Initial Teacher Education for Inclusion (ITE4I)

A Research Project for NCSE by MMU, UCL IoE & UCC
Research Team

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Developing ITE4I in context

• Extension of ITE programmes as a historic opportunity
• International research on the role of ITE in promoting the development of inclusive education: EASNIE
• Role of NCSE in commissioning research and providing policy advice in relation to inclusive and special education
• Understanding what the balance should be between embedding inclusive pedagogy across the ITE curriculum and providing access to appropriate levels of specialist knowledge through the continuum of teacher development in Ireland
Messages from the international research literature

• The need for clarity about what inclusion means in different contexts and the implications for ITE
• The need for research about what teachers need to know, understand and be able to do…
• Moving beyond binary distinctions between special and inclusive education
• The need for new forms of professional collaboration

Messages from the international research literature

• Florian & Rouse (2009) The Inclusive Practice Project
• Moran (2009) Attitudes to inclusion in ITT in Northern Ireland
• Forlin, C. and Loreman, T. (2014) Measuring Inclusive Education
Inclusive pedagogy

• The role of specialist knowledge of categories of special educational needs
• The need for inclusive pedagogy that addresses all learners
• Discrete elements of ITE and content embedded across the ITE curriculum
Inclusive pedagogy

‘…requires a shift in teaching and learning from an approach that works for most learners existing alongside something ‘additional’ or ‘different’ for those (some) who experience difficulties, towards one that involves the development of a rich learning community characterised by learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life…’

EASNIE Profile of Inclusive Teachers

• Core Values
• ‘Areas of competence’
• Attitudes & beliefs
• Knowledge & understanding
• Skills & abilities
Core Values

• **Valuing Learner Diversity**
  learner difference is considered as a resource and an asset to education.

• **Supporting All Learners**
  teachers have high expectations for all learners’ achievements.

Areas of competence

• Conceptions of inclusive education

• The teacher’s view of learner difference

• Promoting the academic, practical, social and emotional learning of all learners

• Effective teaching approaches in heterogeneous classes
Core Values

• **Working With Others** collaboration and teamwork are essential approaches for all teachers.

• **Personal Professional Development** teaching is a learning activity and teachers take responsibility for their lifelong learning.

Areas of competence

• Working with parents and families
• Working with a range of other educational professionals

• Teachers as reflective practitioners
• Initial teacher education as a foundation for ongoing professional learning and development.
Example: concepts of inclusive education

<table>
<thead>
<tr>
<th>Attitudes &amp; beliefs</th>
<th>access to mainstream education alone is not enough; participation means that all learners are engaged in learning activities that are meaningful for them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; understanding</td>
<td>inclusive education as the presence (access to education) participation (quality of the learning experience) and achievement (learning processes and outcomes) of all learners</td>
</tr>
<tr>
<td>Skills &amp; abilities</td>
<td>critically examining one’s own beliefs and attitudes and the impact these have on actions</td>
</tr>
</tbody>
</table>
Project outcomes

- Identifying good practice within ITE that can provide starting points for developing the ITE curriculum
- Highlighting elements of the EASNIE Profile that might best be addressed within ITE
- Indicating aspects of knowledge of SEN categories that might be appropriate for ITE
- Generating accounts of practice that might contribute to the development of CPD materials
- Suggesting how further elements of the EASNIE Profile and knowledge of SEN might be addressed at appropriate phases of the NQT and teacher development continuum
RQ1 Components of inclusive/special education within ITE

- Investigating how ITE programmes negotiate understandings of inclusive education and special education
- Identifying elements of inclusive pedagogy embedded within the ITE curriculum and discrete elements focused on SEN
- Exploring the interplay between programme providers and schools; and supports for schools and student teachers on placement
RQ2: Do the recent changes to ITE align with the EASNIE Profile?

• Clarifying what the changes are in practice and whether they extend existing content or offer additional focus on inclusive/special education

• Identifying where ITE programmes match aspects of the EASNIE Profile

• Opportunity to review profile domains in relation to ITE
RQ3: (a) Intended impact on outcomes for SEN; (b) Student/NQT perceptions of preparedness to impact on SEN outcomes

- Issue of consensus on legitimate outcomes for students with SEN
- Understanding student teachers perceptions of appropriate outcomes
- Identifying student/NQT perceptions of influences from ITE and school experience
RQ4: Gaps in ITE & aspects to be strengthened for inclusive teaching

• How much progress can ITE expect for students, towards becoming an inclusive teacher in relation to the EASNIE Profile?
• How can inclusive pedagogy be further embedded in the ITE curriculum?
• What specialist knowledge of SEN is needed for ITE?
RQ5: What lessons can be identified for ITE & subsequent phases in the continuum of teacher education?

- Articulating links between ITE, Droichead and Cosan in relation to inclusive/special education
- Which aspects of the EASNIE Profile are appropriate for NQTs and for CPD?
- What specialist knowledge is required for special school and special class teachers through CPD?
Project Phases

• Phase 1: September 2015 – January 2016
• Understanding ITE programmes
• Documentary analysis of programme documentation
• Survey of ITE programme leaders
• Briefing Paper: Policy & Provision of ITE and Inclusive Education in Ireland
• Scoping the international research literature
Project Phases

• Phase 2: January – August 2016
• Understanding the ITE student experience
• Survey of ITE students
• Interviews with ITE academic staff
• Interviews with ITE students at case study sites
Project Phases

- Phase 3: September 2016 – August 2017
- Understanding the 1st Yr NQT experience
- Survey of 1st Yr NQTs
- Interviews with 1st Yr NQTs & Principals
- Knowledge exchange seminar
Project Phases

- Phase 4: September 2017 – January 2018
- Understanding the 2ndYr NQT experience
- Survey of 2nd Yr NQTs
- Interviews with 2nd Yr NQTs & Principals
- Knowledge exchange seminar