



UNIVERSITY
OF ABERDEEN

Inclusive Practice Project: Final Report

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Executive Summary


Scottish schools face a period of unprecedented change and development. Although many things are done well in Scottish education, the long tail of under-achievement and lack of participation for certain groups is a chronic problem. There are additional challenges associated with demographic changes in the population of schools associated with migration, disability and first language spoken. Schools also have to deal with changes in the curriculum, new approaches to assessment, new understandings of how children learn, new developments in inclusive pedagogy and demands for multi-agency working. All of these changes have implications for how teachers are prepared and supported. The task of initial teacher education is to prepare new teachers to enter a profession that accepts individual and collective responsibility for improving the learning and participation of all children, taking account that there will be differences between pupils. To this end, the Inclusive Practice Project (IPP) in the School of Education, University of Aberdeen has been developing and studying new approaches to training teachers to ensure that they:

- have a greater awareness and understanding of the educational and social problems/issues that can affect children's learning; and
- have developed strategies they can use to support and deal with such difficulties.

The Aberdeen approach is based on a concept of inclusive pedagogy which recognises that with appropriate support, class teachers can accept with confidence, the responsibility for teaching all children in inclusive classrooms. The inclusive pedagogical approach does not reject the notion of specialist knowledge about additional needs and why some pupils have difficulties in learning, but focuses on how to make use of this knowledge in ways that facilitate the learning and participation of everyone. At the heart of this process is the development of positive relationships with optimistic views about learners.

As a research and development project, the IPP focused on embedding issues of inclusion from the outset in initial teacher education for primary and secondary student teachers. Based on socio-cultural understanding of learning, the inclusive pedagogical approach promotes a view of human difference as an aspect of every person, rather than something that characterises or differentiates some learners from others. The approach was developed from studies of the craft knowledge of experienced teachers committed to inclusive practice in mainstream schools.

The concept of inclusive pedagogy emerged from these studies as a principled approach to the relationship between teaching and learning,



where the classroom teacher accepts responsibility for all pupils in ways that do not marginalise or stigmatise some learners as different from others of similar age.

Pupils may encounter difficulties in learning, or be identified as having impairments such as autism or dyslexia that require teachers to seek specialist support and advice. Whilst expertise may be needed about why some children have difficulties in learning, the inclusive pedagogical approach takes the view that rather than send the pupil to the specialist, the specialist is called upon to support the teacher in enabling the pupil to have a meaningful learning experience in the context of the classroom community.

This position recognises that a serious, if unintended consequence of thinking that only specialist trained teachers can teach children with additional needs, is that class teachers may not believe that they have the skills and knowledge to teach such pupils. By only preparing some teachers to deal with difference, a climate is created in which other teachers can reasonably claim that teaching pupils who may require something different or additional in order to learn are not their responsibility. The IPP approach is based on the belief that inclusive practice has to be the task of all teachers if inclusive education is to be an effective strategy in supporting the participation and achievements of all pupils. The idea of difference as an ordinary aspect of human development is particularly important when preparing teachers because education systems are

built upon processes that systematically sort pupils according to perceived abilities and aptitudes. This process starts early in the primary school when children are placed in groups according to their 'level' for different subjects of the curriculum. By secondary school the process of sorting and sifting often becomes part of an inflexible organisational structure. It is an organisational arrangement that student teachers face when they are working in schools but it is also one that discriminates against certain pupils by imposing limits on teaching and learning. In promoting more equitable and inclusive education, it is necessary therefore to challenge what has been called the 'bell curve' thinking that underpins the structure of schooling. Thus, an important aspect of inclusive pedagogy involves an examination of many deep-seated assumptions about human differences and an exploration of alternatives to deterministic, bell curve thinking about human abilities.

The IPP involved colleagues in the School of Education in working to refine, embed and further explore the emerging understandings of inclusive pedagogy and its role in initial teacher education (ITE). The IPP approach presented many challenges for ITE, particularly in preparing teachers to embrace diversity and respond to differences without marginalising some pupils. However, studies of the reforms have highlighted many opportunities within initial teacher education and for the professional development of teachers and teacher educators.

The questions teacher education colleagues have asked about the theoretical concept of inclusion and what it might mean for their practice, reflect the debates and concerns about professional knowledge that are occurring elsewhere. While there is agreement that there is insufficient content knowledge in initial teacher education about the different types of difficulties children experience in school, the add-on nature of this content can be problematic, leading to disagreements about what beginning teachers need to know and be able to do to support all pupils. It is also impossible for all teachers to know everything about various types of disabilities and difficulties that can occur. Expertise is needed about why some children have difficulties in learning and many experienced teachers have concerns about inclusion, in part because they are not confident they have the knowledge and skills to teach all pupils. Indeed, many teacher educators share this view to varying degrees.

In this regard the PGDE at Aberdeen served as a typical site for exploring important ideas about teacher education and inclusion. As a result, the research and development activities associated with the IPP were designed to generate lessons that might be useful to others interested in how best to prepare new teachers for the demands of inclusive education. Among these key stakeholders are teacher educators, policy makers and school staff.

Short summaries of the IPP have been prepared with each of these audiences in mind. More broadly, however, a series of key findings emerged from the IPP research. These are:

- A deeper understanding of the theoretical principles and practical approaches that underpin inclusive pedagogy, where the classroom teacher accepts responsibility for all learners, should be a central core of all programmes of teacher education.
- In order to build inclusive pedagogical approaches it is helpful to suspend judgments about the practices associated with other, perhaps less inclusive approaches, rather than seeing them as problems. Articulating and debating what is pedagogically significant, and why it is significant, with colleague teacher educators is likely to strengthen the involvement of staff and the sustainability of reform.
- New opportunities for what can be achieved within teacher education, as well as what might be achieved by student teachers as they become teachers, are opened up by an increasing capacity to articulate why, how and what is pedagogically significant to inclusive practice.
- The inclusive pedagogical approach provides a framework for thinking about learning and teaching. It also provides a means of articulating and justifying a way of working that focuses on everyone in the learning community of the classroom.
- A shift in focus away from 'bell curve thinking' and notions of fixed ability towards one that reflects the dynamic relationship between teacher and learner is helpful in convincing teachers that they are capable of teaching all learners.

- It is important for teacher educators to reflect on their assumptions about human abilities and diversity as well as how these beliefs are communicated in initial teacher education and continuing professional development.
- When the task of building inclusive teacher education programmes is described in terms of extending what is generally available rather than adding 'special' education approaches to an already overloaded programme, it becomes less daunting.
- University-based teacher education has an important role to play in ensuring that mainstream class teachers are prepared to deal with human differences in ways that include rather than exclude pupils from the culture, curricula and community of mainstream schools. But teacher educators may feel uncomfortable being asked to educate teachers in ways they themselves have not worked. Thus professional development for teacher educators is also needed.
- Building upon and making links with current practices in school in ways that respect and yet challenge them is an essential aspect of university-school partnership in teacher education.
- Schools and classrooms vary in the extent to which inclusion is seen as an important aspect of practice. As a result it is important for student teachers to learn to negotiate their way through potentially difficult professional situations. This requires an emphasis on working with other adults and on developing the skills of reflective practice, critical thinking and using evidence from their teaching to inform decision-making.
- The theoretical and practical aspects of inclusion should be assessed as an important element of teacher education programmes.
- The reform of initial teacher education is only the first step in building a profession that accepts the responsibility for enhancing the learning of all pupils, substantial professional development for teachers is also required.
- The findings of the IPP are consistent with the recommendations of the Donaldson Review of teacher education *Teaching Scotland's Future*.
- More than 1500 students successfully completed the reformed PGDE over a six year period from 2007 - 2012.

Acknowledgements

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The project advisory group provided crucial insights and practical support.

Persistent questioning of government and the universities by Sir Jackie Stewart about why teachers were not better prepared to deal with children's difficulties was an important element in establishing the project.

We are indebted to the Scottish Government for funding the project, particularly the Learning Support Division and Mike Gibson, one of the architects of the project.

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A note on terminology

- **Pupils** refers to children and young people in schools
- **Students** refers to student teachers
- **Teacher educators** refers to tutorial staff in universities
- **Teachers** refers to staff in schools
- **Programme graduates** are former students on the PGDE at Aberdeen University
- **Programme** refers to the PGDE
- **Course** refers to a constituent component of the PGDE



Teacher Education for Inclusive Education:

Final Report of the Inclusive Practice Project

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- Inclusive Practice Project (IPP) - Scottish Government funded initiative to develop new approaches to Initial Teacher Education
- Seeks to promote understanding of educational and social issues that may affect learning, and to develop strategies to respond
- Informed by a concept of inclusive pedagogy
- This report provides an overview of the IPP. It summarises research exploring the extent to which the concept of inclusive pedagogy was embedded in an initial teacher education course; and how it was enacted in practice by beginning teachers.



Introduction

The Inclusive Practice Project (IPP) emerged from an on going interest of staff in the School of Education, University of Aberdeen about the need to reform initial teacher education to ensure that it might be more responsive to the demands facing teachers and schools today. The impetus for reform was associated with many factors including the increasing diversity in Scottish schools and the underachievement of certain groups of pupils, including those with additional support needs. This has led to questions about how initial teacher

education might be reformed to ensure that newly qualified teachers (NQTs) are prepared to enter a profession that takes responsibility for the learning and achievement of all pupils, particularly when those pupils encounter difficulties in learning. This report provides details about how the IPP has responded to the challenge of developing a new approach to preparing primary and secondary teachers. It begins with an overview of the key issues that were addressed and a summary of project activities.

A number of research studies were undertaken to explore the extent to which the new approaches were embedded in the reformed programme, reflected in the attitudes of students and teacher educators, and enacted in the practices of programme graduates when they were new teachers during their induction year. Key findings and lessons for teacher education, school practice and policy are presented.

Context

Although, Scotland has retained a largely comprehensive school system, problems of equity persist. According to a 2007 report from the Organisation for Economic Co-operation and Development (OECD), *Quality and equity of schooling in Scotland*, the variation between pupil attainment is largely a 'within school problem', rather than a 'between school problem' as in England, that is associated with widely held beliefs about pupil's ability and potential. These beliefs sometimes get translated into low expectations and organisational responses in schools, such as ability grouping, setting and special classes. In one of its more critical comments the OECD report points out that previous attempts to help the lowest 20% of achievers have been largely unsuccessful, in part because they have only focused on the bottom 20% and often rely on organisational responses that segregated some pupils from the broader range of learning opportunities that were available to other pupils. Further, there is a perception that teachers are not

sufficiently well prepared to meet the needs of all pupils in schools today. These challenges are also apparent in many other countries, and the IPP is part of a broad international attempt to create more inclusive educational systems.

The importance of Inclusion

Throughout the world, there is an increased awareness of the problems that arise from differences in access to, and variations in the outcomes of, education. These differences are important because of a belief in the power of education to reduce poverty, to improve the lives of individuals and groups, and to transform societies (Grubb & Lazerson, 2004). Education is not only a right in itself; it is the means through which other important human rights can be achieved. Yet many school systems seem to perpetuate existing inequalities and intergenerational underachievement. The failure to develop schools capable of educating all children, not only leads to an educational underclass, but also a social and economic underclass which has serious consequences for society now and in the future (Belfield & Levin, 2007). However, there is evidence that some schools can be inclusive as well as being effective in raising achievement (Black-Hawkins, Florian & Rouse, 2007). The development of successful inclusive schools, 'schools for all', in which the learning and participation of all pupils is valued, is an essential task because of the benefits that such schooling can bring to individuals, communities and society.

To what extent are teachers prepared to meet the challenges of inclusive schools?

The European Agency on the Development of Special Needs Education (EADSNE) (2006) reports that dealing with differences and diversity is one of the biggest challenges facing schools across Europe. Barriers to learning and participation arise from existing organisational structures, inflexible or irrelevant curricula, inappropriate systems of assessment and examination, and negative attitudes and beliefs about some children's potential. It is argued that these barriers are exacerbated by inadequate preparation of teachers, particularly in the area of 'special needs' and for working in inclusive schools (Forlin, 2001).

