# Supporting Learners in Further Education in Killester College

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Killester College of Further Education

CDVEC

Excellence through Accessibility 2011

Killester College of FURTHER EDUCATION

# Outline of Presentation

- CDVEC Disability Support Service
- Profile of Killester College of FE
- What do we mean by Inclusive Education?
- KCFE Journey towards Inclusion
- Has Inclusion Worked?
- Issues still remaining
- Students' Voice

# CDVEC Disability Support Service (DSS)

- A Collaboration with National Learning Network since March 2001
- Available in 8 Colleges of Further Ed.
  - Ballyfermot CFE
  - Pearse CFE
  - Coláiste Ide CFE
  - Whitehall CFE
  - Inchicore CFE
  - Coláiste Dhúlaigh CFE
  - Plunket College
  - Killester CFE
- CDVEC DSS Principal's Manual (2007)
- CDVEC Study Skills Manual (2010)

# Profile of Killester College 2010/2011

- Full-time day – 380 (PLC and Core VTOS)
- Part-time day – 170 (BTEI)
- Part-time evening – 350
- Total = 800
- 102 day students declared Learning Support Need
  - 80 Full-time PLC
  - 2 Core VTOS
  - 20 Part-time BTEI students (18.54% of pop.)
- 41 receiving learning support
- 21 HEA Funded

# Profile of Killester College 2010-2011 contd.

- Full-time
- Age range: 17-82  Average age: 26
- Part-time (day)
- Age range: 21-84  Average age: 45

| | Full-Time | Part-time | Total |
|---|---|---|---|
| EU | 23 | 3 | 26 |
| Non-EU | 29 | 4 | 33 |
| Total | | (26 countries) | 59 |

# Barriers our students have encountered

- Self confidence, self esteem, self belief
- Lack of previous formal qualifications
- Childcare
- Caring duties
- Financial – e.g. loss of a job, cost of travel
- Literacy and/or under education
- Mental Health Issues, e.g. anxiety, support from family and friends
- Understanding the system, e.g. what is CAO?
- Basic organisational & study skills
- Learning Support Needs

# The Challenge

"Put simply, we want to avoid a viewpoint which locates the difficulty or deficit with the student and focus instead on the **capacity of the educational institution to understand and respond to the individual learner's requirements**. This means that we must move away from labelling the student and towards creating an appropriate educational environment; concentrate on understanding better how people learn so that they can be helped to learn; and see people with disabilities and/or learning difficulties first and foremost as learners."

*Tomlinson Report, 1996*

# In other words…

If students can't learn from the way we teach then

we must teach in a way that students learn!

# Inclusive Education

Inclusive education is about improving the quality of learning for all students by dealing with all barriers to accessing, participating and succeeding in learning, whoever experiences them and wherever they are located throughout all aspects of the college – our culture, policies and practices.

(Ainscow and Booth, 2002)

# Key Outcomes of Inclusive Education

- From "minding people with disabilities" to active citizenship
- Facilitating successful participation
- Development of independent learning skills

# The Journey towards Inclusion

- A Whole College approach to the evaluation of every aspect of our work from an inclusion perspective
- Cannot be a little inclusive or partially inclusive!
- Policy on Inclusive Learning – the primary policy of the College
- Inclusion became the dynamic for our development planning

# The Journey towards Inclusion

- Staff Development Programme – ongoing for all staff
- Inclusive Environment for Students – restructure the way the college is organised.
- Principles of Person-centred planning
- Building and technical infrastructure – NB ICT
- Prioritise funding
- Provide the support and expect the performance!

