



UNIVERSITY
OF ABERDEEN

Teacher Education for Inclusive Education: The concept of Inclusive Pedagogy



SCHOOL OF EDUCATION

Introduction

- Inclusive Practice Project (IPP) – Scottish Government funded initiative to develop new approaches to Initial Teacher Education
- Seeks to promote understanding of educational and social issues that may affect learning, and to develop strategies to respond
- Informed by a concept of inclusive pedagogy
- This keynote reports on our research exploring the extent to which theoretical concepts of inclusive pedagogy can be embedded in ITE and enacted in practice by beginning teachers



Theoretical orientation

- Concept of inclusion
- The problem of ‘additional needs’
- Teachers’ craft knowledge

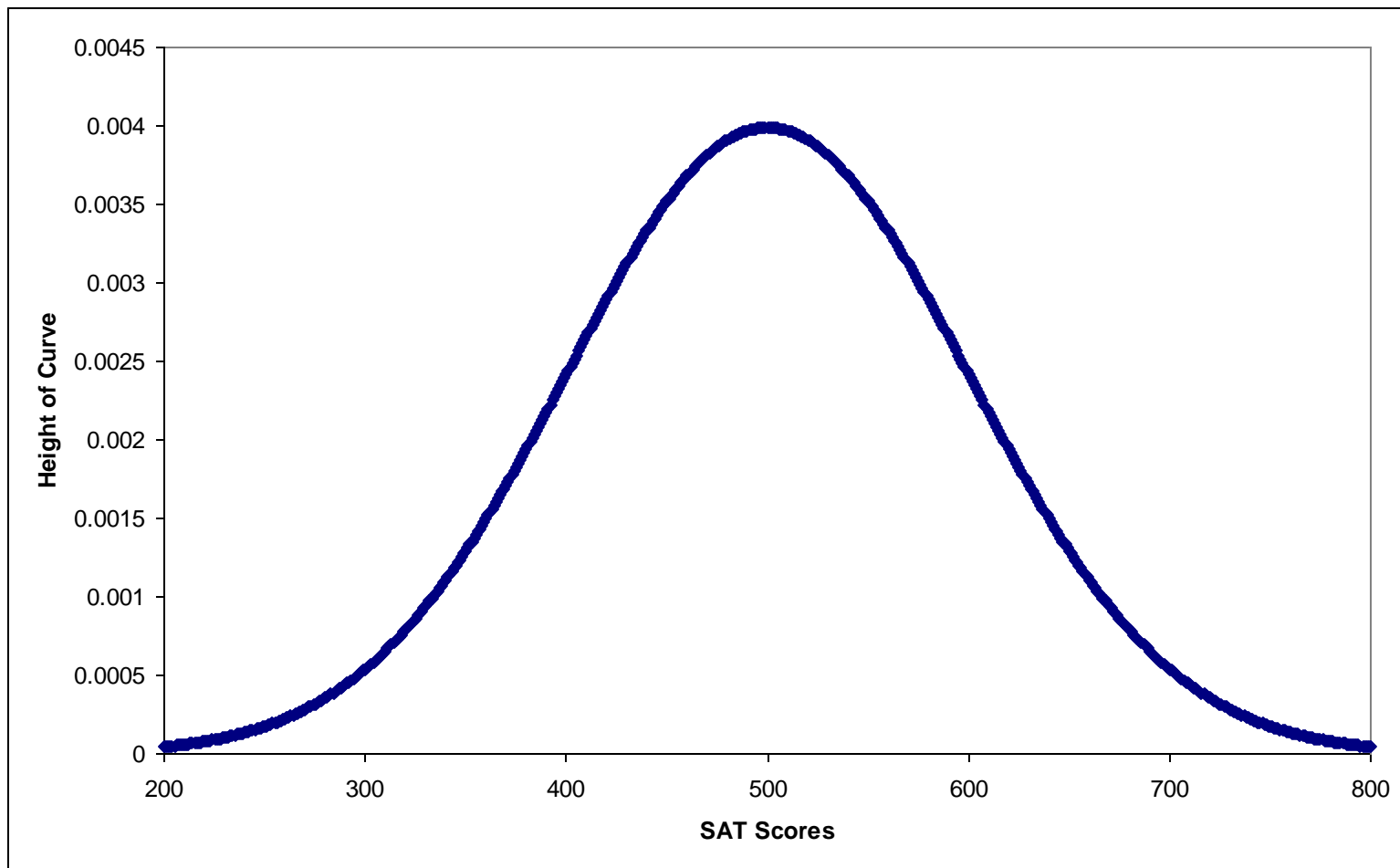
Inclusive...

- Education
- Practice
- Pedagogy

‘Additional needs’

- Dilemma of difference
- A-T-I approaches
- Teachers’ practice
- Categories
- Bell curve

Bell Curve



Teachers' craft knowledge

'The tacit, schematic, intuitive thinking on which classroom teaching depends.' (McIntyre, 2005)

'The knowledge that teachers develop through the processes of reflection and practical problem-solving that they engage in to carry out the demands of their jobs. As such this knowledge is informed by each teacher's individual way of thinking and knowing.' (Cooper and McIntyre, 1996)

Hallmarks of practice

- idea of EVERYBODY, (not most and some)
- Rejection of deterministic beliefs about ability and the idea that the presence of some will hold back the progress of others
- Ways of working that respect the dignity of learners as full members of the community of the classroom
- Commitment to continuing professional development

Key concepts

- Human differences are an ordinary aspect of human development
- Teachers must be convinced that they are capable to teach all students
- Developing new ways of working with and through others

Some questions about teacher education and inclusion

- What do teachers in inclusive schools need to know and be able to do?
- What stops them from doing it when they know what to do?
- What are the tensions between what they learn in the university and what they learn in schools?
- How might these tensions be resolved?
- What are we doing about it?

