



THE UNIVERSITY *of* EDINBURGH

*Additional support in an era of inclusion:
applying the principles of inclusive
pedagogy.*

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Overview

- ▶ Policy context – SDG 4 or UNCRPD?
 - ▶ Specialist support in the context of inclusion
 - ▶ How thinking differently opens up new possibilities for practice
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SDG 4



- ▶ Ensure inclusive and quality education for all and promote lifelong learning

..... for EVERYONE!!

Article 24 UNCRPD

- ▶ a) Persons with disabilities are not excluded from the general education system on the basis of disability....
 - ▶ b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
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Article 24

- ▶ c) Reasonable accommodation of the individual's requirements is provided;
 - ▶ d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
 - ▶ e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
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Specialist support in the context of inclusion– some problems

- ▶ Variability in practice
 - ▶ Knowing what constitutes good practice
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Lamb Inquiry –

*In talking with parents of disabled children and children with special educational needs (SEN), we met some of the happiest parents in the country and some of the angriest. Many had children who are well-supported and making good progress. But we also met parents for whom the education system represents a battle to get the needs of their child identified and for these to be met. **The crucial issue is that both experiences happen within the same system.** While the aims of the SEN framework remain relevant, implementation has too often failed to live up to them.*

(DCSF, 2009, p.2)

Scottish Government report:

- ▶ 100 interviews with pupils ranging from P2 to S6, 54 school staff members and 39 parents.
- ▶ pupils generally **felt well listened** to by teachers, and gave examples of being able to learn in a way that suited them.
- ▶ However, some secondary pupils with ASN were having a **bad experience**
- ▶ Teachers highlighted **particular challenges** around balancing their time between the whole class and the pupils in need of individual support.

(SG, 2019)

Particular challenges

- Cut in spend of £883 per pupil with ASN since 2012
- Increase of over 81,000 in the number of pupils with ASN since 2012
- Decline in number of specialist ASN teachers by 400 since 2012
- Fall in number of key specialist ASN support staff

The challenge of 'Additional needs'

- ▶ Dilemma of difference
 - ▶ Categorical approaches
 - ▶ Teachers' practice
 - ▶ Bell curve thinking
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The dilemma of difference

Tomko, Colleen F. "Mixed Messages." Cartoon. 2003. Kids Together, Inc. Web.

<http://english103034.blogspot.co.uk/2013/02/inclusion-cartoon-rebecca-leary.html> on 3 March 2015