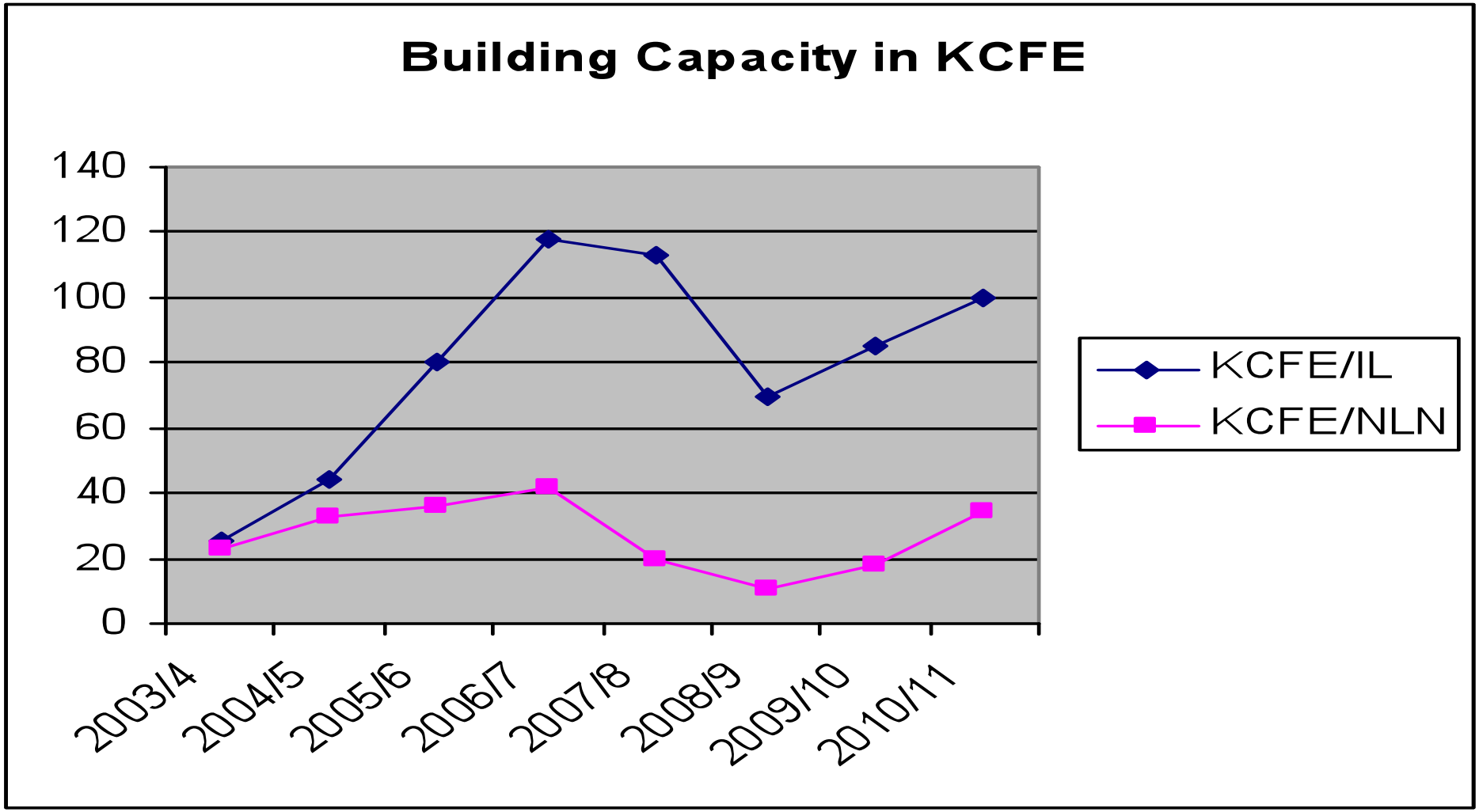
# Present Day…
# Inclusive Access to Courses

