

Teacher Education for Inclusion

A PERSPECTIVE FROM THE UK –
INCLUDING UNIVERSITY PROVISION AND
ONE LOCAL EDUCATION AUTHORITY
ASPIRATIONS





MA Enabling Learning, Inclusion & Institutional Development

...through Inclusive Pedagogies, Early Intervention and New Perspectives...



Canterbury
Christ Church
University

Part time MA in 3 Stages/Years...

- Orientation to academic work and developing ethics, values
- Becoming an informed and reflective practitioner/researcher
- Research, critique and use the research literature effectively
- Critique, construct and use evidence informed practice
- Involve colleagues in the collection of evidence to support practice
- Confidence to undertake research and enquiry and change practice
- Develop research skills to final larger research project...

May map into specialist areas of knowledge...

- Autism Spectrum Disorders (ASD)
- Cognition and Learning, and Profound and Multiple Learning Difficulties (PMLD)
- Music as Therapeutic Communication
- Including Pupils with Physical disabilities
- Specific Literacy Difficulties/Dyslexia (SpLD)
- Speech, Language and Communication Needs (SLCN)
- Therapeutic Education.
- Social, Emotional and Behavioural Difficulties (SEBD)

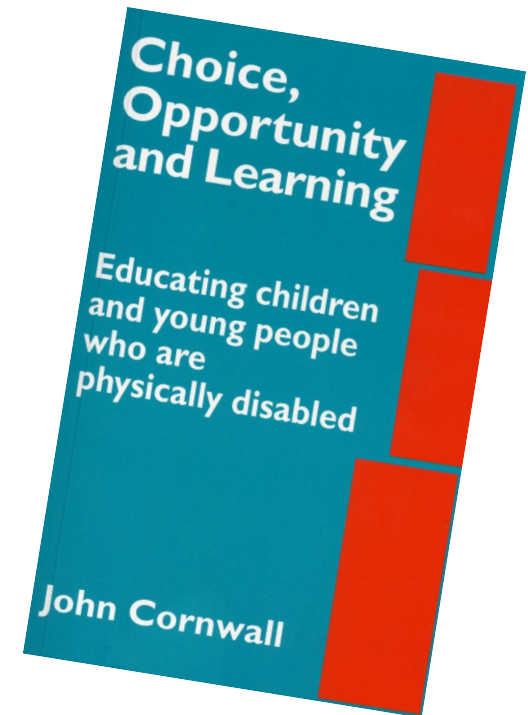


Understanding inclusion ...

- ▶ ...not just about disability & special educational need
- ▶ ...as a response to disciplinary exclusions
- ▶ ...all groups vulnerable to exclusion
- ▶ ...developing the school for all
- ▶ ...education for all
- ...a principled approach to education and society
- ...focus is on whole school policies and an appropriate curriculum.
- ...diversity is valued and celebrated.
- ...the environment adapts to the needs of the pupils.
- ...all pupils experience a diverse community in preparation for the diverse community beyond school.
- ...all pupils learn sensitivity to others' limitations.

NATIONAL DEVELOPMENTS THAT DRIVE AND SUPPORT EDUCATIONAL INCLUSION...

- Disability Discrimination Act (DDA) 1995
- Human Rights Act 2000
- Race Relations (Amendment) Act 2000
- National Curriculum Inclusion Statement 2000
- SEN Code of Practice (revised) 2001
- SEN and Disability Act 2001
- DfES & OfSTED Guidance 2001
- New OfSTED Framework 2003
- The Green Paper, 'Every Child Matters' 2003
- Removing Barriers to Achievement (DfES 2004)
- The Importance of Teaching– The Schools White Paper (2010)
- Support and aspiration: A new approach to special educational needs and disability: A consultation 2011



Special Educational Needs & Disabilities Act (SENDA) 2001 ...

Originally the DDA did not apply to most education providers, but the Special Educational Needs and Disability Act 2001 (SENDA) extended it to:

- ☐ local education authorities (LEAs)
- ☐ schools
- ☐ colleges
- ☐ universities
- ☐ providers of adult education
- ☐ the statutory youth service

...making 'reasonable adjustments' can include

- ☐ changes to practices or procedures
- ☐ changes to physical features
- ☐ providing extra support (such as specialist teachers or equipment)

The national curriculum (statements)...