Categorical approaches

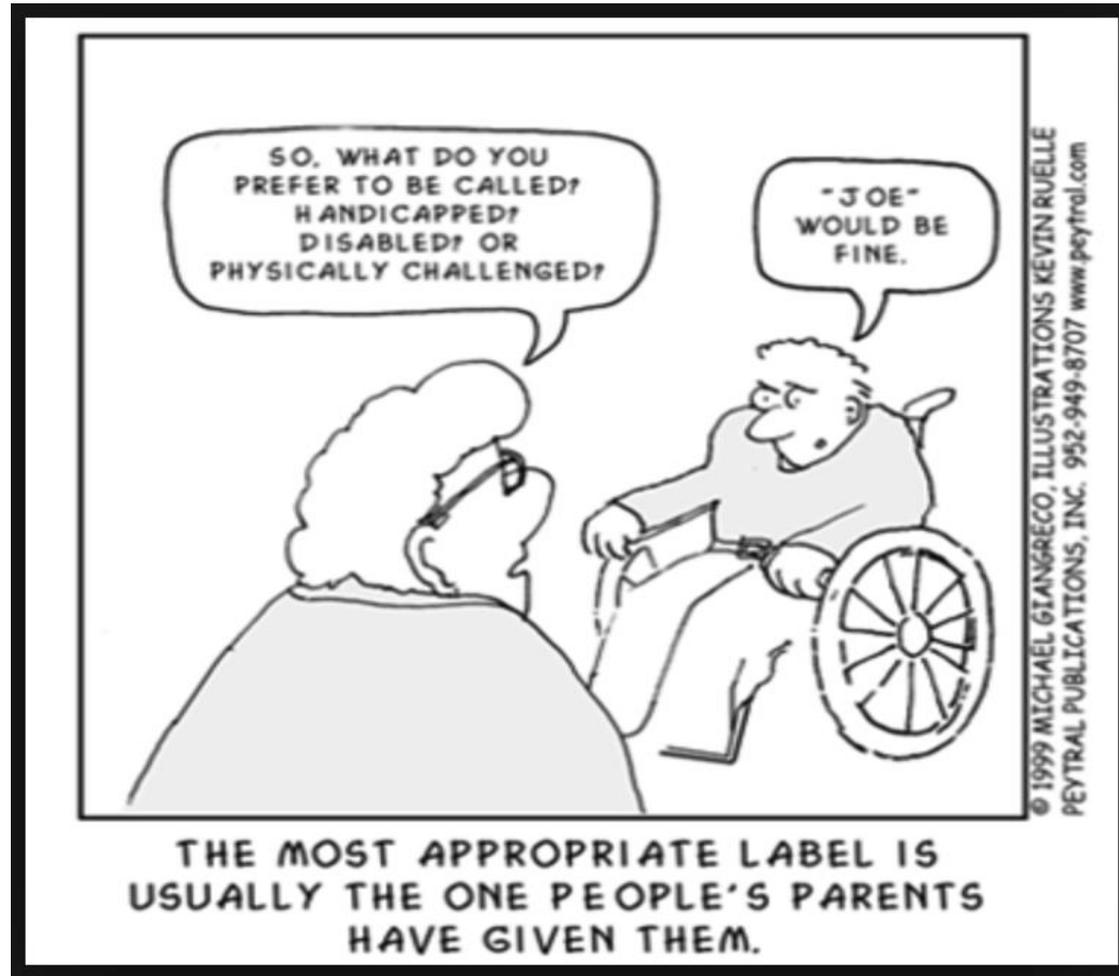
