

Developing inclusive teacher education in England

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Introductory note

- Focus on inclusive teacher education as regards special educational needs / disability
- Inclusion as beyond SEN/ disability
- This focus can be seen as acid test of inclusive teacher education

Policy context:

- Labour Government 1997-2010
- Twin approach – raising standards and social inclusion
- criticism from left and right
 - Warnock critique of ‘all under the same roof’
 - Select Committee – inclusion poorly defined and weak implementation
- many initiatives
 - parental confidence - Lamb Enquiry
 - teacher education initiatives

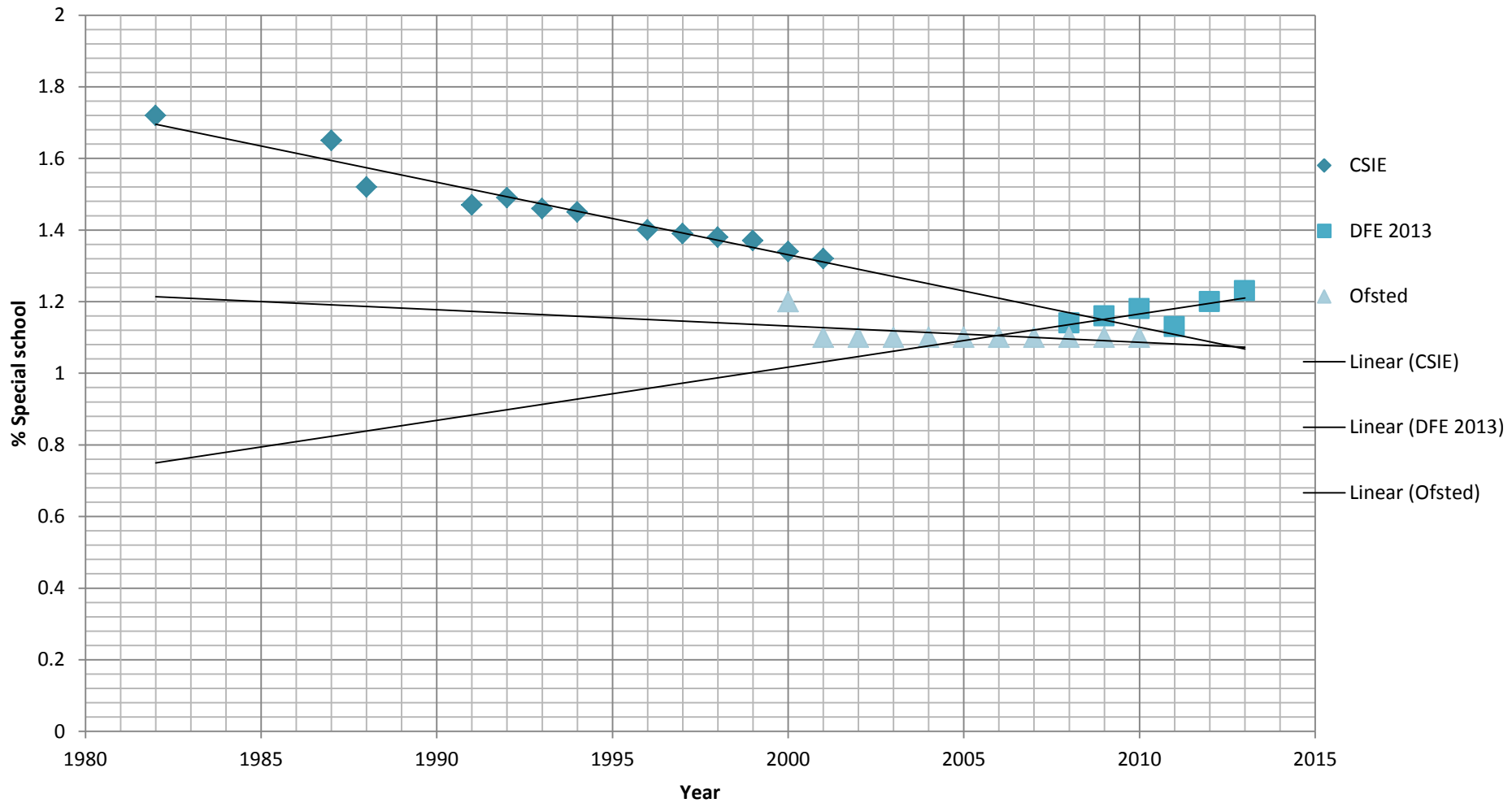
Policy context continued:

