

## Maximising potential Extended rationale for Units 3 & 4

### Reviewing current practice

How can we possibly cater for all the individual needs identified in Units 1 & 2? To teach up to 30 individual lessons is not humanly possible. Fortunately there are many needs which are shared by all learners. By being aware of these, and by developing approaches that take these into account, we can provide a learning environment that meets a broader spectrum of needs, leaving fewer needs to be catered for individually.

In the next two units, therefore:

**Unit 3** focuses on the pupils and on understanding the needs that all learners share.

**Unit 4** focuses on teaching. It proposes a framework for auditing current practice in teaching a unit of work. The audit is designed to allow individual teachers to identify what they already do well and to prioritise areas that might benefit from further reflection.

The framework takes account of current policies such as A Curriculum for Excellence and Assessment is for Learning.

### NOTES

#### 1. Retrospective v. proactive responses

The planning process proposed in Units 1 & 2 is **retrospective**; that is, it helps teachers to respond effectively to specific individual difficulties once they have arisen and have been identified. Ideally, however, inclusive teaching means being **proactive**; developing approaches which minimise the chances of problems developing in the first place. As teachers develop approaches that are sufficiently broad and flexible to anticipate a wider range of learning needs, the need for special measures for individual pupils decreases. Units 3 & 4 are, therefore, designed to be **proactive**.

#### 2. Retrospective responses will always be needed

Although the developments suggested in Units 3 & 4 focus on the needs of **all** learners, teachers still need to watch out for individual needs that may arise as a result of new steps being taken (e.g. a learner who finds it difficult to work in groups; a gifted learner who is used to being spoon fed, etc.) Developing teaching capacities that can apply **BOTH** of these approaches ensures that learners of all abilities have the best chance possible of becoming successful and enthusiastic language learners.