

What do teachers need to know, to believe and be able to do in order to create inclusive learning?

The case of the IPP

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SCHOOL OF EDUCATION

The Inclusive Practice Project:

The context

- Four countries in the UK
 - Scotland has its own educational system
 - Seven universities have initial teacher education
 - No separate initial training for special education
 - Two main routes to Qualified Teacher Status in Scotland
 - Four year BEd
 - One year PGDE (approx 380 students at Aberdeen)
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Background to the Project

- Concerns about underachievement and exclusion of certain groups
 - Attempts to help the ‘bottom 20%’ have been largely unsuccessful (OECD, 2007)
 - In most universities, courses on special needs and diversity are optional
 - Schools becoming increasingly diverse
 - National policies have a broad definition of inclusion
 - Recognition that inclusion is the responsibility of all teachers
 - Four years of funding by Scottish Government
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The Inclusive Practice Project at Aberdeen

*Aims to develop new approaches to training of **all** teachers so that they have*

- a greater awareness and understanding of the educational and social problems/issues that can affect children's learning
 - developed strategies they can use to support and deal with such difficulties
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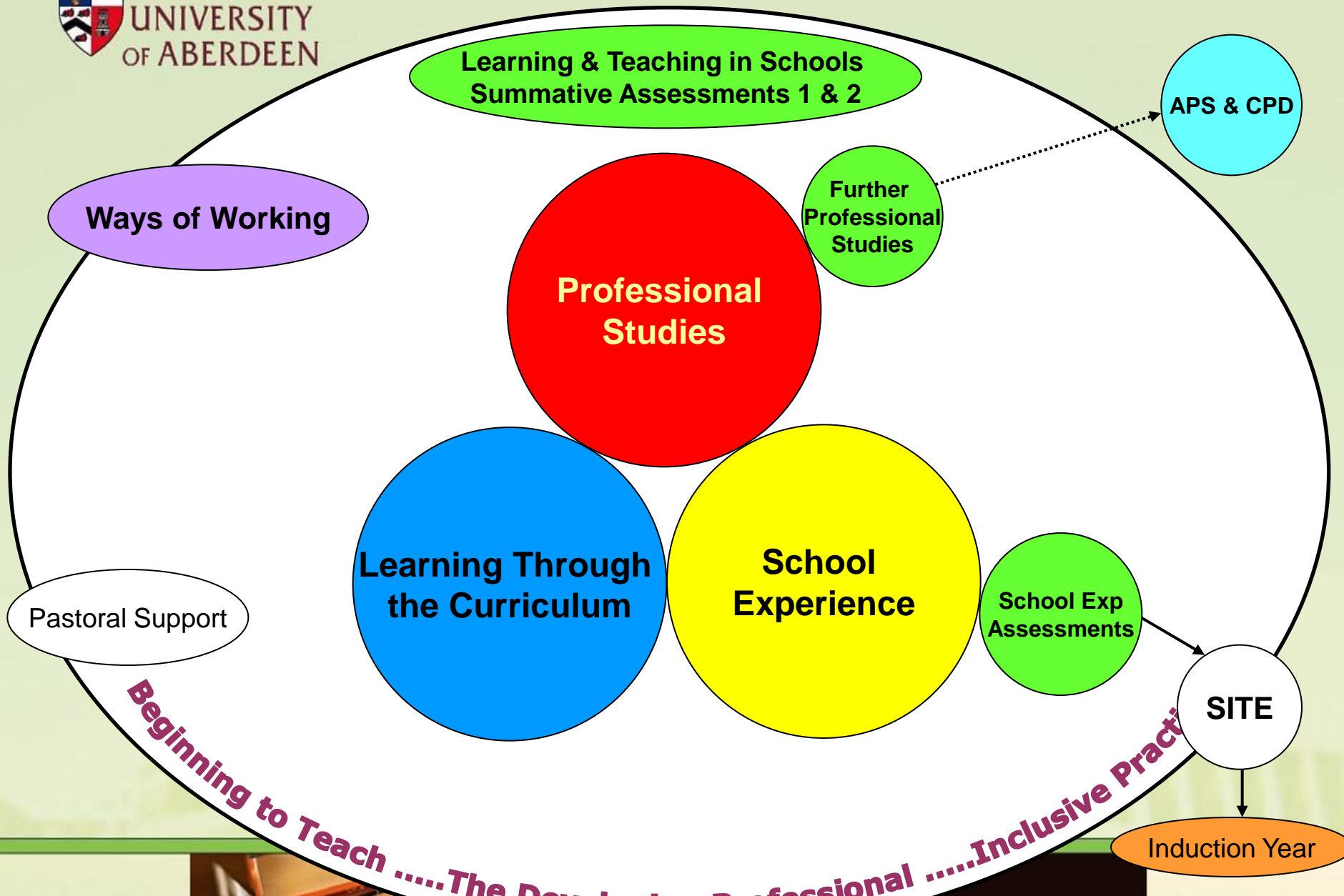
The course reform

