



The Fundamental Tenets of Inclusive Practice

Bryanston Education Summit
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Introductions

Hannah Hamid

Senior Inclusion Advisor BDSIP

Have held numerous posts in education including:

- Teaching Assistant
- Teacher of English
- Second-in-English
- Head of Year
- SENCO and Assistant Headteacher for SEND

PhD student at UCL-IOE Department of Human Development and Psychology, with research interests in inclusive practice and parental involvement/engagement in SEND

Member of the Child Development and Learning Difficulties Lab – UCL, IOE

Neurodiverse – Combined ADHD (Inattentive and Hyperactive)

Arsenal Fan

BDSIP

BDSIP is a not-for-profit company which specialises in providing professional services for education. Our strength lies in the expertise and credibility of our people.

We are majority **school-owned and school-led**: we are owned by 56 local schools, who drive our organisation – from how we are run to the services we provide.

Because we're school led and not-for-profit, we are guided by **what's best for the school**, either delivering directly, brokering support from others, facilitating school-school support, or signposting as appropriate to meet each school's needs.

We commit to **supporting our schools for the long-term**.



PHILOSOPHY FOR
INCLUSION



PSYCHOLOGICAL
SAFETY



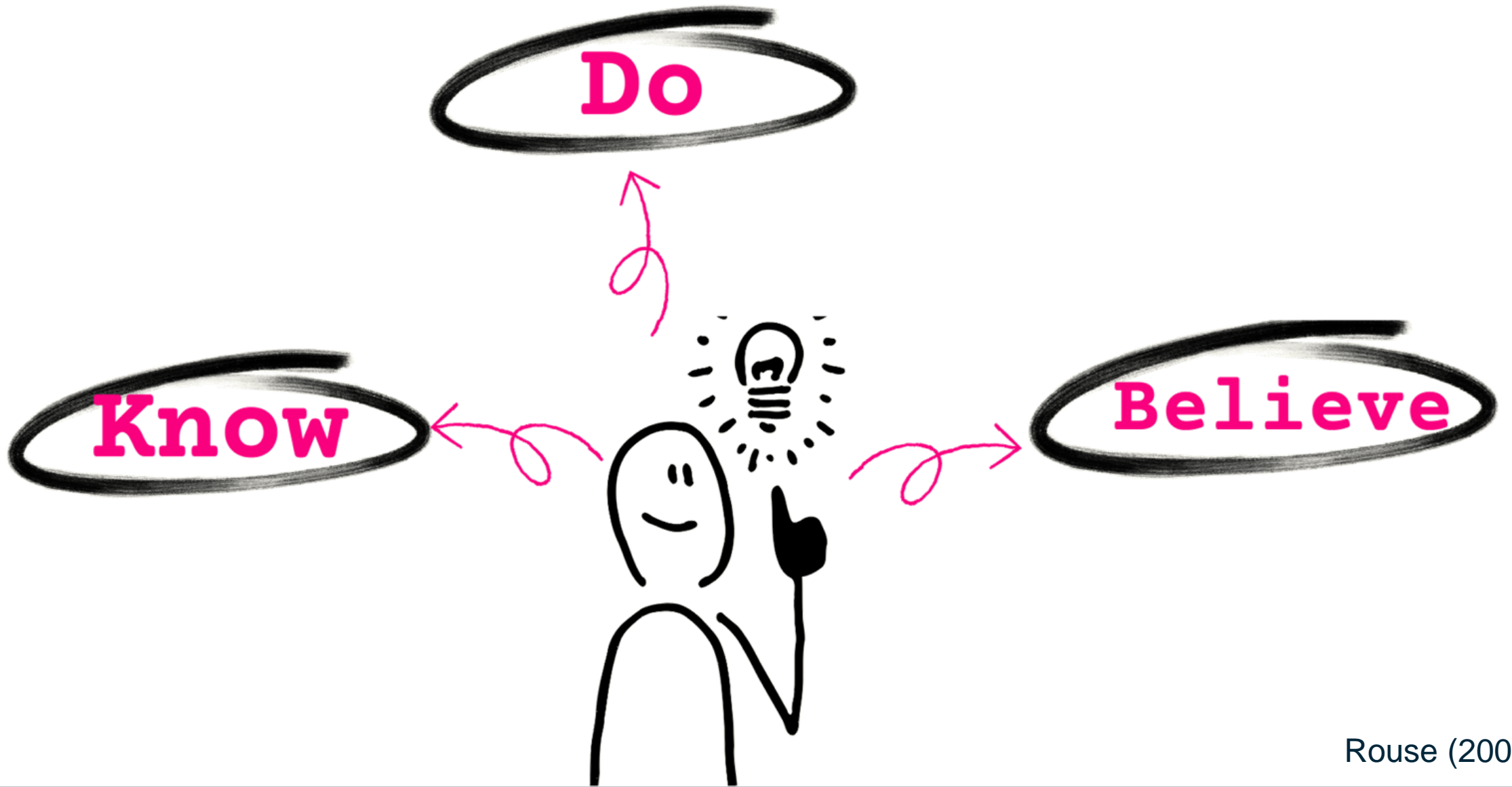
HIGH QUALITY FIRST
TEACHING

BRACE YOURSELF

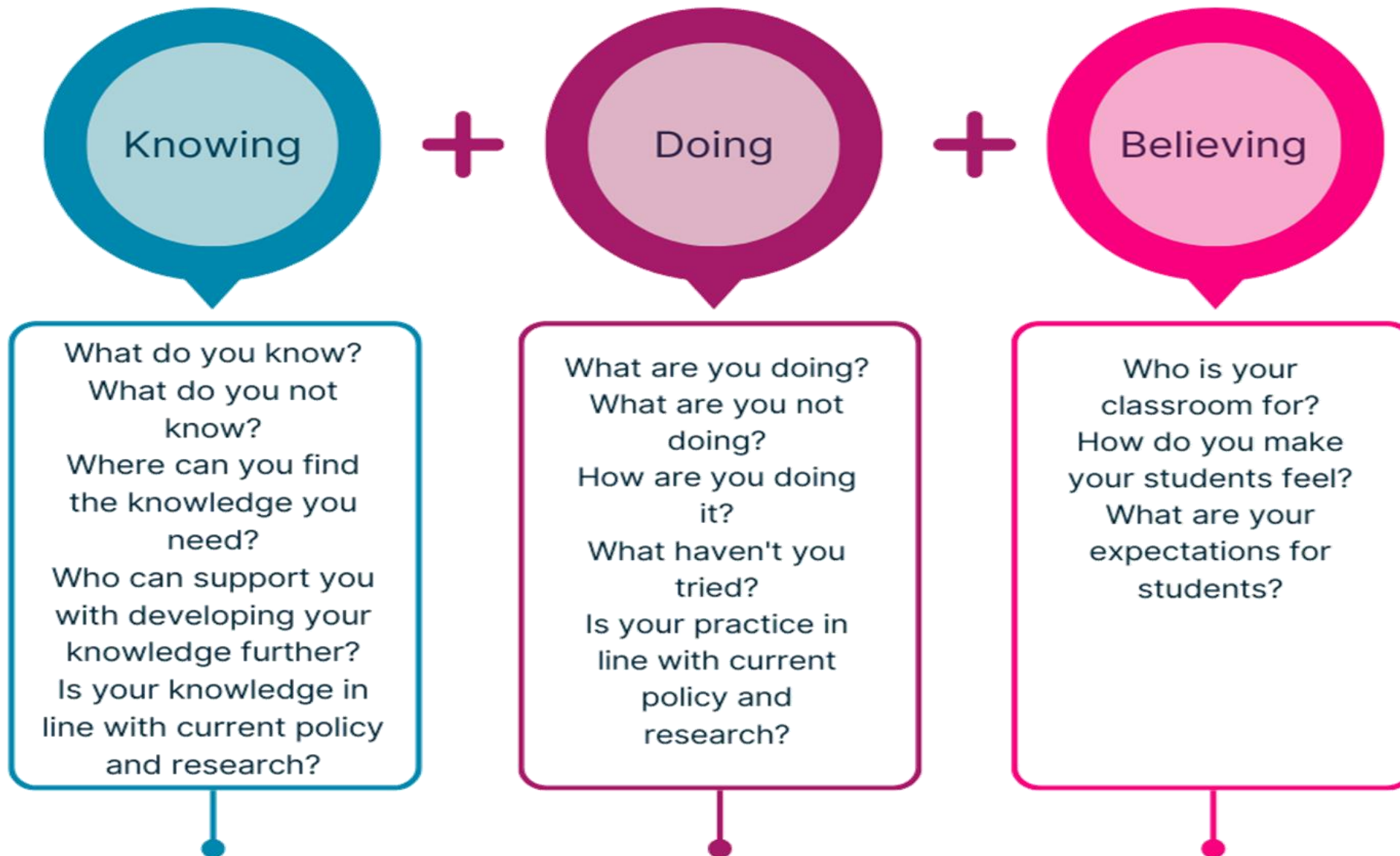
**REQUIRED PARTICIPATION IS
COMING**

makeameme.org

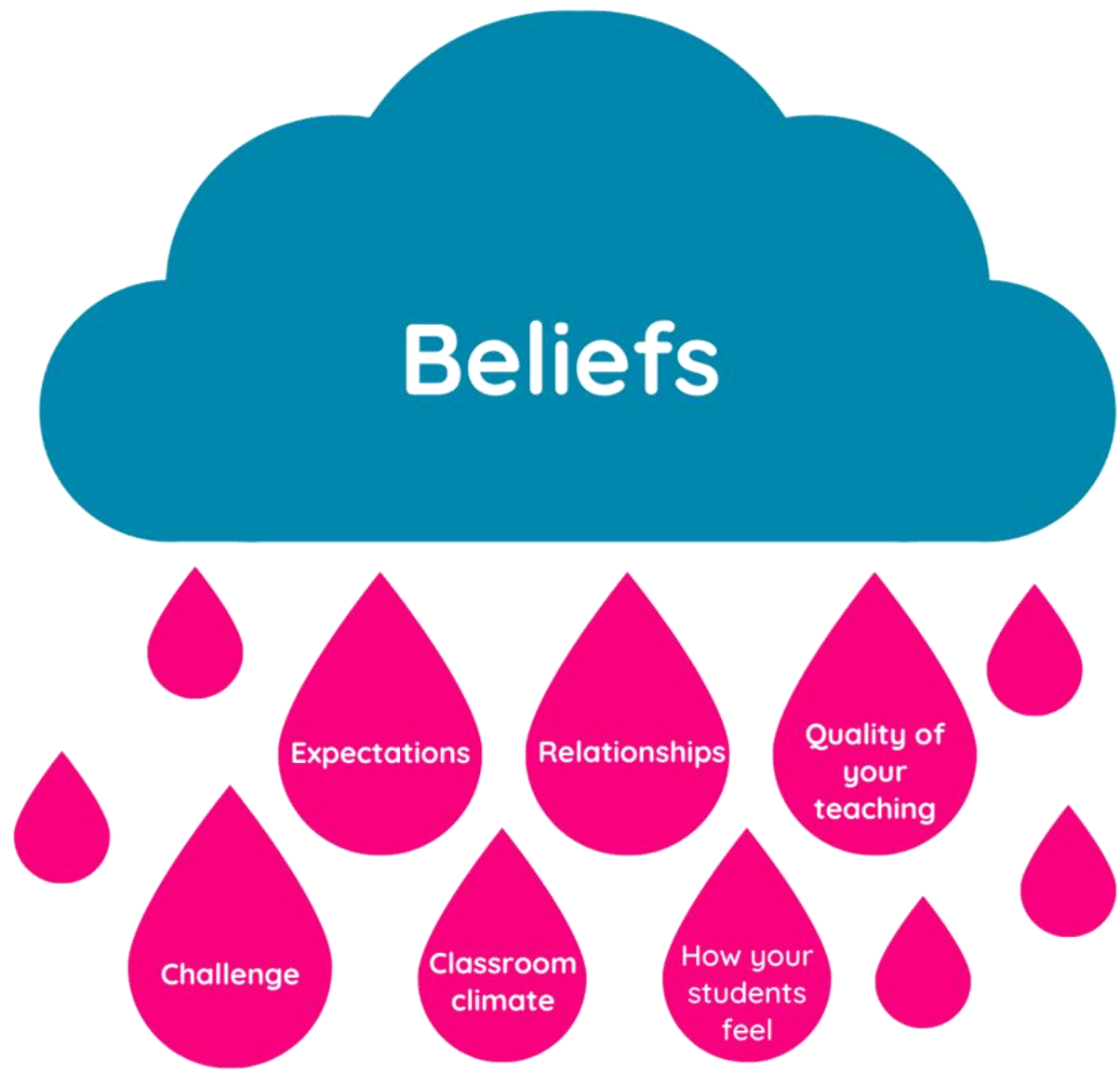
Who is your school for?



