Manchester Metropolitan University

Initial Teacher Education for Inclusion (ITE4I) 2015-18

A Research Project for NCSE

UCL Institute of Education

UCC Coláiste na hOllscoile Corcaigh, Éire University College Cork, Ireland

Peter Hick, Yvette Solomon, Aikaterini Matziari (MMU), Joseph Mintz (UCL IoE), Finn Ó Murchú (MIC), Kathy Hall, Kevin Cahill, Catriona Curtin (UCC)

Manchester Metropolitan
University

Agenda

- The ITE4I Project
- Profile of Inclusive Teachers
- Our data:
  - Documentary analysis
  - Student survey and interviews
  - Staff survey and interviews
- Summary of findings

Manchester Metropolitan University

ITE4I in Context

- Follows extension, reconceptualization and re-accreditation of ITE programmes, with mandatory content on inclusion
- A major longitudinal, mixed methods study of system wide reform in ITE to promote inclusive teaching
- In the context of significant change processes shaping the landscape for teacher education and inclusive teaching in Ireland

Manchester Metropolitan
University

NCSE's Research Areas

- Components of inclusive/special ed.
- Preparedness for inclusive teaching
- Impact of changes on students with SEN
- Gaps in ITE for inclusive teaching
- Lessons for ITE, Induction & CPD

Manchester Metropolitan
University

Core Values for Inclusive Teaching

- Valuing learner diversity
- Supporting all learners
- Working with others
- Continuing personal professional development

Valuing learner diversity

- Students' differences are viewed as a resource and an asset to education
- Areas of competence:
- Conceptions of inclusive education
- The teacher's view of learner difference

Examples from 'area of competence' on conceptions of inclusive education

Attitudes & beliefs	access to mainstream education alone is not enough; participation means that all learners are engaged in learning activities that are meaningful for them
Knowledge & understanding	inclusive education as the presence, participation and achievement of all learners
Skills & abilities	critically examining one's own beliefs and attitudes and the impact these have on actions

