

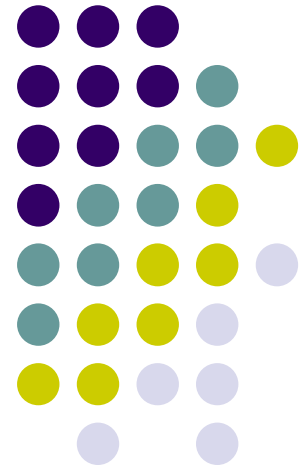
TDA SEN pilot project: Presentation for NaPTEC 2007

Jo Barkham

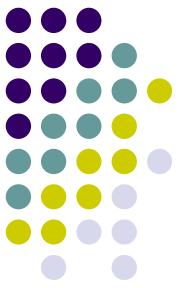
University of the West of England

Kriss Turner

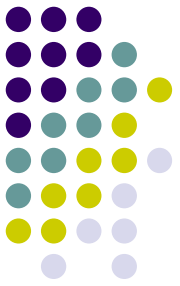
University of Reading



Consultation findings (IofEd)



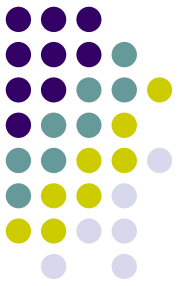
- Providers' contacts with special schools suggest that many are keen to be part of initial teacher training by hosting trainees
- Some ITT providers already include an option of an SEN special provision placement within their long course structure
- Developing a special provision placement accords with the increasing focus on inclusion and SEN that many providers have indicated they wish to pursue
- Some special schools already run their own training programmes as part of ITT routes
- Professionals in special schools, mainstream units and resource bases agree that trainees should not teach pupils with the most severe special educational needs and disabilities
- Paired placements within a setting are likely to be most effective in promoting trainees' learning and development
- Some providers have highlighted the likely lack of mentoring experience within special schools.



UWE and UoR

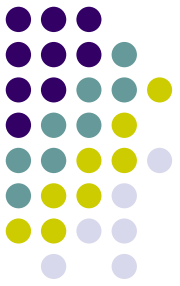
- Focus is on the placement (element 2) of the trial
- Required the equivalent of four weeks in a special school/unit.

UWE partnership with special schools



- UWE history of working with special schools
- 3 week practice in the November of the second year
- Extended to 4 weeks for 20 students
- Used 4 special schools who are close partners

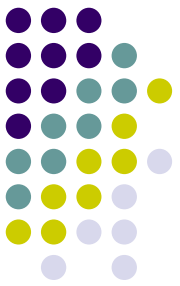
Placements UoR



a 'linked' school placement 8 weeks:

- part in a resource unit for pupils with special educational needs
- part in a mainstream classroom
- student required to track a pupil from the specialist resource provision to the mainstream classroom: supported by detailed profiling, including analysis of pupil need and provision, in both contexts.

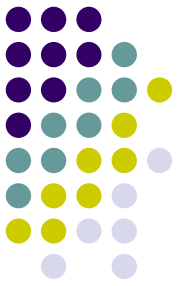
UoR/UWE selected placement schools



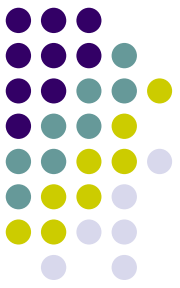
- Overall good or above in most recent OFSTED report
- Headteachers and SENCOs or Resource Unit Leaders from selected schools invited to information meeting at the University
- Funding from TDA
- Additional support agreed
 - visits by the University supervising tutor
 - reviews and evaluation sessions
- Final written evaluation to contribute to review of sustainability of the initiative

Selection from a set of criteria

UoR



- Previous school experiences included some mainstream special educational needs provision
- Current or previous voluntary experience in the field of Inclusion and SEN
- Evidence of background reading and research
- Training additional to the undergraduate degree course
- Personal experience
- Anticipated links with the Year 3/4 education research dissertation
- Evidence of personal enthusiasm, commitment and special interests..



