

# HOW CAN WE ENABLE THE LEARNER JOURNEY TO MAKE IT MORE RESPONSIVE TO EQUALITY, DIVERSITY & INCLUSION NEEDS?



## Why investigate?

- As a result of an OFSTED inspection in May 2012 issues of EDI were identified as a weakness in DCC provision.
- Evidence of lack of understanding of EDI issues when teaching teacher training qualifications and when managing observations of tutors. Resulting in a narrow point of view of what constitutes good EDI teaching and learning practice.
- To identify some key barriers along the learner journey that were obstacles for learning **from the point of view of a learner.**
- To k a tutor guide to lead best practice to encourage planning for EDI
- To m a stepping stone to better planning to embed EDI in planning



## Do learners know how well they are doing and how to improve?

### Barriers to inclusion

- Is the feedback meaningful to the learner e.g. Do ticks carry any meaning other than acknowledgement?
- Is feedback accessible and developmental and support learner progress?
- Does individual target setting support learner progress?

### Recommendations for meeting the feedback needs of all learners

- Offer feedback in a variety of forms
  - ✓ 1:1 tutor/learner dialogue including review sessions
  - ✓ Verbal feedback recognising contributions from all learners
  - ✓ Learner journals or reviews being used not only by the learners for self assessment but used by the tutor to plan future personalised learning
  - ✓ Visual methods which inform and motivate particularly low achievers with poor prior experience e.g. Certificates, wall charts referenced back to learner individual targets so keeping them reviewed and alive
  - ✓ Written feedback supporting written work such as homework
  - ✓ Make sure that written feedback is detailed and sufficient

## Do resources make any difference?

### Even better if.....

- ✓ Variety of media and accessibility e.g. Audio, pod casts, tactile resources, ICT, video, books, power point presentations in paper format
- ✓ Access to resources for distance learning especially books and ICT, printers
- ✓ Childcare available at times outside of timetabled lessons or to find other solutions in centres such as spare ICT capacity and planning to make resources available such as books, audio etc
- ✓ Coordinate to match crèche need to availability at out of class times e.g. where spaces are available to learners who need that capacity



## Does planning lead to progress for every learner?

### What prevents you from learning?

- Too much information at once
- Time to read in class
- Childcare
- Sessions being too short to complete the work

### Recommendations for planning to meet the needs of all learners

- Variety in teaching and learning approaches e.g. visual. Discussions, group work, 1:1, videos
- Making learning relevant and fun e.g. Numeracy working out units of alcohol in different drinks
- Provide a variety of support approaches e.g. Learner support, tutor, mentoring, peer support, classroom organisation such as a quiet area or the use of music
- Plan for skills development to develop independent learners e.g. Use of new technologies, written instructions available as a reminder
- To consider the length of learning sessions to match learning needs rather than programme needs



## Does initial assessment enable inclusion and engagement with learning?

### Barriers to inclusion

- Too much course content information
- Meeting new people
- Fear of icebreakers
- Being picked on
- Noisy learning environment
- The enrolment form a barrier to disclosure of learning obstacles
- Crèche available being open before and after class

### Recommendations on the basis of student feedback

- Break up the information into small chunks over a longer period when relevant so not all once
- Students being involved early on in strategies to overcome barriers and welcome new learners to create a n inclusive learning community within the classroom to include tutor introducing learners to others
- Avoid icebreakers that focus on personal traits
- Reconsider the enrolment process for courses with high need where is there a necessity to manage it in a different
- Managing the learning environment eg ground rules to make sure that learners do not talk over each other and a quiet, learning environment when appropriate. Consider and plan for the work space eg noisy kitchens and teaching rooms
- Crèche hours cannot be extended so tutor needs to plan for her learning eg 1:1 discussions and to support at other times through independent learning technologies eg crèche available at another time

## Data collection and analysis

Eight learner surveys planned cross curricular to be managed by individual tutors  
 Key areas for developing improved practice were identified  
 As a result these areas of improvement were reflected upon and key findings used to develop an overall best practice guide for all DCC tutors

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## Key findings and recommendations

1. Plan for variety across the teaching and learning cycle from the initial assessment and how icebreakers and ground rules are established, to planning variety in learning approaches, in resources and in assessment methods.
2. personalise the learning
3. give **positive**, detailed, relevant feedback at the **appropriate** point in the learning
4. Ensure that feedback is linked to learning outcomes
5. **Community Cohesion** reasons of EDI are not at the fore (but could be the backdrop) but are not of immediate concern to learners
6. **research findings** raise questions about the observation process of tutors and the focus on the tutor rather than the learner. Could it be more indicative of good teaching and learning if the greater emphasis was given to observing chosen learners in the groups and considering their learning and needs and how that is managed.
7. Resources should also be varied- multisensory, could use video, music, books, written printouts of power points, internet access availability and childcare facilities. Especially important where learners do not have previous positive experiences of education and have young families and organising those lives and their learning is challenging. **Emphasis on 'traditional' as well as new technologies is important.**
8. **EDI is a process** and does not just take place in a classroom but needs to be addressed by all in the adult education centres from admin managing crèche and resources, managers making sure that session times are appropriate in their planning.
9. **EDI is not a bolt on but if good, inclusive well planned and managed teaching takes place with personalised learning as a priority then there should be no need to embed EDI into teaching and learning**