Manchester Metropolitan
University

Programme documentation

- 13 ITE providers
- 30 ITE programmes

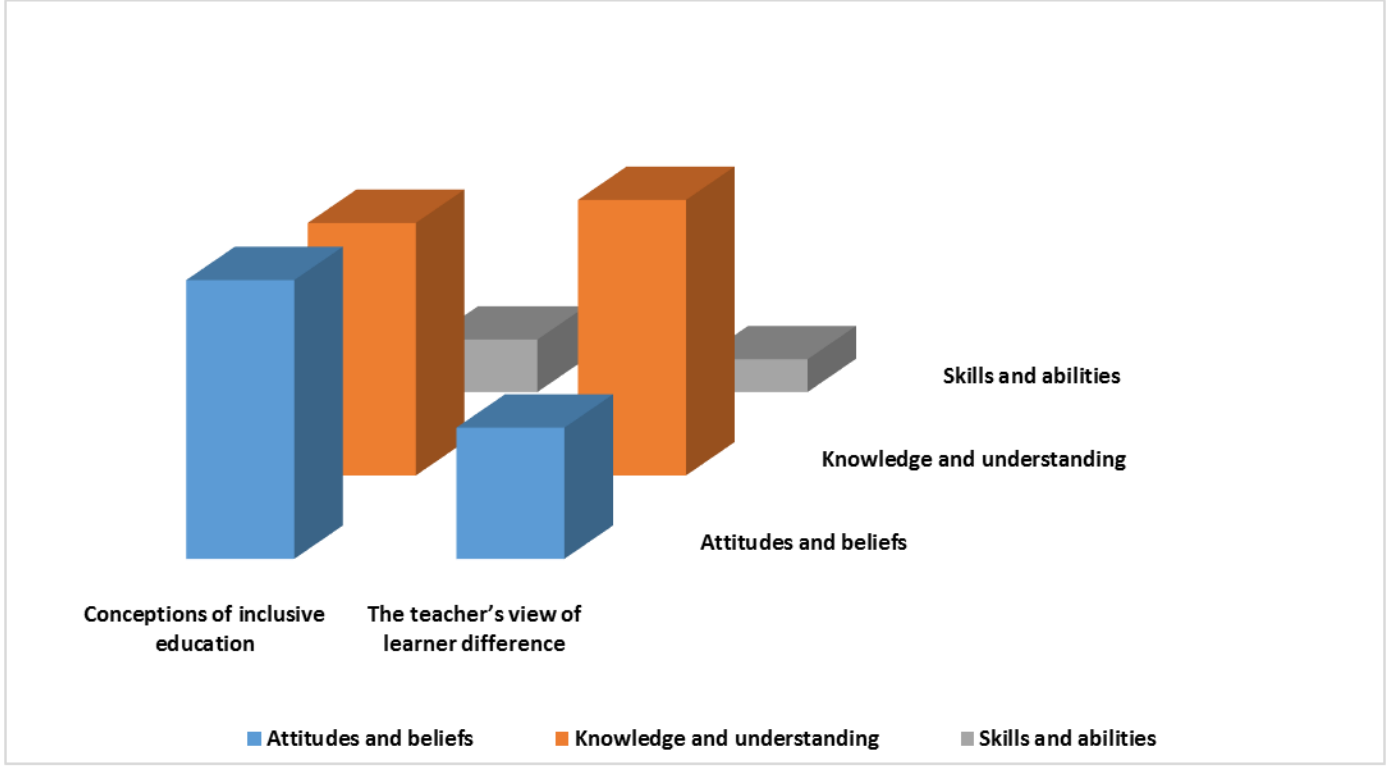
Manchester Metropolitan
University

Documentary analysis

- Many elements of the EASNIE Profile evident
- Most programmes offer discrete modules
- Also covered in generic in modules
- Tendency to revert to a focus on SEN
- Few show details of permeation

Manchester Metropolitan University

Gap between values & skills?



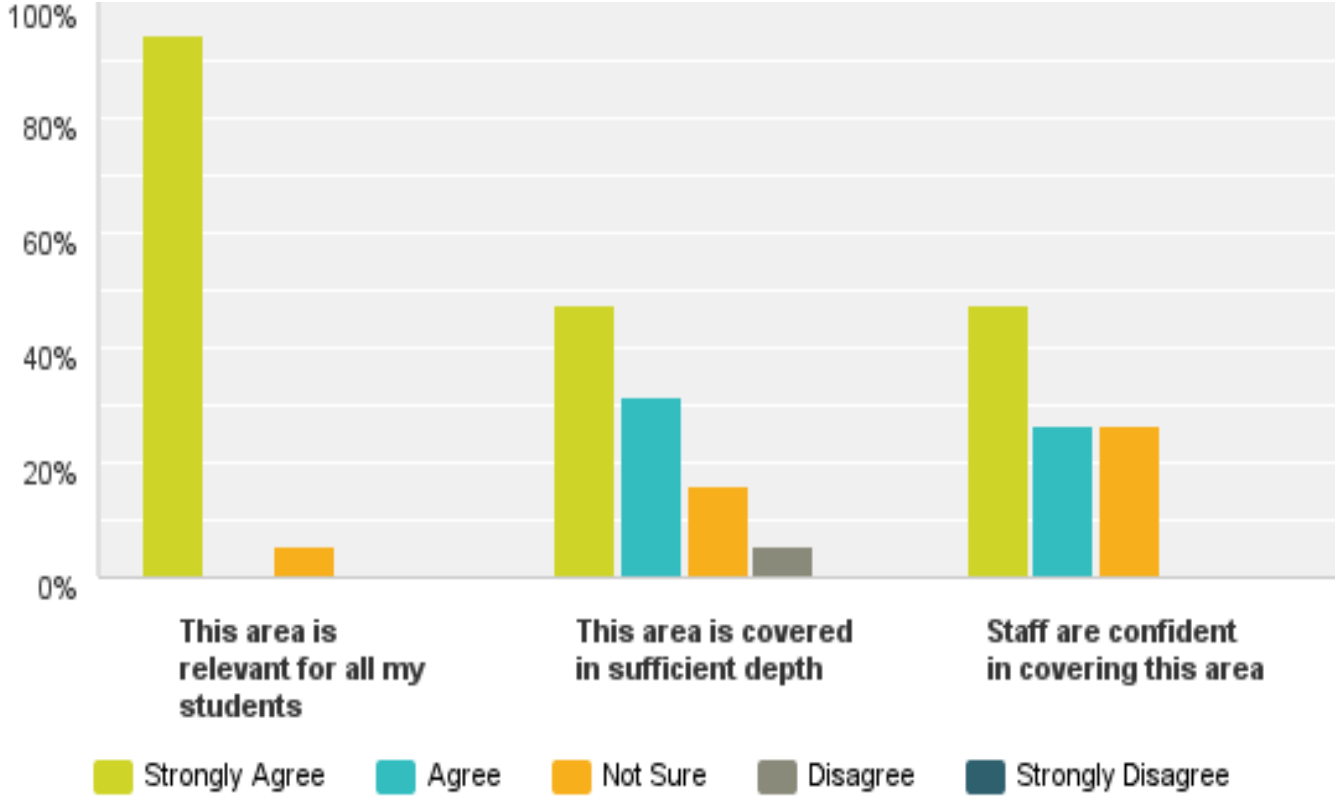
Manchester Metropolitan
University

Staff survey

- 21 staff across 13 ITE Providers
- Programme Leaders, Inclusive/Special Ed. Module Leaders, Heads of School

Manchester Metropolitan
University

‘Effective teaching approaches in heterogeneous classes’



Staff survey: findings

- Some staff aimed to embed inclusive teaching across ITE programmes
- Some programmes made more space for student teachers to reflect
- But some programmes had *less* time on inclusive teaching
- Teacher educators may need more CPD