- Coalition (Conservatives + Lib Dems)
- Review of SEN system – new legislation going through Parliament now
 - Initial talk about bias to inclusion – now stopped
 - more focus on parental choice/preference (market emphasis)
 - Statements for 3% replaced by Educ, Health, Care Plans + individual budgets
 - Only one level of school action (not two as before) to reduce numbers identified with less severe SEN
 - retain local authority role, but reduced national framework

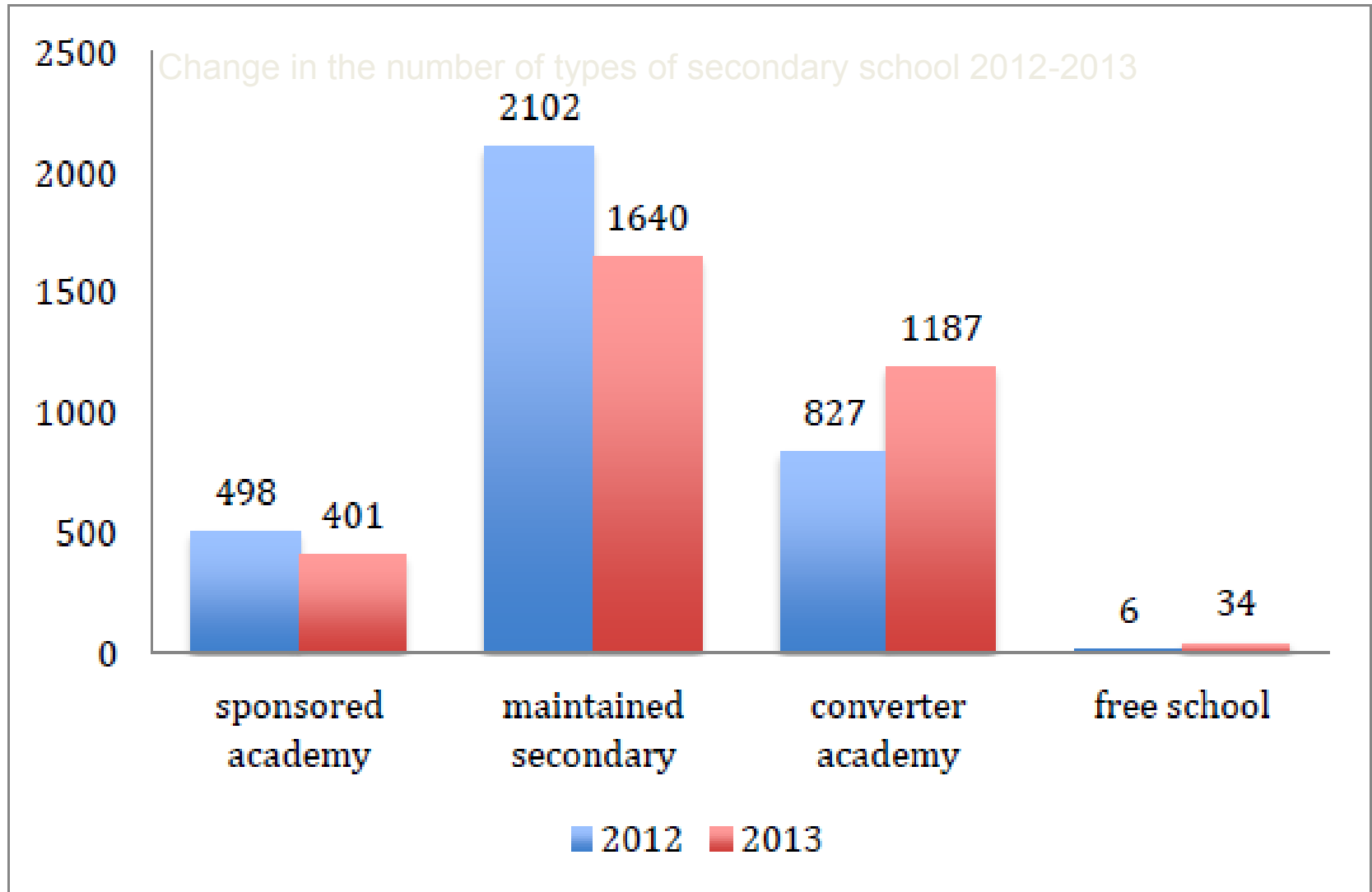
Policy context continued

- Wider school policy impacting on SEN and inclusion: choice and diversity
 - Reviewed National Curriculum (renewed tensions between skills and knowledge centred approaches) – minimal reference to adaptations for SEN/D
 - Funding system changed – ordinary schools pay first £10K per pupil – negative consequences for inclusion
 - Introduction of academies and free schools (public funded schools independent of local authority)