- ▶ Inclusion is about the active presence, participation and achievement of all pupils in a meaningful and relevant set of learning experiences
- ▶ One of the main purposes of the whole-school curriculum will be to establish the entitlement to a range of high-quality teaching and learning experiences, irrespective of social background, culture, race, gender, differences in ability and disabilities

Evaluating Educational Inclusion – Guidance for Inspectors and Schools (OfSTED HMI 235)

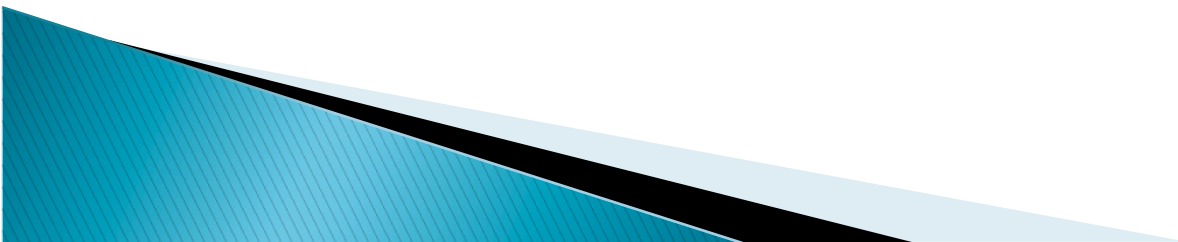
Inclusion is:

- ‘About equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background.’
- ‘It pays particular attention to the provision made for and the achievement of different groups of pupils within a school.’

Every Child Matters – 2003

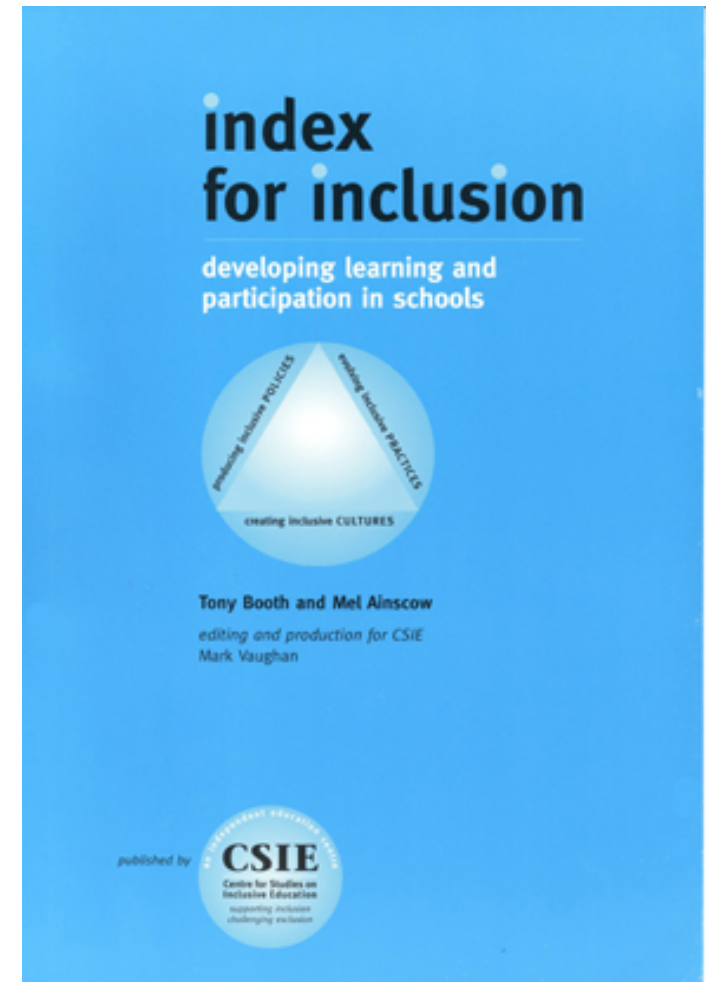
Child focused services...wellbeing and multi-agency collaboration...

- ▶ Be healthy
- ▶ Stay safe
- ▶ Enjoy and achieve
- ▶ Make a positive contribution
- ▶ Achieve economic well-being



INCLUSION...

- CONTROVERSIAL
- PROBLEMATIC
- POLITICAL
- A HUMAN RIGHTS ISSUE



Special Educational Needs Code of Practice

LEAs, Head Teachers and Governors of Schools, early education practitioners and other interested parties.

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Some barriers to achievement...