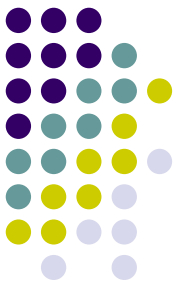
Element 2: teaching

- teach within a team based approach
- leads up to independent teaching – might be inappropriate to be a ‘whole class/group’ but must enable cycle of evaluation and re-teaching
- focused observations critical
- Young people in special provision in more detailed way
- Critical that visit link provision eg into the mainstream school.
- Observe other lessons where catering for children with special provision.



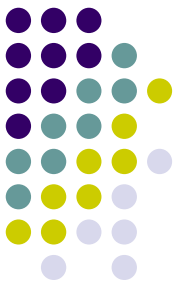
Trainees engaged in

- study tasks
- preparation of learning materials
- discussions with a range of professionals
- a visit to a linked school/mainstream provision
- a visit to a setting providing for a different area of need.



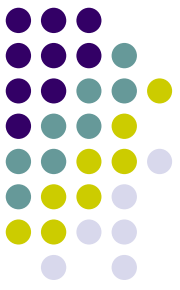
Introductory phase

- *Introductory phase* – Getting to know the school, pupils and provision: observing teaching; pupil shadowing; talking with pupils; assisting teacher and TA with groups.
- **Essential minimum experience:**
- **Shadow a TA for half a day – talk to TA about how TA & teacher work together; talk to TA & teacher together about learning strategies, behaviour management and personalised provision**



Development phase

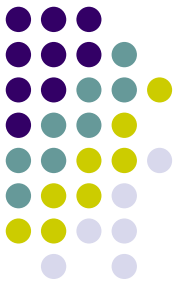
- *Development phase* – Increasing involvement with pupils' learning / increasing responsibility for planning learning and teaching, assessing and recording: continue to observe and to work at teacher's direction but more trainee-led teaching of small groups.
- **Essential minimum experiences:**
- **i. Teaching as a team with teacher, TA & others – work as an assistant; lead a small group in part of a session; lead whole group in part of a lesson (planning from objectives given/agreed by teacher).**
- **ii. Read some statements and IEPs or other formally recorded target, talk to teacher and TA about planning teaching and learning related to these, including personalised learning and behaviour management.**



Consolidation Phase

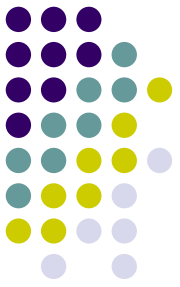
- *Consolidation phase* – Improving quality of trainee’s teaching through observers’ feedback, self-reflection and analysis: most teaching led by the trainee (possibly whole class – whole session teaching).
- **Essential minimum experiences:**
- **i. Plan and lead a whole morning or afternoon session (including breaks) for a whole ‘class’, including managing TA and others (class teacher to observe).**
- **ii. Reflection, analysis and re-planning for teaching a second lesson with the whole ‘class’ (include teacher’s feedback and discussion with teacher).**
- **iii. Lead a second afternoon or morning session with the whole ‘class’ (1 or 2 days after first whole session teaching).**

UWE: assignments complementing other trainee activities (some choice)



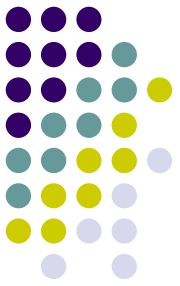
- The acoustic experience of classrooms
- The physical accessibility and circulation of pupils in the school
- The organisation of classrooms for learning
- The production of learning materials and resources
- The planning of lessons and learning objectives
- Learning and development in informal situations

1. The acoustic experience of classrooms



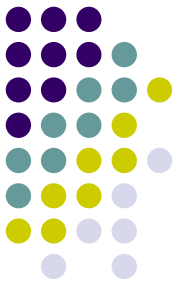
- Explore how easy or difficult it is to hear a teacher talking in several different classrooms (2 – 4). This will involve observations in classrooms. What factors are involved in enabling pupils to hear clearly and in preventing them hearing clearly? The acoustic experience for pupils depends on the interplay of aspects of the classroom environment, the teacher's talk and the hearing characteristics of the pupil, so the focus for exploration should be on those aspects that can be governed by the teacher – the teacher's talk and the classroom environment.

