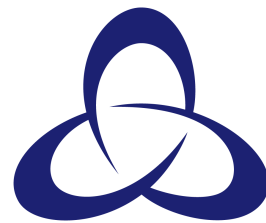


# Leading on Inclusion

THE CONSORTIUM OF HIGHER  
EDUCATION INSTITUTIONS

STRENGTHENING SPECIALIST SEN  
EXPERTISE AMONG SERVING TEACHERS: A  
POSTGRADUATE DIPLOMA IN 6 MODULES



Canterbury  
Christ Church  
University

## “Leading On Inclusion...”: The purpose...

- ▶ Recruit a group (around 50) of experienced teachers/SENCos/Advisers
- ▶ Design 6 Masters modules to develop their ability to support colleagues in other schools
- ▶ Strengthen the inclusion of pupils with SEN & Disabilities in the classroom
- ▶ Deliver flexible and blended learning experience based on action research and evidence based practice
- ▶ In parallel run an ‘Evaluation Research’ to assess the impact on schools, teachers and parents

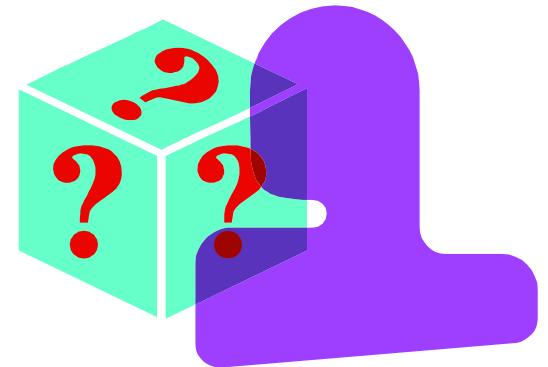


# Starting points...3 Year programme

- ▶ Initially agreeing a **statement of ethics and values**
- ▶ **The 6 modules** were designed by members of the Consortium, written by CCCU Team
- ▶ Recruited 50 students in each year, ten from each of the five HEIs.
- ▶ Maintained a **flexible approach** to module delivery
- ▶ Review meeting on each module based on participant **evaluation and tutor feedback**
- ▶ **Materials** for the programme include blended and interactive learning and media materials – now on TDA web site
- ▶ The **impact evaluation research** – the work of the participants, pupil and parent voices, as well as feedback from tutors and local authorities.

# RAISING ETHICAL AWARENESS

- ▶ Issues of equality and equity
- ▶ Their own basic ethical standpoint
- ▶ Their expressed values
- ▶ Consultation and retirement
- ▶ Confidentiality authorisation
- ▶ Quality and rigour
- ▶ Interpretation and voice
- ▶ Authorship, accountability and ownership





# ACTION RESEARCH....

Action research is 'the study of a social situation with a view to improving the quality of action within it'.

Engaging with evidence bases and reflecting critically on practice...



# Further considerations...

- ▶ Positive and negative influences
- ▶ The teacher as originator or pawn
- ▶ Activating tacit knowledge
- ▶ The professional development perspective
- ▶ The research and evaluation perspective



# New directions in school improvement... teamwork and support

- ▶ All members of the school have the opportunity to contribute to the school's vision
- ▶ External pressures for change provide opportunities for schools to secure internal priorities
- ▶ The school seeks to create opportunities for all members of the school community to learn
- ▶ The school seeks to put in place structures which encourage collaboration and lead to the empowerment of individuals and groups
- ▶ Monitoring and evaluation are shared by all members of staff.

(Based on Ainscow et al., 1994:5)



# Developing Evidence Based Practice on Inclusive Strategies...

- ▶ **NO** research is 'absolutely' real
- ▶ **ALL** research is flawed in some way or other
- ▶ Research is a slow march towards understanding – discovery is 10% inspiration and 90% perspiration
- ▶ Evidence bases developed by teachers and practitioners in any given field are more valuable than those provided by outsiders...



# Impact on teachers' practice...

- ▶ **Use qualitative evidence** (e.g. exclusion reports, personalised learning agendas, cross phase differences, assessment & observation practices) **to further develop skills and attributes for supporting SEN & Inclusion**
- ▶ ID participating teachers in a range of **settings and communities**, select case study schools & negotiate consistent recruitment and assessment procedures across Consortium
- ▶ **Build training & development profiles**, design the modules and involve specialist & special school personnel in delivery
- ▶ The universities were working in partnership with **eight local authorities**.