- Major changes include:
 - ❑ Merging primary and secondary students for professional studies
 - ❑ Inclusion and diversity addressed from start of course
 - ❑ Inclusion issues embedded throughout the course and are assessed
 - ❑ A focus on professionalism and an exploration of professional identities
 - ❑ For all students, on all courses, not just some
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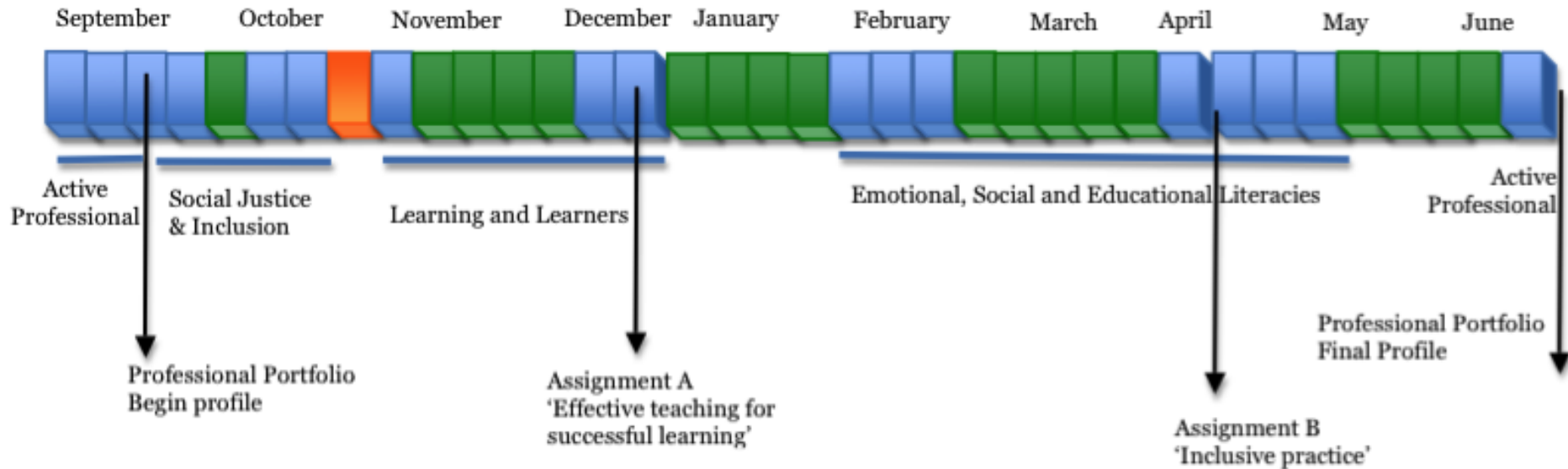


UNIVERSITY
OF ABERDEEN

PGDE Programme - Components and Connections



University of Aberdeen PGDE course overview



University-based tuition

School Experience (assessed observation)

Reading Week

What do teachers need to know, to believe and to be able to do?