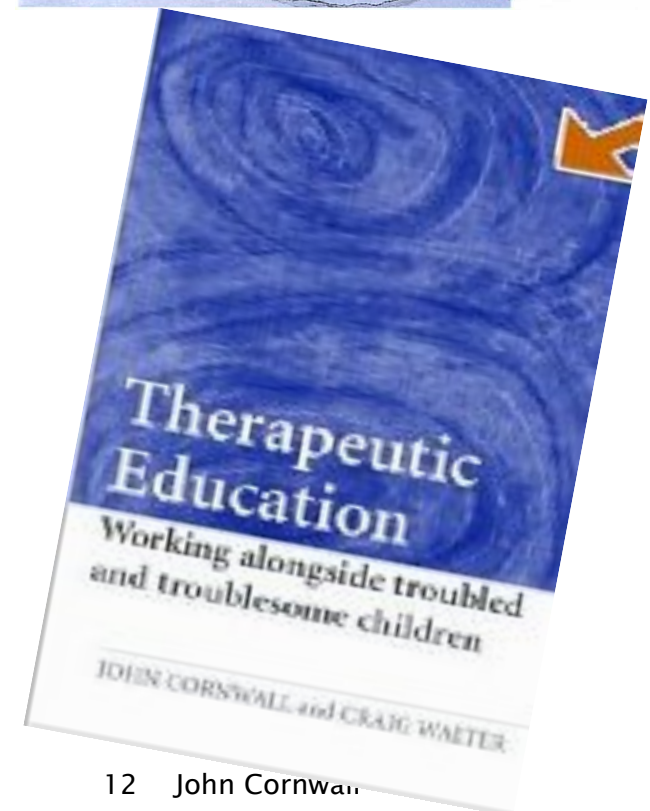
- ▶ Competitive standards & ethos/League Tables
- ▶ Insensitive targets and bullying... Attitudes
- ▶ Fear of OfStEd & failure
- ▶ Premature labelling of children
- ▶ Poor teamwork & inter-agency cooperation
- ▶ Media portrayal of school life and young people
- Time ... Not enough
- Skills of the adults
- Environment
- Curriculum ... inflexible

Children &
Young People



CRIMEWAY ... gang
AGE 16, HAS TOWN rule estate
IN GRIP OF TERROR Nine-year-old thug
SCANDAL OF LAWLESS BOY 12 in gun crime boom

Left: recent headlines suggest Britain's criminals are getting younger. Far right: children bask in the positive glow of a 'reward wall' at the nurture group in St Laurence's school



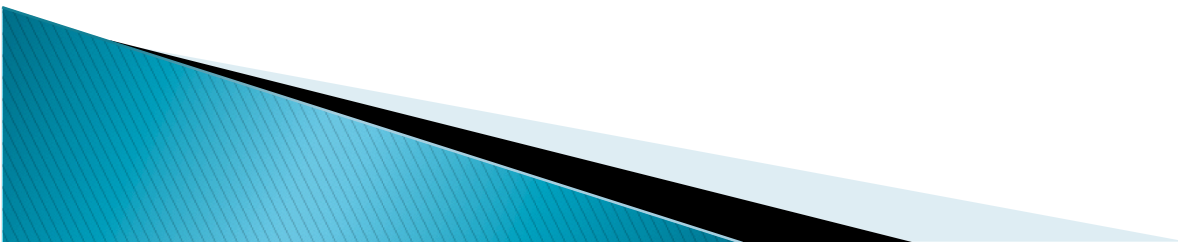
Baroness Warnock generates controversy!!



20% SEN ...but about 3–5% with more complex needs...

Recent initiatives UK...

- ▶ “The evidence from around the world shows us that the most important factor in determining the effectiveness of a school system is the quality of its teachers.....all the evidence shows that **good teachers make a profound difference.**” The Importance of Teaching– The Schools White Paper 2010.
- ▶ “For those children that face the greatest educational challenges, high quality teachers trained to support pupils with a wide range of SEN will be the most powerful way to **drive up attainment**” Support and aspiration: A new approach to special educational needs and disability: A consultation 2011.



Kent Local Authority – Mainstream Minimum Standards for all Learners – New?

- ▶ **LA Collaboration:** *Primary, secondary and special school head teachers and local authority officers*
- ▶ **Recent context:** *“Support and aspiration: A new approach to special educational needs and disability: A consultation 2011” (SEN Green Paper) and “The Importance of Teaching: The Schools White paper 2010”.*
- ▶ **Good quality mainstream provision:** *Reduce the need for the deployment of more expensive resources, therefore delivering better value for money.*

Kent Strategy based on expectations of schools as a whole – not just individuals ... 3 main strands...

- ▶ **Whole School Response and Personalised Quality First Teaching:** The school has an Equality Scheme and Accessibility plan; all teachers have foundation level understanding and skills; support their emotional well-being; progress tracked; flexible use of the environment; school's regular scrutiny of quality of teaching.
- ▶ **Targeted support for Individual and small group short term interventions:** Additional assessment/information; specialist training in high incidence needs; provision map; interventions are evaluated.
- ▶ **Personalised / Individualised Learning Long term interventions:** Statement of SEN; IEP with SMART targets; External advice given in reports; create and implement a care plan

Still categorising learners ... a necessary approach?

