



Developing Inclusion Competences in B.Ed. programmes

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Approaches to Understanding Inclusion

Inclusion is thought of in terms of two broad categories:

Inclusion of Pupils with Special Educational Needs

- Learning needs
- Disability



Social Inclusion

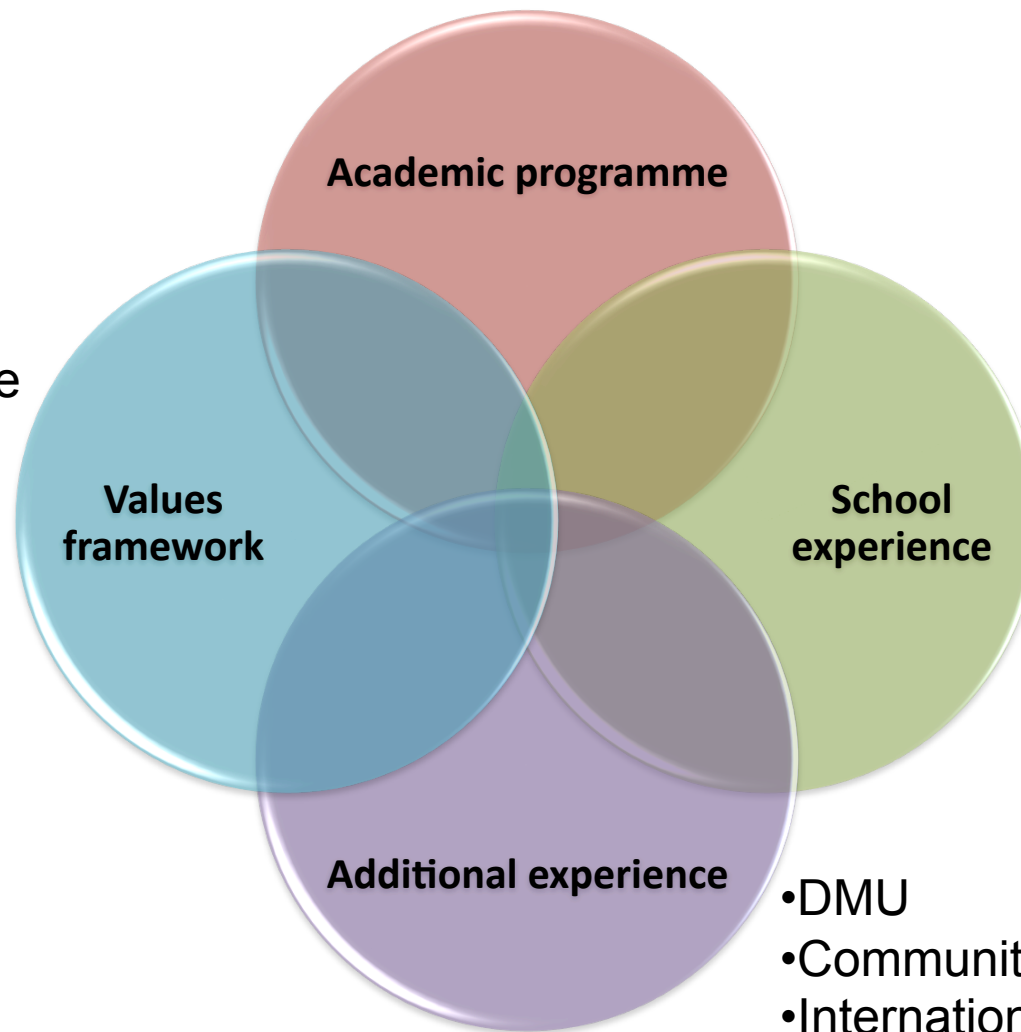
- Socio-economic disadvantage
- Religious perspectives
- Cultural perspectives
- Ethnic origin
- Gender

Removing barriers to learning

How do we do it?

