Session Outline

• Inclusive education context in Ireland

• Doctoral research on teacher learning for inclusive practice
  – Differentiation; in particular choice
  – Practical examples from the classroom
  – Research findings: teachers’ views

• Moving forward: meeting the needs of all
Inclusive Education: The Irish Context

• Transformative policy development in inclusive education since 1998
• Barrier and challenges to inclusion in Irish schools (Travers et al., 2010; Rose et al., 2015; Shevlin et al., 2008)
  – Dearth of professional development (PD) opportunities for teachers
• New model of allocation – move away from deficit view, increased onus on teacher collaboration, differentiation, identification of pupil needs:
  “Resources provided to support pupils with special educational needs should be used to facilitate the development of truly inclusive schools” (DES, 2017, p. 5)
• NCSE Support Service (Visiting Teacher Service, NBSS, SESS)
• Prevalance of transmissive models of PD in Irish context (Murchan et al., 2009)
Research Problem

**Policy rationale:** emphasis on inclusion in schools (e.g. EPSEN, 2004; Disability Act, 2005) but….

- Barriers and challenges to inclusion (Travers et al., 2010; Rose et al., 2015)
  - Insufficient teacher education (ITE/Induction/CPD)
  - Teachers reporting lack of knowledge, confidence, competence, re. inclusive practice
  - Lack of teacher collaboration, lack of time

**Personal rationale:** own experience
Inclusive Pedagogy

• “The word ‘pedagogy’ is used to mean the knowledge and the skills required by teachers to inform the decisions they make about their practice” (Florian & Spratt, 2013, p. 121)

• Inclusive pedagogy: extending what is ordinarily available to all learners (Florian & Black-Hawkins, 2011), informed by transformability (Hart et al., 2004)

• Inclusive pedagogical approach in action (IPAA) framework (Florian, 2014)
  ○ Teachers must believe that difference is accounted for as an essential aspect of human development in any conception of learning
  ○ Teachers must believe that they are qualified/capable of teaching all children
  ○ Teachers must continually develop creative new ways of working with others
To what extent does a professional learning community (PLC) contribute to the development of teacher professional learning for inclusive practice in a primary school?
Purposive sampling:
Urban primary school
8 class teachers
2 school leaders

Teaching and learning focus:
Differentiation through choice (IPAA)

6 PLC meetings:
Jan-Jun 2016
Monthly basis
90 minutes
(Wiliam & Leahy 2014)

Observation of practice:
4 teachers: 2 observations:
beginning and end stages of PLC
What types of differentiation do you use?

https://padlet.com/aoifeb/ILSA1

What are the strengths and limitations of different types of differentiation?
Differentiation by

- Task
- Outcome
- Choice
- Resource
- Support
- Pace
- Dialogue/Questioning

NCCA, 2007
Teachers can **differentiate** through:

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the children will learn</td>
<td>How the children will learn</td>
<td>How students show what they have learned</td>
</tr>
</tbody>
</table>

**According to the student’s:**
- Readiness 
  *(A student’s proximity to the learning goal)*
- Learning Profile 
  *(Learning style, intelligence preferences, gender, culture)*
- Interests 
  *(Passions, affinities, motivating influences)*

Tomlinson, 1999
Why differentiate?

• Differentiated instruction is a core element in developing inclusive learning (Broderick et al., 2005; Rose et al., 2015)

• However:
  – Challenge to inclusion: difficulty in differentiating planning and teaching (Travers et al., 2010)
  – Limited range of differentiation approaches (Rose et al., 2015; Ware et al., 2011)
  – Pilot of new model: Teachers needed a high level of support for differentiation (DES, 2016)
“Inclusive pedagogy advocates an approach whereby the teacher provides a range of options that are available to everybody in the class rather than a set of differentiated options only for some”

(Florian & Spratt, 2013, p. 122)
What does inclusive practice look like in the classroom?

https://padlet.com/aoifeb/ILSA2
What does inclusive practice look like?

- Teaching practices which include *all* children
- Differentiation achieved through choice of activity for everyone
- Providing opportunities for children to choose (rather than pre-
  determine) the level at which they engage with lessons
- Focus teaching and learning on what children *can* do
- Formative assessment
- Rejection of ability grouping: Flexible grouping

(Florian, 2014)
Differentiation through Choice

• Individual needs can be met without pre-determining levels of engagement/achievement

• Offering choice in how students demonstrate learning can cater for different stages of readiness, learning styles, multiple intelligences, learning interests
Kaufeldt (2005)
Learning Menu

Menu: _______________________________________________________

Main Dish (Complete all)
1. 
2. 
3. 

Side Dish (select _________ )
1. 
2. 
3. 