- ▶ Cognition and Learning Needs
- ▶ Communication and Interaction
- ▶ Behavioural, emotional and social development
- ▶ Physical and sensory need
- ▶ Autism

“Leading On Inclusion: Strengthening SEN Support”: A national ‘Pilot Project’ with 50 teachers in different regions...

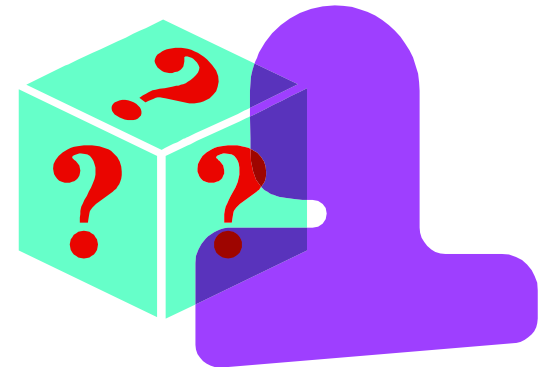
THE CONSORTIUM OF HIGHER EDUCATION
INSTITUTIONS
STRENGTHENING SPECIALIST SEN EXPERTISE
AMONG SERVING TEACHERS: A POSTGRADUATE
DIPLOMA IN 6 MODULES

“Leading 5 universities in...

- ▶ Initially agreeing a statement of ethics and values
- ▶ **Designing 6 Master’s modules** designed by members of the Consortium, written by CCCU Team
- ▶ **50 students in each year**, ten from each of the five HEIs.
- ▶ A **flexible approach** to module delivery (regional differences)
- ▶ Reviewing and modifying 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** – from participants, pupil and parent voices, as well as feedback from tutors and 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...



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



This is on the
Teacher
Education 4
Inclusion web
site –
accessible as a
PDF file

Authors:

John Cornwall & Lynne Graham–Matheson



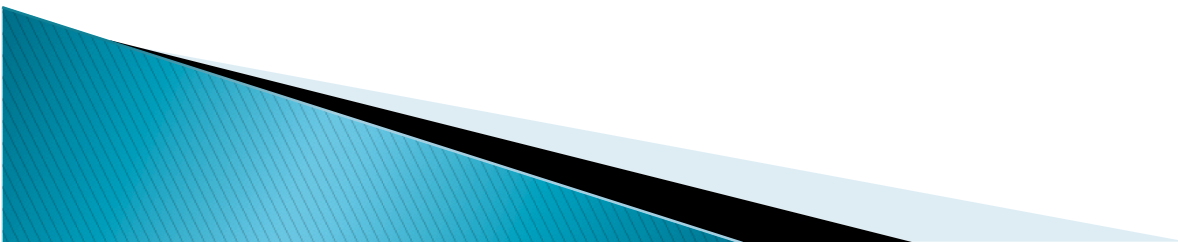
Outcomes & *feedback from teachers...*

- ▶ *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 participants. Still located in the medical model – i.e. often seen as all the child's fault – found it hard to tackle this with some colleagues in their school ...*
- ▶ 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.*



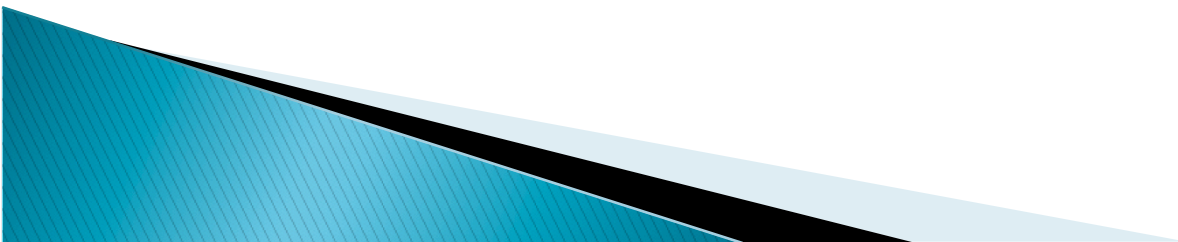
Other outcomes supporting inclusive practices ...

- ▶ 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



Legislation & Inclusion – Qs...

- ▶ “Our current society is not inclusive, and if it is to become so, through a process of education, radical political solutions are required”.
- ▶ “How will the inclusive system deal with teachers in mainstream settings who continue to insist that they do not choose to work with children who have complex learning difficulties?”
- ▶ “The drive towards increased standards has created a barrier for those pupils who have SEN in enabling them to take up their rights to integration and inclusion...publication of league tables...attainment as output”...



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