2. The physical accessibility and circulation of pupils in the school



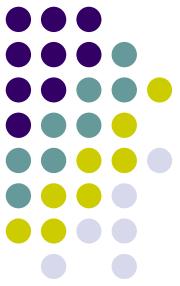
- Explore how easy or difficult it is for pupils to move around the school. Look at the physical environment and its suitability for pupils with SEN and/or disabilities. Consult pupils with SEN and/or disabilities to identify what the experience is like for them and to ascertain times of the day and places where there may be problems with movement around the school. Observe the movement of pupils at these times and/or places and observe the responses of pupils while moving. Follow up a small number of pupils to discuss their experience of what you have observed.

3. The organisation of classrooms for learning



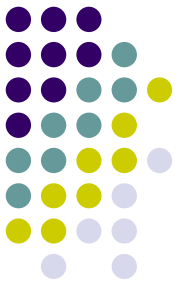
- Make several observations about how teachers adapt classrooms to enable learning to take place. Take note of different aspects of classroom organisation such as the seating and grouping arrangements, visual timetables, and the location and labelling of resources.
- Interview the teacher to find out how the classroom organisation related to:
 - the learning objectives of the lesson
 - personalised learning goals for individual pupils/promoting independence
 - the goal of fostering independence in learning.

4. The production of learning materials and resources



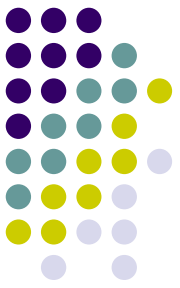
- Study the learning materials and resources produced by the teacher and TA for enabling learning. Focus on resources for pupils with one kind of SEN/disability, if possible. Interview the teacher and a TA separately about their roles in the process of producing materials and resources for that particular SEN. Try to establish with the teacher and the TA:
- how the materials and resources have been designed to foster the learning and development of pupils with a particular SEN and/or disability
- how the materials enable a diversity of learning needs to be addressed
- who decides on the content and form of the materials and resources

5. The planning of lessons and learning objectives



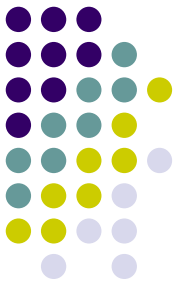
- Interview several teachers and TAs who work with them, to understand the process of planning lessons and setting lesson objectives, including those for individual pupils. Talk to the teacher and TA separately. Explore the following questions:
- Why teaching strategies and lesson content is decided upon and what parts the teacher and the TA play in this?
- Who is responsible for deciding what learning goals are set for individual pupils, and how is it decided?
- What is the involvement of pupils in setting learning goals and how are they involved in evaluating their own learning?
- What role do the teacher and the TA play in evaluating teaching and how far pupils have met the objectives set for them?

6. Learning and development in informal situations



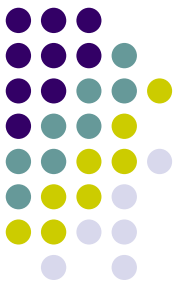
- Make several observations of pupils with SEN and/or disabilities in an informal learning context such as the playground or dinner hall. Note the activities that pupils are engaging in and the extent of pupils' interactions with each other. Focus on the speaking and listening skills displayed by pupils in this informal learning context and on the social and emotional skills needed to interact successfully with others in this situation. Consider the following:
- Do pupils with different kinds of SEN/disabilities interact differently with their peers?
- Do pupils take turns appropriately in their games/conversations? Focus on what they say and what responses they get.
- Are there significant gender differences in pupils' behaviour in these informal situations?
- Do pupils speak and behave significantly differently from the way you've observed them interact in their classrooms?

7. Story-Telling and Retelling (Recommended for all trainees)



- The aim is to find effective ways of encouraging story-telling.
- The activity should be tried with a small group of pupils in the school you are placed in. Discuss the activity with colleagues who know the group before trying it out.
- **Find a story to tell the pupils.**
- The story should be appropriate to the age and attainment of the group (i.e. in terms of language, wording and themes) and not too long.

