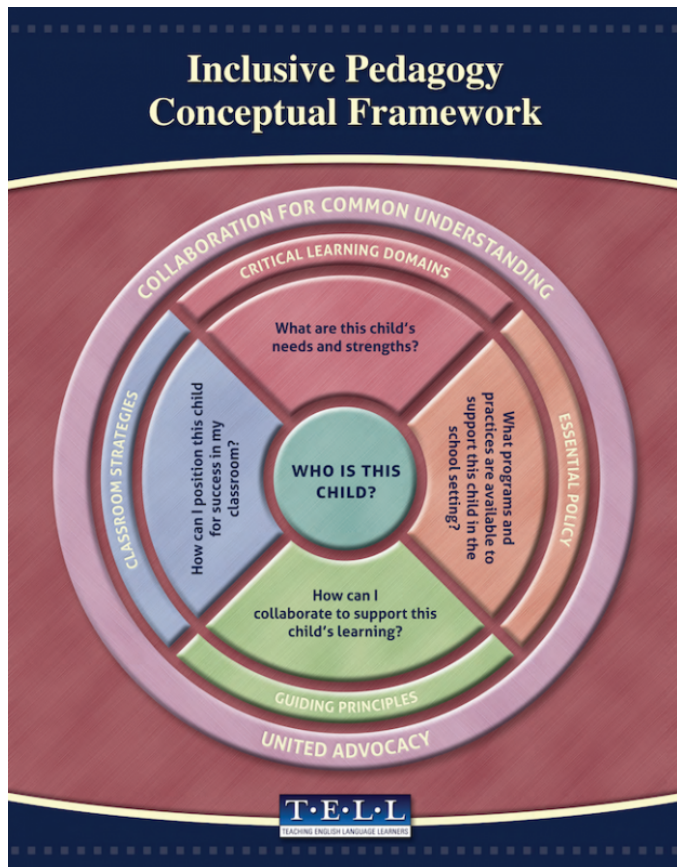


Inclusive Pedagogy Framework: The TOOL



Inclusive Pedagogy Framework

Developing Common Understanding and United Advocacy

Inclusive Pedagogy Framework: Collaboration for Common Understanding and United Advocacy: Who is this Child?		
What are this child's needs and strengths? <small>CRITICAL LEARNING DOMAINS</small>	<ul style="list-style-type: none"> • COGNITIVE: How can I support my students' learning by building on their previous knowledge and encouraging use of appropriate strategies and skills? • SOCIAL/AFFECTIVE: How can I help students recognize, participate in and master playing the school game? • LINGUISTIC: How do I teach in ways that support this student's language and literacy development? 	<i>How can my teaching embody my understanding of diverse learners' commonalities and uniqueness?</i>
What programs and practices are available to support this child in the school setting? <small>ESSENTIAL POLICY</small>	<ul style="list-style-type: none"> • STANDARDS: How do I attend to the standards for teaching and learning for all learners? • CLASSIFICATIONS: How do classifications both expand and limit my ability to advocate for all learners? • LEGALITIES: How do policies, programs, and legislation impact the students' school environment? 	<i>What are my moral obligations to all students?</i>
How can I collaborate to support this child's learning? <small>GUIDING PRINCIPLES</small>	<ul style="list-style-type: none"> • MULTIPLE PERSPECTIVES: How could I think about this differently? • HIGH EXPECTATIONS: How can I hold high expectations for all students? • KNOWLEDGE-BASED PRACTICE: What do I already know and what do I need to learn to support the learning of all students? • ACCOUNTABILITY: How can I hold myself and my students accountable? 	<i>How can I apply my guiding principles in my teaching?</i>
How can I position this child for success in my classroom? <small>CLASSROOM STRATEGIES</small>	<ul style="list-style-type: none"> • PLANNING: How can I respond to all children's needs and strengths in my planning? • TEACHING: How can I accommodate all students in my teaching? • ASSESSING: How can I make sure that my assessment practice allows all students to demonstrate what they know? 	<i>What specific changes will I make in my own teaching to accommodate all students?</i>
Reflection for Change: <i>How can I engage with other people in different disciplines and classrooms within my educational setting to support students' development as knowers and learners?</i>		

(Remont, Gabri, Spares, & Gibb, 1996)



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