In Scotland and the other countries of the UK, teachers face the challenge of teaching pupils whose differences vary across many dimensions. As the concept of 'inclusive education' has gained currency, many pupils who would previously have been referred to specialist forms of provision, having been judged 'less able' or disabled, are now in mainstream classrooms. However, it is often claimed that teachers lack the necessary knowledge and skills to work with such pupils in inclusive classrooms. Schools often exclude, or refuse to include, certain pupils on the grounds that teachers do not have the requisite knowledge and skills to teach them. This sense of being unqualified or under-prepared to teach all pupils raises

questions about what constitutes 'necessary knowledge and skills', and different views about what teachers need to know and how they might be prepared to work in inclusive classrooms have been explored in the literature (Abu El-Haj & Rubin, 2009; Fisher, Frey & Thousand, 2003; Kershner, 2007; Pugach, 2005; Stayton & McCollum, 2002). However, there are no clear answers to questions about how to prepare teachers for the demands of inclusive education. Some argue that there is insufficient content knowledge about different types of disabilities and difficulties in initial teacher education (ITE) (Hodkinson, 2005; Jones, 2006). In this view, new teachers do not know enough about disabilities and difficulties such as sensory impairments, dyslexia, autism, ADHD and other syndromes that are thought to require specific training about specialist teaching approaches that have been developed for pupils with particular kinds of disabilities. In contrast to those who call for more special education knowledge in ITE, others (e.g. Slee, 2001) argue for a radical new approach based on the development of inclusive approaches to teaching and learning that do not depend on the identification of particular forms of disability or difficulty.

While these debates about the place of specialist knowledge in ITE have been on going, the funding to support courses of continuing professional development in the area of additional needs for experienced teachers has been reduced over time and the numbers of teachers taking advanced qualifications has

declined even further since Julian and Ware (1997) and Dyson et al (2001) highlighted the problem about the shortage of specialist expertise in the teacher workforce. This is important, because much of what student teachers learn about additional support needs and inclusion occurs during school placement where there may be a lack of expertise (OFSTED, 2008). Thus, the current context is one where there is a widely held belief that not all teachers are being properly prepared to work in inclusive schools and at the same time there has been a reduction in the availability of award bearing continuing professional development opportunities in the field of additional needs for experienced teachers.

Currently, in initial teacher education, modules, courses or inputs on additional needs and inclusion may be offered as an optional extra, available only to some students. Typically these courses focus on the characteristics of particular kinds of learners, how they should be identified, specialist teaching strategies and the prevailing policy context. The main problem is that the content knowledge of such courses is often not well integrated into the broader curriculum and pedagogical practices of mainstream settings. Crucially only some, not all, teachers are able to take such courses, which reinforces the message that they are not capable of teaching all children because they have not done the course. On a one-year Professional Graduate Diploma in Education (PGDE) there may only be one or two lectures plus some follow-up activities on additional support needs.

Even on courses where input on inclusion is required, the coverage is limited, again reinforcing the view that the education of pupils identified as having difficulties in learning is the responsibility of additional support needs specialists rather than the responsibility of classroom and subject teachers.

The development of inclusive practice is about the things that staff do in schools, which give meaning to the concept of inclusive education (Florian, 2009). It recognises that all teachers should accept responsibility for all children in the classes that they teach, but it does not reject the notion of specialist knowledge and does not mean that teachers and learners are left on their own without support. Rather, it is in the use of that support, the ways that teachers respond to individual differences during whole class teaching, the choices they make about group work and how they utilise specialist knowledge that matter. Thus it involves working with and through others, and teacher education courses have to address the ways in which adults might develop the skills of working collaboratively to support children's learning and participation.

At the heart of this process is the development of positive relationships (adult to child, adult to adult, and child to child) and optimistic views about learners. The development of inclusive practice depends to a large extent on teachers' attitudes and beliefs as well as their knowledge and skills. This practical expression maps onto Shulman's (2007) conceptualisation of professional learning

as apprenticeships of the head (knowledge), hand (skill, or doing), and heart (attitudes and beliefs). Shulman's concept of three apprenticeships provide a framework for thinking about the preparation of teachers who can be considered inclusive practitioners. It is important to consider how it might be possible for teachers to develop new ways of believing that all children are worth educating, that all children can learn, that they have the knowledge and skill to make a difference to children's lives and that such work is their responsibility and not only a task for specialists. By only preparing some teachers to deal with difference, a climate is created in which other teachers can reasonably claim that these things are not their responsibility. Inclusive practice has to be the task of all teachers if inclusive education is to be an effective strategy in supporting the achievements of all children. In addition it acknowledges that all teachers require more expertise about how to support pupils when they experience difficulties in learning. If classroom teachers are to take responsibility for the learning and achievement of all pupils they need to be prepared differently, including knowing how to access help and support in this task. Clearly, new ways of thinking about how all beginning teachers are prepared and supported to work in inclusive schools and classrooms are needed, together with new ways of thinking about the role of specialist knowledge and working together.

A problem of the education system?

In recent years, the idea of special needs education as a parallel or separate system of education to that which is provided to the majority of children has been challenged on the grounds that it leads to segregation and perpetuates discrimination. Research studies show differential treatment based on social class (Dyson, 1997) as well as the over-representation of ethnic minorities (Gillborn & Youdell, 2000) identified as having additional or special educational support needs. And yet there is good historical evidence that without special treatment (e.g. anti-discrimination legislation, ring-fencing of resources, provision of specialist support), pupils with disabilities are denied equal opportunity for full and meaningful inclusion (Winzer, 2007). Since the 1990s the countries of the UK have been working toward improving access to mainstream education for pupils with disabilities and others identified as having additional educational needs. But progress has been slow and uneven. New approaches to inclusion and to preparing teachers are needed if schools are to become more inclusive.

Notions about the 'additional needs' of some learners are deeply embedded in the educational system because of the widely held assumptions about the nature and distribution of ability (Fendler & Mufazar, 2008), based on the idea that intelligence is fixed and normally distributed throughout the population (e.g. Herrnstein & Murray, 1996). As a result, expectations and

achievement levels for some children, including those who have disabilities or other additional needs, or who are from certain social, cultural or ethnic backgrounds, are still too low in many schools (Gillborn and Youdell, 2000). Because notions of ability have been institutionalised in many responses to difference – through ‘additional support’ for some students, or through banding, streaming, setting or other forms of ability grouping - they are difficult to replace with alternative responses despite research which has shown how they disadvantage pupils placed in lower sets (e.g. Ireson, Hallam & Huntley, 2005).

The Problem of Additional Educational Needs

While understanding differences between learners has been a central interest of research and practice in additional (special) needs education, the emphasis on studying human differences has perpetuated a belief that such differences are not only predictive of difficulties in learning, but they are to be expected. This is a view that has become self-reinforcing and has sustained deficit-based categorical approaches to the provision of educational services in many countries. Yet, it is also well known that the frequently used categories of disability have not proved useful in determining educational interventions (Ysseldyke, 2001). Since the Warnock Report (DES, 1978) there have been efforts across the UK to abandon categorical and deficit thinking about

children who experience difficulties in learning, but with limited success (Norwich, 2008). Scotland has gone further than other countries in the UK by attempting to leave behind the language of special educational needs. The Education (Additional Support for Learning) (Scotland) Act (Scottish Executive, 2005/09) introduced a new concept of ‘additional support needs’ to refer any child or young person who, for whatever reason, requires additional support for learning. Though the Act replaced the old system for the assessment and recording of children with special educational needs, and introduced a new system for identifying and addressing the additional support needs of children and young people who face barriers to learning, careful reading of its provisions has raised concern that it does little more than replicate the previous system (Allan, 2006). Indeed the definition in the legislation of additional support, as that ‘which is additional to, or otherwise different from, the educational provision that is generally provided to their peers’ (Scottish Executive, 2005) is the same as the definition of special educational needs provision that it replaced.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (United Nations, 2006), calls for education systems to ensure that, “persons with disabilities receive the support required, within the general education system, to facilitate their effective education”. The UNCRPD calls for staff training to, “incorporate disability awareness and the use of appropriate

augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities”. Clearly the availability of specialised support is seen as an important aspect of inclusive education. But the specialist support demanded by inclusive education requires that it be provided without perpetuating the segregating practices that have been associated with traditional approaches to special education. Addressing this challenge requires a consideration of the implications for how primary and secondary education teachers are prepared to work in schools and classrooms that are increasingly diverse.



The Inclusive Practice Project

The task of teacher education for inclusive education


Criticisms of the ways in which teachers are prepared to deal with diversity and learning difficulties are two-fold. As noted previously, one view holds that there is a specific body of knowledge and a set of skills for working with 'special' children and that initial teacher education courses do not adequately cover these matters. The second claims that because inclusion is not only about 'special' pupils, teacher education should focus on improving teaching and learning and should help beginning teachers to reduce the barriers to learning and participation of all pupils.

Both these views are right to an extent, but each response is insufficient. A new way of thinking about the problem of teaching which does not deny human differences, but attempts to respond to them within what is ordinarily available in schools, rather than by marking some children as different, is needed (Florian, 2007). This requires all teachers to accept responsibility for all the pupils they teach with confidence that they know how to access appropriate support when necessary.

Fig. 1: PGDE Model of Inclusive Practice



A definition of inclusion: ...the process of increasing participation and decreasing exclusion from the culture, curricula and community of mainstream schools..." Booth & Ainscow (2002)



It is important therefore to move beyond polarised debates about whether beginning teachers only need to know how to improve teaching and learning by removing barriers to participation or whether they need more specialist knowledge about disability and individual children's learning needs. In the short time that student teachers are in initial preparation it is impossible to anticipate every type of difficulty they might meet in their professional lives.

The task of initial teacher education is to prepare new teachers to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children, taking account that there will be differences between them.

Origins of the IPP

The origins of the Inclusive Practice Project (IPP) can be traced to the confluence of key people, concerns and events. One of the key people is Sir Jackie Stewart, former Formula One world motor racing champion, who, based on his own experiences at school, was concerned about the long-term consequences of reading difficulties caused by dyslexia. In particular he believes that teachers are not sufficiently well prepared to deal with pupils who have dyslexia in their classrooms. A related concern that expectations and achievement levels for some pupils, particularly those identified as having additional support needs, including dyslexia, are still too low in

many schools was shared by the Scottish Executive who indicated that they were prepared to support a teacher education project based at one of the Scottish Universities.

Sir Jackie visited the principals of a number of Scottish universities to see if he could persuade any of them to adopt a specific programme aimed at preparing teachers better to understand and deal with problems associated with dyslexia. He claims to have had the most sympathetic hearing at the University of Aberdeen, where the Principal and the then Head of the School of Education expressed keen interest.

As the shape of a specific proposal started to emerge there was a move away from a narrow focus on dyslexia in favour of a broader approach to learning difficulties and support needs based on the idea of inclusion that would be consistent with emerging Scottish policy. There was encouragement from the Support for Learning Unit within the Scottish Executive for the project to adopt a broader definition of inclusion that would be consistent with new legislation (Education, Additional Support for Learning Act (Scotland), 2005; 2009) and Getting it Right for Every Child (GIRFEC) (Scottish Executive, 2006). At the same time, the General Teaching Council (Scotland) with the support of the universities through the Scottish Teacher Education Committee (STEC) was looking at changes to the Standards for Initial Teacher Education (SITE) and at the role of additional support for learning within such changes.

As a result of the national context and in light of the foregoing debates and discussions, the Inclusive Practice Project (IPP) in the School of Education, University of Aberdeen was tasked with developing new approaches to preparing teachers so that they would:

- have a greater awareness and understanding of the educational and social problems/issues that can affect children's learning; and
- have developed strategies they can use to support and deal with such difficulties.

Thus while the impetus for change was driven by the interests and experience of key stakeholders and the reform agenda in Scotland, it was also informed by the view that more flexible approaches to preparing

teachers for the demands of 21st century schools were needed in the light of new understandings about inclusion, emerging insights into children's learning and as working practices across education, health and social services responded to the GIRFEC agenda (Scottish Executive, 2006).

A New Professional Graduate Diploma in Education

In 2006, with these challenges in mind, the School of Education began the reform of the Professional Graduate Diploma in Education (PGDE), a one-year university-based initial teacher education programme for those who already have graduated with an acceptable degree.

