

UArctic TN webinar



An Asset-based Approach to Exploring Probationer Teachers' Lived Experiences of Learning to Enact Inclusive Pedagogy in Schools Located in High Poverty Environments.

Wednesday 28th October 2020

(Thematic Network: Teacher Education for Social Justice and Diversity)

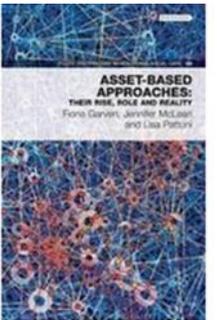
*Dr Peter Mtika , Dr Archie Graham, Dr Dean Robson, Lindsay MacDougall
(University of Aberdeen)*

Background to study

- ❑ Internationally there is a policy drive to promote inclusive, quality education for all (Florian & Camedda, 2019)
- ❑ Poverty is detrimental to children's education as evidenced by rising disparities in learning outcomes between those living in poverty and their more affluent peers (OECD, 2016; UNESCO, 2015).
- ❑ Teachers and Teacher Educators have key roles in responding to increasingly diverse learner groups (OECD, 2012).
- ❑ Schools located in high poverty environments pose particular challenges for teachers and for Teacher Educators in developing pedagogies that support meaningful participation for all learners (Naven, Sosu, Spencer, and Egan, 2019).
- ❑ Many teachers however, feel unprepared in working with diverse learner groups (Cochran-Smith, Villegas, Abrams, Chavez-Moreno, Mills, and Stern, 2016)

An asset-based approach

- ❑ To explore different ways of working to address persistent inequalities (Garven, McLean and Pattoni, 2016)
 - ❑ By adopting a values driven approach to ways of working, without disregarding the structural, social and economic challenges or circumstances an individual may be confronted with (p15)
 - ❑ By unlocking the potential of people and institutions working together for the common good
 - ❑ By identifying and mobilising assets (p28)
 - ❑ By adopting ways of working that are sensitive to context (p111)
- ❑ Operationalising asset-based thinking within this project
 - ❑ Build on what is already there (even if not overt)
 - ❑ By identifying what is possible for probationer teachers, often not visible, we aim to help mobilise these assets to support others: teacher educators, student teachers, probationer teachers in developing their approaches to inclusive pedagogy in their settings



The Scottish Context

- ❑ 'National Framework for Inclusion' (Scottish Teacher Education Committee, 2014)
- ❑ 'Scottish Attainment Challenge' (Scottish Government, 2015)
- ❑ Scottish Council of Deans of Education (SCDE) Attainment Challenge Project: Developing pedagogies that work for Pre-Service and Early Career Teachers to reduce the Attainment Gap in Literacy, Numeracy and Health and Wellbeing (SCDE 2018-2020)
<http://www.scde.ac.uk/projects/scde-attainment-challenge-project/>

Inclusive pedagogy

- ❑ concerned with educational attainment and wider positive educational outcomes
- ❑ attends to individual differences between learners while actively avoiding the marginalisation of some
- ❑ extending what is ordinarily available in learning and teaching routines (not doing something 'additional' or 'different' for some)
- ❑ working with others to remove intersecting barriers to inclusion

Inclusive pedagogical approach in action (IPAA) Framework (Florian 2014)

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Assumptions	Evidence (What to look for in practice)
1. Difference is accounted for as an essential aspect of human development in any conceptualisation of learning	Teaching practices which include all children (everybody)
	Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life;
	Extending what is ordinarily available for all learners (creating a rich learning community) rather than using teaching and learning strategies that are suitable for most alongside something 'additional' or 'different' for some who experience difficulties;
	Differentiation achieved through choice of activity for everyone
	Rejection of ability grouping as main or sole organisation of working
	Use of language which expresses the value of all children
	Focusing teaching and learning on what children can do rather than what they cannot
Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation),	
Use of formative assessment to support learning.	