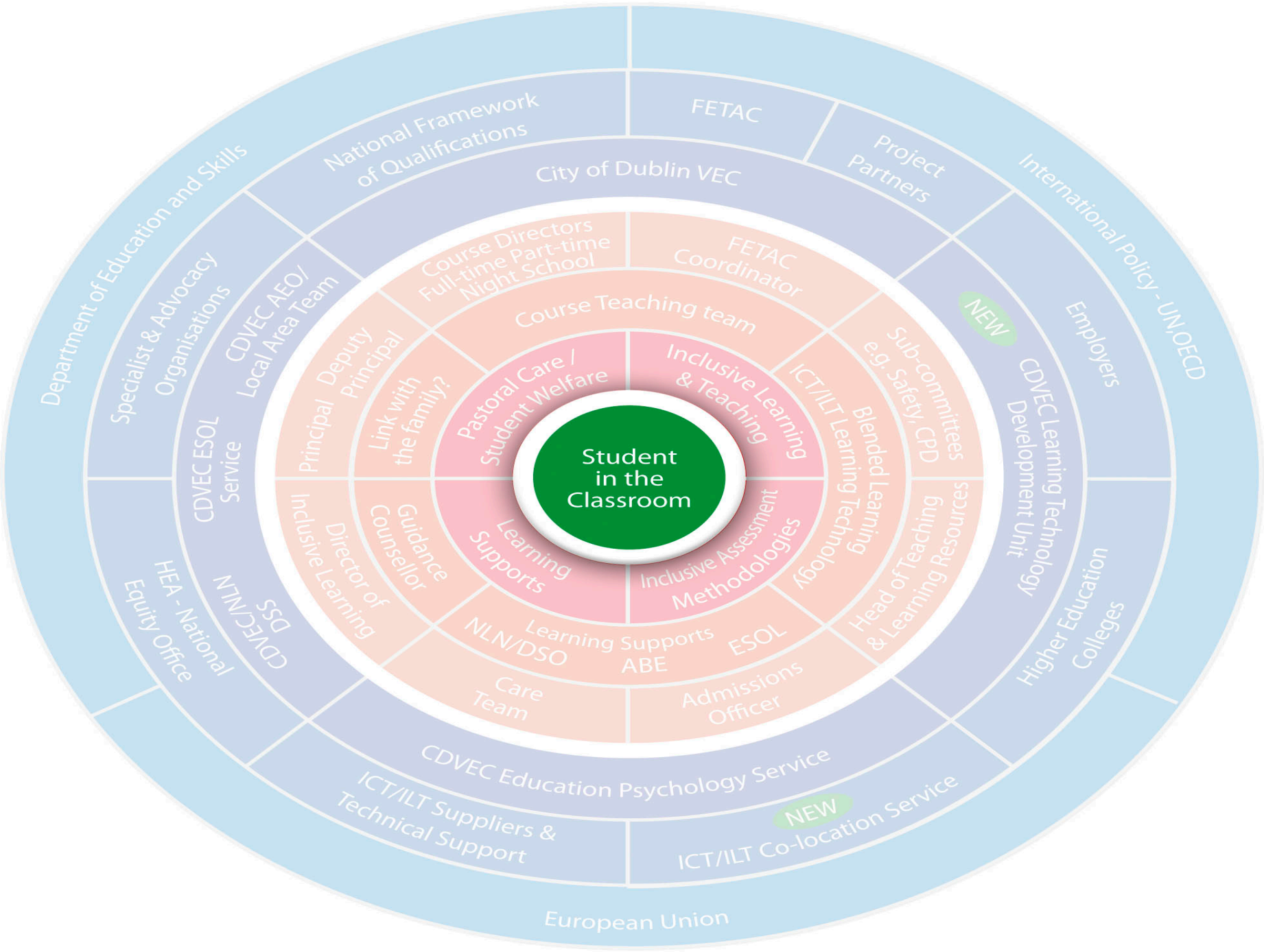
- Admission Policy and Procedures
  - when and how do you say no!
- Danger of Setting student up to fail!
- Replace "Entry Requirements"
  with "Capacity to Successfully Participate"
  - classroom element and work placement?
- Self-Declaration Model – begin at Open Day
- Functional Deficit Model of Learning Support

# Successful Participation - Change the focus from teaching to learning

- Importance of pre-course induction
- Inclusive Teaching and Assessment Methodologies
- ICT facilities – Moodle and wireless network
- Learning Supports – Visiting DSO
- Guidance Counsellor
- Pastoral Care – Care Team
- NB Communications and Personal Effectiveness
- Work Experience Placement very difficult

