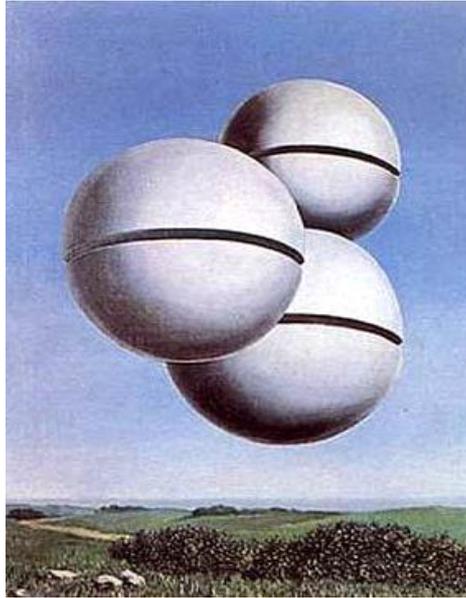


KU Educational Research Forum



**Co- constructing productive pedagogies;
a transformative experience for students and lecturers?**

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The study

- Small- scale evaluation of a Teacher Development Agency (TDA) funded project
- Paliokosta, P. and Cullum, B. (2012) 'Preparing student teachers for 'inclusion'; debating outcomes from students' extended placement in a specialist setting.'

Dissemination in:

- *3rd Teacher Education Advancement Network Annual Conference*; 18 May 2012, Birmingham, U.K.;
- *European Conference for Educational Research (ECER), "The Need for Educational Research to Champion Freedom, Education and Development for All"*, 18–21 September 2012, Cádiz, Spain.

Objectives

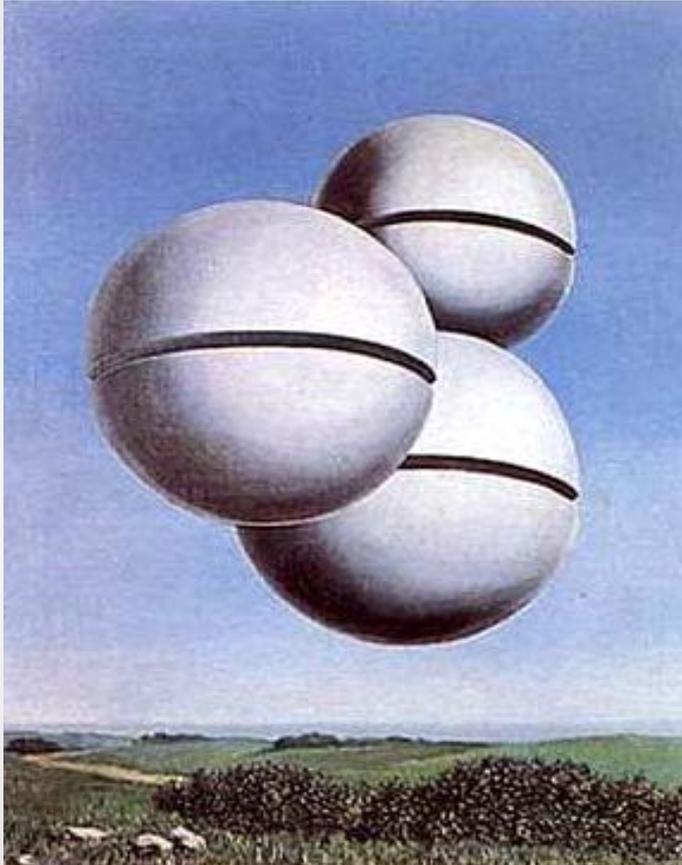
To identify:

- the key learning experiences of different stakeholders (i.e. student teachers, qualified teachers, mentors, university lecturers) and their potential impact on practice ;
- the impact on modular design and teaching approaches to special educational needs/ inclusion on a three year BA (Hons) course
...and beyond...