Rouse (2006)



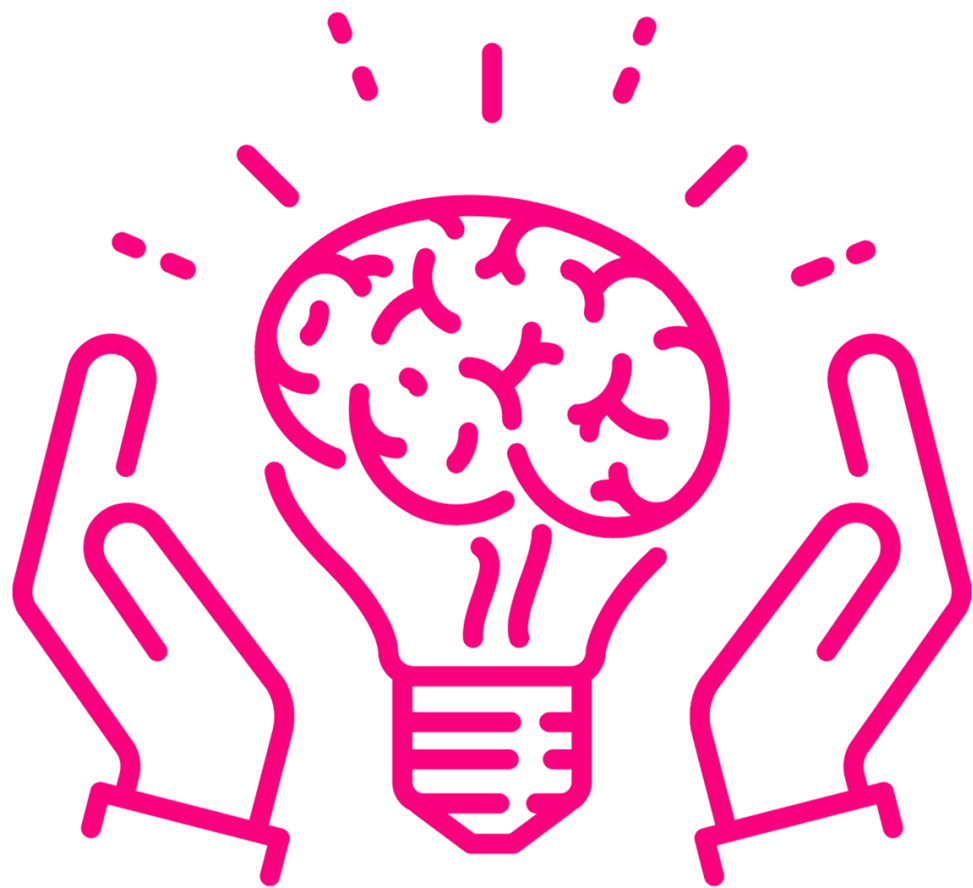
Rouse (2006)



Rouse (2006)

Who is your school for?

1, 2, 3



Psychological Safety

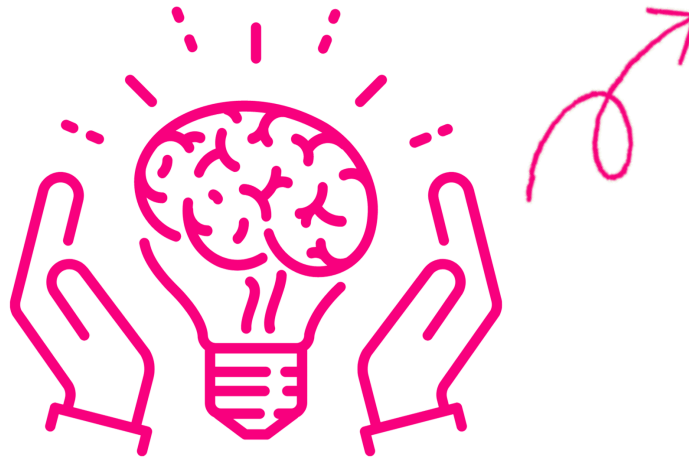
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Would you want to be taught by you?

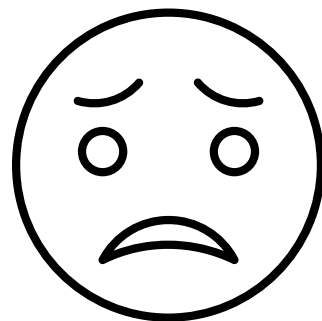
Psychological safety describes an individual's perception on the consequences of interpersonal risk in their environment (Edmondson, 1999)

How others will respond when you put yourself on the line

Individuals will assess risk first and this will ultimately determine their actions



How psychologically safe is your school and your classroom?