# Building Capacity in KCFE

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Principal Deputy Principal
Link with the family?
Sub-committees e.g. Safety, CPD
Director of Inclusive Learning
Guidance Counsellor
Course Directors Full-time Part-time Night School
FETAC Coordinator
Course Teaching team
Learning Supports NLN/DSO
ESOL
ABE
Care Team
Admissions Officer
NEW
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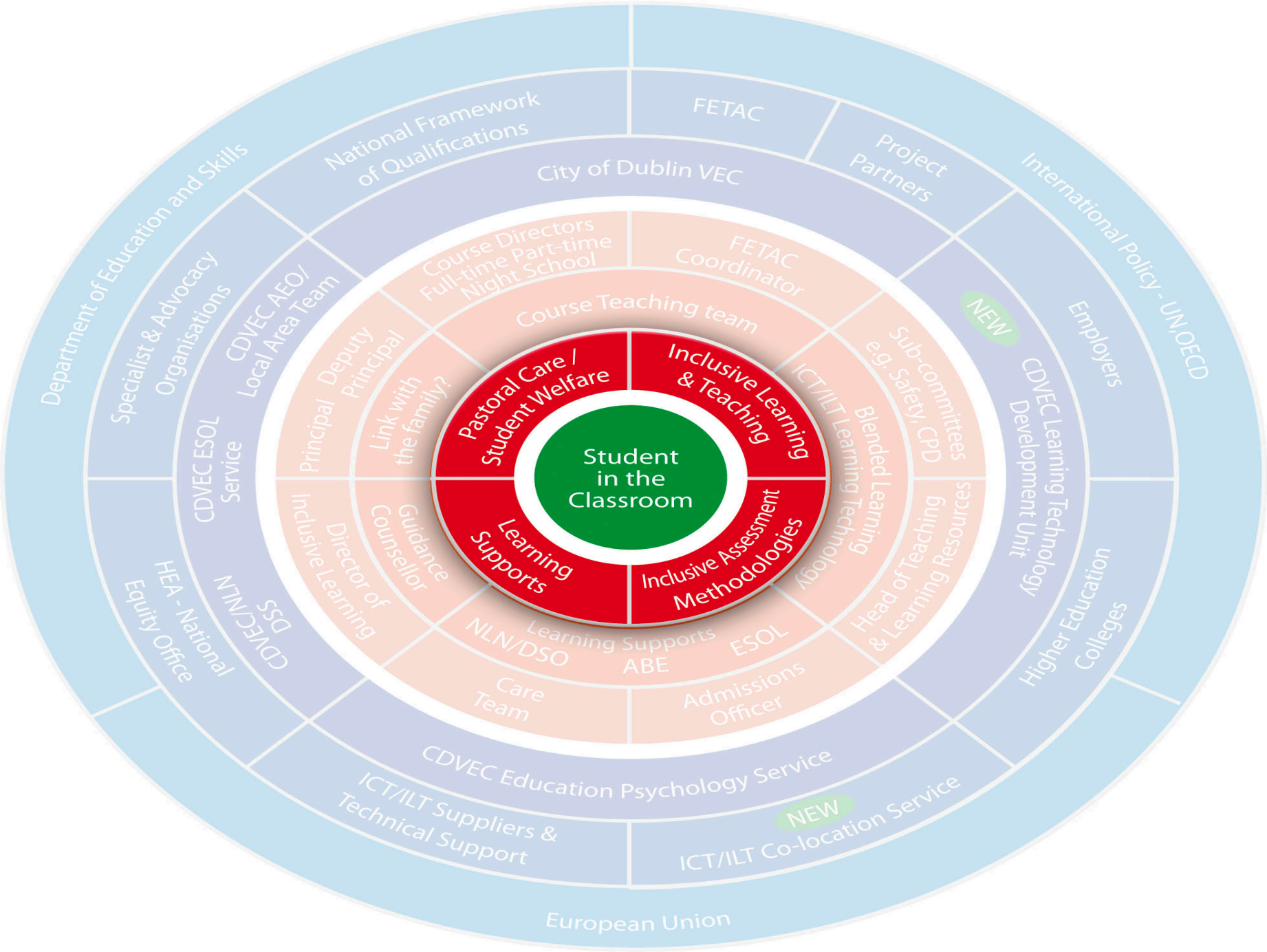
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