Title: **Innovation and sustainability in practices of Inclusive-Education**

Presenter: **Kelly Coate, Chris Ross**
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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Share ideas about how to develop cross-institutional collaborations around inclusive education;
- Consider some practical resources to develop inclusive practices;
- Share and promote best practices in the area of inclusive education.

Session Outline

In the UK, as higher education becomes more diversified, a drive for inclusive education has gained impetus. Widening participation is an area progressed by many universities and some considerable focus has been targeted at socio-economic challenges for students attending an HEI. Alongside this, concerns about attainment levels for BME students have been raised (Zimdars et al 2015). Importantly, government funding support measures are being modified, which places the responsibility for supportive provision onto the institute, classifying it as a "reasonable adjustment" to meet the requirements of students with additional needs. As Ambrose et al (2010) suggest, a smarter approach to teaching is now required to facilitate the learning for all of our students.

In this presentation, we will share experiences of launching a College-wide, collaborative initiative on embedding inclusive education. We will discuss how we tried to foster a proactive approach and culture around inclusive education practice. We developed a range of supportive tools for practitioners, enabling them to strive for an all-inclusive delivery style. We promote the concept that "inclusive practice = best practice" and in adopting such a style, will not only maximise the positive student experience, but empower the practitioner to embed an all-accommodating delivery method.

King's College London has begun a program of training with its various faculties and opened up the opportunities to establish network groups to champion the drive for inclusivity. This involves the identification of current practices, evaluating their effectiveness and developing strategic frameworks and resources to support academic staff across the HEI.

The presentation will allow practitioners the chance to share current practices, and to consider how to participate in the development of cross-institutional activities.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

45-minutes presentation and question-taking.
25-minutes presentation by Kelly and Chris on the Inclusive Education drive, implementation at King's College and the ramifications of the project.

20 minutes question-and-answering session.

Questions that will be addressed:

How can practitioners ensure that all students do not experience a feeling of "exclusion"?
How can teaching deliveries be developed to encompass Inclusive Education?
Does the implementation of Inclusive Practices produce additional demands on a practitioner?
How can greater cross-institutional collaboration on inclusive education be fostered in the sector?
How can good practices be shared to ensure an universal approach to inclusive education?

References

Ambrose et. al., 2010. *How learning works: Seven Research-Based Principles for Smart Teaching*. 1st edition. Mayer San Francisco: Jossey-Bass.

Mountford-Zimdars, A., Sabri, D. et al, 2015. *Causes of Differences in Student Outcomes*. London: HEFCE.