Fig. 2: PGDE Programme - Components and Connections

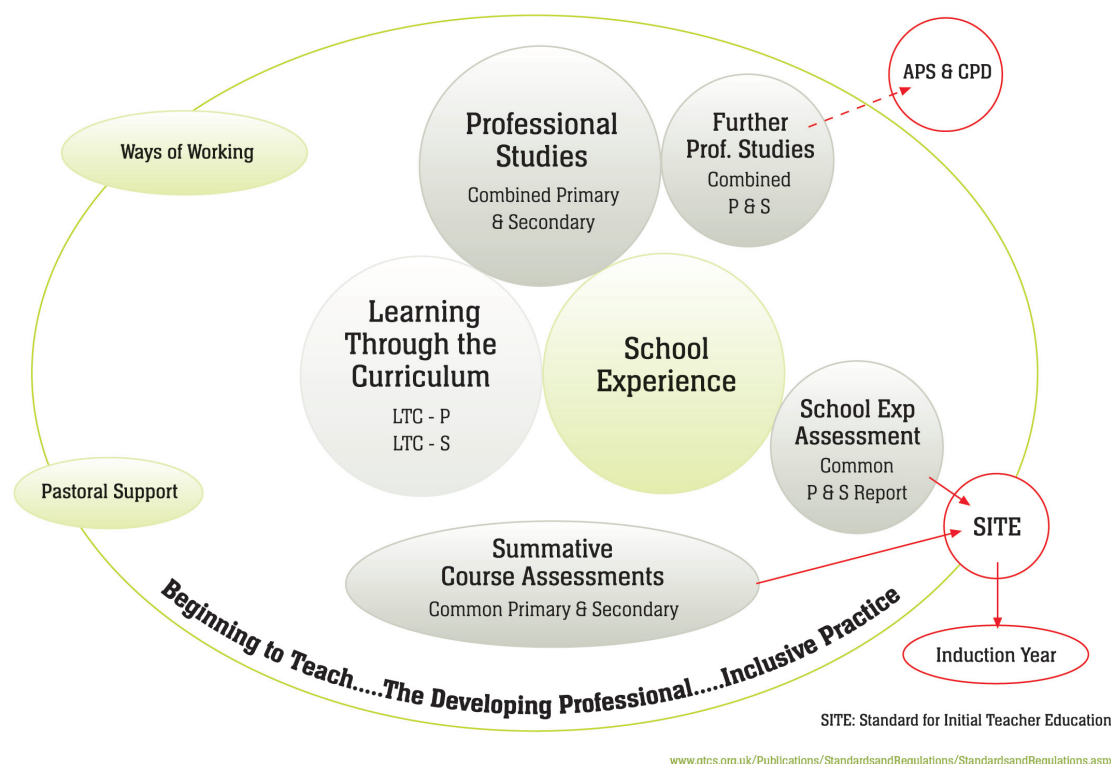
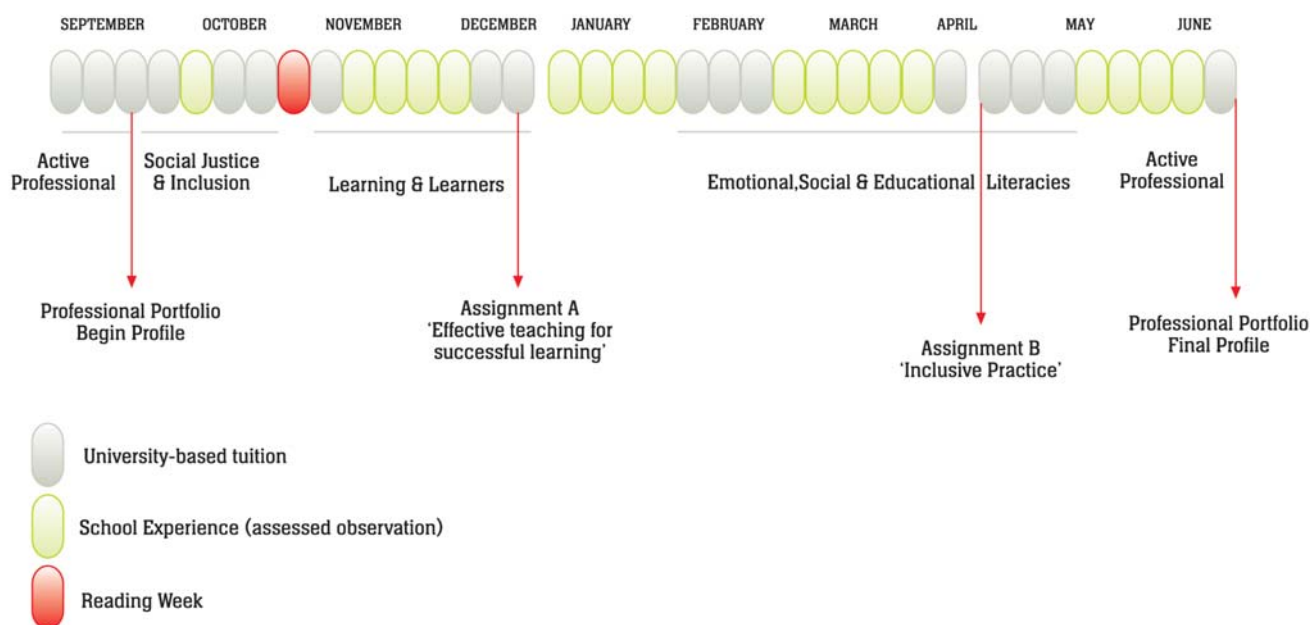


Fig. 3: PGDE Professional Studies Course Overview



The reformed programme that served as a site for the IPP resulted from a long process of consultation between university staff together with teachers, former graduates, representatives from local authorities and teacher unions, in the development of new approaches so that new teachers would accept professional responsibility for the learning and participation of all the pupils they teach, together with knowledge about where and how to get help, advice and support if necessary to develop inclusive practice.

As shown in Figure 2, (see p.12), the PGDE is informed by the Scottish Standards for Initial Teacher Education (SITE) (GTCS, 2006) and recognises the importance of partnership – the idea that student teachers become teachers by working in schools. The university supports the learning that occurs in schools with a curriculum incorporating professional and theoretical knowledge. Mindful that theoretical knowledge can be inconsistent

with practice in schools, the programme is also designed to support students to engage in critical and reflective practice in order to help them make sense of their experiences in schools.

The PGDE incorporates professional and theoretical knowledge as well as skills in research and reflection. Half the programme (18 weeks) is spent in school experience placements, the other 18 weeks consists of university-based learning.

The programme is made up of a number of distinct but integrated courses (Professional Studies, Further Professional Studies, Learning through the Curriculum and School Experience) that cohere around a set of programme aims. These aims are designed to:

- prepare teachers for making a contribution to the development of pupils within school, and

Fig. 4: Inclusive Practitioner

Our vision of the teacher as an Inclusive Practitioner is linked to the underpinning design principles of 'Curriculum for Excellence'. Both aim to improve opportunities for learning, recognise the importance of learning and working together, value diversity and a wider interpretation of achievement.

Definition of Inclusion: "...the process of increasing participation and decreasing exclusion from the culture, curricula and community of mainstream schools..." Booth & Ainscow (2002)



Aims of 'Curriculum for Excellence' - "The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. It is also about ensuring that pupils achieve on a broad front, not just in terms of examinations. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. Curriculum for Excellence aims to ensure that they will enjoy greater choice and opportunity to help realise their individual talents."

- to enable them to become effective teachers of the curriculum and to attain high standards of professional practice.

In addition, at the time of the IPP, a new national curriculum, Curriculum for Excellence (CfE) was adopted. Integrating the aims and principles of CfE (figure 7 p.17) was an important development activity for the PGDE course team.

The PGDE *Professional Studies* course 'was considered an ideal site for the IPP reform because it covered issues common to all primary and secondary student teachers as developing professionals with an emphasis on those which have implications for direct action in the classroom such as creating an inclusive environment for learning' (Graham, Bruce & Munro, 2011). *Professional Studies* became the 'spine' of the new programme and was used to promote the key messages and underpinning principles in relation to the aims of the IPP.

There were two key elements in the process of reform: changes to the structure of the programme and changes to the content of the professional studies course. In turn these changes were informed by both practical and theoretical considerations. Three ideas that emerged from earlier work on questions of special and inclusive education (Florian, 2007) were given particular attention.

These were:

- clearer thinking about the rights to, and in, education;
- the need to challenge deterministic views about ability, and
- a shift in focus from differences between learners, to learning for all.

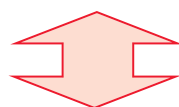
Addressing these three theoretical ideas became the basis of the development activities that led to the new *Professional Studies* course.

Fig. 5: PGDE Programme Architecture

The vision of the Inclusive Practitioner is the key driver through the PGDE programme at the University of Aberdeen. The 4 elements of inclusion and the CfE 7 principles for design provide our framework.

We argue that there is a sound relationship between the vision of the teacher as an Inclusive Practitioner and the underpinning design principles of 'Curriculum for Excellence'. Both aim to improve opportunities for learning, recognise the importance of learning and working together, value diversity and a wider interpretation of achievement.

Definition of Inclusion: "...the process of increasing participation and decreasing exclusion from the culture, curricula and community of mainstream schools..." Booth & Ainscow (2002)



Aims of 'Curriculum for Excellence' - "The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. It is also about ensuring that pupils achieve on a broad front, not just in terms of examinations. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. Curriculum for Excellence aims to ensure that they will enjoy greater choice and opportunity to help realise their individual talents."

The over-riding aim was to help new teachers accept the responsibility for the learning of all pupils and to know where to turn for help when required. Two books, *Learning without Limits* (Hart, Dixon, Drummond and McIntyre, 2004) and *Achievement and Inclusion in Schools* (Black-Hawkins, Florian and Rouse, 2007) were among the key texts chosen for the course.

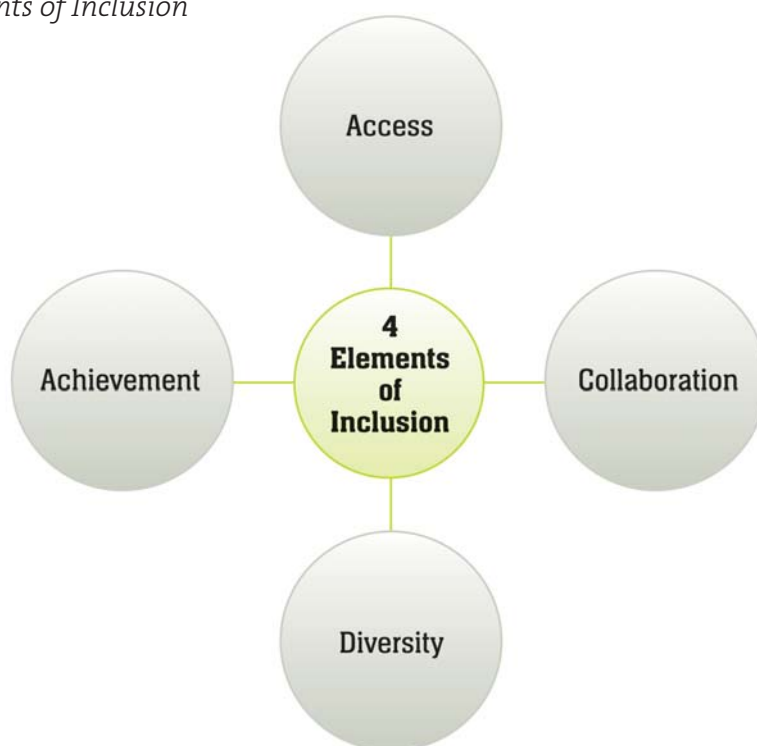
As the course team began thinking about how the principles that were emerging from the development work could be incorporated into the PGDE programme, it became clear that decisions would have to be made about what beginning teachers would need to know and be able to do, within a framework of values and beliefs

about social justice, educational rights and inclusion. The outcome of this debate formed the content of the professional studies course as reflected in Figure 8 (p.18).

Theoretical underpinnings

The IPP adopted the position that inclusive education should not be thought of as a denial of individual differences, but an accommodation of them, within the structures and processes that are available to all learners. In other words, it should be a normal part of a school's response when pupils experience difficulties. The IPP embraced the view that all learners are not the same and human difference should not be ignored or denied.