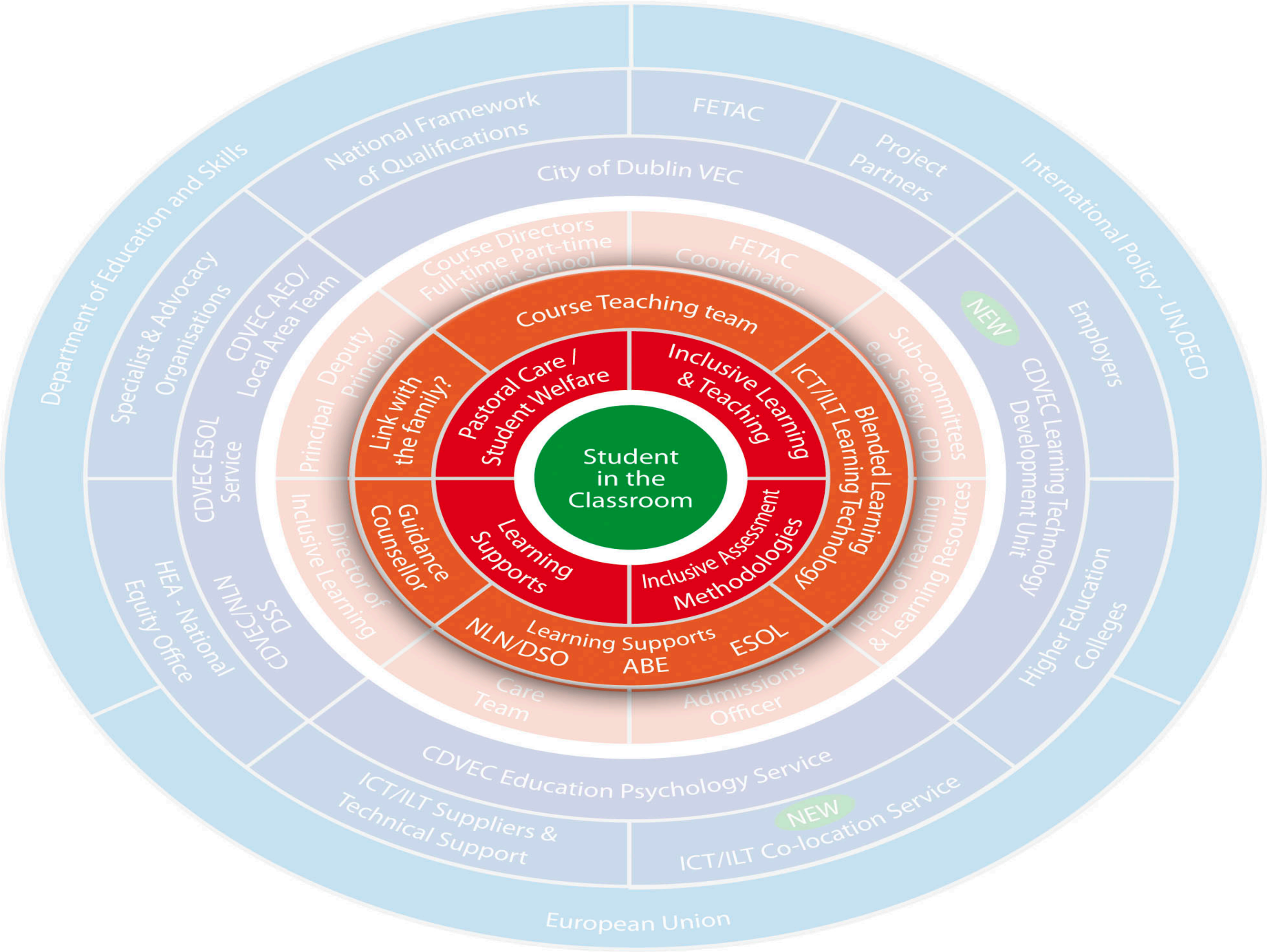
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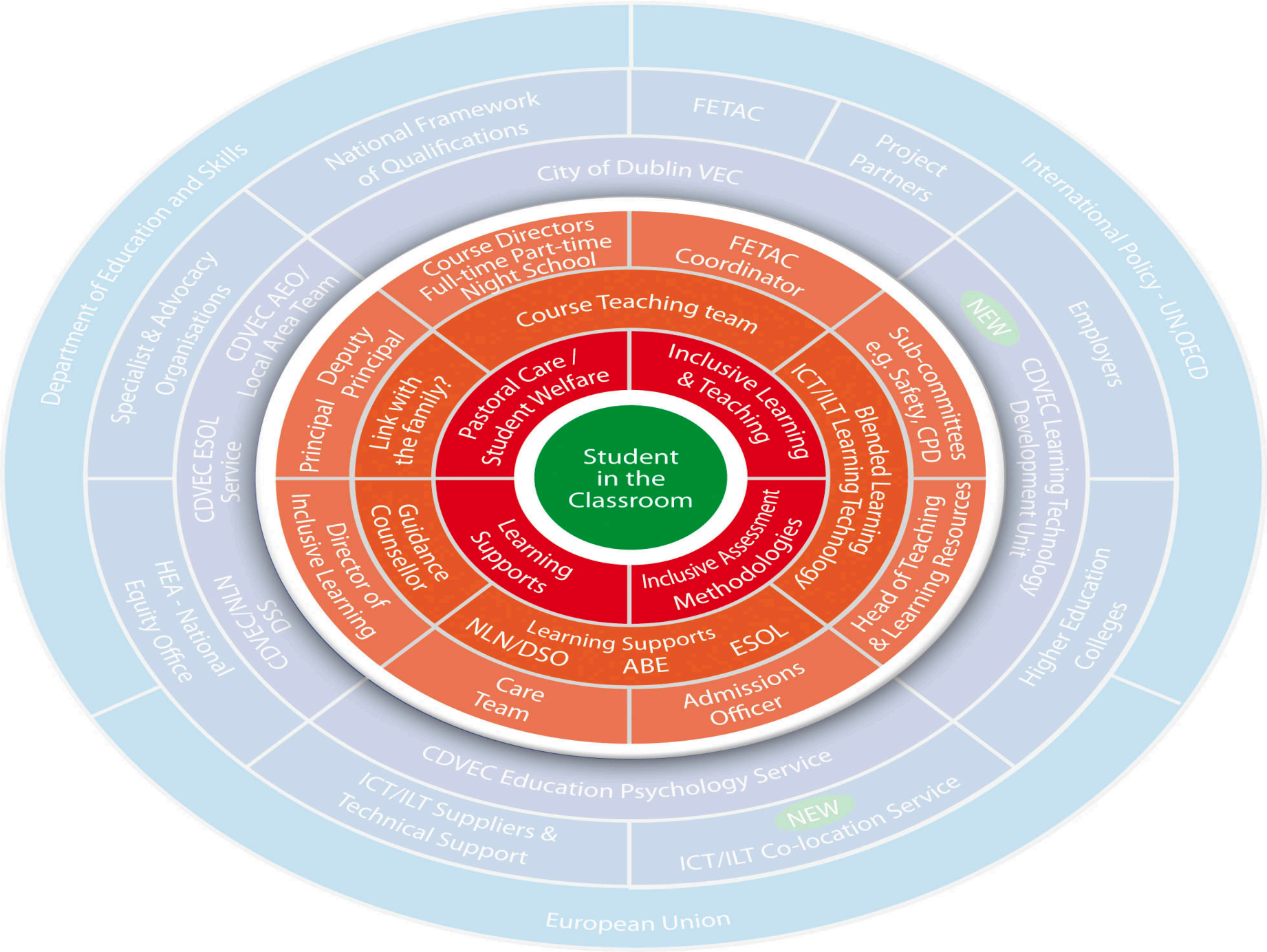
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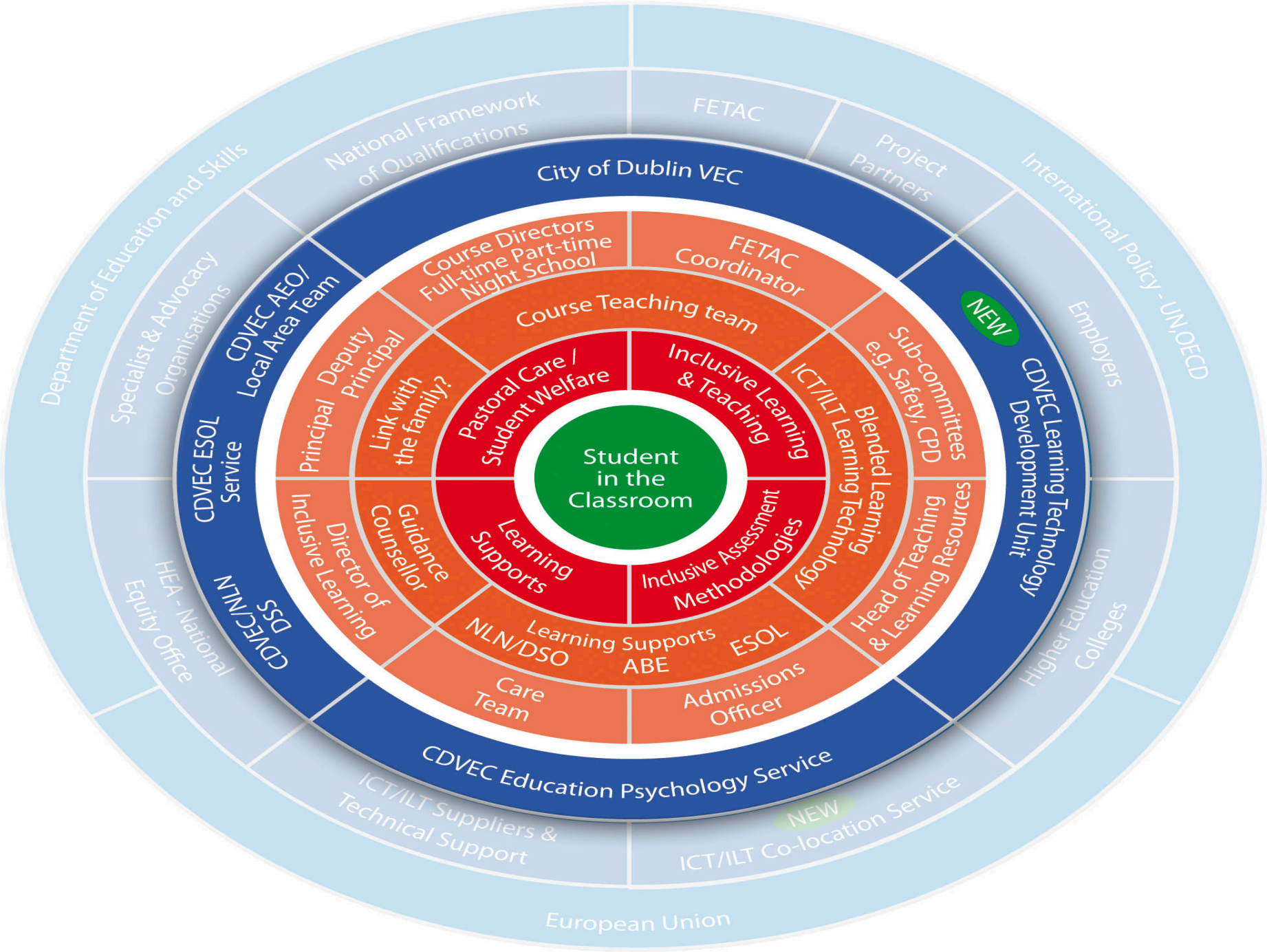