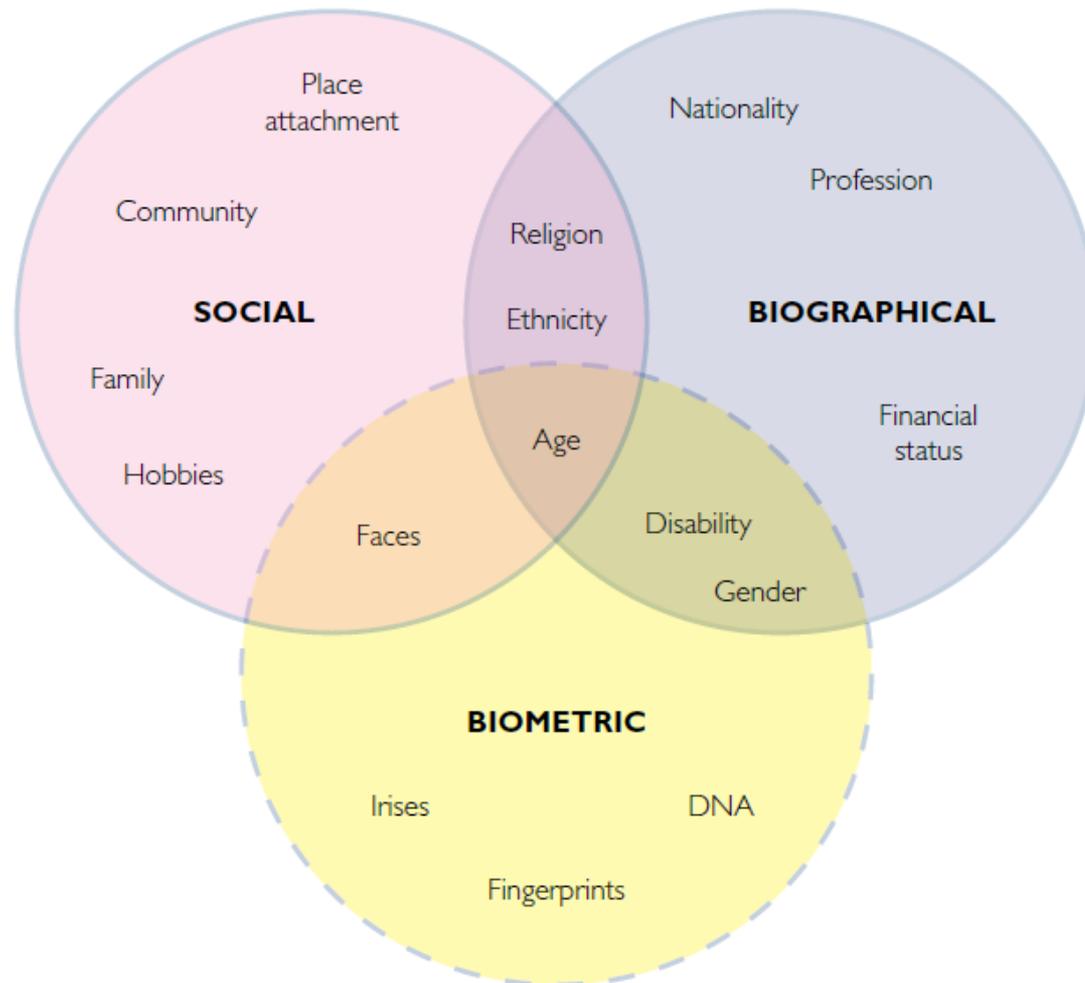
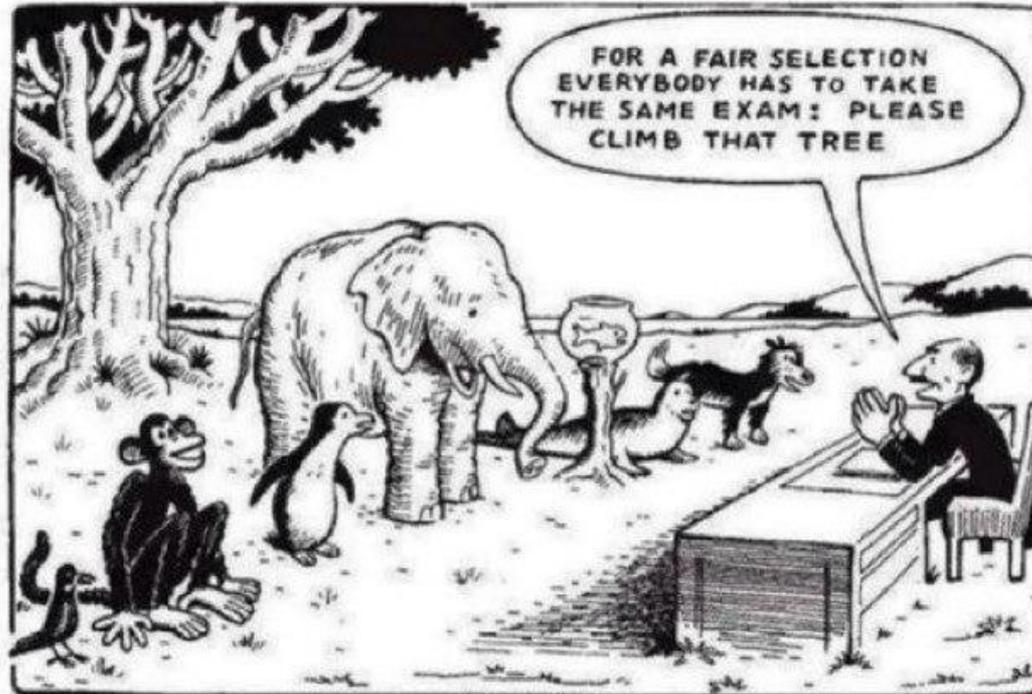


