Ten pedagogy approaches – equality and diversity quick start guide

Co-operative learning

Co-operative learning helps learners to work as part of a team, whilst at the same time ensuring that everybody's contribution is valued. This approach to learning can help break down barriers between learners by introducing the concept of individual and group accountability. It also develops skills required for learners to work as a group.

Use co-operative learning approaches with learners when carrying out group work to promote cross-cultural understanding. Learners can further their understanding of equality and diversity by creating their own ground rules and discussing how effectively the group is operating (group processing). Each group can create its own identity and develop a base to be used for discussions.

Working in these groups to coach, challenge and motivate each other encourages learners to develop their speaking and listening skills. It could also be helpful to encourage learners to reflect on their use of non-verbal communication and how it may affect others. Explore how active listening skills can foster an atmosphere of mutual respect. Review questioning techniques to deepen learning and reflection.

Co-operative learning can be used to develop whole organisation approaches to teaching and learning by working with colleagues from different curriculum areas to review existing approaches and plan areas for development.

Experiential learning

Learners come with many useful and relevant experiences from life outside the classroom which can be used to promote equality and diversity and explore learner views and challenges. It is important to initially assess learners' skills and knowledge, so that experiential learning can be planned to ensure they are not overwhelmed or discouraged. Learning from mistakes is a vital part of experiential learning, but this may make some learners feel uncomfortable and hesitant to contribute to discussions.

Use role play activities, videos and case studies to help learners experience what it feels like to face a barrier or encounter discrimination. Encourage learners to reflect on their emotional responses to these situations and reflect on how others may feel. Learners may wish to share their own barriers and encourage others to reflect on their experiences.

Projects enable learners to research issues or barriers facing others; discovering general information and exploring how their findings relate to their own circumstances. Learners could also be encouraged to explore whole organisation strategies to overcoming barriers.

Differentiation

Effective differentiation requires regular assessment for learning and takes into account the diverse backgrounds and needs of individual learners. Valuing differences can take many forms, ranging from developing materials and images that reflect diversity, to using differentiated questioning techniques to enable learners to work at varied levels of complexity. Differentiated questioning can support learners for whom English is a second language and who may need longer to process the information. Project learning helps learners to work at their own level. Scaffolded activities, prompts and use of technological support could assist learners with learning impairments undertaking project work.

Acknowledging diverse cultural backgrounds enables learners to bring their own life experiences to the classroom, and learner-led activities enable them to choose ways of presenting information that suit them best. For example, a dyslexic learner may prefer to work with more images while an older learner may wish to practise and develop their technology skills. Use of varied learning outcomes ensures that each learner can work at their own pace and supports the development of expert learner characteristics.

Relating theory and practice

An essential ingredient of relating theory to practice is giving learners the opportunity to reflect on their own learning experience. Projects and simulations can help learners explore issues, while open questioning techniques can encourage the formulation of strategies to overcome barriers. Remember that learning takes place in multiple environments – visit organisations that support equality and diversity, organise presentations from members of the local community, or, where appropriate, encourage learners to bring their own experiences to the classroom. Explore the links between these contexts to reflect on how equality and diversity can affect all aspects of life.

Theory to practice: Learners could explore theory and principles of equality and diversity by examining elements of equality and diversity policy from their own organisation, and reviewing how these are reflected in everyday life.
Practice to theory: Learners could conduct surveys and interviews relating to the implementation of equality and diversity policy in their organisation. The results could be reviewed in relation to key statements from the organisation's policy.

Engage learners in the planning process by using flowcharts, mind-mapping or action plans to suit their needs.

Assessment for learning

Checking learning and generating feedback are essential ingredients of all effective learning activities. Using a variety of assessment methods ensures that all learners are able to reflect on their learning and review areas for development. This enables you to identify learners' needs relating to anything from a disability to cultural history. Developing effective

questioning techniques enables you to explore aspects of equality and diversity more deeply. Reflection, as part of learning conversations, enables exploration of challenges and ways to resolve issues.

Peer review fosters mutual respect between learners and breaks down barriers, while instant feedback techniques ensure that no learner feels left out or becomes invisible. Activities with built in feedback, such as computer-based learning, can provide opportunity for review at various stages and can be used in a group situation or individually. Anonymous voting systems can ensure that no learner needs to feel embarrassed by any incorrect answers.

