



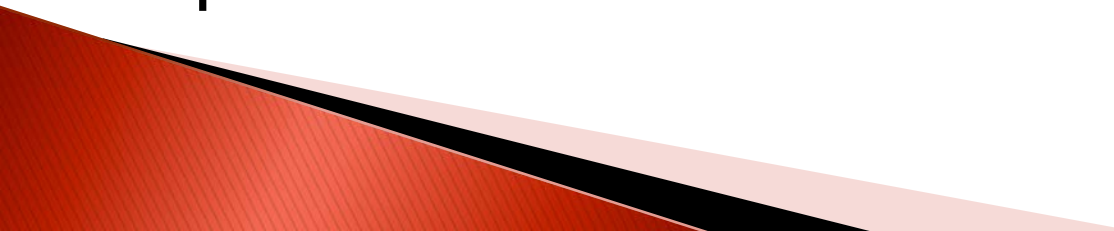
THE UNIVERSITY *of* EDINBURGH

Entwicklungen und Herausforderungen inklusiver Pädagogik und Schulentwicklung in Europa

July 2017
Berlin

Lani Florian

Overview

- ▶ Policy context – SDG 4 or UNCRPD?
 - ▶ Some challenges – disability support in an era of inclusion...a change of focus is needed
 - ▶ Some opportunities – how thinking differently opens up new possibilities for practice
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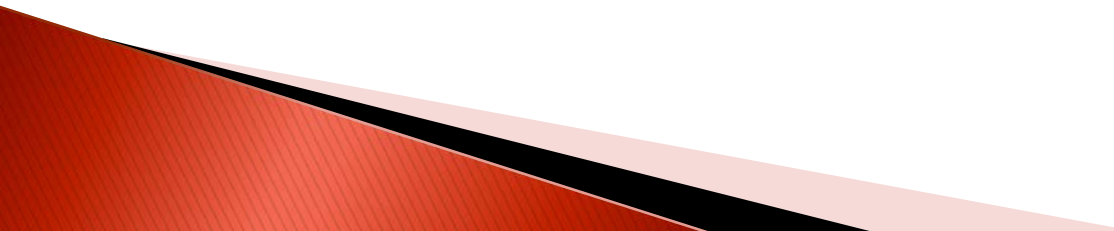
SDG 4



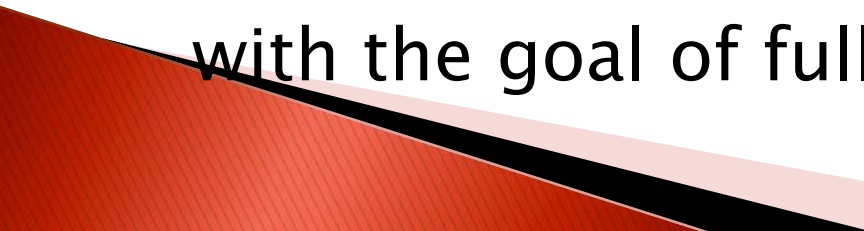
- ▶ Ensure inclusive and quality education for all and promote lifelong learning

..... for EVERYONE!!