IPAA Framework1/3

Inclusive pedagogical approach in action (IPAA) Framework (Florian 2014).

Assumptions	Evidence (What to look for in practice)
2. Teachers must believe they are qualified/capable of teaching all children	Focus on what is to be taught (and how) rather than who is to learn it.
	Providing opportunities for children to choose (rather than pre-determine) the level at which they engage with lessons.
	Strategic/reflective responses to support difficulties which children encounter in their learning.
	Quality of relationships between teacher and learner.
	Interest in the welfare of the 'whole child' not simply the acquisition of knowledge and skills.
	Flexible approach – driven by needs of learners rather than 'coverage' of content
Seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners	

IPAA Framework2/3

Inclusive pedagogical approach in action (IPAA) Framework (Florian 2014).

Assumptions	Evidence (What to look for in practice)
3. Teachers continually develop creative new ways of working with others	Interplay between personal / professional stance and the stance of the school
	Creating spaces for inclusion wherever possible
	Seeking and trying out new ways of working to support the learning of all children
	Working with and through other adults in ways that respect the dignity of learners as full members of the community of the classroom;
	Being committed to continuing professional development as a way of becoming more inclusive practices.
	In partnerships formed with teachers or other adults who work alongside them in the classroom
	Through discussions with other teachers /other professionals outside the classroom

IPAA Framework3/3

There is no expectation that the probationer teachers would be engaged with all of the illustrative examples.

Study design

- ❑ Exploratory multiple case study (Yin, 2018),
- ❑ Focused on probationer teachers' experiences of learning to enact inclusive pedagogy in schools located high poverty learning environments, during their induction year,
- ❑ Participants provided data in the form of first-person detailed descriptions of the lived experiences,
- ❑ Researchers provided data in the form of first-person reports collected via classroom observation, semi-structured conversational interviews and reflective diaries of the participants lived experiences,
- ❑ The British Educational Research Association [BERA], 2018, guidelines for ethical practice were adhered to throughout.

Research Participants and School Profiles

Probationers (7)	Gender	School	School Profile
Amy	Female	School A (Primary)	Approximately 80% of pupils from SIMD 1-40 backgrounds.
Helen	Female		Approximately 40% of pupils were recorded as having Additional Support Needs (ASN). The pupil teacher ratio was 16:1 with an average class sizes of 25 pupils. Attendance 91.9% but below the national average 94.5% in 2018/2019.
Hilda	Female	School B (Primary)	Approximately 90% of pupils from SIMD 1-40 backgrounds.
Simon	Male		Approximately 90% of pupils were recorded as having Additional Support Needs (ASN). The pupil teacher ratio was 15:1 with an average class size of 25 pupils. Attendance 92.3% but below the national average 94.5% in 2018/2019.
Colin	Male	School C (Secondary)	Approximately 80% of pupils from SIMD 1-40 backgrounds.
Eve	Female		Approximately 40% of pupils were recorded as having Additional Support Needs (ASN).
Hilary	Female		The pupil teacher ratio was 13:1. No data available for average class sizes. Attendance 82% but below the national average 90.7% in 2018/2019.

Research Question

What are the lived experiences of probationer teachers learning to enact inclusive pedagogy in schools located in high poverty environments?

Approach to Data Analysis

- Step 1: within-case analysis of each participant's data
- Step 2: write up summaries for each participant
- Step 3: cross-case analysis

Examples of possible theoretical replication

IPAA Assumption 1 Difference is accounted for as an essential aspect of human development in any conceptualisation of learning

Teaching practices which include all children (everybody)	Amy; Helen; Simon; Hilda; Colin; Eve; Hillary
Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life;	Amy; Helen; Simon; Hilda; Colin; Eve; Hillary
Extending what is ordinarily available for all learners (creating a rich learning community) rather than using teaching and learning strategies that are suitable for most alongside something 'additional' or 'different' for some who experience difficulties;	Amy; Helen; Simon; Hilda; Colin; Hillary
Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation),	Amy; Hilda; Colin; Eve; Hillary
Use of formative assessment to support learning.	Amy; Helen; Simon; Hilda; Colin; Hillary

Assumption 3. Teachers continually develop creative new ways of working with others

In partnerships formed with teachers or other adults who work alongside them in the classroom	Amy; Helen; Simon; Hilda; Colin; Hillary
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Text highlighted in yellow = further data provided by way of exemplification.