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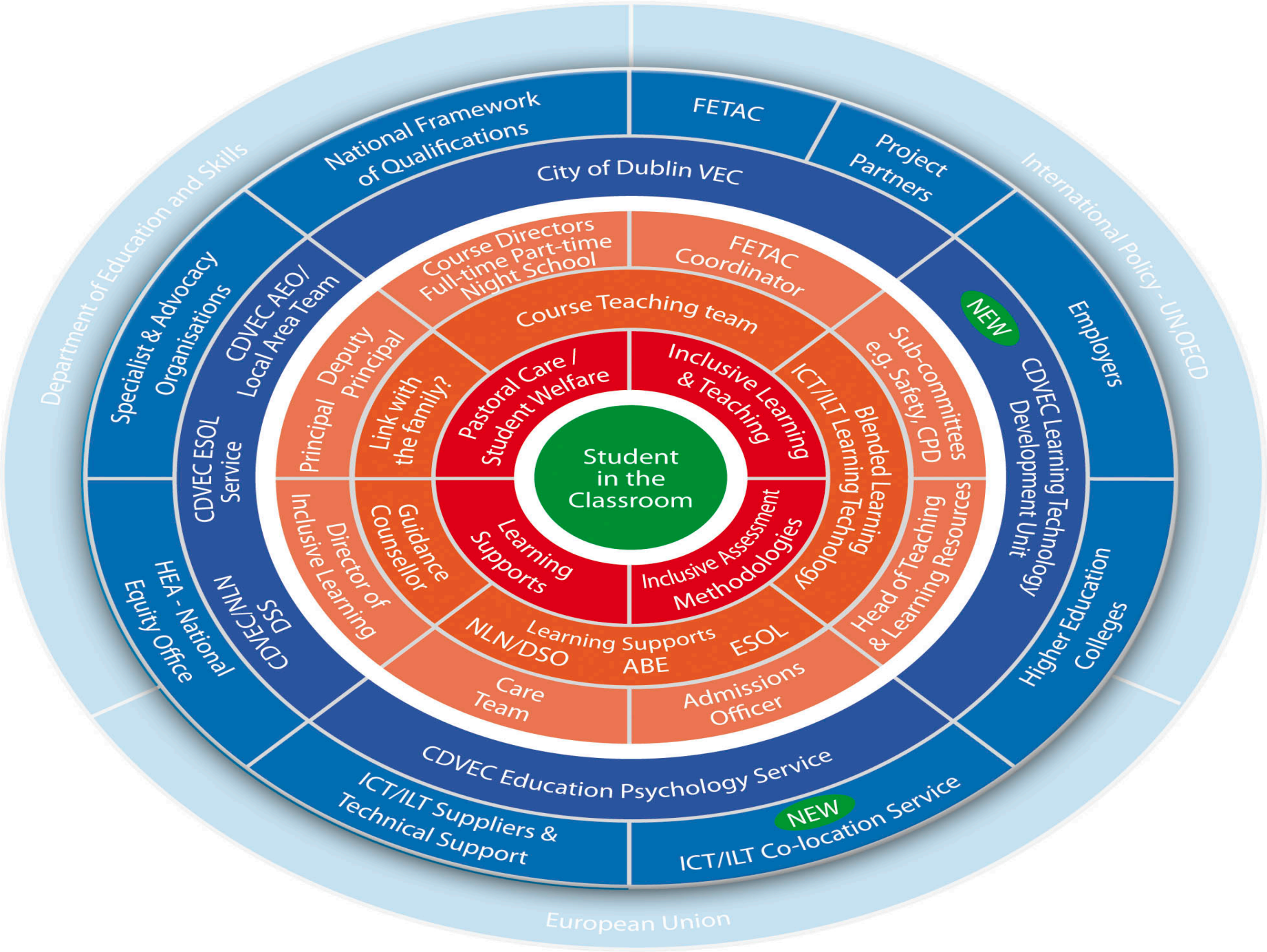
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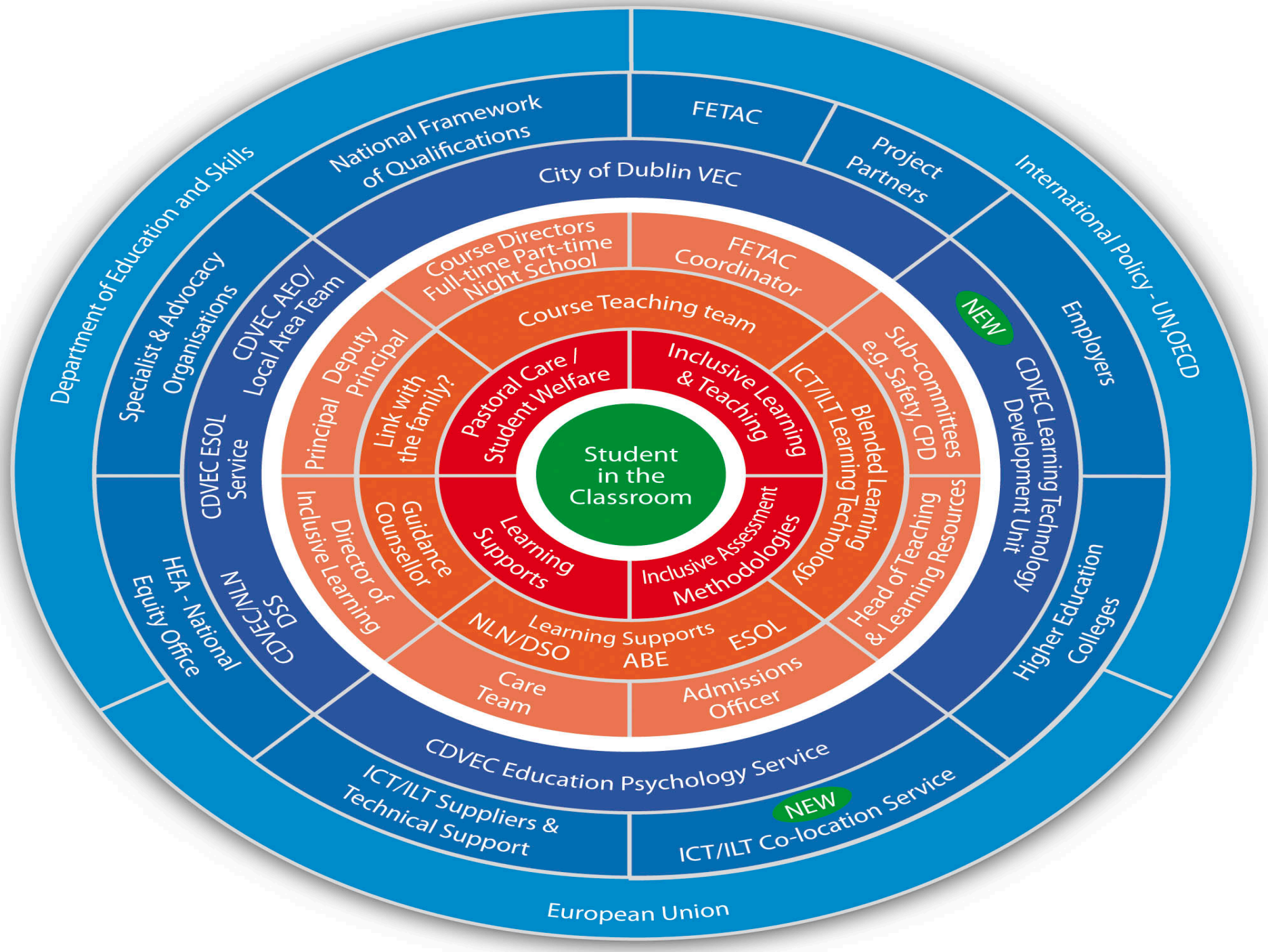
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# Has Inclusive Education Worked?

