRITISH COUNCIL

TeachingEnglish

TeachingEnglish: Inclusive classrooms

Workbook

Your reflective journal and additional resources

Foreword

Welcome to the workbook for TeachingEnglish: Inclusive classrooms. Thank you for downloading it to continue your professional development with TeachingEnglish training.

In this workbook, you'll find learning resources, reflection prompts and practical support to apply new ideas from TeachingEnglish: Inclusive classrooms:

In this course,you'll make your classes inclusive learning spaces by identifying barriers that can affect learning and practical strategies to overcome them.

You can use this workbook to develop your skills at any time, whether you're enrolled on the course or not. This workbook supports learning with colleagues, connecting with educators online, or working independently.

We're looking forward to learning with you.

The TeachingEnglish training team

Contents

Foreword and contents	2
What are TeachingEnglish training courses?	3
How can you develop your teaching knowledge and skills?	4
Module one: Introduction to inclusion	5
Module two: Creating an inclusive classroom environment	7
Module three: Making your school culture more inclusive	9
Action plan: What are you going to change?	11
Reflect: What have you learned from making a change?	12
What can you do next?	13

What are TeachingEnglish training courses?

TeachingEnglish training courses for teachers offer self-study modules, live events, resources and discussions with over 85,000 teachers in our Courses for teachers Facebook community – and this self-study workbook. Get practical support and advice from course tutors and other teachers as you try out new ideas in your classroom.

Self-study modules

Each online course takes around 12 hours to complete and includes:

- an introductory Getting started module
- three core modules exploring a different aspect of teaching
- downloadable resource documents for each module, containing extra materials and links
- a certificate of achievement on successful completion of all modules.

You can revisit activities as many times as you like before the course ends. Find out more about our free self-study modules, what they cover, when they're available and how to enrol.

Courses for teachers community

Get the support you need to apply course ideas in your classroom in our supportive Facebook community. Learn with course tutors and other educators following our courses, access extra learning resources, join live events and participate in discussions.

Live events

Attend live events led by course tutors and expert educators, or watch the recordings in our Facebook group or YouTube. These sessions offer teaching ideas and a chance to ask questions and share your own insights.

Workbook

Use this workbook to record key course content, questions for the community, links to resources and ideas from extra materials or live events. You can save it online, print it or do both.

How can you develop your teaching knowledge and skills?

This workbook provides guidance and prompts to help you reflect on your teaching, identify useful changes, plan how to apply them and learn from the process. We hope you'll use this reflective cycle as part of your ongoing professional development.

Using this reflective cycle during your course will help you learn from experience and improve your teaching. It can deepen your learning by guiding you to apply new ideas, assess their impact and adjust your approach. Use it after lessons, when trying new strategies or when facing challenges. By making reflection a habit, you'll continue to grow as a practitioner and better support your learners.

Gibbs' Reflective Cycle

Use the following questions to guide you through the reflective cycle as you apply your learning from the course.

Description	What did I expect to happen? What actually happened? What was the result?	Description
Feeling	How did I feel before, during and after? How did my learners feel about what happened?	Feeling
Evaluation	What went well and what didn't? How do I know what worked or didn't work?	Evaluation
Analysis	Why did things turn out this way? What could help me understand the situation better?	Analysis
Conclusion	What did I learn? What could I have done differently? What skills or knowledge do I need to improve?	Conclusion
Action plan	What will I do next time? What support or resources will I need? When will I take action?	Action plan

Module one: 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.

Can you now ...?

- ☐ define inclusion and the characteristics of inclusive teachers?
- ☐ identify learners who may be at risk of exclusion?
- ☐ 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, their impact, and suggest ways of overcoming them?

Show how confident you feel now about including all your learners by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Very confident

Consider inclusion. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? What can you or your school do to remove barriers to inclusion? What skills or knowledge might you need?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
15	Read	Article: What is inclusion?
15	Read	Article: Gender-inclusive classrooms
15	Read	Article: How to create an inclusive classroom environment
15	Read	Article: Life at a special educational needs school
15	Read	Article: Special educational needs – myths and realities
15	Use	Lesson Plan (60 minutes): A multicultural society
15	Use	Lesson Plan (80 minutes): Refugee poster project
15	Use	Lesson plan (90 minutes): A school that tried to end racism
30	Listen	Podcast: How can I ensure my teaching is inclusive?
30	Listen	Podcast: How can I make my teaching gender fair?
60	Watch	Webinars: Creating the inclusive classroom
120	Read	Book: Creating an inclusive school environment
180	Watch	Webinars: AI for inclusion
180	Watch	Webinars: Breaking down barriers
180	Watch	Webinars: Inclusion, neurodiversity and neuromyths in ELT

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may help you include more of your learners.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module two: 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 identity and evaluate strategies to reduce barriers to developing listening, speaking, reading and writing skills.