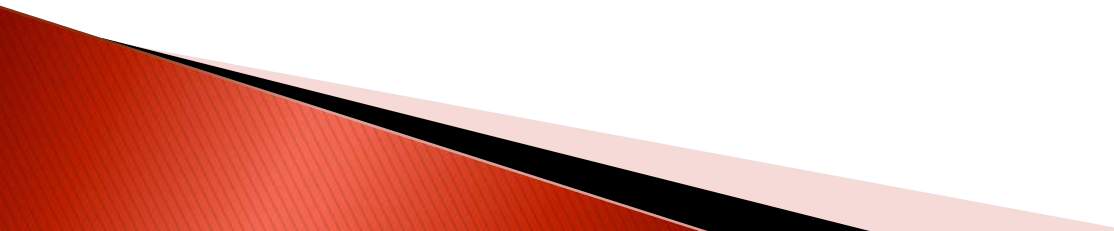
Article 24 UNCRPD

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

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

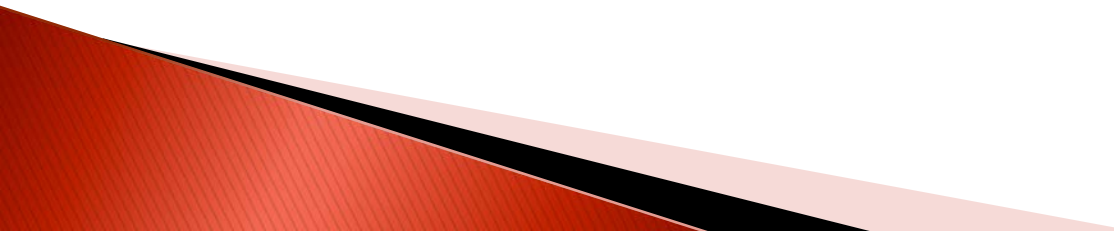
- ▶ Variability in practice
 - ▶ Knowing what constitutes good practice
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Lamb Inquiry –

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

(DCSF, 2009, p.2)

The challenge of 'Additional needs'

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

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

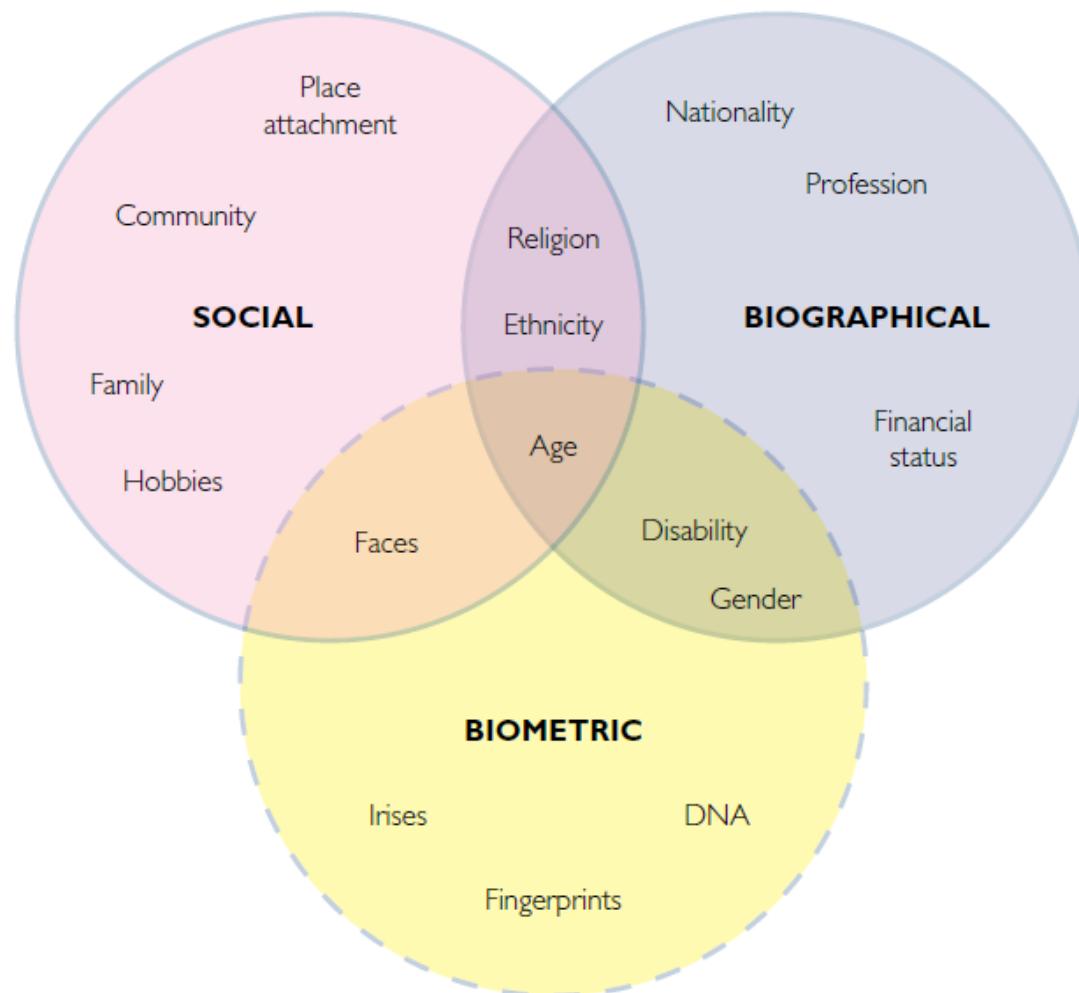
<http://english103034.blogspot.co.uk/2013/02/inclusion-cartoon-rebecca-leary.html> on 3 March 2015