SEN

Inclusion

Raising standards

**The Importance of Teaching**

The Schools White Paper 2010



# Report of the work of the Consortium of Higher Education Institutions: October 2008

**Canterbury Christ Church University:**

Dr. John Cornwall (Director)

Dr. Lynne Graham–Matheson (Principal Research Fellow)

**Edge Hill University:**

Fiona Hallett

**Nottingham Trent University:**

Dr. Gill Richards

**Wolverhampton University:**

Karen Clarke

**Roehampton University:**

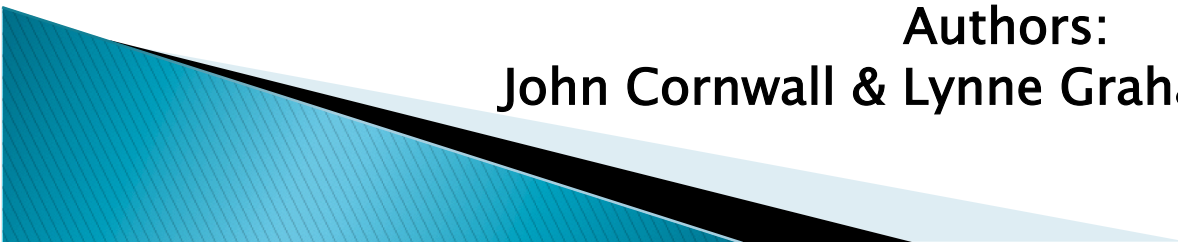
Cathy Svensson

Bridget Middlemas

Dr. Anastasia Liasidou

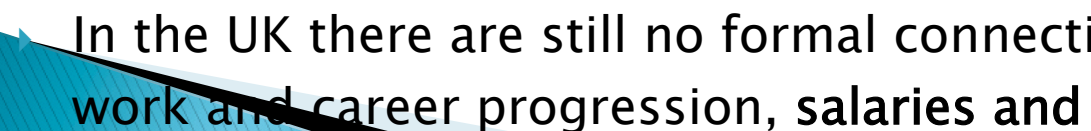
**Authors:**

**John Cornwall & Lynne Graham–Matheson**



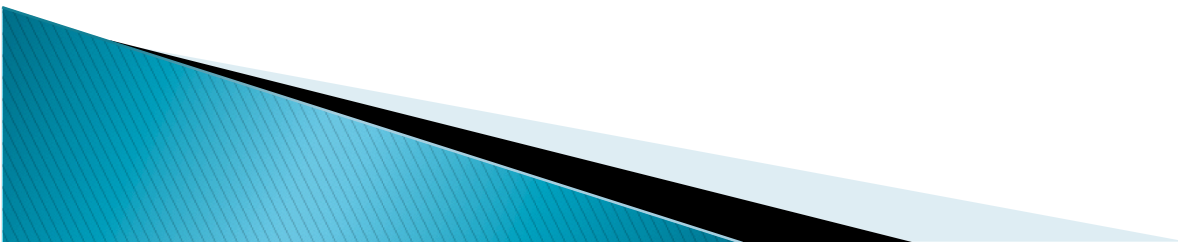


# Outcomes & *feedback from teachers...*

- ▶ *The structure of the course, allowing us to work collaboratively with colleagues, ... being able to go into someone else's classroom makes it real.*
  - ▶ *Children with complex needs and difficult behaviour are still difficult to include, despite the willingness of course participants. Still located in the medical model – ie it is often seen as all the child's fault and course participants have found it hard to tackle this with some colleagues in their school ...*
  - ▶ Participants were initially disappointed that there was little or no focus on enhancing their own professional SEN knowledge and skills – this became less of an issue when participants appreciated their **newfound insight into inclusion and the 'bigger picture'** ...
  - ▶ Teachers are unaware of what they do not know, so they do not always recognise **the need for further study or training**
  - ▶ In the UK there are still no formal connections between Masters level work and career progression, **salaries and status within the system**
- 

# Outcomes & *feedback from teachers...*

- ▶ Teachers are less convinced about the value of academic courses in relation to 'hands on' courses, e.g. tips for better behaviour from pupils
- ▶ Many topics will already have been encountered by participants in their professional roles, so in these cases it is not necessary to 'train' them but to introduce them to the relevant critical perspectives.
- ▶ *Work-shadowing has enabled participants to work in sectors other than their own (special and mainstream) which has encouraged staff working within each of these sectors to evaluate how best to facilitate inclusion. It has been encouraging to see course participants becoming more interested in evaluating data beyond their own role and school in order to gain a clearer picture of the Local Authority position.*



# Other outcomes supporting inclusive practices ...

- ▶ Structures for communications and decision making
- ▶ Better collegial relationships and more collaborative practices
- ▶ Better use of evidence to underpin practice
- ▶ Better quality professional discourse
- ▶ More consistency of practice
- ▶ Coherence of values and beliefs