The framework for competence development

- College traditions
- GTCNI Competence framework
- The Reflective and Activist Practitioner



- DMU
- Community-based initiatives
- International and Global Dimensions

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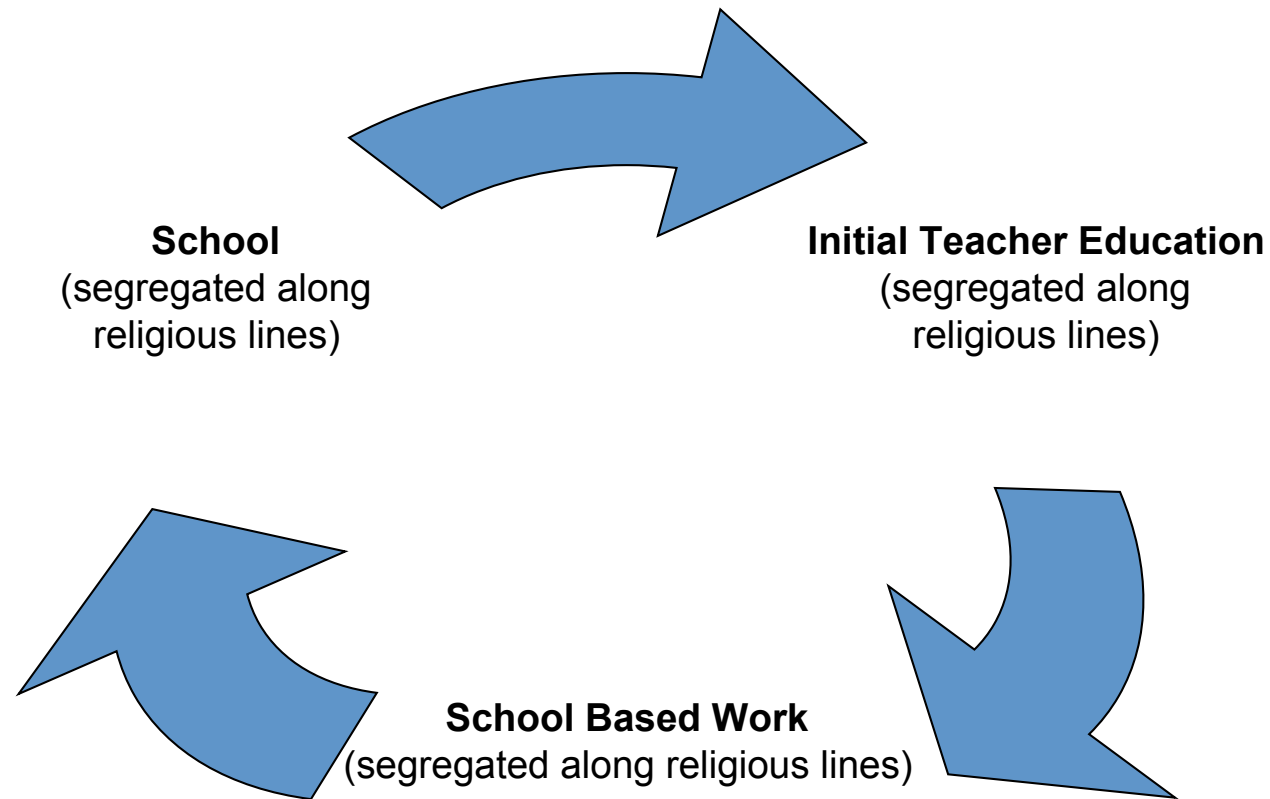
- Revision of B.Ed. (2009 and ongoing)
 - Content:
 - infusion of SEN throughout modules (Education Studies and subject modules)
 - compulsory content in year 3 on cultural diversity/EAL
 - skills-based/foundational (rather than exhaustive)
 - Rationale for content and relation to GTC competences
 - Years 1-3 (compulsory modules)
 - Year 4 (specialist options)

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- Placements
 - Year 1 Diversity visits
 - Year 3 post-primary Special School Placements
 - Year 4 Alternative Placements

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- Year 1 Diversity Visits
 - First year student teachers on the four year B.Ed. Degree in post-primary education
 - Students visit three different schools on consecutive days
 - A Controlled (de facto Protestant) non-selective
 - A Maintained (Catholic) non-selective
 - An integrated school

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- Very positive feedback
 - 96% rated the experience valuable or very valuable.

It has broadened my awareness of different school communities, all very positive but different from each other nonetheless.

I feel my stereotypes have been reduced and my understanding of a school as a diverse society has increased.

A very positive experience. Would never have had the opportunity to talk to a priest or be in a Catholic environment. School looked quite normal inside. Not as many statues as I thought there would have been.