Trends in English special school placement from 1983 to 2013

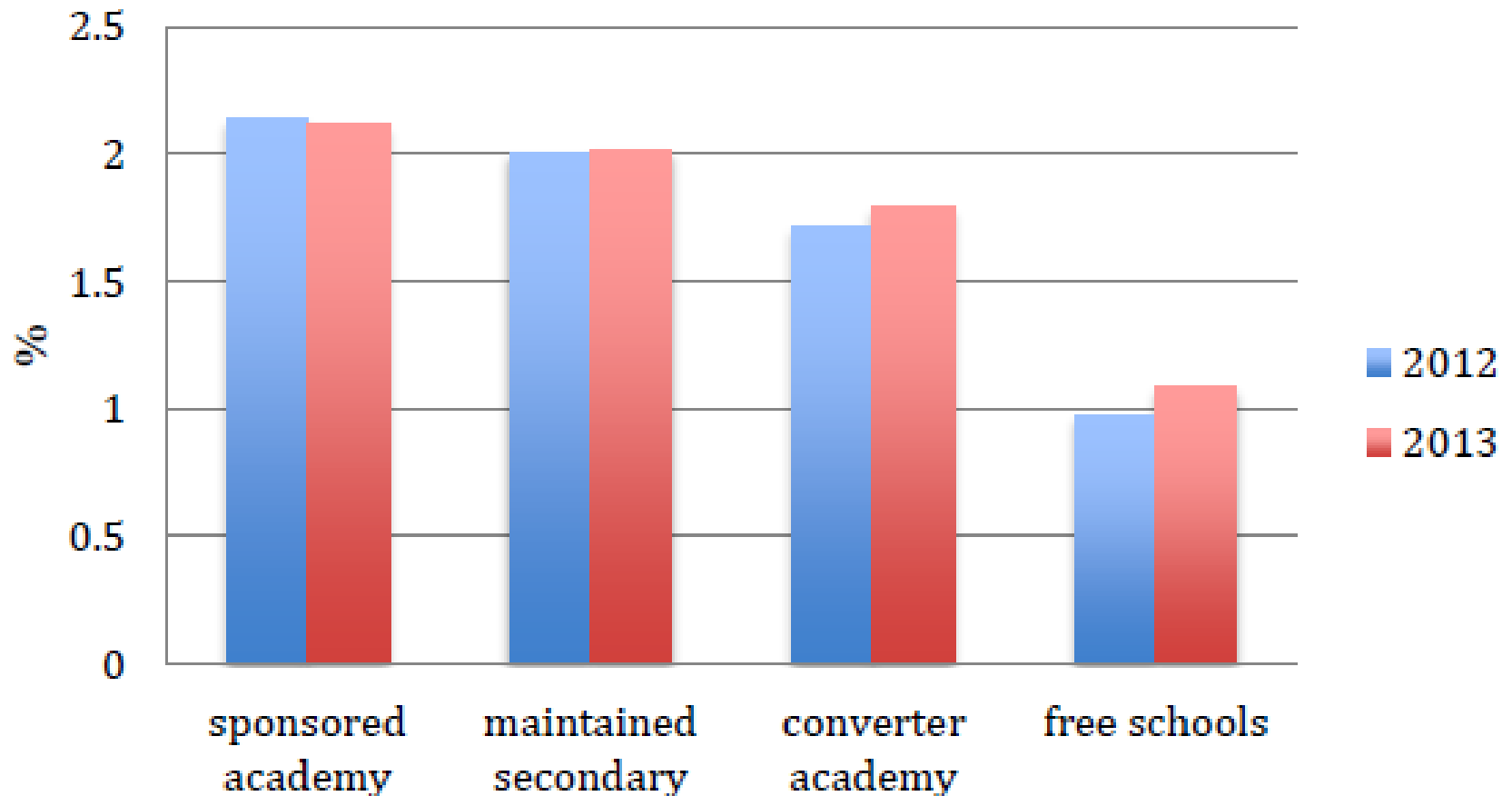


Pattern of new types of secondary schools in England



% of students with Statements in different types of secondary schools in England

% Statements 2012-13



Teacher education context

- Initial teacher education
 - Different providers e.g. school centred (school direct, teach first), teaching schools, **universities**
 - Different levels of qualification and length of courses
 - eg BA QTS (Qualified Teacher Status) – 3 year
 - **PGCE** (Post Graduate Certificate in Education) – 1 year
 - School placements – 120 out of 180 days on PGCEs
- policy of reducing University based courses

TEACHERS STANDARDS DFE 2012:

PREAMBLE + 8 AREAS, including

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted **in mutual respect**
- set goals that stretch and challenge pupils **of all backgrounds, abilities and dispositions**

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of **factors can inhibit pupils' ability to learn**, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and **know how to adapt teaching** to support pupils' education at different stages of development
- have a clear understanding of the **needs of all pupils**, including SEN, high ability, EAL, those with disabilities... ; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Part 2: PERSONAL AND PROFESSIONAL CONDUCT

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o **treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to **safeguard pupils' well-being**, in accordance with statutory provisions
 - o showing **tolerance of and respect for the rights of others**

**What trainees learn in school placements about special needs and inclusive education:
study conclusions (18 schools as case studies)**

- What trainees learn about teaching pupils with SEND is strongly interlinked with what they learn about teaching in general.
- Complex balance between addressing individual needs, yet not singling pupils out.

Study conclusions continued: variability of school and university contexts

- Confirmed importance of school placement but experiences very variable.
- Importance of values and ethos, organisational practice and attitudes of individual staff members.
- University PGCE programmes also variable, even within programmes.
- **Significance for more dispersed school based system of ITE**

Recent teacher education initiatives: special needs and inclusive education

- Development of initial teacher education (ITE), newly qualified teacher (NQT) and continuing professional development (CPD) programmes and materials
- under Labour Government and carried through
- funding of dissemination and regional hubs for teacher educators to collaborate – stopped under new Govt.