Using e-learning and technology

Effective use of e-learning and technology can ensure all learners have access learning. However, activities and strategies should be constantly reviewed and assessed to ensure that they offer the right kind of support for individuals. It is important to remember that some learners may experience difficulties using technology, for example a learner with epilepsy or attention deficit hyperactivity disorder may need regular breaks from using a computer screen. Use initial assessment and learning styles information to plan a range of strategies to support learners. There are many approaches and tools that can be used to ensure all learners are included in the learning process, for example:

- **Multimedia** – Digital cameras, mp3 recorders, and electronic whiteboards can provide alternative methods for sharing and presenting information in an accessible way. Use cameras and video recorders to capture sound-bites from learners, documenting their views on equality and diversity.
- **Internet** – The internet is a valuable research tool where learners can access not only information, but other people with similar experiences and challenges through blogs and advice groups. The internet can open learning to all with careful planning to ensure that the sites used are accessible. Use the internet to access videos, case studies and materials to introduce the topic of equality and diversity and support learning approaches that are accessible for all.

Learning conversations

Learning conversations require participants to use of a range of speaking and listening skills and focus on the perspective of the learner, enabling them to bring their experiences from life outside the classroom and review their impact on their learning. Encourage learners to reflect on their use of non-verbal communication and how it may affect others and explain how active listening skills can foster an atmosphere of mutual respect.

Review the questioning techniques you use to deepen learning and reflection; try increasing the time you wait for a response once a question has been asked to encourage participation. This is particularly helpful for learners who speak English as a second language or indeed any learner who needs additional time to process the question and formulate a response.

Use motivational dialogue techniques to enable learners to talk about barriers they face and explore strategies to help them decide on and commit to action. This can help a learner to open up about all sorts of issues such as sexual orientation, exclusion or cultural diversity.

Multi-sensory learning

Use of a wide range of teaching styles will ensure that learners are more motivated to participate in learning. Planning and delivering learning that uses a number of senses, such as seeing, listening and touching will suit the learning style of a wider range of learners and enrich the learning experience. A regular change in the type of activity will also ensure a higher degree of motivation.

- Use pictures and realia (objects from real life) to bring a text or subject to life. This type of approach is particularly beneficial for learners with dyslexia. Where appropriate, encourage learners to present objects to the rest of the group to promote discussions on identity and cultural diversity.
- Provide the classroom with a fresh voice and support the development of expert learner characteristics through learner presentations. Learners can use technology to support their presentations and explore each other's challenges and views.
- Explore the affects of learning through only one sense. Ask learners to reflect on the impact of learning that is not multi-sensory.
- Use videos and audio materials during lessons and encourage learners to develop their own multimedia resources for project work.

Modelling

Modelling requires the expert to model a skill or process and make the thinking behind it explicit. To embed equality and diversity in teaching and learning it is important to constantly model the language and behaviours that promote inclusivity. To promote positive role models, ensure you involve people from a diverse range of backgrounds in talks or demonstrations to learners.

Consider the way you communicate and the positive elements that you would like learners to model. For example, positive use of non-verbal communication to build up an atmosphere of mutual trust and develop active listening skills to make each learner feel valued. Learners can model behaviour that challenges stereotypes through role plays and simulations. Use learning conversations to reflect on these challenges and how they can be overcome.

Support practitioner-led modelling with prompts or scaffolded activities. These can support learners with LLN needs, or learners with memory difficulties.

Embedding language, literacy and numeracy

Difficulties with literacy, language and numeracy (LLN) are a fundamental cause of inequality and a potential source of stigmatisation that can create barriers to learning. These barriers can become even more significant in cases where the learner has built up a range of coping strategies to hide the difficulties they experience. A learner with low levels of LLN can feel excluded and embarrassed and may not wish to draw attention to their need for support. Assessment of a learner's LLN may draw out additional needs, such as dyslexia or dyspraxia.

An embedded approach increases motivation for all learners by using the main subject as the key focus and ensuring that LLN is taught within this context. This reduces the need for additional discrete sessions and the potential for learners to feel 'singled out'. Materials and activities can be used to underpin the development of LLN within a context that is relevant to the learners. An embedded approach supports learners whose first language is not English by including them within the main curriculum area, whilst developing their language skills. Learners may then be able to bring their cultural experiences into the classroom to share with others and promote inclusivity.