Developing Inclusive Pedagogy

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Overview

The problem for the field

The concept of inclusive pedagogy

Some tentative ideas….
        …from rules to phronesis ?

Some problems

Dilemma of difference

Variability in practice

Knowing what constitutes good practice

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. **<u>The crucial issue is that both experiences happen within the same system</u>**. While the aims of the SEN framework remain relevant, implementation has too often failed to live up to them.*

(DCSF, 2009, p.2)

Vision

- A change of focus is needed

- An alternative perspective

- Inclusive pedagogy

Theoretical orientation

- Concept of inclusion

- The problem of 'additional needs'

- Teachers' craft knowledge

Inclusive…

- Education

- Practice

- Pedagogy

'Additional needs'

- Dilemma of difference

- A–T–I approaches

- Teachers' practice

- Categories

- Bell curve

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)

Research questions

- What teaching strategies help to increase the participation and achievement of *all* children, including those identified as having special educational needs or requiring additional support for learning?

- How can examples of inclusive pedagogy in action be articulated in ways that are useful to other teachers and supportive of their practice?

(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 deterministic beliefs 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.

(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.

Findings

- Teachers who use inclusive pedagogy face challenges and dilemmas

- They may engage in varied and contradictory practices

- 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

Inclusive Pedagogy and Assistive Technology

Type of AT	Definition	Product examples	Individualised approach to Inclusion	Manifest in terms of inclusion [Technology inclusive because...]	Manifest in terms of exclusion (Technology exclusive because...]	Inclusive pedagogical approach
				Most and Some		Everybody
Augmentative and alternative communication devices	AAC may be unaided, or aided, involving high and/or low technology. Augmentative and alternative communication devices allow a person to supplement or replace speech and writing. Device use involves selecting messages or codes from a set of pre-created possibilities and the messages can be changed over time. The user can use these elements alone or in combination in order to communicate a variety of messages (Wikipedia, 2009).	Clicker, Liberator Copperhead, Voice4Me and iSign (for iPhone)	A student with autism uses Voice4Me on an iPod Touch to communicate with his teacher and peers during a field trip to an historic site. He selects a sequence of symbols/ icons/ pictures, which represent words and/or phrases.

The student uses an iPhone to collect photos and videos of the site, assign meta-tags in both English and Polish, and upload the content to a website of the group's field trip. This activity also enables the students to socialise during the activity. | Student participates in the purpose of the visit. Student works cooperatively with peers.

Student participates in the activity by contributing photographs to a webpage, which is created by all the class. | Peers of the student complain it is unfair that they are not allowed to use their digital phones. | Focus is on everybody in planning for the school trip, and the building of a web page to document the trip.

All students would be involved in planning for how to document the trip – types of information (such as narrative accounts, photographs, audio recordings, maps to illustrate where went, statistical information such as distance travelled).

Students would then plan how this data could be collected and negotiate who would be responsible for the different task. Returning from the trip the class would collate their different forms of data on the webpage. |

Additional needs approach to inclusion: MOST AND SOME

Versus

Inclusive pedagogical approach: EVERYBODY

Inclusive Pedagogy: Individualised vs. Everybody Approach

Strategy	Individualised approach to Inclusion: Most and Some		Inclusive pedagogical approach: Everybody
Work choice	Classroom teacher consults with colleagues in learning support about how to differentiate learning tasks so that specific accommodations for students with special educational needs are met		Students choose how, where, when and with whom they learn.

Teachers create options and consult with each student about how they can help.

Teachers create the conditions that support students to work with different groups.

Classroom teacher consults with colleagues including those in learning support to share ideas about teaching and learning.

Students are trusted to make good decisions about their learning |
| | *Manifest in terms of inclusion:* All Students are working at the appropriate levels with work choices that have been pre determined and selected to respond to individual needs. One student works individually with a learning support assistant. Other students are required to complete fewer or simpler tasks. | *Manifest in terms of exclusion:* Students see that work is set at different levels based on student ability. They know who are smart and who are not. They see that some students cannot do the work without extra help from another adult and others are not expected to need help.