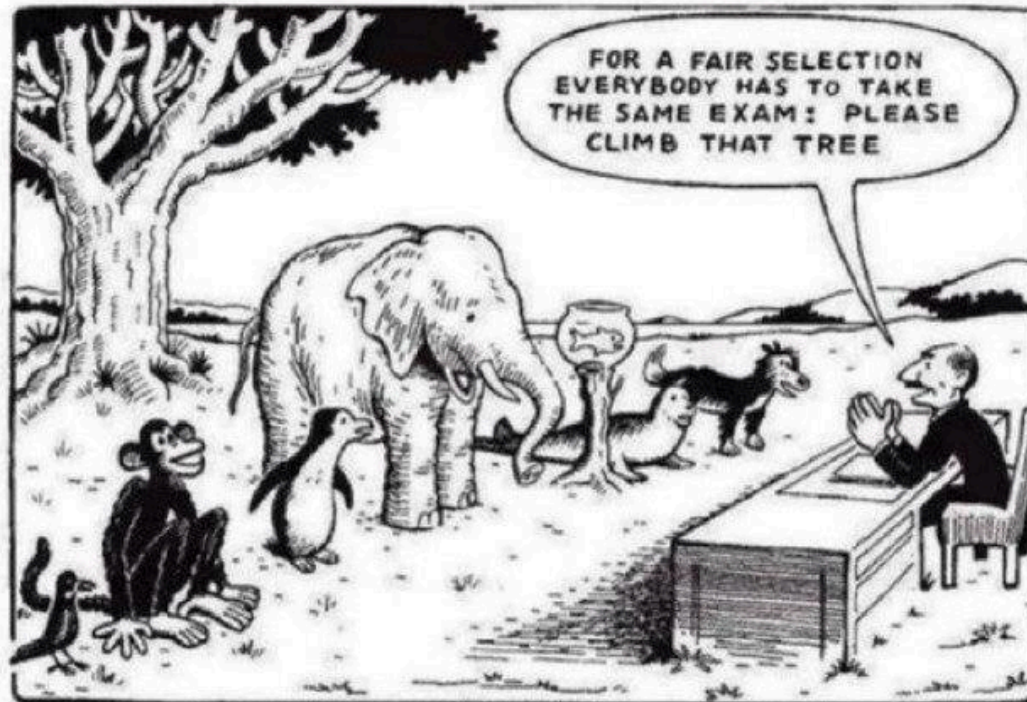


Categorical approaches



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



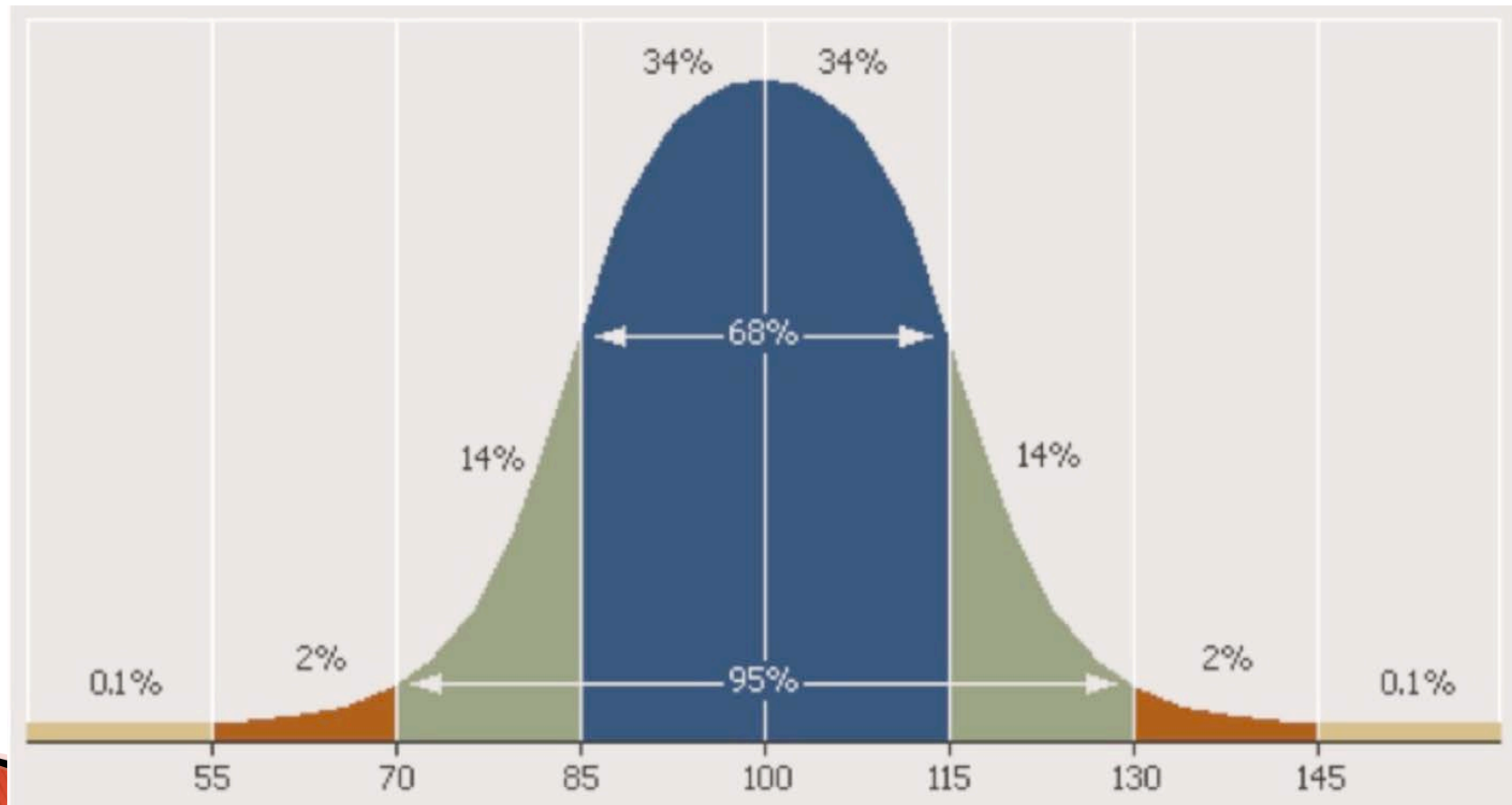


Our Education System

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

- Albert Einstein

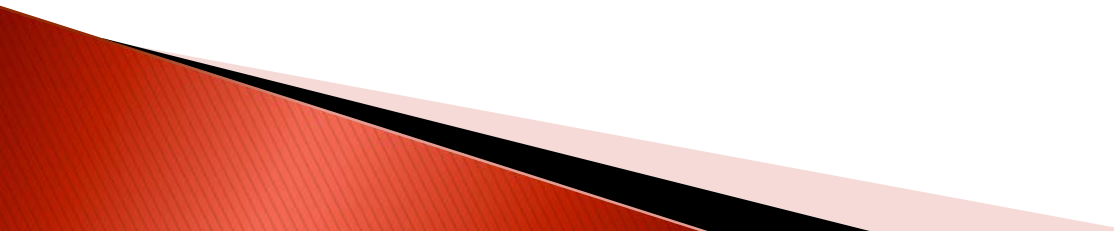
Bell Curve Thinking



A problem of in/justice?