About:

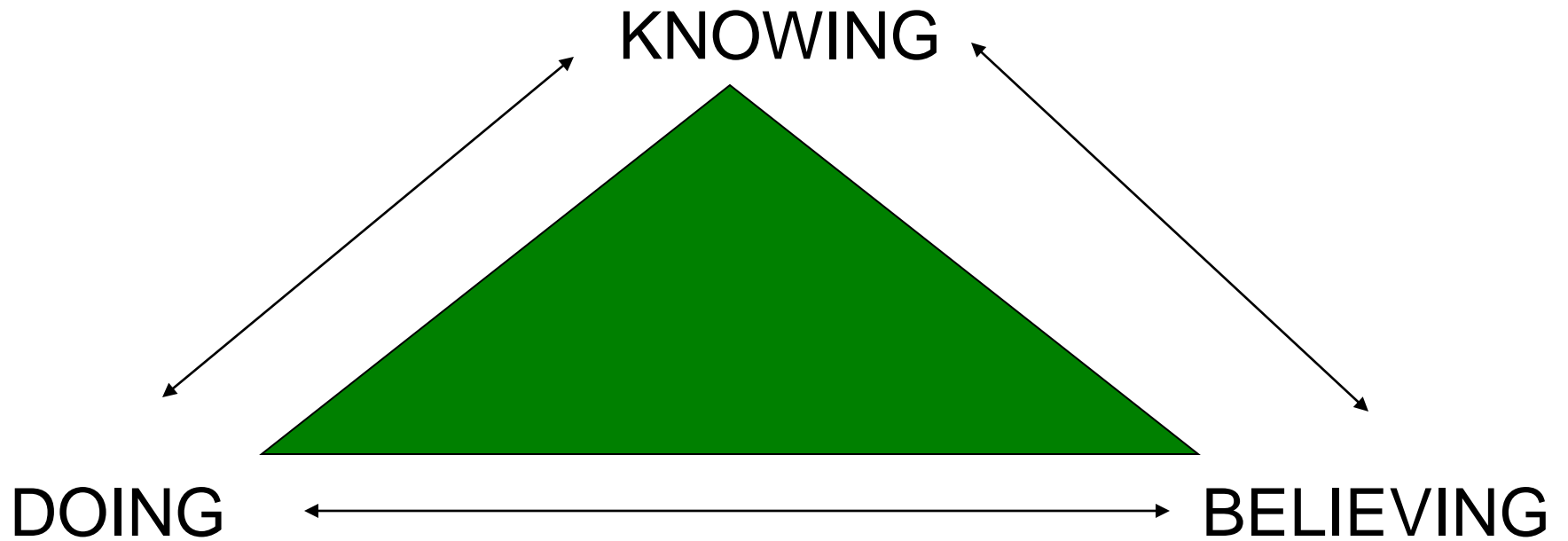
- Children (their interests, previous experiences and learning, culture, their communities, language)
- The broader social and educational context
- Why some children have difficulties in learning
- The curriculum
- Assessment
- Pedagogy
- Being a professional teacher
- Schools and schooling
- Themselves (their beliefs, assumptions and their world view)

Three elements are required

The Head (knowledge and understanding)

The Hands (skills and abilities)

The Heart (values, attitudes and beliefs)