What did we do?

- Reformed the PGDE
- Worked with our mainstream colleagues
- Developed partnerships with schools and local authorities
- Worked with an international reference group
- Built on good practice from elsewhere
- Linked with other Scottish Universities
- Developed a programme of research

Professional Graduate Diploma in Education

Core content

3 core themes – linked to key concepts of inclusive pedagogy

- Understanding Learning
 - Study of theoretical views of learning
 - Challenges views of normally distributed intelligence
- Understanding Social Justice
 - Considers dilemmas of access and equity in education
 - Examines role of ‘additional support’
- Becoming an Active Professional
 - The development of autonomy and resourcefulness, practical and ethical responsibility
 - Emphasises teacher responsibility to constantly look for new ways of working by working with and through others

The relationship between the principles of inclusive pedagogy and the PGDE core themes

Principles/ Underlying Assumptions	Associated Concepts/Actions	Key Challenges*	PGDE Course Themes	Outcome (programme graduates)
1. Difference must be accounted for as an essential aspect of human development in any conceptualisation of learning	Replacing deterministic views of ability with a concept of transformability	'Bell-curve thinking and notions of fixed ability still underpin the structure of schooling	Understanding Learning	Rejects deterministic views of ability Accepts that differences are part of human condition Rejects idea that the presence of some will hold back the progress of others Believes that all children can make progress (<i>if conditions are right</i>)
2. Teachers must believe (can be convinced) they are qualified/capable of teaching all children	Demonstrating how the difficulties students experience in learning can be considered dilemmas for teaching rather than problems within students	The identification of difficulties in learning and the associated focus on what the learner <i>cannot</i> do often puts a ceiling on learning and achievement. Teachers must be disabused of the notion that some children are not their responsibility	Understanding Social Justice	Commitment to the support of all learners. Belief in own capacity to promote learning for all children
3. The profession must continually develop creative new ways of working with others	Modelling (creative new) ways of working with and through others	Changing the way we think about inclusion (from 'most' and 'some' to everybody)	Becoming an Active Professional	Willingness to work (creatively) with and through others

Aberdeen as a case study

1. How to document what is accomplished in a school of education.
2. How to understand how the reform is going.
3. How to make reforms better over the course of several years.

2 Levels of Questions

- Things lecturers do
- Messages in the things lecturers do
- Analysis of video data using Transana

Follow up study

Aim

- To explore how (if at all) the principles of inclusive pedagogy underpinning the PGDE course are evident in the practice of new teachers

Research questions

- To what extent can the pedagogies of new teachers be regarded as inclusive?
- Why, or why not, can they be seen as inclusive
- To what extent, and how, does the school environment interact with the inclusive practices of teachers?

Inclusive Pedagogy and Assistive Technology

Type of AT	Definition	Product examples	Individualised approach to Inclusion	Manifest in terms of inclusion [Technology inclusive because...]	Manifest in terms of exclusion (Technology exclusive because...]	Inclusive pedagogical approach
				Most and Some		Everybody
Augmentative and alternative communication devices	AAC may be unaided, or aided, involving high and/or low technology. Augmentative and alternative communication devices allow a person to supplement or replace speech and writing. Device use involves selecting messages or codes from a set of pre-created possibilities and the messages can be changed over time. The user can use these elements alone or in combination in order to communicate a variety of messages (Wikipedia, 2009).	Clicker, Liberator Copperhead, Voice4Me and iSign (for iPhone)	<p>A student with autism uses Voice4Me on an iPod Touch to communicate with his teacher and peers during a field trip to an historic site. He selects a sequence of symbols/ icons/ pictures, which represent words and/or phrases.</p> <p>The student uses an iPhone to collect photos and videos of the site, assign meta-tags in both English and Polish, and upload the content to a website of the group's field trip. This activity also enables the students to socialise during the activity.</p>	<p>Student participates in the purpose of the visit. Student works cooperatively with peers.</p> <p>Student participates in the activity by contributing photographs to a webpage, which is created by all the class.</p>	Peers of the student complain it is unfair that they are not allowed to use their digital phones.	<p>Focus is on everybody in planning for the school trip, and the building of a web page to document the trip.</p> <p>All students would be involved in planning for how to document the trip – types of information (such as narrative accounts, photographs, audio recordings, maps to illustrate where went, statistical information such as distance travelled).</p> <p>Students would then plan how this data could be collected and negotiate who would be responsible for the different task. Returning from the trip the class would collate their different forms of data on the webpage.</p>

Redefining learning support

An Emphasis on Learning

Teacher collegiality and development

- good relationships
 - systematic, appropriate use of extra adults
 - sharing expertise
 - redefining the role of learning support
 - participation in professional development
 - teacher as researcher
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