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


Inclusive...

- ▶ Education
 - ▶ Practice
 - ▶ Pedagogy
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Teachers' craft knowledge

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

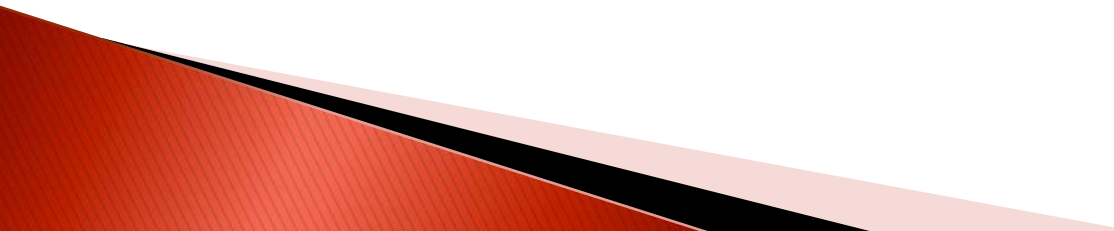
‘The knowledge that teachers develop through the processes of reflection and practical problem-solving that they engage in to carry out the demands of their jobs. As such this knowledge is informed by each teacher’s individual way of thinking and knowing.’
(Cooper and McIntyre, 1996)



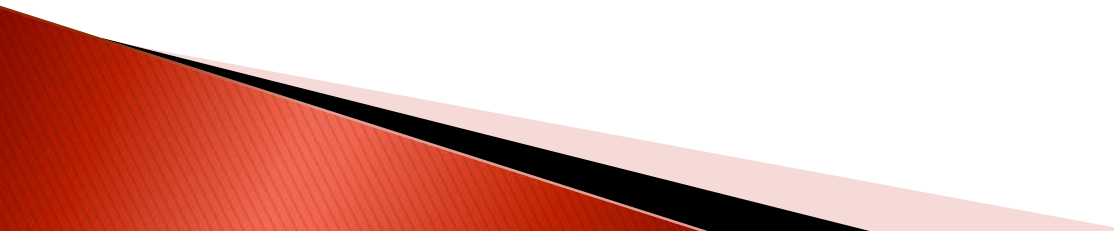
What does the research tell us?

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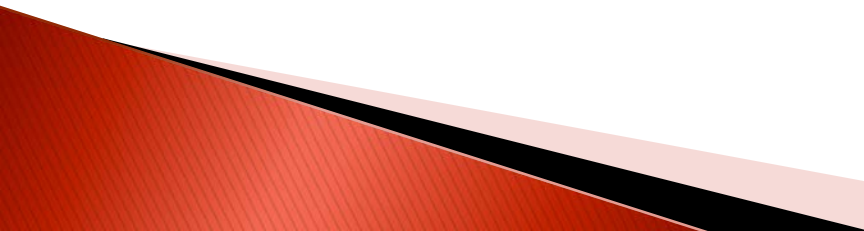
Inclusive Pedagogy

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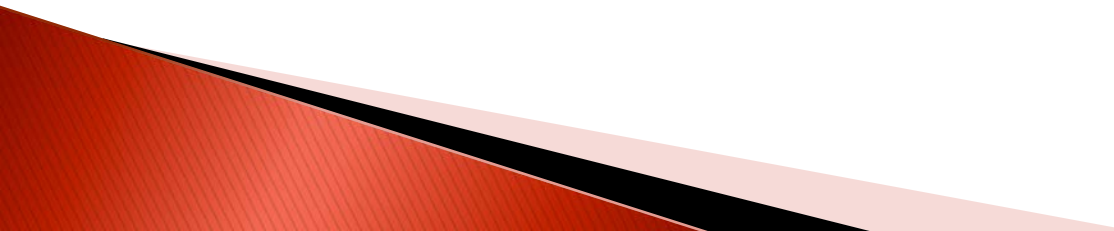
(1) Shifting focus away from differences among learners to learning of all children