Framework for ITE & NQT programmes: Pillars of Inclusion

1 **Maintaining an inclusive learning environment**

- Layout: seating allows all pupils to see/hear the teacher, Acoustics: background noise is reduced, Use of wall space: resources and displays are accessible and encourage independent use

2 **Multi-sensory approaches, including ICT**

- Use of ICT, Use of preferred learning approaches, such as auditory or visual Alternative communication, eg symbols. Alternative ways of recording

3 **Working with additional adults**

- Other adults as partners not teachers, Commitment to pupil independence, Joint planning and review

4 **Managing peer relationships**

- Flexible grouping, Buddying/peer tutoring Circles of friends

Pillars of inclusion continued

5 **Adult-pupil communication**

- Language used is positive and respectful, Careful praise/correction, Prepared questions for individuals/ groups, Use of preferred communication style Giving time to think

6 **Formative assessment/assessment for learning**

- Choice of objectives/success criteria/peer assessment, Expectations/challenge, Communication issues

7 **Motivation**

- * Engagement/enjoyment, Rewards/praise, Including pupil, strengths/interests, Relevant contexts, Encouraging learning from mistakes, Use of ICT for 'fun', 'Can-do' ethos: readiness to 'problem solve'

8 **Memory/consolidation**

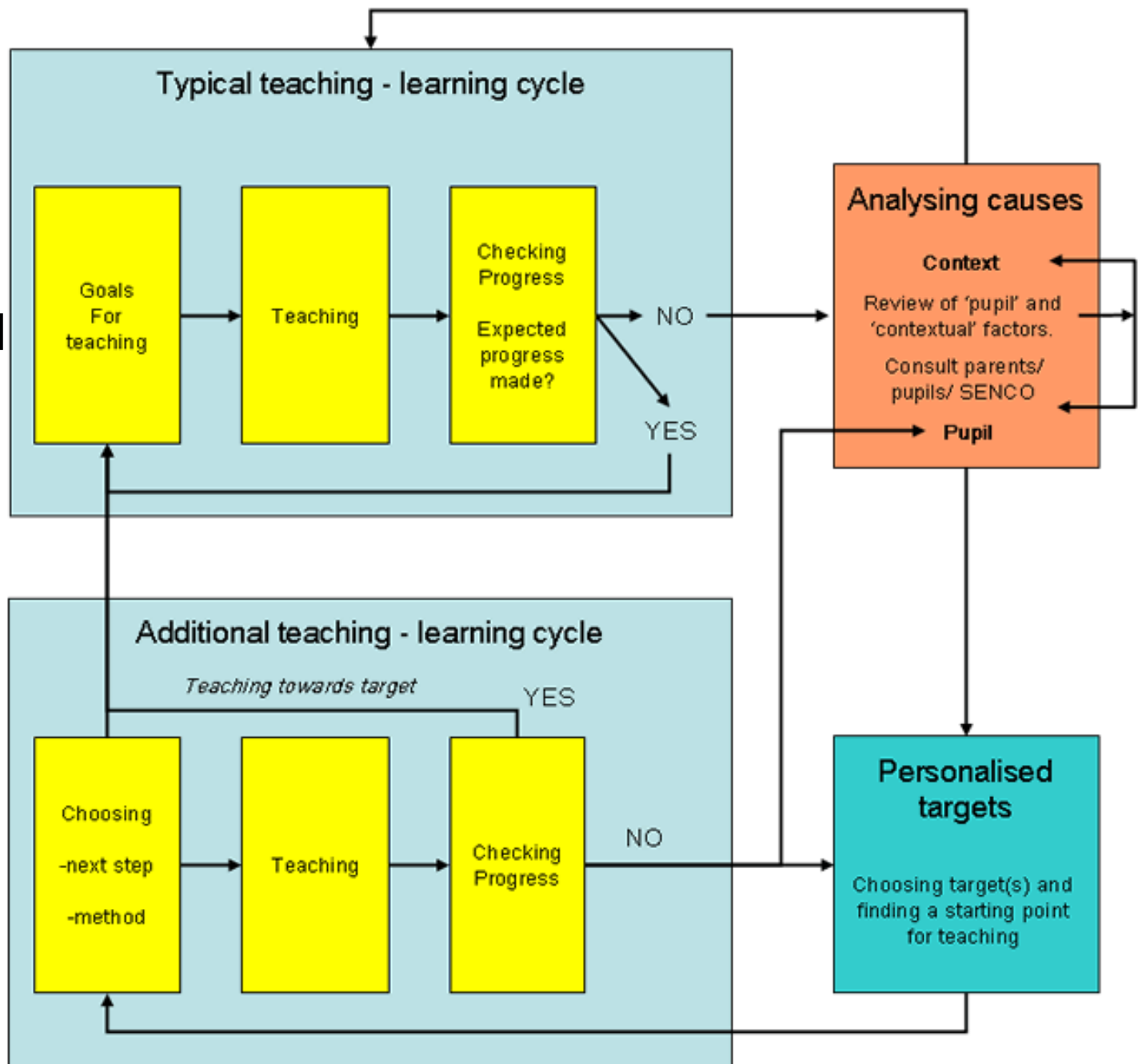
- Developing use of range of memory aids, Helping pupils devise their own strategies for remembering