Fig. 6: Four Elements of Inclusion

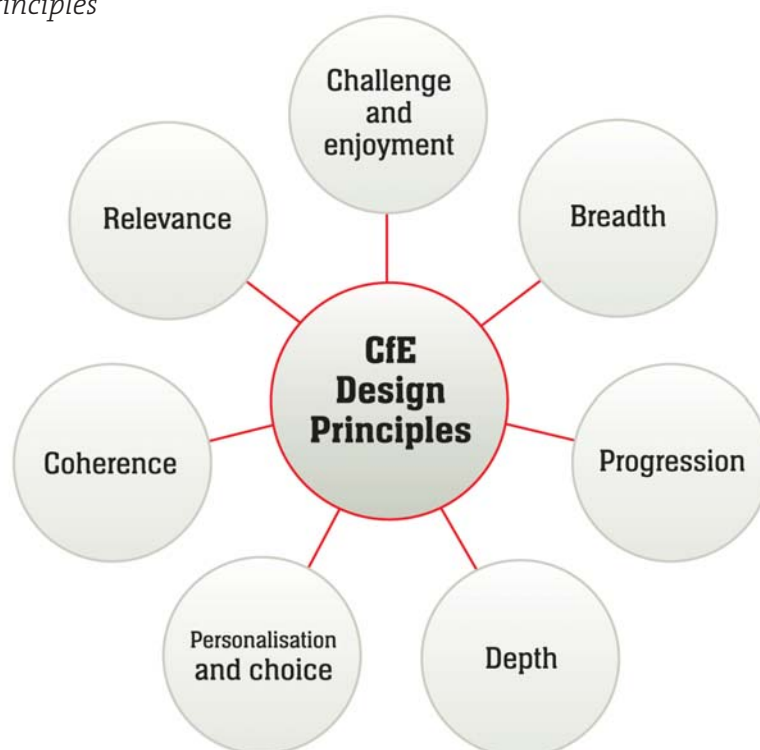


The task is not to accommodate learner differences by providing something 'different from' or 'additional to', as defined in the legislation, but to challenge and extend what is 'generally available' (Florian, 2007). This idea of extending what is 'generally available' was generated by on-going research on the 'craft knowledge' of experienced teachers which was showing that the need to provide support that is 'different from' or 'additional to' that which is otherwise available could be reduced by extending what was generally available to all (Florian & Black-Hawkins, 2011).

The Inclusive Pedagogical Approach

In order to extend what is generally available, three ideas have to be given particular attention in teacher education. *First*, the approach begins with the assumption that programmes of initial teacher education must take difference into account from the outset as a central concept of human development. In structuring the PGDE, therefore, deliberate decisions were made to teach about issues of diversity and social justice in education at the beginning of the course in order to make the point that difference is part of the human condition.

Fig. 7: CfE Design Principles



However, as Hart and her colleagues (2004) point out, daily life in schools provides many opportunities to learn a different message. Real equity in learning opportunities, they suggest, only ‘becomes possible when young people’s school experiences are not organised and structured on the basis of judgements of ability’ (p3), and this is made explicit in the rejection of what they have termed ‘deterministic’ views of ability and others call ‘bell-curve thinking’ in education (Fendler & Muzaffar, 2008).

The challenge in supporting student teachers to explore different assumptions about learning demands that teacher education courses adopt a broad and multi-faceted view of learning. To this end, the *second* idea is that a

socio-cultural perspective on learning should underpin course development. This is particularly important as socio-cultural theory offers an interactive way of thinking about learners and learning rather than something that develops according to a biologically determined sequence. In particular, the concept of transformability (Hart, Dixon, Drummond & McIntyre, 2004, see fig.9) offers an alternative approach that replaces pedagogical approaches to teaching based on ‘bell-curve thinking’ and ideas of fixed intelligence. It was derived from an analysis of teachers’ thinking and the choices they made as reflected in the observed practice of teachers who had rejected ability labelling and grouping strategies in their teaching.

Inclusive Pedagogy

Inclusive Pedagogy is an approach to teaching and learning that represents a shift in thinking about teaching and learning from that which works for most learners along with something 'different' or 'additional' for those who experience difficulties, to an approach to teaching and learning that involves the creation of a rich learning environment characterised by lessons and learning opportunities that are sufficiently made available to everyone so that all are able to participate in classroom life.

Fig. 8: PGDE - Professional Studies Working Group - Integrated Framework

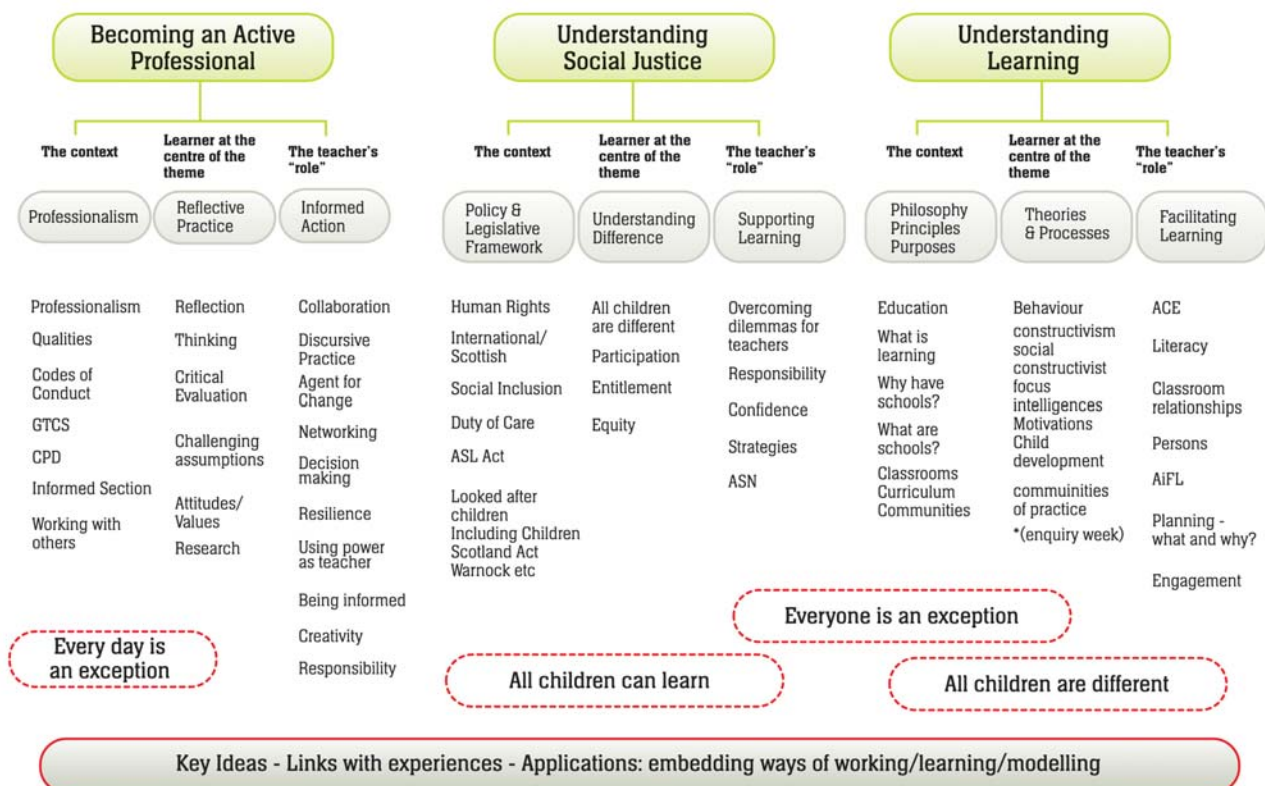
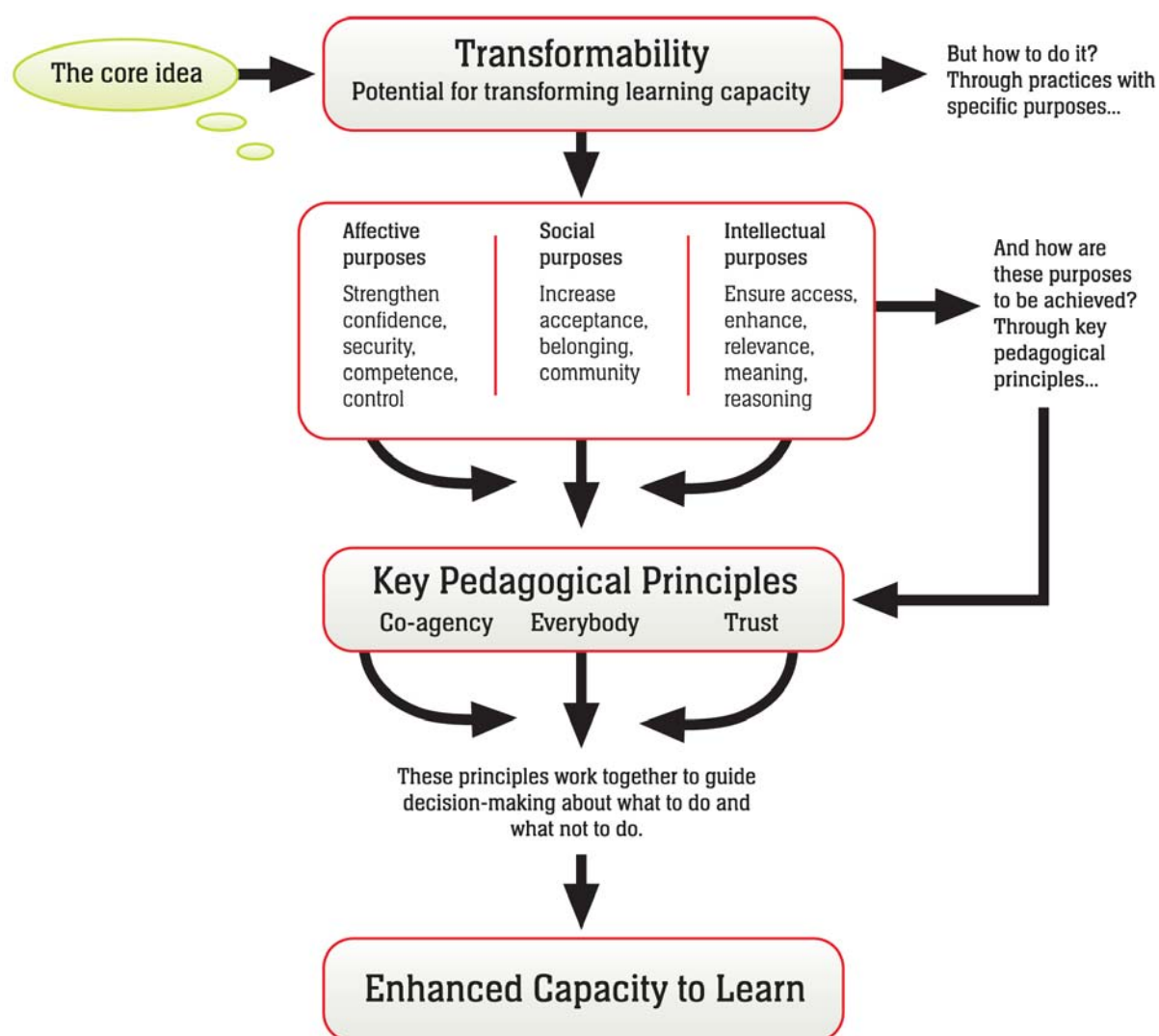


Fig. 9: Transformability



Transformability refers to,

“... a firm and unswerving conviction that there is the potential for change in current patterns of achievement and response, that things can change and be changed for the better, sometimes even dramatically, as a result of what happens and what people do in the present.”

(Hart, Dixon, Drummond and McIntyre, 2004:166)

The key argument here is when learning is viewed as a result of a dynamic process of social interaction that occurs over time and within specific contexts, it leads to the development of a more ‘inclusive pedagogy’ because it offers a way of thinking about how to understand and respond to the complexities inherent in teaching diverse groups of pupils.

Thus, the *third* idea involves a focus on collaborative ways of working with and through others as promoted by Getting it Right for Every Child (GIRFEC) (Scottish Executive, 2006) and other approaches of working together (Thousand, Nevin and Villa, 2007), using the ideas about learning, pedagogy and inclusion discussed above. Pupils may be identified as having impairments such as autism or dyslexia, for example, and may encounter difficulties in learning that require teachers to seek specialist support and advice. However, in so doing, the teacher does not relinquish responsibility for the pupil. Rather than send the pupil to the specialist, the specialist is called upon to support the teacher in enabling the pupil to have a meaningful learning experience in the context of the classroom community.

These ideas were intended to permeate the professional studies course in lectures and tutor group discussions. On the basis of these theoretical foundations, major changes were made to the structure and content of the programme in which primary and secondary student teachers were brought together for the professional studies element of the programme. Inclusion is now addressed at the heart of the programme from the outset; it is not just an optional course selected by some, or as a series of additional lectures.