There is an assumption that the teacher has set the work at the 'appropriate level', possibly putting a ceiling on expectations for some students | |

Strategy	Individualised approach		Inclusive pedagogical approach: Everybody
Play zone	Play zone is an area of the classroom where a range of active play choices are provided. Teachers select activities that are matched to individual student needs.		The play zone is a place where student learning is self-directed. By assessing how the student with cerebral palsy used his time in the play zone, the teacher was able to note that the student could talk when he wanted to because there was no pressure to do so. As a result of following the lead set by the student, the teacher is able to see progress that might otherwise have been obscured.
	Manifest in terms of inclusion: Rather than leave the classroom for physical therapy, a student with cerebral palsy is given physical therapy exercises that support his gross motor development. The teacher and/or classroom assistant do these exercises with him in the play zone during free time so that the student does not miss out on other structured activities.	*Manifest in terms of exclusion:* The student with cerebral palsy remains in the mainstream classroom for the full day but does not have opportunities to play with other children. There is some concern that his language is not developing because he is not talking in the nursery.	

Developing practice

'All' = Everybody, not most and some

Think about difficulties in learning as dilemmas for teaching

Work creatively to support participation in learning activities

Inclusive pedagogy

focuses on extending what is generally available to *all* rather than providing something different or additional to *some*

Aristotle's concept of *phronesis*

- one of five intellectual virtues: *Sophia*, *Episteme*, *Nous*, *Phronesis* and *Techne*

- a form of situated awareness and contextual practical judgment

- about <u>perceiving more</u> in terms of identifying the best means to the ends of which Aristotle's moral virtues are directed

- concerned with both particulars and universals, viewing particulars as known from experience over time

The development of *phronesis* necessitates an iterative process of personal trial and improvement by the individual

Generally, English translations of Aristotle, tend to constitute ***phronesis*** as, '*prudence*', '*moral discernment*', '*practical judgment*', '*practical wisdom*', or '*practical reasoning*'.

In the *Politics*, Aristotle extends the role of *phronesis* to address issues of fairness in society. In so doing, he puts a focus on the social rather than the individualistic as a dimension of *phronesis*.

Heidegger's concept of *phronesis*

Weidenfeld (2011) argues that, if Aristotelian insights into *phronesis* in Heidegger's text are understood, *Being and Time* provides the broader conceptual resources needed to understand political practice under modern conditions.

Circumspection refers to a specific kind of *sight* (an action of primordial interpretation in which one looks around before deciding what ought to be done next).   Seeing for Heidegger is an intuitive grasping of the possibilities for actively relating ourselves to our world.

Comportment (a type of non-cognitive bodily knowing) refers to one's behaviour or way of carrying oneself as apparent in one's disposition to different situations in the world.

Solicitude, for Heidegger, relates to acts of concern towards others and things in the world. Heidegger discriminates acts of solicitude as '*deficient*', '*indifferent*', or '*positive*'

Conscience which is understood as the capacity to disclose one's goals in a way that modifies the rules and norms of 'the One'. Conscience with comportment are, for Heidegger, bound up in a non-cognitive understanding of the situation in which one finds oneself.

*Circumspection, comportment, solicitude, and conscience are **practical orientations** to the world.*

Phronesis : An Expanded Concept for Inclusive Pedagogy ?

The broader Heideggarian articulation of *phronesis* has stimulated us to explore how *phronesis* may be understood and applied to inform teacher education for inclusion.

A Heideggarian interpretation of *phronesis* develops Aristotelian perspectives in three ways that are analytically helpful.

First, understanding *phronesis* as both individual and communal focuses attention on the importance of relations between persons (acts of solicitude and a circumspection of concern) and encourages shared practices.

Second, using Heidegger's ideas of *circumspection* and *comportment* foregrounds the role of the body (ways of acting in the world) in <u>disclosing</u> what is important to us.

Third, Heidegger's attention to (acts of) *solicitude* and *conscience* highlight the orientation of *phronesis* towards (practices) ways of acting in the world.

Some Tentative Ideas...

Heideggarian *Phronesis* is an interpretive activity that it is orientated to making sense of situations in which we find ourselves. Interpretation is the working out of possibilities projected in our understanding. Understanding is when we know how to do things in our world i.e. we know how to project into the possibilities opened up by our world.

Inclusive Pedagogy teachers work out projected possibilities based on a circumspection of concern.

Inclusive Pedagogy opens up new possibilities for being a teacher....