Figure 2.1: Types of identities: social, biographical and biometric identities and some examples of each type.



Source: Foresight



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

A problem of in/justice?

The naturalisation of the bell curve as a structural feature of schooling is inherently unjust because it perpetuates the inevitability of failure (Fendler and Muzaffar, 2008)

Repetition of exclusion

- ▶ learners are included in the classroom but excluded from opportunities to participate in collaborative or group activities because the work they are given is **differentiated** to such an extent that they end up isolated from the classroom community even though they may be physically present

Teachers' craft knowledge

'The tacit, schematic, intuitive thinking on which classroom teaching depends.' (McIntyre, 2005)

'The knowledge that teachers develop through the processes of reflection and practical problem-solving that they engage in to carry out the demands of their jobs. As such this knowledge is informed by each teacher's individual way of thinking and knowing.'
(Cooper and McIntyre, 1996)

Inclusive...

- ▶ Education

- ▶ Practice

- ▶ Pedagogy

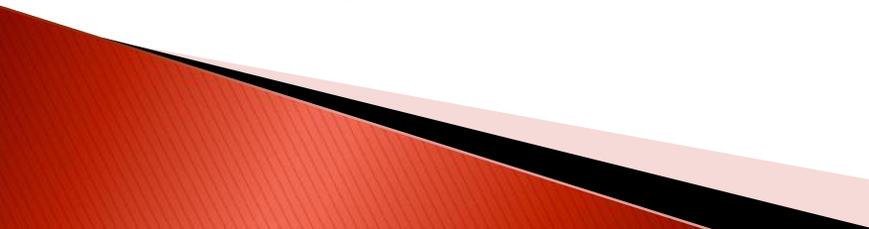
Inclusive Pedagogy

- ▶ Difference is an ordinary aspect of human development
 - ▶ Classroom teachers are capable of teaching all learners
 - ▶ New ways of working collaboratively
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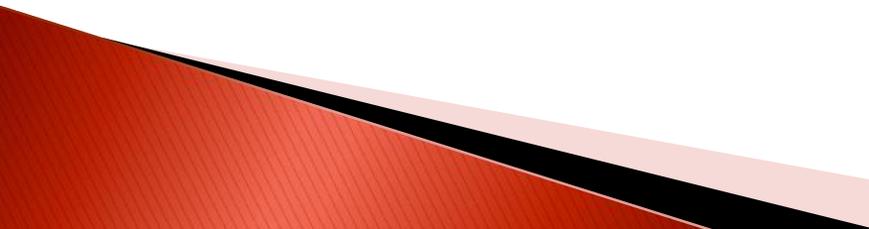
(1) Shifting focus away from differences among learners to learning of all children

- ▶ Creating learning opportunities sufficiently available for *everyone*, so all participate in classroom life;
- ▶ Extending what is ordinarily available for *all* learners (a rich learning community) rather than teaching and learning strategies suitable for *most* alongside something ‘additional’ or ‘different’ for *some* who experience difficulties;
- ▶ Focusing on *what* is to be taught (and *how*) rather than *who* is to learn it.

(2) Rejecting bell curve thinking about ability as fixed and idea that presence of some holds back progress of others

- ▶ Believing *all* children will make progress, learn and achieve;
 - ▶ Focusing teaching and learning on what children can do rather than what they cannot;
 - ▶ Grouping children to support everyone's learning rather than relying on ability grouping;
 - ▶ Using formative assessment to support learning.
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(3) Seeing difficulties in learning as challenges for teachers, (not deficits in learners), encouraging development of new ways of working

- ▶ Seeking and trying out new ways of working to support learning of all children;
 - ▶ Working with and through other adults that respect the dignity of learners as full members of the community of the classrooms;
 - ▶ Being committed to continuing professional development as a way of developing more inclusive practices.
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Challenge

- ▶ Suspending judgement about who can do what



Challenge

- ▶ For those who work in schools

Extending what is ordinarily available as opposed to doing something ‘additional to’ or ‘different from’ for some

- Seeing a complex process in operation
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Inclusive Pedagogical Approach

Underlying Assumptions	Actions	Key Challenges
Difference must be accounted for as an essential aspect of human development in any conceptualisation of learning	Replacing bell curve views of ability with a concept of transformability Understanding what/how difference matters	'Bell-curve' thinking and notions of fixed ability still underpin the structure of schooling
Teachers must believe (can be convinced) that they are not qualified/capable of teaching all children	Demonstrating how the difficulties students experience in learning can be considered dilemmas for teaching rather than problems within students	The identification of difficulties in learning and the associated focus on what the learner cannot do often puts a ceiling on learning and achievement.
The profession must develop creative new ways of working with others	Modelling new creative ways of working with and through others	Change the way we think about inclusion (from 'most' and 'some' to everybody)

What does the research tell us?

- ▶ Teachers who use inclusive pedagogy face challenges and dilemmas
 - ▶ Inclusive pedagogy is defined not in teachers' *choice* of strategies but in their *use* of them - focusing on all learners, rather than most and some
 - ▶ The inclusion of 'some' does not hold back progress of others
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Achievement and Inclusion in Schools

SECOND
EDITION



LANI FLORIAN, KRISTINE BLACK-HAWKINS,
& MARTYN ROUSE

ROUTLEDGE

Requirements for research and practice

- ▶ Focus on 'what' and 'how' of learning
 - ▶ Extending what is ordinarily available

 - ▶ 'All' = Everybody, not most and some
 - ▶ Differences are expected

 - ▶ Working creatively with specialists
 - ▶ Avoid stigma of marking some as different
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Some references

Intelligent Lives

<https://www.kickstarter.com/projects/wcak/intelligent-lives>

- ▶ Fendler, L., & Muzaffar, I. (2008). The history of the bell curve: sorting and the idea of normal. *Educational Theory*, 58(1), 63–82.
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- ▶ Hart, S., Dixon, A., Drummond M. J. and McIntyre, D. (2004) *Learning Without Limits*. Maidenhead: Open University Press.

Some references

Lecture on YouTube <https://www.youtube.com/watch?v=LeeDwzZwTj8>

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