



**Promote Inclusive
Learning in a CBT&A
Environment**

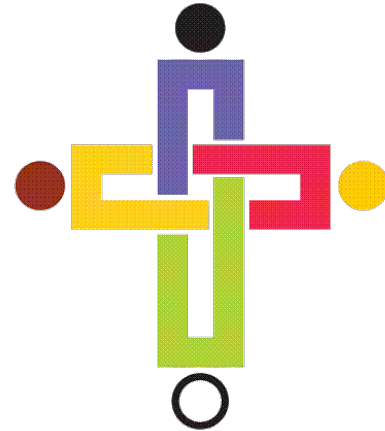


Inclusivity

- Inclusivity means recognising, accommodating and meeting the learning needs of all your learners.
- Inclusivity embraces the idea that since everyone is an individual, we need to organise teaching and learning environment so that each learner has a learning experience that ‘fits’.

An inclusive learning environment is one that:

- values and respects difference
- promotes learning
- explores the benefits of learning with colleagues and clients
- recognises and rewards learning and competency achievement in the work and/or learning environment
- provides opportunities to develop your own and others' generic skills



Why practice inclusivity?

- Prepare its learners to work more effectively and flexibly in diverse workplaces and communities
- Provide more learners and clients with better quality services in an increasingly competitive market
- Ensure it meets its obligations arising out of legislation and standard



Practise inclusivity

- building on individual differences;
- integrating the principles of inclusivity into your work practices; and
- using your institution's access and equity policy to guide your work practice
- using language that is sensitive to difference.
- modeling inclusiveness in work performance

Integrating the principles of inclusivity into your work practices

- using learner-centred approaches to learning;
- fostering and advocating independence;
- supporting equal opportunity for participation;
- creating opportunities for participation and success;
- ensuring cooperative approaches to learning;
- supporting, encouraging and valuing individual contributions;
- acknowledging current strengths and skills as a basis for further learning;
- motivating learners through change; and
- making *reasonable adjustments* to procedures, activities and assessment for equity.



Reasonable Adjustments to your assessment methods and tools

- Please read page 12 of CBLM-Promote
Inclusive Learning in a CBT&A Environment

Using verbal and body language that is sensitive to difference

- recognises and values individual differences;
- supports inclusivity;
- is non-discriminatory;
- does not devalue, denote or derogate;
- does not suggest fear, mistrust or lack of understanding; and
- does not label or suggest assumptions about capabilities





Develop and implement work strategies to support inclusivity

- Please read page 24-26 of CBLM-
Promote Inclusive Learning in a CBT&A
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Ground Rules for Participation and Behaviour

Be respectful	Give your undivided attention to people when they are interacting with you
Be confidential	Ensure discussions with the learning environment remain confidential
Be open and honest	Feel free to talk openly without disclosing personal or private issues
Be non-judgmental	Avoid judging others by their age, gender, sexuality, religious practice, culture or socio-economic background
Be sensitive	Avoid insensitive or careless remarks about age, gender, sexuality, religious practice, culture and socio-economic background
Be accepting	Listen attentively to the ideas and opinions of others (and avoid put-downs) Be safe and supportive Create a safe learning community, be mutually supportive of others and enjoy the learning experience



Day 2 Review