ITE and CPD examples:

ITE: Personalised learning task

- work with a pupil with identified SEN / disability over 6-8 hours, in-class or withdrawal
- Aims: to learn some practical knowledge and skills that cannot easily be learned from whole class teaching nor from learning in general terms about different types of SEN and disabilities.
- It enables them to learn about individual educational needs, something which is important for inclusive pedagogy.

Personalised learning framework



School case studies: pedagogic knowledge from SEND task

- learning about individuals with SEND as well as about teaching approaches relevant to them
- finding out about individual needs, spending time and working closely with individuals
- moving beyond considering all pupils with SEND as the same
- Compared with:
 - non-teaching tasks (e.g. inclusion tasks/pupil pursuit)
 - understanding pupils' perspectives; pupil responses to different kinds of teaching
 - no task
 - little evidence for learning about individual needs/perspectives

Lesson Study as general strategy to adapt teaching across the range of SEN / disability

- Lesson Study (LS): the internationally known professional learning approach involving teacher collaboration and practical classroom enquiry
- Used in large scale project focussing on teaching secondary aged pupils with learning difficulties.
- Adopted in recent DFE's CPD programmes and materials available to all teachers
- No funding or regional hubs – so schools and teachers can ignore it

Lesson Study distinctiveness

- study of lesson (pedagogic focus)
- focus on learning / learners
 - Case pupils (UK version)
- research oriented (how improve learning of ?)
 - Research lesson
- collaborative
 - team involved at each stage (lesson observation by team)
 - enables collaboration University tutors and teachers
- reflective practitioner
 - use of craft and research informed knowledge
 - link theory-practice
- use in ITE, NQT and CPD

