

## Transcript for DRGC Training video #6

Hello, welcome to our video.

If you ask any teacher, I am sure they'll say they want to see their students motivated, engaged, and ultimately successful in their learning journey. But achieving this goal requires more than just delivering content from the front of the classroom. It requires a shift in approach towards creating student-centered lessons and employing inclusive methodologies.

In today's tutorial, we'll explore what it means to create a student-centered classroom and incorporate inclusive methodologies to support the diverse needs of all learners. And what do we mean by this? Well:

A student-centered approach shifts the focus from the teacher to the students, encouraging active participation and collaboration in pairs and small groups.

Inclusive methodologies ensure equitable access to learning for all students, regardless of their background or preferred learning style. It creates a nurturing environment where every student feels valued and capable of success.

Now, let's delve into practical strategies for implementing these approaches in your classroom.

First of all, we can adapt the physical space to be more inclusive and student centered. If we want to encourage pair work students can move chairs to face each other to foster communication and eye contact.

To facilitate work in small groups we can put round tables.

If we want to encourage communication even when we work as a whole class, a so called horse shoe or U shape configuration of chairs can be useful. This is also helpful for anyone who may be hearing impaired.

It is important to remember that we need to ensure that anyone with specific learning differences is seated in their optimal position. For example, a student with adhd should probably be seated away from windows or other distractions. Such students can also be given fidget toys or a rubber band on their chair to help with focusing. Make sure that there is also enough space for anyone with mobility issues.

Now that we've adapted our physical space to be more student-centered, it's time to shift our focus to our role as teachers. To truly create a student-centered classroom, we need to foster active participation. This means moving away from the traditional model where students passively receive information and instead, encouraging them to explore topics, ask questions, and seek answers through investigation and critical thinking. Balancing Student Talking Time and Teacher Talking Time, is crucial for effective language teaching. In a student-centered approach, students should be doing more of the speaking than the teacher

So, how can we create these opportunities for active participation?"

Here are some strategies to consider:

Think-Pair-Share: Pose a question or prompt to the class, give students a moment to reflect on their response, then have them pair up to discuss their thoughts before sharing with the larger group. This encourages active participation and peer interaction

Use Engaging Activities: Incorporate interactive activities that require students to communicate with each other. This could include listing, ordering, sorting, matching, comparing, problem-solving, sharing personal experiences, and working on projects or creative tasks.

We have learned that teachers need to speak less and that we need to encourage group work. But how do we make sure the work in groups is actually effective?

One key aspect of effective group work is modeling positive behavior. Establish a positive learning environment by demonstrating the respectful and accepting behavior you want to see in your students. Use terms like 'please' and 'thank you' with your learners. Show respect by using students' names and listening carefully to their contributions. Value all contributions and explain the rationale behind your expectations and requests. By modeling these behaviors, you create a classroom culture where students feel respected and valued, which in turn encourages them to treat each other with the same respect and positivity.

To ensure group work is effective, it's essential to establish clear roles and responsibilities for each student. This prevents some students from dominating while others become passive participants. Here some roles that you can consider. For example, you can have a leader, someone who is Responsible for guiding the group discussion, keeping the group on task, and ensuring that all members have opportunities to contribute., there can also be a recorder documenting key ideas, important points, or group decisions during discussions. Another role can be the one of a quality control monitor who reviews the group's progress, checks for accuracy, and provides feedback to help improve.

In addition to structuring group work effectively, fostering inclusivity in the classroom is crucial.

If we want to make sure our classroom is inclusive teachers can try to differentiate instruction. In order to do so, teachers can start by using the traffic light system. Students can have traffic lights put on their desk discretely indicating how they are coping with the task. Green indicates that they can easily do it, yellow means they can do it, but they have some questions, and red means I need help. Based on this information, teachers can differentiate the task, the support offered, the outcomes of that specific activity.

Some students will need more scaffolding and support, but some will be fast finishers. If you want to provide them with additional practice, promote independent learning, and minimise disruptions in the classroom. You can provide these students with extension activities such as creative writing prompts , they can also play vocabulary games, puzzles, words searches or quizzes or they can think of their own game or puzzle. Fast finishers can also be peer tutors or language buddies and support struggling students.

The last, but very important, step in fostering inclusion is to celebrate connections and diversity. To promote cross-cultural understanding and develop global citizens, encourage

students to find commonalities with each other. For example, a 'What we have in common' activity helps students identify similarities by using sentence stems like 'I have,' 'I am,' 'I like,' and 'I don't like.' Additionally, celebrating diversity can create a sense of belonging. An activity like 'What makes me special?' allows students to share unique skills or experiences. Prepare students to talk about something special about themselves, model some ideas, and then have them interview each other. This not only builds connections but also breaks down stereotypes and prejudices.

By implementing these strategies, we can motivate, engage, and support all students in their learning journey, helping them develop the skills and confidence needed for success.