Structure of the Professional Graduate Diploma in Education

The reform of the programme was structured around three core themes of the professional studies strand of the programme and was linked to key assumptions underpinning the IPP approach, the barriers that might be encountered and the actions that would be required in the PGDE. These are displayed in Table 1 (see p.21) and Figure 3 (see p.13).



Table 1: Inclusive Pedagogical Practice Approach Linked to Course Themes

Underlying Assumptions	Actions	Key Challenges	Professional Studies Course Themes/Units
Difference must be accounted for as an essential aspect of human development in any conceptualisation of learning	Replacing deterministic views of ability with a concept of transformability	'Bell-curve' thinking and notions of fixed ability still underpin the structure of schooling	Understanding Learning
Teachers must believe (can be convinced) that they are 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.	Understanding Social Justice
The profession must develop creative new ways of working with others	Modeling new creative ways of working with and through others.	Change the way we think about inclusion (from 'most' and 'some' to everybody)	Becoming an Active Professional

The Core Themes of Professional Studies

1) Understanding Learning

- Understanding socio-cultural perspectives on learning
- Replacing 'bell-curve' thinking with the notion of 'transformability'
- Considering issues relating to educational and emotional literacies

2) Understanding Social Justice

- Considering dilemmas of access and equity in education
- Examining the role of 'additional support'

3) Becoming an Active Professional

- Developing autonomy and resourcefulness, practical and ethical responsibility
- Emphasising teacher responsibility to look for new ways of working by working with and through others

The programme was structured so that primary and secondary student teachers are taught professional studies courses together, while curriculum courses are organised by phase and subject. By combining primary and secondary student teachers for lectures, workshops and tutor group activities, learning opportunities could focus on the general insights of education in the practical context of classroom teaching. The rationale was that primary and secondary teachers have much to offer and learn from each other. It was also intended to model collaborative working across sectors and to engage student teachers in a lived experience of cross-sectorial collaboration from the outset in order to try to break down preconceived ideas about the different phases.

In structuring the programme in this way, the emphasis was placed on implications for action in the classroom. Although the PGDE is based on the recognition that initial teacher education cannot produce the 'finished article', it can only prepare teachers to enter the profession, there was also an awareness that new teachers need to learn strategies for working with and through others.

The emphasis on working with others is not only because of the changing nature of schools but because of the increase in numbers and range of other adults working to support pupils in schools. One task for teacher education is to help all teachers to think about the difficulties children experience in learning as opportunities for teaching (e.g. Hart, 2000).

This aim is to build confidence and broaden the student teachers' repertoire of skills and strategies, including collaborative ways of working with other adults.

University and school-based learning

In Scotland, the partnership arrangements with schools are made administratively and there is an assumption that all schools and teachers should participate in preparing future teachers. As a result, the School of Education has very little role in determining the schools and classrooms where student teachers are placed. Yet, Hagger and McIntyre (2006) have argued that as students prepare to become teachers the most powerful learning occurs during the school experience.

To prepare teachers for inclusive education within the reformed PGDE, the IPP team were drawn to McIntyre's (2005) proposals for bridging the gap between different kinds of knowledge. At one end of the continuum McIntyre places research-based knowledge that has been generalised in some way and which teachers find difficult to use in their classroom practice. At the other end of the continuum he places teachers' professional craft knowledge, which is concerned with addressing the complexities of everyday classroom practice and tends to be privileged by many teachers over research-based knowledge.

McIntyre's research-practice continuum is based on the premise that the gap between research and practice is in effect a gap between two different kinds of knowledge. In the centre of his research-practice continuum is a space in which there are possibilities for practitioner research and reflection which might help to bridge the gap between research generated theory and practice. Given the contested nature of the concept of inclusion and the many interpretations of inclusion as practice, student teachers inevitably encounter a wide range of experiences and situations during school placements. For the IPP, university-based experiences needed to be structured in ways that would support students to acquire a critical view of practice without criticising the practice they observed or experienced. To this end, a reflective problem-solving approach, guided by Brookfield's (1995) ideas of critical reflection was adopted. Here student teachers are guided to ask a series of questions of themselves that help them to think pedagogically about the difficulties pupils experience in learning rather than to assume that the difficulty arises from something that is wrong with the child. Within the context of the PGDE this was thought to provide the means through which student teachers might be able to negotiate a path between respecting the practices of the school when finding opportunities to 'try out' inclusive pedagogical practices.



Researching the IPP

The IPP was both a development and a research project. It involved a complex process of elaborating, embedding and simultaneously researching selected aspects of the project, while also continuing to study and learn from the practices of teachers committed to inclusive practice. This necessitated consideration of how a reciprocal process based on research-based practice and practice-based research might be advanced.

The expertise and interests of our teacher education colleagues contributed enormously to the generation of new knowledge about inclusive practice, children's learning and teacher education. In light of the contested nature of inclusive education and with previous teacher education reform efforts in mind, the IPP research and development team endeavoured to design a research strategy that would capture how teacher educators engaged with a complex reform process that involved changes that were both practical (e.g. structural reforms to the course) and theoretical (embedding inclusive pedagogical approaches into the course content). Teacher education colleagues were viewed as collaborators engaged with the reform agenda in varying degrees. As in other schools of education there were many differences of opinion within the teaching team about whether, what and how the reforms should proceed. The questions our colleagues asked of both theory and practice reflected the debates and concerns

that were occurring elsewhere. To this extent we saw Aberdeen as a typical site for teacher education and the intention was that what we learned about the reform of teacher education for inclusive education might be useful elsewhere.

A programme of research (Appendix A) supplemented the development work on the IPP and was carried out with the consent and collaboration of colleagues. The research consisted of four areas of study which focused on: (1) the course reforms (Florian & Rouse, 2009, Florian & Linklater, 2010; Florian, Young & Rouse, 2010; Florian, Linklater & Young, 2011; Graham, Bruce & Munro, 2011; Young & Florian 2011); (2) teacher educators' professional development (Florian, 2012); (3) surveys of students' attitudes towards inclusion (Beacham & Rouse, 2011); (4) a follow up study of course graduates (Spratt, Florian & Rouse, 2011). This section presents a summary of the research and a synthesis of findings across the studies that collectively identify some of the key lessons of the IPP.



Studying the course reforms

The PGDE addressed three challenges:

- (1) how teacher education might take difference into account from the outset (knowing);
- (2) how student teachers might be convinced that they are qualified to teach children with 'additional needs,' (believing); and
- (3) how student teachers might learn new strategies for working with and through others (doing).

Two studies of these curriculum reforms were designed to investigate the extent to which the theoretical reforms had evolved during the development process and had become embedded in the course, to identify contradictions in the curriculum, as well as areas that might benefit from future development work (Florian, Young & Rouse, 2010). Methods for data collection and analysis were developed to enable an exploration of the complexity of initial teacher education and the complexity of what was called the inclusive pedagogical approach, or inclusive pedagogy. It is important to note that the purpose of these studies was not course evaluation, or an evaluation of student teachers, or of teacher educators.

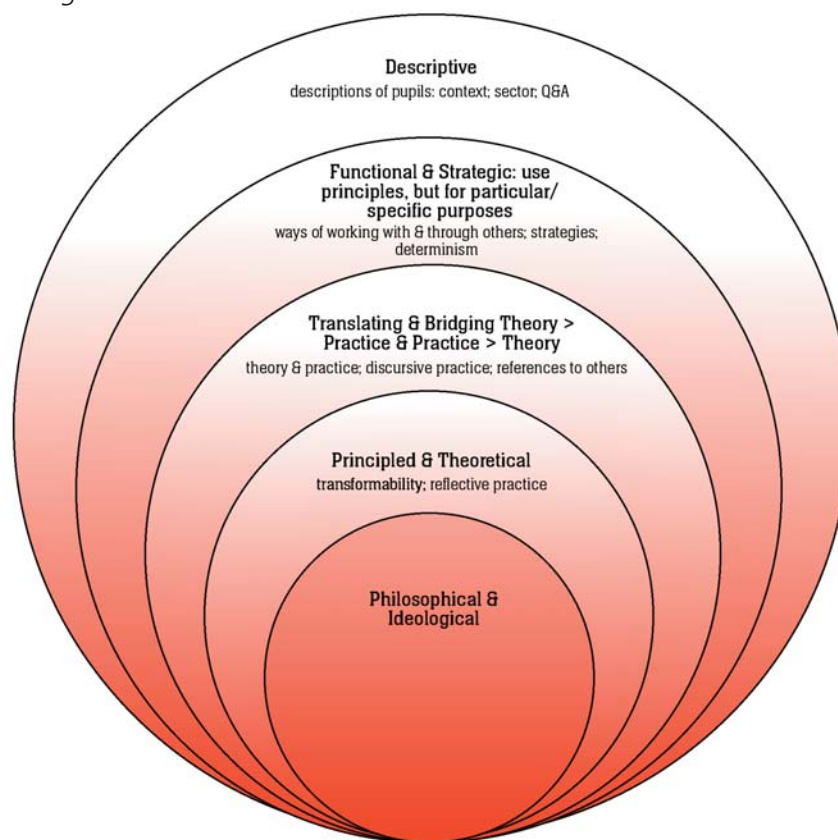
Collection of data was focused on recording the content of professional studies lectures and workshops/seminars in order to answer a series of questions about whether and how the reforms were embedded in the course and to identify any contradictions between what we aimed to achieve and what was actually achieved. The video and audio recordings

were transcribed and entered into Transana, a software package that enables multiple users to work from different locations simultaneously. Throughout the period of data collection we shared what we were doing and learning with the teaching team through formal and informal data sharing sessions which also generated rich qualitative data that were recorded as field notes. Formal sessions included annual professional development events held in June of each year. Informal events were held as requested by the teaching team, for example before a lecture or tutorial.

The curriculum study (Florian, Young & Rouse, 2010) deepened our understanding of the principles used to define the concept of inclusive pedagogy, and how these principles were understood and communicated by teacher educators. Although each level of analysis was discrete, together they formed part of an iterative and cumulative process that enabled a deeper understanding of the implications of the initial reforms undertaken, the continual development of the programme, and the articulation of the principles that inform the reform in ways that ensure they are not specific or particular to the context of the Aberdeen programme.

For example, at the descriptive first level of analysis questions about whether and how the key concepts and principles were identified as foundational for the professional learning and development of inclusive practitioners had been embedded

Fig. 10: IPP Coding Frame



in the programme. The initial analysis of the data provided rich detail about the ideas, concepts and strategies lecturers consider important, as well as how these were conveyed. For example, the data showed 48% of lecturer talk coded as ‘theory and practice’, suggesting that lecturers were spending almost half of their time making explicit attempts to connect theory to practice.

For the second level of analysis, data summaries of each of the codes were developed enabling a deep engagement with what the data were revealing as noted in Fig. 10 above. For example, in 14 of 15 lectures, personal stories of varying length were used as a vehicle to make a theoretical point.

Here, a lecturer might tell a story about when he or she was a classroom teacher and made an incorrect assumption about the ability of a child or young person. Such a story served to act discursively, provoking an examination of the assumptions held about pupils’ ability, or demonstrating how the lecturer reflected on the experience and learned from his or her mistakes, which reinforced the drive to be a better teacher. One insight emerging from the ‘data sharing’ with teaching staff that occurred throughout the study represents a key lesson learned. That is, the teaching team relied heavily on personal stories as a pedagogic tool to convey course content but the IPP reforms were making a different demand.

As one lecturer noted: 'you are asking me to teach in ways that I myself did not teach when I was in the classroom.' When coupled with the insight from the dataset about the importance of personal stories to how teacher educators help student teachers bridge the theory practice gap, it was realized just what a challenging task had been set by the reforms.

Another study explored how student teachers engage with key aspects of inclusive pedagogy (Florian and Linklater, 2010). As part of the PGDE, students are required to undertake a course in 'Further Professional Studies' (FPS). The FPS course provides an opportunity for students to deepen their understanding of an aspect of the topics covered in the professional studies element of the PGDE in part to extend and deepen knowledge, understanding and expertise in one professional area of personal interest. The FPS course 'Learning without Limits' was inspired by the book *Learning without Limits* (Hart et al., op. cit.) as a means of exploring how it is possible to create inclusive learning environments without relying on ability or attainment as organising principles for teaching. The course entails a notional student effort of 50 hours, 25 hours of which are tutor directed (including 14 hours contact in taught sessions) and 25 hours of which are student directed.