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- School Placements ctd.
 - Year 3 post-primary Special School Placements
 - now entering its third year
 - 100 students to date
 - 12 schools (MLD, SLD)
 - Year 4 Alternative Placements
 - now entering its fifth year
 - education-related settings (e.g. special schools, AEPs, BBC, Ulster Folk and Transport Museum, Ulster Scots Agency)

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- Student comments from special school placement:
- *It is fair to say that I had expected School X and indeed other special schools to be 'doom and gloom'. I had the stereotypical view that it would be like a hospital or day care centre with a depressing atmosphere. However the school ethos and environment were much more positive than any mainstream school I have visited.*
- *The atmosphere within the school was very caring, full of warmth and compassion.*
- *If the chance did crop up in the future, at least now I would be able to make an informed decision on whether or not I would apply for the job.*

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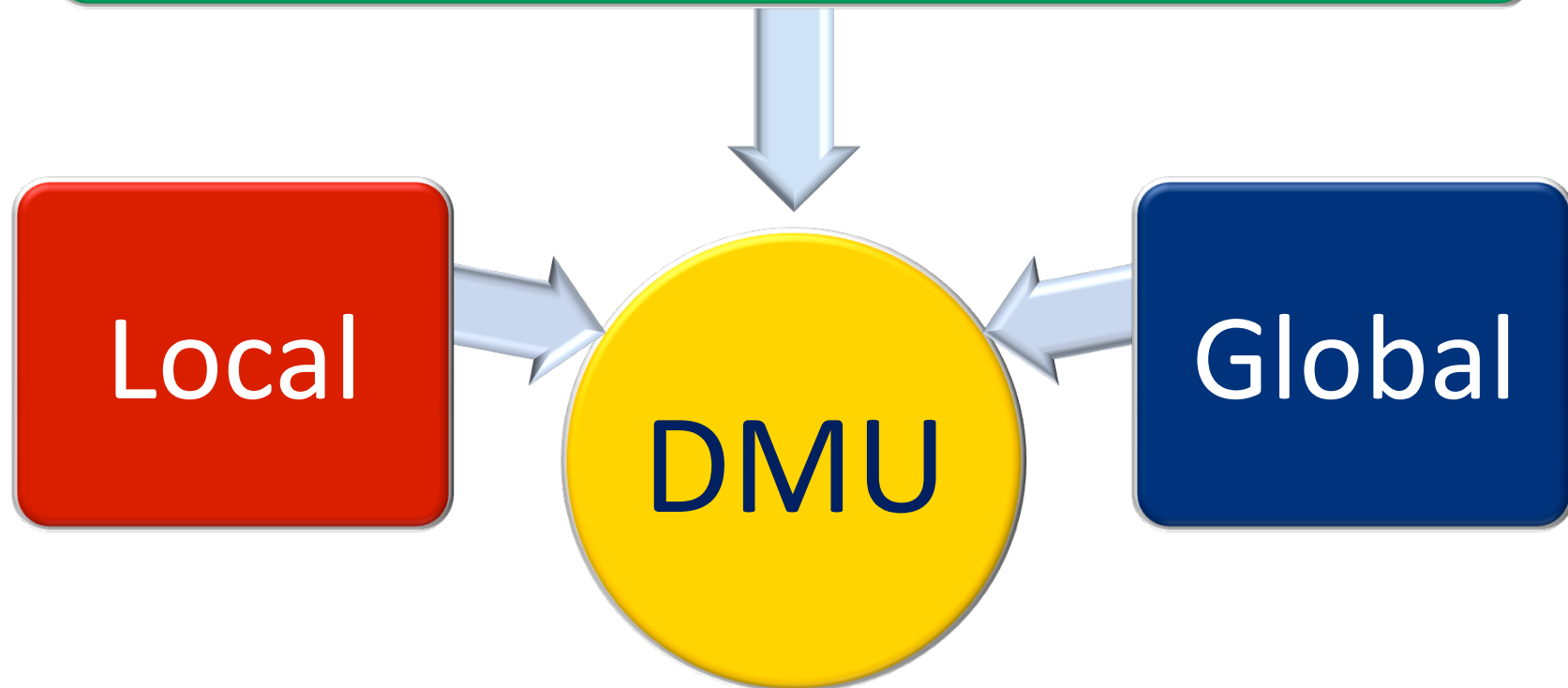


The 'Big' Picture

Stranmillis and St. Mary's University Colleges



To provide opportunities for teacher education students from both university colleges to meet together to explore and discuss issues around diverse and shared heritage in our society by means of a range of interactive and genuinely collaborative activities.



Challenges and opportunities