SCOTTISH TEACHER EDUCATION COMMITTEE

National Framework for Inclusion

PRINCIPLES AND CONTEXTS

Social Justice	Inclusion	Legislation/policy/initiatives	Learning and teaching issues
<p>Human rights</p> <p>Right to education</p> <p>Rights in education</p> <p>Participation and diversity</p> <p>A learning environment free of discrimination</p>	<p>Given that all learners at some point may have additional support needs, under what circumstances might the following children be vulnerable?</p> <p>What are the issues of language, ethnicity, social class and poverty, specific learning difficulties, more able children, Scottish travelling communities and looked after children (LAC)?</p> <p>What are the issues of participation and access to inclusion (mainstream classroom, common curriculum framework, assessment, extra curricular activities)?</p> <p>What are the roles, responsibilities and professional identities of a beginning teacher?</p> <p>What are the opportunities and challenges of working with and through others?</p>	<p>Quality and Equity of Schooling in Scotland, OECD, 2007</p> <p>Getting it Right for Every Child: Implementation Plan, Scottish Executive, June 2006</p> <p>Children (Scotland) Act 1995</p> <p>The Education (Additional Support for Learning) (Scotland) Act 2004, Supporting Children's Learning: code of practice (2005)</p> <p>SQA Framework for National Qualifications</p> <p>Disability Discrimination Act, 1995 (as amended 2005)</p> <p>Disability Equality Duty, 2006</p> <p>Inclusion and the Additional Support for Learning Act: a paper for professional reflection, 2006</p> <p>Curriculum for Excellence</p> <p>Happy, Safe and Achieving Their Potential: Guidance review 2004</p> <p>UN and European Conventions</p> <p>Standards in Scotland's Schools etc. Act, 2000</p>	<p>Promoting learning of literacy and numeracy across the curriculum.</p> <p>Raising awareness of the importance of the social and emotional climate for learning.</p> <p>Raising awareness of a variety of appropriate teaching, learning and assessment approaches.</p> <p>Encouraging the appreciation of the range of interests, experiences and needs within and beyond the classroom and the ability to address these by focusing on what the child already knows and can do.</p> <p>Increasing opportunities and removing barriers to learning and participation.</p> <p>Providing learning opportunities for students to think about their teaching and develop their understanding of different aspects of inclusion.</p>