There were no examples replicated across all cases relating to IPAA Assumption 2.

Examples of teaching strategies used by probationer teachers to promote inclusion

Teaching Strategies	Illustrative Example
Scaffolding	Hilda invites the children to recap what they were talking about the previous day. She uses positive language “we had a wonderful conversation about our new topic, and all of you were working so hard, the hardest I’ve seen”. The children then chat to each other for a short period before Hilda refocuses them and invites the children to share what they can remember. She then asks them to draw a labelled diagram based on yesterday’s work and using the ideas they have just discussed. (Hilda, Observation 1)
Encouraging learners to verbalise their thinking	“...pupils who struggle with their writing were actually doing a lot of verbal work to get them to verbalise what they would like their poetry lines to be and then where possible getting them to practice and sound out some of the simpler words. And discussing with them words that they’re coming up with.” (Amy, Reflective Diary)
Revisiting previous learning	“So I do a week plan where it’s introduction, build upon, build upon, build upon. And then the following week we can go back and revisit it just to make sure everyone’s okay with it. So we did the introduction yesterday. I had a look to see how they were getting on, they were getting on really well so I thought, ‘okay let’s give them a challenge to see how they get on’. So they seem to have got on reasonably well with that but I realised from looking at it, it was maybe a bit, a step too far. So tomorrow I’ll go back, I’ll go over the basics again and then make it a wee bit harder and then try and build back up to that again” (Simon, Interview 1)
Making links to other learning overt	“I think interdisciplinary learning intertwines quite nicely with science, they’re always going to have to write a sentence or they’re going to have to figure out a maths equation in science...so I think it’s good linking them together because it kind of connects it all to help their understanding.” (Helen, Interview 2)
Experiential learning	“I set them homework to go into the shops and look at cards so that they had real cards to look at. And I said, go home and look out your birthday cards and your Christmas cards... actually looking at cards, doing research about different styles of humour cards, Valentine’s cards, birthday cards, and also looking at what the card market is.” (Eve, Interview 2)
Chunking lesson into smaller parts	“There was a nice chunking of the lesson. We had a bit of a recap, we had a bit of writing, a bit of discussion and then we had a video clip. So there were different activities that were short, snappy, quite focused and kept to the movement of the lesson... We got through quite a lot for this class because due to their varying of abilities, some of them write faster than others, some of them take a little bit longer to process what we’re doing.” (Hillary, Reflective Diary)

Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life;

Types of additional support	Illustrative Example
Visual images	“Give them something a bit visual, if there’s something written for them to back it up with. So you’re sort of two-folding that knowledge, so if they can’t remember the video then it’s in writing in front of them, so that supports them... that’s a standard structuring of an English lesson... a bit of visual, writing to back it up, answer the questions, debate them as a class.” (Hillary, Interview 2)
“Teacher’s station” to provide some additional support	“I do my teacher’s station along with the worksheet station together. So I’ll be doing the worksheet alongside them but now they become more independent I let them do the worksheet by themselves once I’ve gone through it. So that’s then developing as children, they are now more grown up that they can do it by themselves.” (Helen, Interview 1)
Concrete materials	“What worked well is all the children were able to access the materials. They were all able to get on to the Chrom)ebooks due to their prior knowledge” (Simon, Reflective Diary)
Provide nurturing experiences	“I don’t mind if you make mistakes...it is tricky. It is okay to make mistakes we can always fix the mistakes and make it right.” (Simon, Observation 1)
Targeted use of teacher time	“my kids can’t sit and do a long period of maths doing one thing at a time... so I find short ten minutes, fifteen minutes of concentration on one task I get better results from their work. And from that they end up getting more depth than they would if we were to sit and do a textbook work for thirty minutes.” (Helen, Interview 1)
Providing sufficient time to support the pupils’ understanding	“... give them enough time to understand what the subject content was then” (Eve, Interview 1)
Whole class reading, and using technology to look up words pupils do not understand	“I read the questions off the whiteboard, so everyone was included. So the ones who couldn’t read so well could listen to what was being asked for them and the ones that could read really well were just able to get on with the work which worked.” (Colin, Reflective Diary)