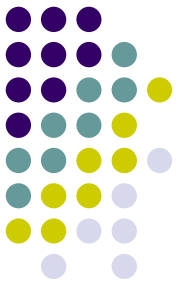
Further detailed guidance was given



Presentations

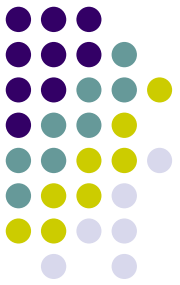
- Powerpoint or other forms of presentation
- Presented to peers, tutors, visitors or videoed
- High standard and well received
- Ethical considerations important

Achievement through UoR presentations

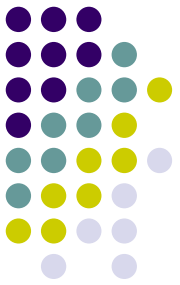


- Knowledge and understanding of a pupil with a particular SEN whom the student had tracked and profiled closely during their school placement
- Strategies for the effective inclusion of this pupil in the mainstream classroom.

SEN standards and QTS Standards

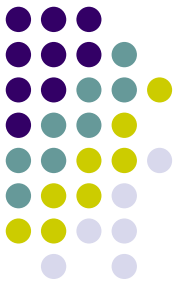


- **Seven key SEN standards have been selected from the SEN Specialist Standards (Core Standards). Trainees should be assessed against these during this placement.**



Evaluation

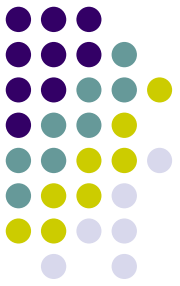
- Four week practice very valuable.
- Financial incentive to schools led to significantly enhanced training experience (special training sessions by mentor, by head teacher)
- Opportunity by one (large) school for students to ‘rotate’ from nursery to KS4 was challenging but very well received by students at UWE
 - Eight students in this school – Six would be more manageable



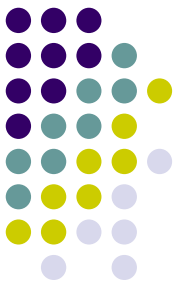
Common dilemma

- There were mixed opinions to a pre-practice visit by UWE students
 - Useful but allowed some students to become 'scared'
 - Pitching in straight away allays initial fears
- UoR 2 week diagnostic period followed by 4 week vacation then 6 week practice. Still wanted research time.

Achievements



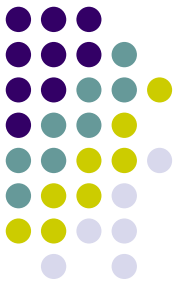
- Students' increased knowledge and understanding of individual SEN conditions and related pupil need
- Effective liaison between specialist SEN resource units and mainstream classrooms
- A collegiate approach including involvement with teams of multi-professionals
- A strong sense of identity with personal, professional development
- Strengthened commitment to special educational needs teaching and to inclusive whole school practice
- Students' empathic relationships with pupils with SEN and challenging approaches to inclusion



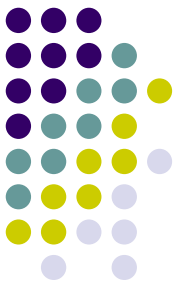
Further actions UoR

- Refine criteria for student participation: interpretation of 'strong students' to be widened to include pro-active and independent learners, speed of learning, flexibility, ability to change and develop
- Mentor, student trainee, and university supervising tutor to meet before the start of placement to provide an extra 'support session'
- All students to be involved to track a Teaching Assistant during the diagnostic/observational period.
- Allow more time for pupil diagnostic assessments, including in the resource unit

Openings



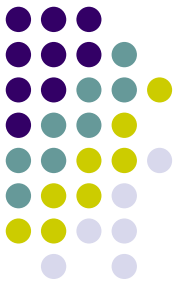
- The potential for placement schools with substantial experience of SEN provision to personalise involvement with the ITT/E placement programme
- The development of enhanced reciprocal relationships between participating schools and the University, to include more specialist contributions from teachers during the taught Inclusion course, prior to students beginning the placement
- The potential of student peer teaching, mentoring across year groups and use of video recorded student presentations as a feature of the undergraduate Inclusion course



Key points

- Ideal context for multi-agency working
- Best trainees saw the relevance for mainstream teaching
- All gained real insight into the needs of learners with additional needs
- Powerful learning and a significant increase in confidence and self esteem amongst trainees
- Team building!

Question



- How might you incorporate a ‘special’ experience into your course?
- How can this work in a PGCE course?