Qualitative data were collected by audio-recording the tutorial sessions and class discussions from the 2007-08 course cohort. Verbatim transcripts were analysed by an inductive analysis of data from the FPS Learning without Limits that was

undertaken to identify key themes for discussion and self-study as the course was being developed. The study explored how student-teachers engaged with the principles of inclusive pedagogy as they reflected on the concept of transformability; how they responded when they encountered pupils experiencing difficulties in learning; and how they worked collaboratively with others, particularly colleagues who were committed to ability grouping as a means of differentiating teaching. Because the focus of the study was on how the students were engaging with and using the ideas presented in *Learning without Limits* as an example of inclusive pedagogy, the decision was taken to focus on analysing the stories students told about their experiences while on school placements. This provided rich descriptions of practice that reflect how the students engaged with the theoretical ideas of the course.

The analysis identified five themes:

- developing an appreciation of the impact of ability labelling
- new ways of thinking about teaching
- responding to individuals and offering choices
- taking risks, adapting the curriculum, and being surprised
- new ways of working with others

The thematic analysis of the course transcripts revealed how student-teachers' understanding of inclusive pedagogy emerged as they engaged with the concept of transformability that was taught on the FPS course.

The findings from this study supported the possibility that the clear rigorous framework for thinking about the relationship between teaching and learning provided by the book *Learning without Limits* contributes to the kind of enhanced professionalism sought by the aims of the IPP. The course encouraged teaching in ways that actively created spaces for teachers to be surprised by how and what the children learned. This contradicts a culture more common in schools where teachers and student and teachers are expected to teach to pre-determined 'learning intentions' or 'lesson objectives' with carefully differentiated expectations for some children.

The study highlighted the potential for surprise and its importance in understanding the significance of teachers' thinking about how opportunities for learning are made available to all children. The core idea of *transformability* provided a tangible way for student teachers to recognise their capacity to teach all learners.

Fig. 11: Further Professional Studies: *Learning without Limits* - Students' Comments

Students became alert to:

- how ability labelling is used in schools;
- the effect's of ability labelling on children's learning.
- *that teachers can make alternative choices;*
- *In making alternative choices, they enhance all children's learning.*

Today it really hit me...from the lecture; and, what I want to take forward to my next practice is how you properly include children who are doing other things in the class, rather than just giving them any old work and leaving them to it - as they can start to disrupt the classroom.

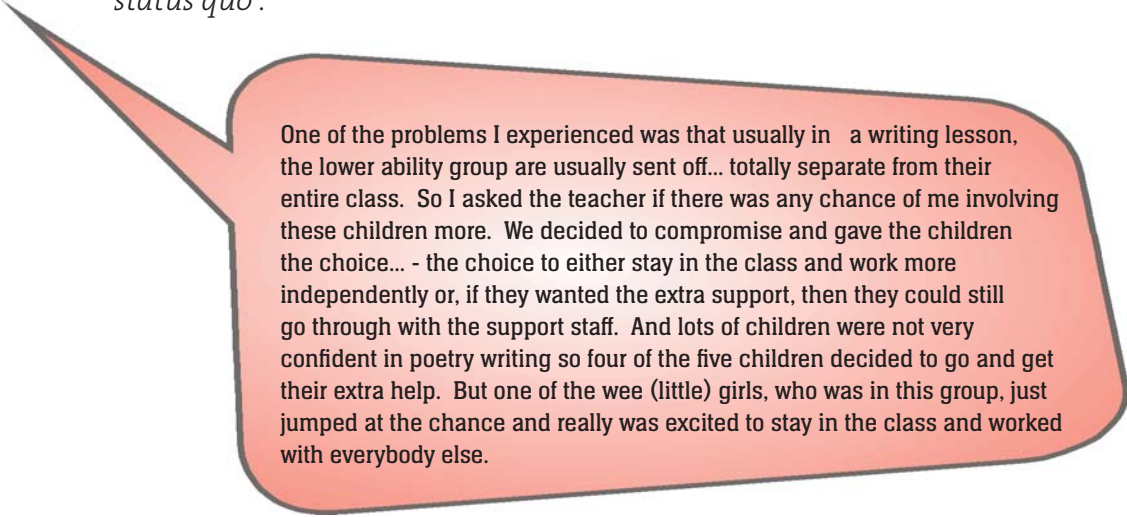
It's made me really think about just the one or two in each of the classes who behave like that, and why.

There are two children in the class that went to the base for English and Maths and a lot of other things, they were out quite alot and missed out a lot. And another wee (small) boy who had specific behavioural issues, violent, and he had to sit on his own in a back corner. And when I was there and during all my lessons I let him sit back at group... He got to join a group and he worked much better and his behaviour improved massively.

Fig. 12: Further Professional Studies: Learning without Limits - Students' Comments

Students had to overcome the challenges of:

- The culture in schools whereby some children are excluded from what is made 'generally available';
- *Choice could be used as an inclusive pedagogical tool that also respected the 'status quo'.*

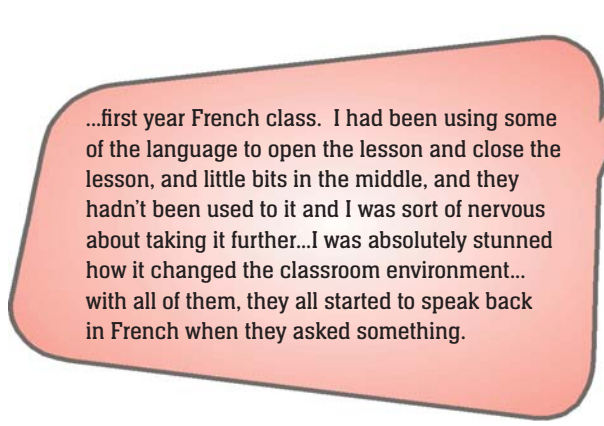


One of the problems I experienced was that usually in a writing lesson, the lower ability group are usually sent off... totally separate from their entire class. So I asked the teacher if there was any chance of me involving these children more. We decided to compromise and gave the children the choice... - the choice to either stay in the class and work more independently or, if they wanted the extra support, then they could still go through with the support staff. And lots of children were not very confident in poetry writing so four of the five children decided to go and get their extra help. But one of the wee (little) girls, who was in this group, just jumped at the chance and really was excited to stay in the class and worked with everybody else.

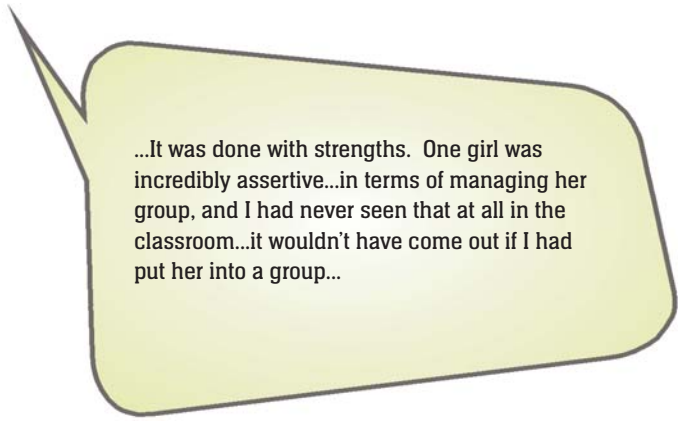
Fig. 13: Further Professional Studies: Learning without Limits - Students' Comments

Students had to overcome the challenges of:

- Expectations that, as teachers, they should determine or predict what children will learn
- *Lessons could be planned that allowed for children to 'surprise' their teacher with what they have learned*
- *Teachers do not need to pre-determine potential for attainment for children to make achievements in learning*



...first year French class. I had been using some of the language to open the lesson and close the lesson, and little bits in the middle, and they hadn't been used to it and I was sort of nervous about taking it further...I was absolutely stunned how it changed the classroom environment... with all of them, they all started to speak back in French when they asked something.



...It was done with strengths. One girl was incredibly assertive...in terms of managing her group, and I had never seen that at all in the classroom...it wouldn't have come out if I had put her into a group...

An iterative process at work

During the IPP, initial understandings and articulations of the principles or assumptions that had driven the reforms became more nuanced and sophisticated. This was reflected by the perpetuation of the need to engage with the ideas more deeply. The original intention had been that the study would consider evidence of the uptake of the ideas expressed as underlying assumptions into practice. This was understood in terms of researching what might be associated with learning to be an inclusive practitioner, and (later), what might count as evidence of inclusive pedagogy (Florian & Spratt, 2012, Appendix B). Because the purpose of the study was *not* course evaluation, or an evaluation of student teachers, or teacher educators, a way needed to be found to capture and explore how our understanding of the concepts associated with inclusive pedagogy had developed over the course of the IPP. The method used at the third level of analysis enabled a re-examination of the complex issues raised during the study.

As noted above, at the outset of this study, key concepts associated with the emerging articulation of inclusive pedagogy were expressed as:

- (1) the understanding that the challenge of inclusive practice is to respect and respond to human differences in ways that include rather than exclude learners in what is ordinarily available to others in the daily life of the classroom. Such an understanding is manifested when

- (2) the teacher works to extend what is ordinarily available to all, as opposed to doing something 'additional' or 'different' from that which is available to others. This is a complex pedagogical endeavour that depends on
- (3) a shift in thinking about teaching and learning from that which works for most learners along with something 'additional' or 'different' for those who experience difficulties, to the creation of lessons and learning opportunities that enable all learners to participate in classroom life.

Supported by the findings of parallel studies of the craft knowledge of experienced teachers committed to inclusive practice in mainstream schools (Florian & Black-Hawkins, 2010) we worked with our colleagues in the School of Education to refine, embed and further explore the emerging understandings of the concept of inclusive pedagogy, a principled approach to the relationship between teaching and learning, where the classroom teacher accepts responsibility for all learners.

The study of the reforms to the PGDE at the University of Aberdeen has highlighted many opportunities that exist in initial teacher education to prepare teachers to embrace diversity and respond to differences without marginalising pupils who experience difficulties in learning. The rich data set that was generated during the project is currently being used for further study with an emphasis on analyses that work with (rather than deconstruct) the complexity of the theoretical concepts.

In one study (Florian, Linklater and Young, 2011), Stake's (2006) method of multicase study analysis was used to examine how the assumptions underpinning the IPP approach to ITE were enacted (embedded and implemented) in the PGDE. A second study (Graham, 2011) explores how teacher education can address the gap between the different kinds of knowledge that are generated by research and practice, and between what students learn in school and what they learn in the university. This study applies a hermeneutic phenomenological reflection to examine the *lifeworld* of pre-service teachers and their tutors in their university class. Both studies are intended to enable a more complete understanding of how inclusive pedagogy is developed through teacher education.

Professional development of teacher educators

As the spine of the new programme, the PGDE *Professional Studies* became the vehicle to promote the key messages and underpinning principles in relation to the aims of the IPP as articulated in Table 1 (p.21). These teaching sessions were held throughout the year before and after school placement. The school-based element of the PGDE comprises a series of school placements (18 weeks in total) in two different schools with scheduled visits from university staff (school experience tutors) where lessons are observed and assessed. During the academic year 2007-08, fourteen tutorial groups averaging 27 students ($n = 388$),

were staffed by a teaching team of primary and secondary teacher education lecturers, many of whom did not see themselves as having direct experience of special or inclusive education. Consequently the practical reforms were extended to consider issues of professional development for teacher educators, and the IPP team began to offer formal and informal meetings with tutors to discuss the course readings and activities as well as to debrief after taught sessions.

Embedding the theoretical ideas into the programme reform heightened awareness of the contested nature of the ideas that underpinned the reforms (these are discussed in Florian, Linklater & Young, 2011). Doing so also reinforced the decision to draw upon practice-based studies of the craft knowledge of experienced teachers in shaping the pedagogical knowledge about inclusion. As these studies suggested, teaching student teachers to question what is generally available and extend learning opportunities for everyone in the classroom community is a complex task. It requires teacher educators and student teachers to develop sensitivity to differences between learners without perpetuating the stigmatising effects of marking some pupils as different.

Throughout the project, feedback from teaching and research colleagues at open meetings was used to deepen understanding of the reforms. Over time, this process led to the insight that teacher educators needed opportunities for professional development that would support them in preparing new teachers for the demands of inclusive education.