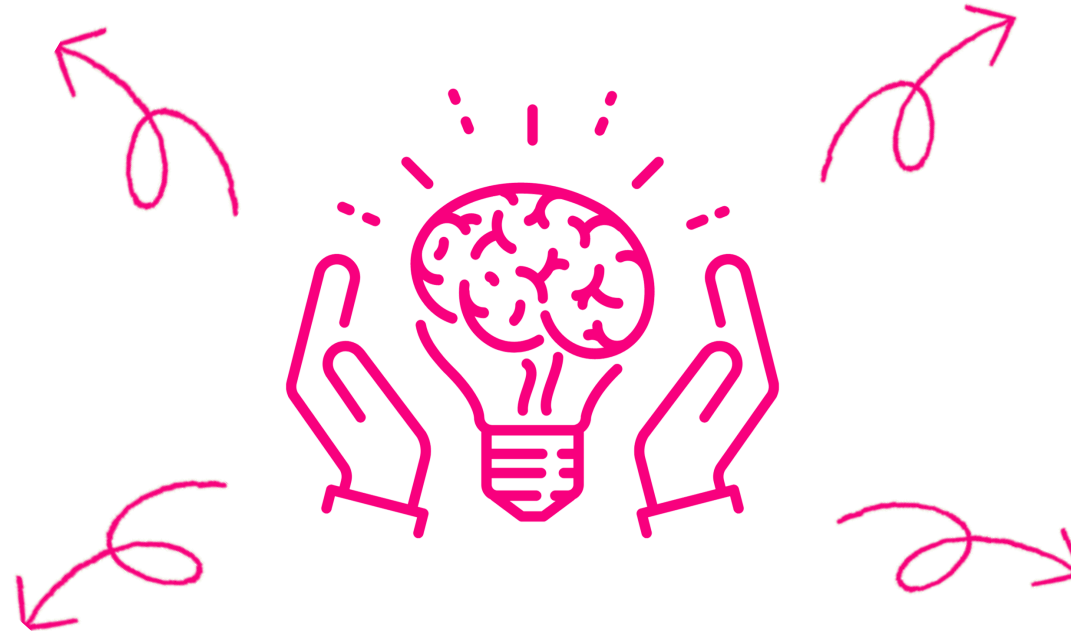


Safe forums for discussion

Use of language

Relationships

Get/Give feedback



Is your school psychologically safe for **all**?

Guess who

A

Harry Potter



B

Ariel – The Little Mermaid



High Quality First Teaching





High Quality First Teaching means engaging with the whole child as an individual.

This will enable us to identify their barriers to learning and design the learning experience to minimise them.

The Whole Child and High Quality First Teaching

How do you enable me to access the learning?

How do support me with self-regulation?

How do increase my self-esteem?

How do you increase my independence?



How do you scaffold learning so that I am working comfortably in my Zone of Proximal Development?

How do you enable me to experience greater success?

How do you encourage me to aim high?

How do you create an environment where I want to learn and be successful?

How is this learning relevant beyond this moment in time?

High Quality First Teaching: Top 10

- 10  Routines for Learning
- 9  Vocabulary, vocabulary, vocabulary
- 8  Giving instructions
- 7  Processing Time
- 6  Talk for Learning

- 5  Scaffolding
- 4  Modelling
- 3  Supporting working memory
- 2  Questioning
- 1  Teaching Assistants

A Tremendous Power

I've come to the frightening conclusion that,
I am the decisive element in the classroom.
It's my personal approach that creates the climate,
It's my daily mood that makes the weather.
As a "teacher", I possess a tremendous power,
to make a child's life miserable or joyous.
I can be a tool of torture,
or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations, it is my response that decides,
whether a crisis will be escalated or de-escalated,
and a child, humanised or de-humanised.

- Haim Ginott

Thank you



@HannahHamid



@BDSIPEd



Hannah.Hamid@bdsip.co.uk



www.bdsip.co.uk

If you would like further support:

- Visit bdsip.co.uk for more information on our services or to sign up to events on our CPD programme.
- Contact hannah.hamid@bdsip.co.uk for an informal discussion about your needs.



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References

Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350–383.

Rouse, M. (2006). Enhancing effective inclusive practice: Knowing, doing and believing. *Kairaranga*, 7, 8-13.