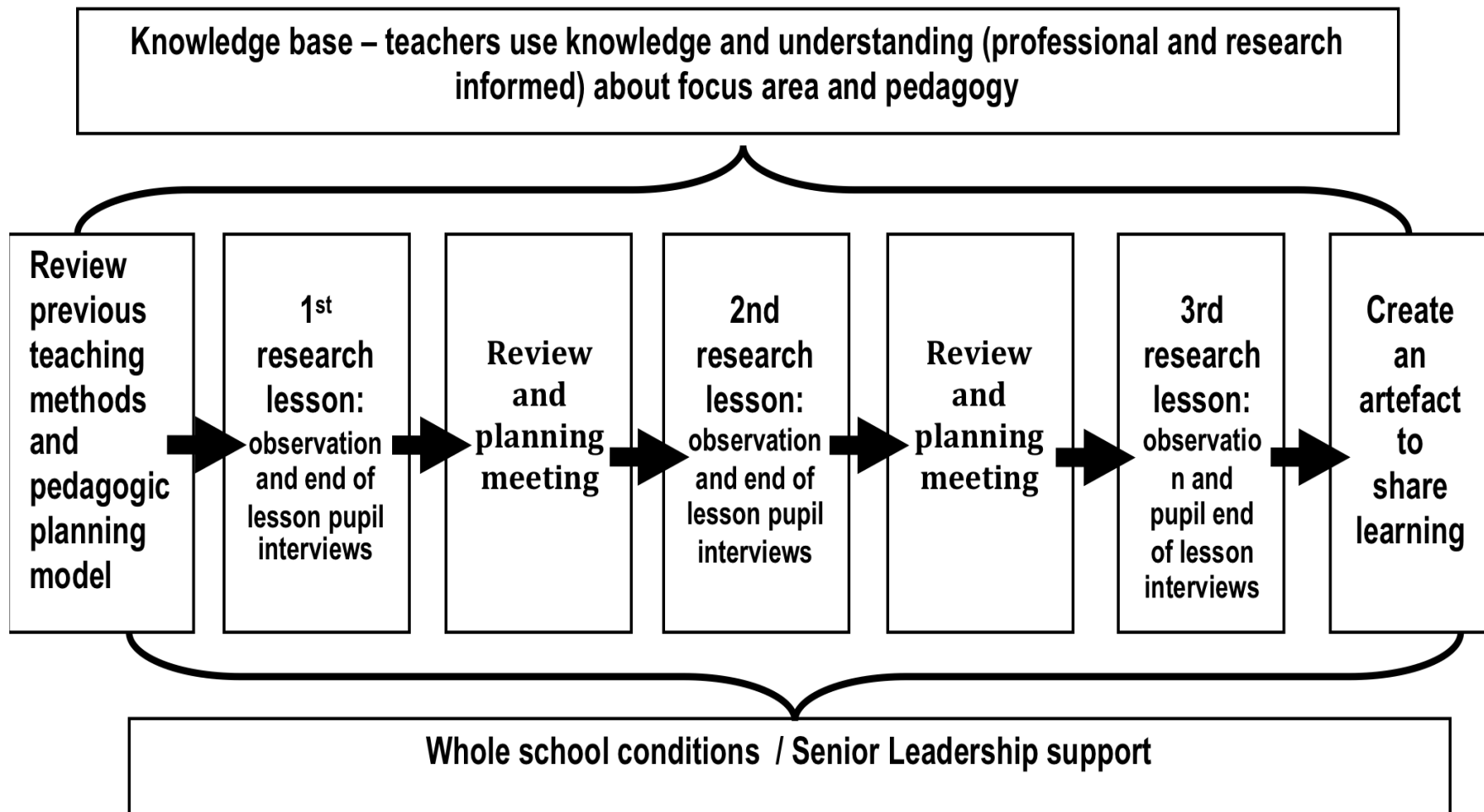


Figure 1.1: Mode of lesson study used in Lesson Study-MLD project

LS quote:

- ‘The clear difference between peers just planning lessons together (as in the case in many schools) and peers planning, observing and discussing their observations with a view to improving was highlighted to us during these three lessons. LS method has distinct advantages – more developmental and reflective!’

General comments:

- Both approaches express the values of 'reflective practice', but give it substance and a procedure
- They depend on conditions in schools:
 - time-space- collaborative ethos- linking theory/practice
- Work on assumption of continuum of pedagogic strategies
 - for many children identified as having SEN/ disabilities teaching strategies are on the same pedagogic continuum as for other children,
 - specialization as the **intensification** of regular teaching approaches.
- Implications for ITE and CPD - teachers learn to extend their knowledge and skills along this pedagogic continuum

Conclusions:

- Not favourable time to develop inclusive teacher education in England.
- Task : to ensure that the visibility/importance of SEND aspects of a commitment to inclusion or equity in ITE and CPD remains high
- How to ensure professional learning opportunities that embody reflective practice?
- How will training providers be involved in the planning and overseeing of learning opportunities for trainees?
- How will the distinctive university contribution to ITE be embodied in ITE and CPD provision?

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ITT materials

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CPD materials

<http://www.education.gov.uk/childrenandyoungpeople/send/b00209601/send-materials-advanced>

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