Symeonidou & Phitaka (2009) used survey research to show how experienced teachers' prior knowledge of inclusion could be used to inform in-service courses that were both academically robust and professionally useful. What then could be learned from the experience at Aberdeen that might help identify such opportunities for teacher educators?

Over the course of the IPP, members of the research team took field notes during staff and teaching team meetings to supplement the meeting minutes that recorded the development work. The research process was open to all staff in the school and regular opportunities for discussion were offered to the teaching team. School wide research fora were held in June of each year to report on the work of the IPP and to consult with staff about next steps. Formal semi-structured interviews were conducted with key members of the teaching team (the two course co-ordinators) in December 2008. A methodological memo that was generated during the three-year study of the course reforms (2007-2010) documented the many informal discussions and debates that characterised the implementation of the reformed course. These documents formed the data sources that supported an inductive analysis of the professional development needs of teacher educators. This was achieved by continuously reviewing the data to identify recurrent themes in order to generate some initial ideas about the issues and problems raised as the teaching team (tutors) engaged with the practical implications of a complex reform that was both theoretical and contested.

Three themes emerged: (1) different understandings of inclusion, (2) the search for common ground, and (3) uncertainty about evidencing inclusive practice.

The development work undertaken during 2006-07 created an important space within which different understandings about inclusion could be debated. These discussions were supplemented by presentations given by the IPP research team that explored the challenges and dilemmas associated with developing inclusive practice. Simultaneously, as a result of practice based studies of experienced teachers in schools (Black-Hawkins & Florian, 2011), the concept of inclusive practice emerged as one where the teacher's focus shifts from thinking about 'most' and 'some' learners, to 'everybody'. Increasingly, the initial ideas driving the IPP reforms were replaced by an integrated focus on extending what is generally available to all learners as an alternative to providing for 'all' by differentiating for 'some', particularly in situations where the differentiation was based on judgments about ability.

However, as one of the course coordinators noted, the general view of inclusion at the start of the IPP was that it was about 'special needs', and 'inclusive practice' was viewed as the domain of a few members of staff who had specialist knowledge of this topic. It was only when agreement was found on other important issues such as the primacy of belonging, and the responsibility that teachers have to care, as well as teach, that bridges were built between the curriculum subject teacher educator and the inclusion specialist.

The common ground that enabled colleagues to transcend or at least negotiate other differences was the principled belief that all children could learn. In addition, the agreement to combine primary and secondary student teachers for the professional studies element of the PGDE reflected a consensus that teaching approaches across of all subjects of the curriculum and phases of schooling also had much in common.

It is important to note that the majority of colleagues who were implementing the reforms were mainstream primary and secondary subject specialist tutors. Many initially thought that they did not have the necessary background knowledge and experience to prepare teachers to work in inclusive ways. And yet these same tutors could describe how they were able to make their subject meaningful to all learners, or help pupils overcome difficulties in learning when they were teaching.

An exploration of PGDE students' attitudes and practices

Entry/exit surveys of students' attitudes and beliefs about difference, diversity, learning and inclusion were carried out to investigate the extent to which attitudes and beliefs changed during the course and as a result of school experience. The beliefs and attitudes of teachers are an important element in the development of inclusive education and its associated practices. Teacher education is seen as crucial in helping to develop positive attitudes,

beliefs and critical thinking that are thought to promote inclusion, although attempts to carry out research on attitudes to inclusion are complex and problematic. Any research instrument that relies on self-reporting is likely to have its limitations.

A set of surveys studied student teachers' attitudes to, and beliefs about, inclusion and exclusion at the beginning and end of the programme. The findings from the surveys indicate that both primary and secondary student teachers' attitudes and beliefs towards the principles of inclusive education remain positive throughout the course and are largely undiminished by school experience (Beacham & Rouse, 2011). The results showed that overall student teachers' views tend to support and continue to support the general principle of inclusive education and this suggests that when issues of inclusion are incorporated into the core programme it can help to sustain the pro-inclusion attitudes and beliefs that are apparent at the start of the course. This contradicts some findings that are reported elsewhere (Lambe & Bones, 2006) where attitudes and beliefs become more negative following experience in schools. However, secondary student teachers seem less sure about implementing inclusive practices when children are grouped by ability, and in schools where some children are taught outside mainstream classes by specialists. Findings from this study also suggested that the student teachers recognise how these kinds of practices can be understood as institutional barriers to inclusion and may inhibit inclusive practice.

The follow-up study

This study followed seven new (not fully registered) teachers (four primary and three secondary), employed in three different local authorities, over the course of their induction year. Six of the teachers were visited by a researcher three times during the year, but one was visited only twice owing to logistical issues in the school. Each visit consisted of an observation session – a full lesson in a secondary school, or a half-morning or afternoon session in a primary school followed by an in-depth semi-structured interview usually lasting between 45 minutes and one hour. The interviews invited the beginning teachers to reflect

on aspects of the lesson, and also to discuss more general issues relating to learning and teaching in their classes. The final interview also provided an opportunity for them, as they approached the end of their induction period, to reflect upon the content of the PGDE and to identify aspects which had been particularly influential on their development of their pedagogy.

The aims of the study were to explore the ways in which inclusive pedagogy can be enacted in practice and our theoretical model assumed that this would vary according to the school context and the individuality of the children in each class.

Fig. 14: An Example of Inclusive Pedagogy

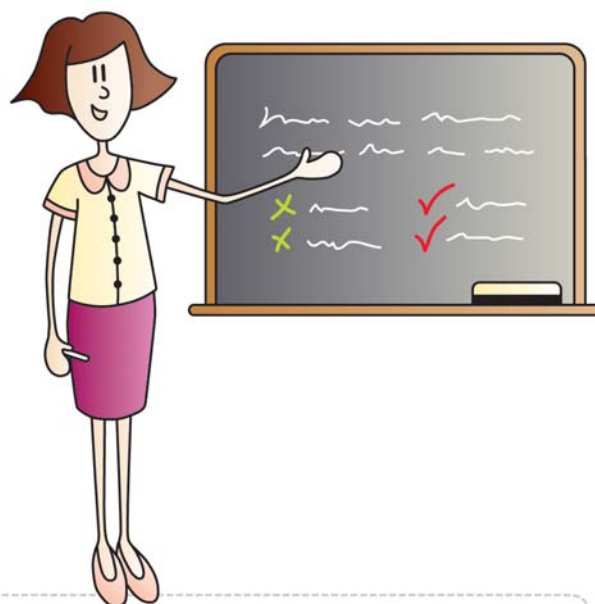
Mary

Context:

- Primary 5 class
- Inner city school, area of deprivation

Places emphasis on learning together.

Lessons designed with a focus on 'everybody'.



Key Issues: Wide range of social issues in classroom, some children experiencing difficulty with literacy, some children newly arrived from non-English speaking countries, a number of children receiving support from educational psychologist.

Fig. 15: An Example of Inclusive Pedagogy

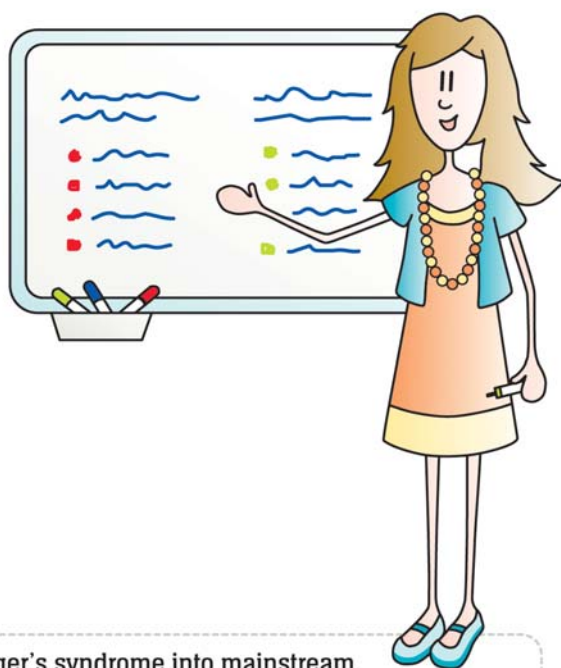
Dianne

Context:

- Large secondary school
- French department

Committed to developing 'learning community' for all in classroom - sees relationships as key. Sees language as important for all.

Makes enormous efforts on behalf of those with difficulties.



Key Issues: Integration of boy diagnosed with Asperger's syndrome into mainstream. Ways of liaising with learning support staff.

Analysis of the findings drew from a framework (Florian & Spratt, 2012, Appendix B) developed to explore the extent to which and how the theoretical ideas embedded in the professional studies course were enacted in the beginning teachers' practice. Informed by the theoretical principles of the IPP, the framework was developed in conversation with teachers and teacher educators over the course of the PGDE development project.

Initially, interview transcripts and observation notes were coded according to the framework, using NVivo 7 as an organisational tool. This process enabled close scrutiny of the data and provided a rich and detailed data set to illustrate each of the themes. Coding was applied where these 'inclusive' themes were evident,

but we also coded their absence, and any constraints to the enactment of the principles of inclusive pedagogy. During this process it was clear that the themes, whilst theoretically distinct were closely interwoven in practice, and it was the ways in which the teachers simultaneously paid attention to all aspects of the theoretical framework that gave rise to their inclusive pedagogies.

The common feature of the inclusive pedagogy that was observed was the respect for the dignity of individual children within the learning community of the classroom. It was clear from cross-case analysis that in the classrooms of those teachers who understood and enacted inclusion, each child was valued as a member of the classroom community.

Fig. 16: An Example of Inclusive Pedagogy

Chloe

Context:

- Primary 6/7 class
- Small rural school

Committed to rejection of ability labelling.

Abandoned existing groupings, avoided teacher dominated methods of differentiation of challenged pupils' attitudes within the class.

Offered choice to pupils as to how they engage with the work.



Key Issue: Did not resonate with the other approaches in school.

All of the teachers were aware of the importance of fostering welcoming, accepting communities. The analysis revealed two essential overarching, but intertwined elements of the inclusive pedagogical approach.

First, and fundamentally, the teachers used strategies for whole class activities, which accounted for all the class members. Second, where individual children encountered difficulties in learning, inclusive pedagogy was characterised by

a range of responses, which included a consideration of everybody (not only changes targeted at that one child). In addition, the framework itself provided a means by which the teachers could articulate the reasons for making the practical choices they did. This also gave them confidence in justifying their approach to colleagues, and in some cases this was key in convincing mentors and head teachers to allow them to continue with what was, to the school, a novel approach.

External Support and Scrutiny

The IPP was supported by an advisory group consisting of key stakeholders from the teaching profession, the Scottish Government, local authorities, HMIE, GTCS and other Scottish universities. In addition a series of annual symposia were held in which members of an international reference group came to Aberdeen to engage with the ideas underpinning the project and its emerging research findings. These meetings resulted in special editions of the journals *Teaching and Teacher Education* 25(5), *the Journal of Research in Special Educational Needs* (supplement, 2010) and *Prospects*, UNESCO's quarterly review of comparative education (2011). In addition members of the project team have presented papers as 'work-in-progress' both nationally and internationally in order to increase user engagement with the key ideas, to hold them up to public scrutiny and to enhance the clarity with which they were expressed.

To provide additional scrutiny, an external evaluation of the IPP was carried out by professor Tony Gallagher, Pro-Vice Chancellor of Queen's University, Belfast. In the evaluation he described it as,

"a third [new] way of dealing with the challenges of difference and diversity, in a context where there is significant attention paid to school improvement and increasing recognition of the achievement gaps between the highest and lowest achievers... the IPP approach gives due regard to the reality of difference while seeking to provide teachers with the concepts and tools that

will not allow difference to become reified and hence set limits to the future of some children"

(Gallagher, 2011:33, IPP External Evaluation).

The IPP represents an attempt to engage with long-standing problems of under-achievement and the changing demographic of today's schools by focusing on preparing teachers to take responsibility for everyone's learning. By addressing the relationship between curricular reforms that support the preparation of teachers for inclusive education, inclusive pedagogy, and teacher practice, this project highlighted the synergistic and iterative relationship between developing theory, and using theory to create curricular reform at a university. It provides an example of how inclusive education can be the spine of the professional studies element of teacher education rather than something that is 'added-on' to existing course content.