Dessert (Optional)
1. 
2. 
3.
### Choice Board

<table>
<thead>
<tr>
<th>Complete an Alphabox based on the text</th>
<th>Do a vetting and valuing vocabulary activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a “Hands Down” for the text you have read</td>
<td>Use a Y Chart to create images of your favourite part of the story</td>
</tr>
</tbody>
</table>

Brennan, 2017
My Predictions:

[Image of a crystal ball]

[Image of an alphaboxes grid]

[Image of a Y diagram with a heart, lightbulb, finger, and eye]
**Vetting Vocabulary**

<table>
<thead>
<tr>
<th>Words I know and use in speaking and writing</th>
<th>I know the word and understand what it means but I don't use it often</th>
<th>I don't know the word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Vetting Vocabulary**

<table>
<thead>
<tr>
<th>Interesting word</th>
<th>Line no./page no.</th>
<th>What do I think it means?</th>
<th>Dictionary definition</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Adapted from First Steps Writing (2013)
<table>
<thead>
<tr>
<th>Draw your prediction in the Crystal Ball</th>
<th>Draw/write your connection to the story</th>
<th>Use a Y Chart to create images of your favourite part of the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put the pictures of the story in order</td>
<td>Talk about the main events of the story with your friend</td>
<td>Create a different cover for the book</td>
</tr>
<tr>
<td>Design a character from the story using márla</td>
<td>Act out a scene from the story using puppets</td>
<td>Compose a piece of music to accompany the story</td>
</tr>
</tbody>
</table>
Children place lollipop stick with own name under the activity of choice.
Research Findings

Beliefs and attitudes towards inclusive practice

I kind of just think to a certain extent that anything is possible now. I do think if you plan the lesson correctly and use the right methods that everyone can achieve something in the class (Niamh, Interview).

Efficacy for inclusive practice

I observed Kieran and that gave me the confidence to go off and try it with my class using different texts and upgrading it for first class. That gives you the confidence to try it or to try new ideas or a different approach (Niall, Interview).
### Degree and Quality of Change in Individual Practice

<table>
<thead>
<tr>
<th>Level of Use</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discontinued</td>
<td>I did try using a particular practice but have since discontinued it.</td>
</tr>
<tr>
<td>Critical</td>
<td>I am using the practice in collaboration with other teachers and we have made some changes to it to meet the needs of our pupils in our context. We are also using the underlying principles and procedures in other teaching areas.</td>
</tr>
<tr>
<td>Accepted</td>
<td>I have established a way to use the practice and it works for me in my classroom. I understand the underlying principles and I will continue to use it regardless of continued support from others.</td>
</tr>
<tr>
<td>Technical</td>
<td>I am using the new practice and am following the guidelines as suggested for its use.</td>
</tr>
<tr>
<td>Preparation</td>
<td>I have decided to use the practice and am currently preparing and planning for using it.</td>
</tr>
<tr>
<td>Orientation</td>
<td>I am looking at the practice and exploring the possibilities for its use. I have not committed to using it.</td>
</tr>
<tr>
<td>Nonuse</td>
<td>I have not begun to explore the use of the new practice to date.</td>
</tr>
</tbody>
</table>

By giving him the choice he really flourished and he came up with some really creative stuff and it was really just amazing (Emily, Interview)

King, 2014
I definitely liked planning lessons together anyway, just to get another person’s point of view and Hilary as well would have a lot more literacy knowledge than I would so it’s great to see her taking the lessons. It’s a different way of looking at things I suppose you can get stuck in a rut otherwise (Diane, Interview)

O’Sullivan, 2011
Systemic Factors

Factors that helped teacher change:
❖ Design of initiative
❖ Initiative impact on pupil Outcomes
❖ Support from leadership
❖ Teacher agency

Factors that hindered teacher change:
❖ Time: “Busyness of school life”
❖ Initiative impact on pupil outcomes
❖ Barriers to inclusion

(King, 2014, 2016)
Design Principles: PLCs for Inclusive Practice

- **Shared focus** for teacher learning
- **Effective Pedagogies**: Critical Dialogue, Public sharing of work, Collaborative Problem-Solving
- **Key systemic factors**: *Leadership for Inclusion, Cultivating a Safe and Supportive Space, External/Internal Support, Teacher Agency*
- Group, as well as individual, **learning is promoted**
- **Inclusive and Voluntary** Membership
Moving Forward: New Model of Allocation

Key research findings (Brennan, 2017):
1. Model of how teachers can be supported to enact inclusive pedagogy
2. Design principles: PLCS for inclusive practice

Relevance for new model:
- **PLCs** for inclusive practice – identify **one aspect** of teaching and learning
- **Collaborating** with a colleague on differentiation through choice e.g team teaching, lesson study
- University-school partnerships: PLCs for inclusive practice

Department of Education and Skills (DES), (2016). Review of the pilot of a new model of allocating teaching resources to mainstream schools to support pupils with special educational needs. Dublin: DES.


Thank You!

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