**INACT - Inclusive and Innovative Pedagogies for Educators**

**Curriculum:** “Differentiated Instruction for Inclusive Classrooms”

**Module Name:** What is Inclusion as a Teaching Method?

**Title of “In Action Part”:** Reflection about the classroom of Mrs. Brown and the classroom of Mrs. Rose

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| ***SCENARIO 1. Reflection about the classroom of Mr. Smith and the classroom of Mrs. Rose*** |
| * **The Classroom of Mrs. Brown:**   Mrs. Brown has been teaching for several years now and is both excited and a little nervous about her school’s decision to implement inclusive education. She knows she needs guidance in designing and implementing her inclusive classroom, but she’s ready for the challenge and looking forward to seeing the many benefits she’s been reading and hearing about for the children, their families, their peers, herself, and the school as a whole. About two weeks before school starts, she invites each of the children and their families to come into the classroom for individual tours and get-to-know-you sessions with both herself and the special education teacher. She feels very good about how this is coming together and how excited and happy the children and their families are feeling. One student really summed it up when he told her, “You and I are going to have a great year!” Since she found out about the move to an inclusive education approach at her school, Mrs. Brown has been working closely with the special education teacher, Mr. Lopez, and reading a great deal about the benefits and the challenges. Determined to be successful, she is especially focused on effective inclusive classroom strategies. Her hard work is paying off. Her mid-year and end-of-year results are very positive. A spirit of collaboration and positive energy pervades her classroom and she feels this in the whole school as they practice inclusive education. The children are happy and proud of their accomplishments. The principal regularly compliments her. The parents are positive, relaxed, and supportive. Mrs. Brown knows she has more to learn and do, but her confidence and satisfaction are high. She is especially delighted that she has been selected to be a part of her district’s team to train other regular education teachers about inclusive education and classrooms.   * **The Classroom of Mrs. Rose:**   Mrs. Rose has been teaching for several years now and has neutral or negative attitudes about inclusive education. It turns out that much of this is because she do not feel they are very knowledgeable, competent, or confident about how to educate students with disabilities. She has special education students in her class but she do not involve them in the classroom or finding ways how to take part more fully. She used to arrange meetings with specialists and exclude them from the classroom. During the month before school starts, Mrs. Rose meets with the special education teacher, Mr. Lopez — and other teachers and staff who work with her students — to coordinate the instructional plan that is based on the IEPs (Individual Educational Plan) of the students with disabilities who will be in her class the upcoming year but she refused to change her teaching style so as to implement learning experiences that allows students from all backgrounds, learning styles and abilities to be successful. She do not will to recognise traditional teaching tools and to think about biases that exist in traditional curricula and consider the impact of those biases. Finally, she does not recognize the value of engaging parents will be a benefit to understand inclusive education and foster a respectful learning environment. |

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| ***Questions*** |
| *Is there any alternative approach on teaching in the two texts? What differences can you spot between the two classrooms? List 5 of them.*  *List 5 characteristics of inclusive education.*  *What do you observe?*  *You can leave your thoughts also in the comment sections.* |

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| ***Comments*** |
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