In partnerships formed with teachers or other adults who work alongside them in the classroom

working with others	Illustrative Example
<p>Intraprofessional Working</p> <p>e.g. In partnerships formed with teachers or other adults who work alongside them in the classroom</p>	<p>“definitely having a PSA within the classroom during the phonics and reading activities really helps.” (Amy, Reflective Diary)</p> <p>“...generally with pupil support assistant...I would ask them to focus on one group...I would actually ... have written down the instructions and also discuss it with them ... as to what I would like them to cover with the group that they’re working with.” (Amy, Interview 2)</p> <p>“when I do have the PSA in the classroom I try and make the most of her ... usually either to challenge pupils ... or she sometimes takes out groups that need support on something that I don’t have time to do in class. For example, sequencing, times tables. So she has a lesson planned for them that I’ve given her the day before and she’ll go away and do it with that group. And that’s such a huge help because with the scale of differences I have in the class, having some of them get that extra support that I can’t always give them is really helpful.” (Helen, Interview 1)</p> <p>“the children will be with me at the carpet and then the PSA will be listening along to what is going on with the lesson...then if there’s pupils with thumbs to the side or thumbs down, I’ll work with them whilst the PSA goes around and double checks everyone’s getting on with their work. Or if they’ve got any questions or anything. And then by the time that happens, usually I’ll try and get up and round and make sure everyone’s doing okay” (Simon, Interview, 1)</p> <p>“to make sure all the children were included I tried to include the children who are not so confident with reading and writing by using my PSA, my pupil support assistant in the class to support that group and sort of read through the questions with them.” (Hilda, Reflective Diary)</p> <p>“They PSAs work with me quite a lot so they know that although I like them to stay with their key pupils, I actually like them to circulate the room using their own initiative. They are brilliant... I couldn’t do the lessons I’m doing if I didn’t have those people beside me to help the get the pupils going otherwise, I’d be running around like a headless chicken... I didn’t have to tell them beforehand because we’ve got a working relationship we do a lot of eye contact rather than verbal contact. So when I was helping two pupils I said, ‘I’ll stick here, could you...’. And then they can go elsewhere so they know if I work with a pair or a specific pupil, they’ll take on the other ones. We sort of divide and conquer and that is our thing.” (Hillary, Interview 1)</p> <p>(PSA = Pupil Support Assistant)</p>

Key insight Emerging from the Cross Case Analysis

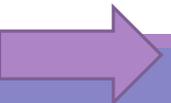
- ❑ The asset-based approach coupled with the IPAA has enabled us to identify practical examples of inclusive pedagogy that are possible for probationer teachers to engage with in high poverty school contexts.
 - ❑ All the probationer teachers demonstrated different practical examples of inclusive pedagogy and they do so in different ways. These examples have potential to be mobilised to support e.g. student teachers trying to imagine what inclusive pedagogy might look like in practice.
 - ❑ Across the 7 cases we found the practical examples of inclusive pedagogy adopted by the probationer teachers were based on their knowledge of their pupils rather than a one-size fits all approach.
- ❑ Our study surfaces a potential way forward for supporting new teachers to recognise they are making progress in developing pedagogies that support meaningful participation for all learners including those working in Schools Located in High Poverty Environments.

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