Manchester Metropolitan
University

Interview data: case study sites

Case study sites	Case study site description
Case Study A	Post-primary: concurrent and consecutive
Case Study B	Primary: concurrent and consecutive
Case Study C	Post-primary: concurrent and consecutive
Case Study D	Post-primary: concurrent and consecutive
Case Study E	Primary & Post-primary: consecutive

Staff interviews

- 11 interviews across 5 case study sites
- Heads of School or Programme Leaders, and a lecturer in inclusive or special education

Staff interviews: findings

- School experience placements seen as key
- Variable quality and availability of placements seen as a constraint
- Some *reduction* in focus inclusive teaching reported
- Expectations for ITE within continuum of teacher education

Staff interviews: findings

- ‘Discrete’ modules as most common approach
- ‘Permeated’ content across programmes not always seen as effective
- *there’s still a fair amount of lip service around … if you want to really make changes you need people to see it as part of a real professional obligation.*

Staff interviews: CPD

- *we're moving beyond this whole notion that it's just about special educational needs and that's a big challenge for us*

- *how… staff themselves collaborate and upskill themselves to be able to do it. ..it's a long term cultural change*

Manchester Metropolitan University

Student survey respondents: subject areas

Subject Area	Number	Overall Percentage	Primary as % of Subject Area	Post-Primary as % of Subject Area
Humanities	165	37.8	35	65
Special Ed. / Psychology	41	9.4	100	0
Creative Subjects	69	15.8	44	56
Science/Maths/Technology	162	37.1	11	89
Total	437			

Student survey: experience

- 48% had *prior* experience of working with children with SEN
- 47% had *personal* experience of a friend or relative with SEN or a disability
- Around 60% taught students with SEN
- Over 70% taught students from diverse cultural & ethnic backgrounds

Student survey: attitudes

- Most students expressed positive attitudes towards inclusive teaching
- 97% agree that inclusive education is about equality for all, not just SEN
- 94% agree that most children with SEN can be included in mainstream
- Experience of diversity on school experience was linked with positive attitudes

Manchester Metropolitan
University

Student survey: improvement suggestions

- Experiences with wider range of students
- Better support for school placement
- More input on practical strategies
- More input on subject specific strategies

Manchester Metropolitan
University

Student interviews

- 47 interviews
- 32 at 5 case study sites
- 15 recruited from survey responses

Manchester Metropolitan University

Student interviews: findings

- positive about courses for understanding inclusive teaching
- valued subject specific guidance on inclusive pedagogy
- experiences with specialist provision as valuable
- specialist pathways seen as more practical & so better for teaching *all* learners

Manchester Metropolitan
University

Understandings of inclusive teaching

… it's not about treating one student differently, because that's not inclusive. It's about treating them all the same, but in their own way.

… it's your attitudes, the way you think about it, the way you collaborate with other people about it. It's not about 'this child has dyslexia, therefore I do this with them'

Manchester Metropolitan University

Sense of disconnection?

- students often sense a disconnection between school and college programmes
- can be quite negative about what they see as missing practical skills input
- What helped most? 62% ranked school placement first, 28% college learning and 10% experiences outside of the programme

Mismatch between school and college…

Yeah, we've been told a lot about it. Not necessarily shown how to effectively do it… in a real life situation… We've just been given like you know the textbook… Yeah, like I know the theory, but yeah like it's totally different trying to do it…

Manchester Metropolitan
University

Student interviews: findings

- reports of negative experiences were not focused on any specific provider or programme
- rather it was notable how students' accounts of their experiences varied *within* each ITE provider
- some students talked about generational differences in approaches to inclusive teaching

Manchester Metropolitan
University

Applying learning about inclusive teaching

…being very aware of different learning needs of students and I've learnt from the course to try and identify those needs and do enquiry based teaching to see what works and what I can do to help them...

Manchester Metropolitan
University

What are the components of inclusive teaching in ITE?

- Most programmes offer discrete modules
- Also in school experience & subject pedagogy
- Less detail about permeation
- Tendency to emphasise SEN

Does ITE prepare NQTs for inclusive teaching?

- Most students positive towards inclusive teaching
- ‘Core values’ for inclusive teaching are present
- Prior experiences seem under-utilised
- ITE in Ireland can be seen as a system in transition in relation to addressing inclusive teaching

Manchester Metropolitan
University

What's the impact on outcomes for students with SEN?

- ITE programmes don't record outcomes for SEN
- School experience & positive attitudes linked
- Student teachers welcome specialist placements
- Specialist pathways seen as more practically-based

Manchester Metropolitan
University

What aspects of ITE need to be strengthened?

- More emphasis on practical skills
- Stronger alignment between school & college
- CPD for teacher educators

Emerging Issues

- What forms of CPD for teacher educators would be most helpful?
- How can ITE providers develop their partnerships with schools further?

Manchester Metropolitan
University

Next steps

- 2016/17: NQT1 follow-up interviews & survey and Principal interviews
- 2017/18: NQT2 follow-up interviews & survey
- Knowledge exchange seminar planned

p.hick@mmu.ac.uk