Can you now ...?

- ☐ describe the features of an inclusive English language classroom?
- ☐ identify the ways in which learners may be different?
- ☐ define the roles and responsibilities of teachers and learners in making classrooms inclusive?
- ☐ apply different level-appropriate differentiation strategies?
- ☐ describe some of the barriers neurodivergent learners face when working on each of the four language skills?
- ☐ use techniques and approaches to help the development of speaking, listening, reading and writing skills?

Show how confident you feel now about creating an inclusive classroom by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Very confident

Consider how learners with different needs are supported . What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? How can you and your learners create a more inclusive classroom?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
10	Read	Article: Features of inclusive practices
15	Read	Article: Guide to inclusion in remote teaching
15	Read	Article: Inquiry-based learning
15	Use	Article: Differentiating tasks
15	Use	Article: Supporting learners with dyslexia
15	Use	Article: The inclusive teacher checklist
20	Read	Article: Cultural diversity in your classroom
20	Read	Article: Supporting neurodivergent learners
25	Watch	Videos: Understanding differentiation
60	Watch	Webinar: Gender-ing ELT
180	Watch	Webinars: Helping our learners develop
180	Watch	Webinars: Teaching the four skills
180	Watch	Webinars: Understanding your learners

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may help you and your learners with games in the primary classroom.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module three: 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.

Can you now ...?

- ☐ design assessment that allows all learners to show what they know?
- ☐ design materials and use techniques that raise awareness of unconscious bias?
- ☐ design inclusive, representative learning materials?
- ☐ use role play techniques to develop learners' empathy skills?
- ☐ describe the difference between equality and equity?
- ☐ plan and apply strategies for advocating for inclusion?

Show how confident you feel now about inclusive assessment, materials, and discussing inclusion with your peers by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Very confident

Consider inclusive teaching. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? What needs to change for your learners to feel more included in your class?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
15	Read	Article: Raising awareness of diversity
15	Use	Lesson plan (90 minutes): Sustainable Development Goals
20	Read	Article: Inclusive assessment approaches
30	Listen	Podcast: Do I need to sound like a 'native speaker'?
30	Listen	Podcast: How can ELT become fairer for all teachers?
30	Listen	Podcast: Sustainable Development Goals
60	Watch	Webinar: Creating an inclusive school environment
60	Watch	Webinar: SEND – practical advice for teacher educators
120	Use	Training: Assessment for learning toolkit
120	Use	Training: Gender balance toolkit
180	Watch	Webinars: Inclusion in the classroom
180	Watch	Webinars: Multimodal classrooms
180	Watch	Webinars: Planning for every learner

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may help you and your learners with inclusion.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

What are you going to change?

Now plan to change your teaching. Starting with a SMART goal will help you make the change and better understand the impact it makes.

A SMART goal is:

- **S**pecific (What exactly do you want to achieve?)
- **M**easurable (How will you know if it happened and the difference it made?)
- **A**chievable (Is it challenging but possible?)
- **R**elevant (Does it help you and your learners?)
- **T**imebound (When will you do it?)

Look back through this workbook and think about your learners. Choose one thing you'd like to be different about your teaching or classroom experience. Write it as a SMART goal.

Something I'd like to be different in my classroom or teaching is ...

A change I can make that will help achieve that is ...

I will need ...

Some challenges might be ...

To solve those challenges, I could ...

What have you learned from making a change?

Make the change you planned in the last section, then reflect upon it. Sharing your answers to the following questions will guide you through the reflective cycle on page four.

The change I made was ... When I made the change, my learners ...

After making the change, I felt ... My learners felt ...

Some good/bad things about the change were ... I know this because ...

I think things happened this way because ...

The main things I learned from making this change to my teaching are ...

In future I will ... I will develop the skills and knowledge I need by ...

What can you do next?

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.

By completing this workbook, you've also followed a reflective cycle (page four) – congratulations! You can use the reflective questions on page 12 to help you to reflect on and learn from other changes you make in your classroom. We hope you will continue to do this and share your experiences, insights and questions with other teachers in your school or community of practice (for example our Courses for teachers community).

Do you have any questions about the course contents? Share them with our Courses for teachers community and get advice and feedback from our tutors and 85,000+ members. You can also:

Join another free TeachingEnglish training course.

Connect with course tutors and 85,000+ teachers around the world in our Courses for teachers community on Facebook.

Explore our framework for teacher knowledge and skills for inspiration, support and materials.

Access TeachingEnglish webinars for teachers and teacher educators.

Listen to TeachingEnglish podcasts for teachers.

Find out what else is happening on TeachingEnglish.