Retention

| | |
|---|---|
| 2000-2001 | 60-65% |
| 2009-2010 | 80-85% |

FETAC Results

| | | |
|---|---|---|
| 2000-2001 | D+M = 55% | U=20% |
| 2009-2010 | D+M = 65% | U=12% |

# Annual Progression Survey for 2009/2010

| | KCFE % | LS % |
|---|---|---|
| Completion | 80.05 | 83.87 |
| Major Award | 62.12 | 58.06 |
| Level 6 | 17.06 | 12.90 |
| 3rd Level | 16.04 | 9.68 |
| Employed | 26.62 | 16.63 |
| Unemployed | 12.63 | 19.05 |

# Projects in Inclusive Education

- CDVEC/NLN Disability Support Service – DES
- ISLE Project – DES, eInclusion Funds, NCTE
- PACTS – Interreg III
- E4 – EQUAL Community Initiative
- NCSE Research – Transitions Project
- EADSNE – Policy and Practice in VET wrt SEN

# Issues still remaining?

- Need to move to FTE funding models
- Death by initiative!
- Mainstream funding for learning supports
- Support funding for students on non-PLC courses, e.g. VTOS, LC, BTEI, night classes
- NCSE funding based on Special Ed model
- HEA Funding based on disability model.
- From Reasonable Accommodation to Universal Design in Education