Key Findings of the IPP

The IPP has developed an approach to initial teacher education, which focuses on new teachers' developing awareness and understanding of the educational and social problems/issues that can affect children's learning. The approach is based on key theoretical ideas about inclusion and a concept of inclusive pedagogy that emerged from studies of the practice of experienced teachers in inclusive classrooms. This inclusive pedagogical approach encourages a consideration of individual differences as something to be expected and understood in terms of the interactions between many different variables rather than fixed states within individuals. It also focuses on the strategies teachers can use to support and deal with the difficulties children experience in learning. The research and development activities associated with the IPP have led to a deepening understanding of inclusive pedagogy, increased clarity about its role in initial teacher education and some key messages for education policy.

Inclusive pedagogy is a promising but nascent concept that necessitates an engagement with many complex notions that have not been the focus of previous research in teacher education. Over the course of this project a number of key findings are providing direction for future developments. These findings include:

- A deeper understanding of the theoretical principles and practical approaches that underpin inclusive pedagogy, where the classroom teacher accepts responsibility for all learners, should be a central core of all programmes of teacher education.
- In order to build inclusive pedagogical approaches it is helpful to suspend judgments about the practices associated with other, perhaps less inclusive approaches, rather than seeing them as problems. Articulating and debating what is pedagogically significant, and why it is significant, with colleague teacher educators is likely to strengthen the involvement of staff and the sustainability of reform.
- New opportunities for what can be achieved within teacher education, as well as what might be achieved by student teachers as they become teachers, are opened up by an increasing capacity to articulate why, how and what is pedagogically significant to inclusive practice.
- The inclusive pedagogical approach provides a framework for thinking about learning and teaching. It also provides a means of articulating and justifying a way of working that focuses on everyone in the learning community of the classroom.
- A shift in focus away from 'bell curve thinking' and notions of fixed ability towards one that reflects the dynamic relationship between teacher and learner is helpful in convincing teachers that they are capable of teaching all learners.

- It is important for teacher educators to reflect on their assumptions about human abilities and diversity as well as how these beliefs are communicated in initial teacher education and continuing professional development.
- When the task of building inclusive teacher education programmes is described in terms of extending what is generally available rather than adding 'special' education approaches to an already overloaded programme, it becomes less daunting.
- University-based teacher education has an important role to play in ensuring that mainstream class teachers are prepared to deal with human differences in ways that include rather than exclude pupils from the culture, curricula and community of mainstream schools. But teacher educators may feel uncomfortable being asked to educate teachers in ways they themselves have not worked. Thus professional development for teacher educators is also needed.
- Building upon and making links with current practices in school in ways that respect and yet challenge them is an essential aspect of university-school partnership in teacher education.
- Schools and classrooms vary in the extent to which inclusion is seen as an important aspect of practice. As a result it is important for student teachers to learn to negotiate their way through potentially difficult professional situations. This requires an emphasis on working with other adults and on developing the skills of reflective practice, critical thinking and using evidence from their teaching to inform decision-making.
- The theoretical and practical aspects of inclusion should be assessed as an important element of teacher education programmes.
- The reform of initial teacher education is only the first step in building a profession that accepts the responsibility for enhancing the learning of all pupils, substantial professional development for teachers is also required.
- The findings of the IPP are consistent with the recommendations of the Donaldson Review of teacher education *Teaching Scotland's Future*.
- More than 1500 students successfully completed the reformed PGDE over a six year period from 2007 - 2012.



Teaching Scotland's Future – some key lessons from the IPP

The recent national review of teacher education, *Teaching Scotland's Future*, (2011) affirms a continuing role for university-based teacher education, but proposes stronger relationship between theory and practice, between the academic and the practitioner, between the providers of teacher education and schools. The importance of teachers being able to reflect on and learn from their experiences is stressed. The Review is quite clear that teachers cannot learn how to be teachers by practice alone and the university-based element is crucial in this regard. The nature and quality of that practical experience must be carefully planned and evaluated and used to develop understanding of how learning can best be promoted in sometimes very complex and challenging circumstances.

By building on and making links with practices in schools, university-based teacher education can fulfil its obligation to work in partnership with schools in ways that both respect and challenge current practice. For the IPP, this was an important aspect of the work that responded to McIntyre's (2009) criticism that beginning teachers are not sufficiently well prepared to deal with pupil diversity, disability and other differences because teacher educators have not engaged sufficiently with the work of practicing teachers. By taking McIntyre's criticism seriously, the IPP demonstrated one example of how teacher education programmes can address the gap between the different kinds of knowledge that are generated by research and practice.

It is hoped that the inclusive pedagogical approach that has emerged from this project will resonate with teachers and teacher educators.

For teacher education in Scotland, the aims of the IPP were consistent with one of the important visions of the Donaldson Review.

'In addition to developing their subject and pedagogical knowledge and skills, all new (and existing) teachers should be confident in their ability to address underachievement, including the potential effects of social disadvantage; to teach the essential skills of literacy and numeracy; to address additional support needs (particularly dyslexia and autistic spectrum disorders); to assess effectively in the context of the deep learning required by Curriculum for Excellence; and to know how to manage challenging behaviour.'

(Teaching Scotland's Future, 2011)

The Review points out the need to challenge the narrow interpretations of the teacher's role which have created unhelpful philosophical and structural divides, and have led to sharp separations of function amongst teachers, teacher educators and researchers. There is currently an over-emphasis on preparation for the first post and less focus upon the potential of the initial and early period of a teacher's career to develop the values, skills and understandings, which will provide the basis of career-long growth.

The implications of this 'extended professionalism' are taken forward throughout the report in relation to a teacher's developing career.

The Donaldson Review highlights the need to bring together the practical and the theoretical elements of teachers' professional learning throughout their careers. Elsewhere members of the IPP team have made similar arguments. Rouse (2007), suggests that developing effective inclusive practice is not only about extending teachers' knowledge, but it is also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs. It is a view that is consistent with the notion of 'extended professionalism' in the Review. In other words, professional learning should be about 'knowing', 'doing', and 'believing' (Rouse, 2008).

These three elements, knowing, doing and believing, are consistent with the three strands within the Standards for Initial Teacher Education (SITE) and Standards for Full Registration (SFR) produced by the General Teaching Council (Scotland); 1) professional knowledge and understanding; 2) professional skills and abilities and 3) professional values and personal commitment. In collaboration with teacher education colleagues in other Scottish Schools of Education, many of the lessons from the IPP were incorporated into a teacher education initiative at the national level, detailed in the following.

Scottish Teacher Education Committee National Framework for Inclusion

With the support of the Government, the Scottish Teacher Education Committee (STEC) set up a working group consisting of course directors and inclusion specialists representing all seven universities involved in initial teacher education to develop the National Framework for Inclusion. The remit of the group was to develop a Framework, which would identify the values and beliefs, the professional knowledge and understanding, and the skills and abilities, to be expected of student teachers and of qualified teachers at whatever stage of their careers. The Framework, which was launched in April 2009 (STEC, 2009), highlights the underpinning principles of inclusive practice - social justice, inclusion and learning and teaching, in the context of current policy and legislation. It adopts a broad definition of inclusion covering additional support needs, poverty, culture and language and is informed by relevant aspects of UK Government's new Equality Act (2010). It promotes inclusion as being the responsibility of all teachers, in all schools and builds upon the work of the IPP and existing innovative practice within the other universities of Scotland, to provide the basis for planning courses in teacher education and professional learning.

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Appendices

Appendix A: Reference List of IPP Research Papers

Research Papers

Beacham, N., & Rouse, M. (2011). Student teachers' attitudes and beliefs about inclusion and inclusive practice. *Journal of Research in Special Educational Needs*, 12(1), 3-11. doi: 10.1111/j.1471-3802.2010.01194.x.

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Spratt, J., & Florian, L. (in preparation). The dignity of the individual in the learning community of the classroom: An examination of the inclusive pedagogy of beginning teachers.

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Graham, A. (2011, October). *Learning from experience: A role for teacher education?* Invited peer reviewed paper to the research symposium: What and how do teachers learn from experience, supported by the Society for Educational Studies and the Oxford Centre for Sociocultural and Activity Theory Research, University of Oxford, Oxford.

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Gallagher, T. (2011). *An evaluation of the Inclusive Practice Project, School of Education, University of Aberdeen*. Unpublished manuscript. Aberdeen: University of Aberdeen.

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***Teaching and Teacher Education*, (2009). Teacher Education for Inclusive Education, 25(4).**

Florian, L. (2009). Preparing teachers to work in 'schools for all', *Teaching and Teacher Education* (introduction to special issue on teacher education for inclusive education), 25(4), 553-4

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Florian, L. (2010). Editorial. *Journal of Research in Special Educational Needs* (2010), Teacher Education for Inclusion, 10 (Supplement), 137-138. doi: 10.1111/j.1471-3802.2010.01171.x

***Prospects* (2011). Teacher Professional Development for Inclusion, 41(3).**

Florian, L. (2011). Introduction - Mapping international developments in teacher education for inclusion. *Prospects*, 41(3), 319-321. doi: 10.1007/s11125-011-9202-x

Related Publications

Teacher Professional Learning and Inclusive Practice

Blanton, L. P., Pugach, M. C., & Florian, L. (2011). *Preparing general educators to improve outcomes for students with disabilities*. Washington, DC: American Association of Colleges of Teacher Education and National Council for Learning Disabilities.

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Appendix B: Inclusion Framework (evidencing inclusive pedagogy)

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Principles/ Underlying Assumptions	Associated Concepts/Actions	Key Challenges	PGDE Course Themes/Units	Outcome (Programme Graduates)	How might this manifest? Inclusive Pedagogical Practice (Analytical Themes)
Difference must be accounted for as an essential aspect of human development in any conceptualisation of learning	Replacing deterministic views of ability with a concept of transformability	'Bell-curve thinking' and notions of fixed ability still underpin the structure of schooling	Understanding Learning	Rejects deterministic views of ability Accepts that differences are part of human condition Rejects idea that the presence of some will hold back the progress of others Believes that all children can make progress (if conditions are right) Respects the dignity of the individual child in the community of the classroom	Teaching practices which include all children (everybody) <ul style="list-style-type: none"> • 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 organisation of working groups. Use of language which expresses the value of all children Social constructivist approaches e.g. providing opportunities for children to co-construct knowledge (participation). Interplay/interdependence between teachers and learners to create new knowledge, which in turn links to notions of participation. (co-agency) Rejecting deterministic beliefs about ability as being fixed and the associated idea that the presence of some will hold back the progress of others. <ul style="list-style-type: none"> • Believing that all children will make progress. learn and achieve; • Focusing teaching and learning on what children can do rather than what they can not; • Grouping children to support everyone's learning rather than relying on ability grouping; Using formative assessment to support learning.

Appendix B: Inclusion Framework (evidencing inclusive pedagogy) cont.

Principles/ Underlying Assumptions	Associated Concepts/Actions	Key Challenges	PGDE Course Themes/Units	Outcome (Programme Graduates)	How might this manifest? Inclusive Pedagogical Practice (Analytical Themes)
Teachers must believe (can be convinced) they are 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	Understanding Social Justice	Commitment to the support of all learners Belief in own capacity to promote learning for all children	Interaction between theoretical knowledge about inclusion and experience Focusing on what is to be taught (and how) rather than who is to learn it Providing opportunities for children to choose the level at which they engage with the work (co-agency in planning learning) See difficulties in learning as problems for the teacher (locate problems in environment not in child) Strategic/reflective responses to support difficulties which children encounter in their learning Quality of relationships between teacher and pupils (trust) 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 material Their belief in themselves will only truly be evident from the philosophical stances they reveal during interview Seeing difficulties in learning as professional challenges (dilemmas) for teachers, rather than deficits in learners.
The profession must continually develop creative new ways of working with others	Modeling (creative new) ways of working with and through others	Changing the way we think about inclusion (from 'most' and 'some' to everybody)	Becoming an Active Professional	Willingness to work (creatively) with and through others	Interplay between personal/professional stance and the stance of the school - creating spaces for inclusion wherever possible <ul style="list-style-type: none"> • 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 developing 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 Shifting the focus away from differences among learners to the learning of all children. <ul style="list-style-type: none"> • Seeks pupil views • Pupil choice

Appendix C: Number of students on the new PGDE Programme

Year	Started PGDE Programme	Completed PGDE Programme
2006/07	400	324
2007/08	363	300
2008/09	366	315
2009/10	263	238
2010/11	204	183
2011/12	175	161

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