SITE	Student Teachers	SFR	Teachers	Advanced Professionals
VALUES AND BELIEFS				
<p>Value and demonstrate a commitment to social justice, inclusion and protecting and caring for children.</p>	<p>Students explore their assumptions about children and young people, schools and social justice by considering the following types of question:</p> <ul style="list-style-type: none"> What is it to be human? What do we make of difference? To what extent are all learners valued? How does schooling reinforce inequality? To what extent can schools help overcome inequality and challenge discrimination? Who are the learners at risk of marginalisation? 	<p>Show in day-to-day practice a commitment to social justice, inclusion and caring for and protecting children.</p>	<p>Teachers should continue to explore their own assumptions in the light of their own experiences in schools and classrooms, by considering the following types of question:</p> <ul style="list-style-type: none"> Why do some learners experience difficulties in learning and participation? To what extent do teacher attitudes, school and classroom factors contribute to these difficulties? To what extent are some of these factors attributable to learners or wider social factors e.g. parents, community? How do these two sets of factors interact? What are the barriers to learning and participation within schools and classrooms? (Curriculum, systems of assessment, reward systems, setting, streaming?) 	<p>Teachers should critically examine their assumptions and the assumptions of others in the light of evidence and their own experiences in schools and classrooms, by considering the following types of question:</p> <ul style="list-style-type: none"> Who are the learners who are perceived as having difficulties in learning? To what extent do assumptions, expectations, values and beliefs contribute to learners having difficulties in learning? To what extent are various assumptions, values and beliefs apparent in policies and practices at the national, local and school level?
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING				
<p>Draw on relevant principles, perspectives and theories to inform professional values and practices.</p> <p>Acquire an understanding of research and its contribution to education.</p>	<p>Students should acquire a knowledge and understanding of current policy, practice and provision.</p> <ul style="list-style-type: none"> What are the policies that influence the development of practice and provision in the area of inclusion? What legislation supports the promotion of equity and the elimination of discrimination? What are the different forms of support? How helpful are these forms of support? What are the implications for working with and through other adults (e.g. parents and other agencies)? <p>Students should acquire a knowledge and understanding of learning theories and pedagogical practices.</p> <ul style="list-style-type: none"> What are the conditions which promote children's development? What forms of pedagogy promote children and young people's learning? How does theory help us understand why? 	<p>Have a broad critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.</p> <p>Articulate professional values and practices and relate them to theories, principles and perspectives.</p> <p>Have research based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.</p>	<p>Teachers should develop a knowledge and understanding of current policy, practice and provision, in the light of their own experiences in schools and classrooms by considering the following types of question:</p> <ul style="list-style-type: none"> What are the limitations of legislation? What is helpful about that legislation? What are the features of effective planning for learning for classes, groups and individuals? What issues must be addressed when working with and through other adults (e.g. parents and other agencies)? 	<p>Teachers should critically explore knowledge, research and literature relating to current policy, practice and provision and relate it to their own experiences in schools and classrooms. The following questions might be considered:</p> <ul style="list-style-type: none"> What is the intent of current legislation? What are the contradictions that exist in current policy and legislation? What are the features of effective teaching and learning for classes, groups and individuals? In what ways does working with and through other adults effectively support learning, teaching and participation? What are the resources that are available to support learning and equal participation within the classroom and school? How are these resources deployed and how effective are they? Who else can assist with issues of equity, access, inclusion and achievement e.g. parents, voluntary organisations, faith groups and other professionals? <p>Teachers should develop appropriate and relevant knowledge and understanding of specific specialist areas of additional support needs. Teachers should critically examine the research evidence and pedagogical practices associated with the specific specialist area.</p> <ul style="list-style-type: none"> What would be the features of an inclusive pedagogy? What would be the features of an anti-discriminatory pedagogy?
PROFESSIONAL SKILLS AND ABILITIES				
<p>Plan coherent, progressive teaching programmes which match what pupils' needs and abilities, and justify what they teach.</p> <p>Set expectations and a pace of work which make appropriate demands on all pupils.</p>	<p>Students should acquire skills and abilities to recognise and build upon previous experiences and learning of pupils, groups and classes.</p> <ul style="list-style-type: none"> What are the resources for learning in the classroom? Do these assist inclusion and diversity? How can we develop opportunities for participation and collaboration (learning together)? What is meant by ability? To what extent is it possible to know a learner's ability? What do we mean by achievement? What forms of achievement are valued (academic, literacy, social and emotional, creative, physical, health and well being, other)? Whose achievement is of value? How do we know learners are achieving? How do we ensure learners are achieving? 	<p>Plan coherent, progressive and stimulating teaching programmes which match pupils' needs and abilities, and can justify what they teach.</p> <p>Use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of pupils.</p> <p>Set and maintain expectations and pace of work for all pupils.</p>	<p>Teachers should identify evidence of the following indicators within their practice:</p> <ul style="list-style-type: none"> Are some forms of achievement more valued than others? Are some learners' achievements more valued than others? Are learning and teaching approaches being used to improve the achievement of all? Are the approaches being used effective? Are there any inherent disadvantages to the learner of these approaches? 	<p>Teachers should develop research skills and abilities in order to extend understanding of why some children experience difficulties in learning and participation.</p> <p>Teachers should collect and analyse evidence to report on small scale investigations designed to improve learning and participation.</p>

How might we know if what we do makes a difference?

- Conducting research on outcomes of our courses
 - Do they make a difference ‘here and now’ and in the future
 - Monitoring students’ learning and professional behaviour
 - Follow-up studies of new teachers in schools
 - By involving key-stakeholders
 - By reviewing the way we make judgments about our students
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Some concluding thoughts

The relationship between teacher education, educational equity and student outcomes requires on-going examination

- Reform of ITE is but the first step
 - Teacher educators as well as teachers need support and professional development
 - A political and educational consensus needs to be built
 - Reform is complex and long-term process
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More information

- www.frameworkforinclusion.org

- Agencia Europea para el Desarrollo de la Educación del Alumnado con Necesidades Educativas Especiales

1) *TEACHER EDUCATION FOR INCLUSION: International Literature Review*

2) *FORMACIÓN DEL PROFESORADO PARA LA EDUCACIÓN INCLUSIVA EN EUROPA Retos y oportunidades*

- <http://www.european-agency.org>