- ▶ Creating learning opportunities sufficiently available for *everyone*, so all participate in classroom life;
 - ▶ Extending what is ordinarily available for *all* learners (a rich learning community) rather than teaching and learning strategies suitable for *most* alongside something 'additional' or 'different' for *some* who experience difficulties;
 - ▶ Focusing on *what* is to be taught (and *how*) rather than *who* is to learn it.
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(2) Rejecting deterministic beliefs about ability as fixed and idea that presence of some holds back progress of others

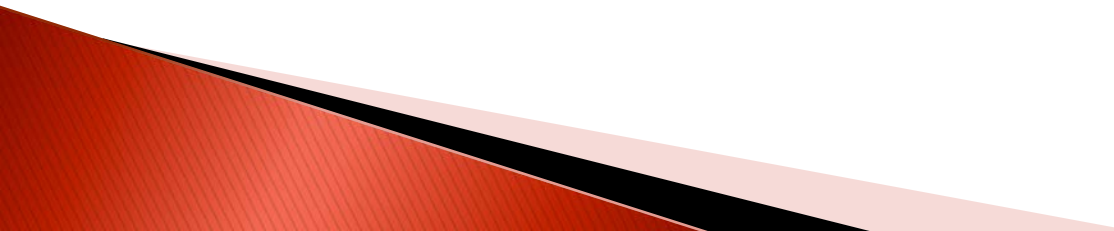
- ▶ Believing *all* children will make progress, learn and achieve;
 - ▶ Focusing teaching and learning on what children can do rather than what they cannot;
 - ▶ Grouping children to support everyone's learning rather than relying on ability grouping;
 - ▶ Using formative assessment to support learning.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

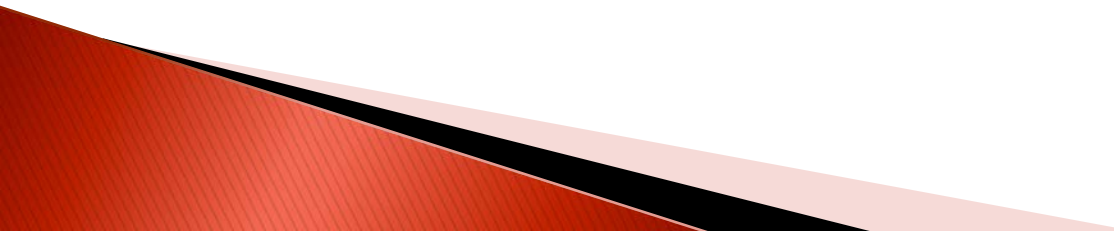
- ▶ Seeking and trying out new ways of working to support learning of all children;
 - ▶ Working with and through other adults that respect the dignity of learners as full members of the community of the classrooms;
 - ▶ Being committed to continuing professional development as a way of developing more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

I actually leave it open to them. They have the options there if they don't feel confident enough or they don't feel ready to do their own poem, [...] if you make that decision for them, they might be desperate wanting to do their own poem. [...] They know what's expected of them so why can't they just give it a go on their own? [...] I learned that from last year's group [...] they felt that they weren't as good as the others so they were quite embarrassed about it if they had to do an easier task [...] it's better to have the option.



Developing practice to reduce inequality

- ▶ Extending what is ordinarily available
 - ▶ ‘All’ = Everybody, not most and some
 - ▶ Thinking about difficulties in learning as dilemmas for teaching
 - ▶ Working creatively with specialists
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Some references

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

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