Background

- Inclusive Education, as promoted by international organisations (UN-CRPD 2007, UNESCO 2009), refers to reforming educational systems in order to respond to the requirements and needs of all users (Biewer, 2010:193).
- Inclusion as social inclusion in society.
- In education it is associated with the participation of students/children beyond those with SEN/disabilities.
- **The key feature of productive pedagogies is that issues of social justice, equity and inclusion are central, not supplementary, to good practice (Allan, 2003).**

Co-construction



- Co-construction in multiple levels:
 - Data generation
 - Interpretation of data
- Positionality

Rene Magritte, 'The Voice of Space'(1932)

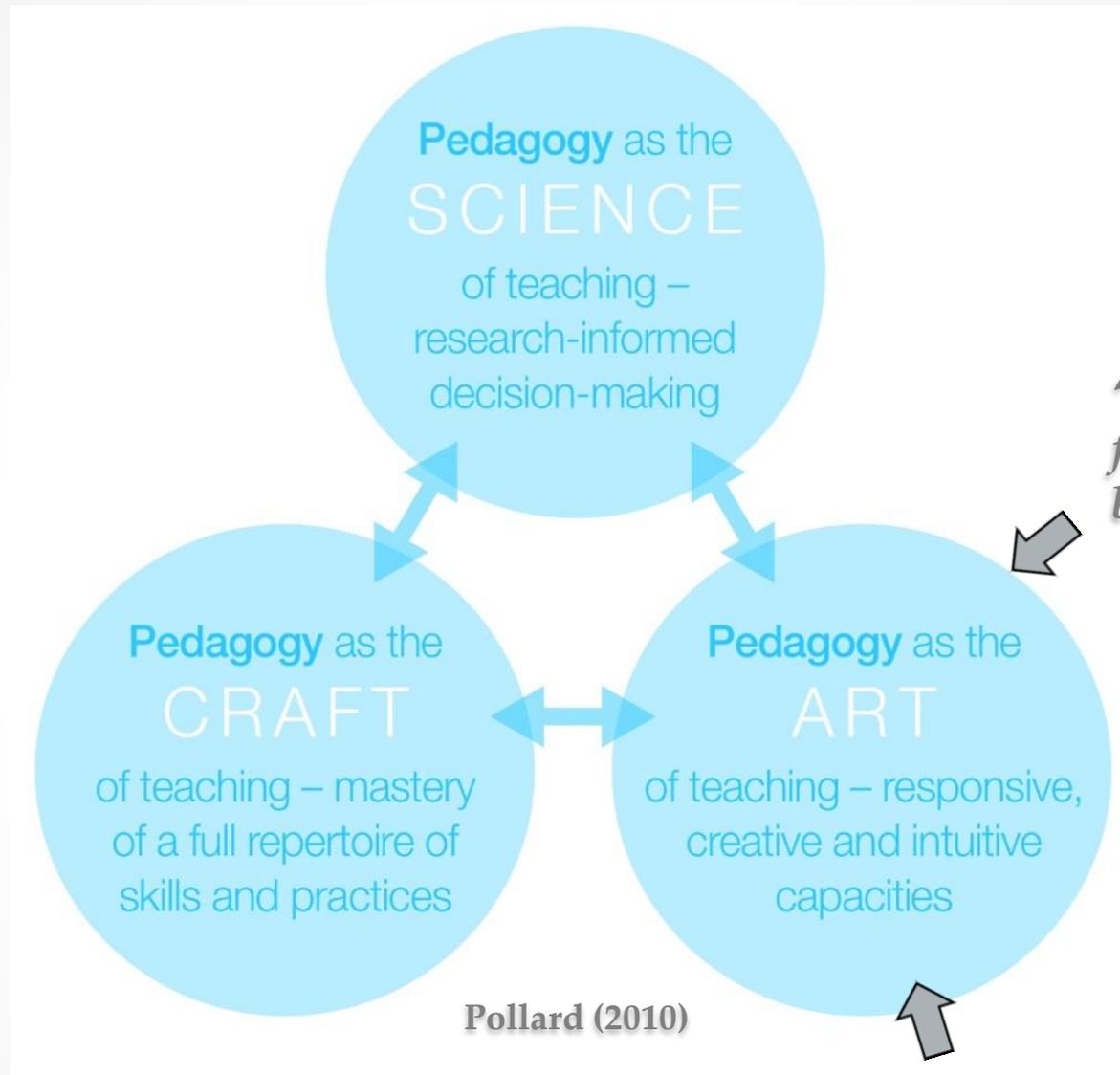
'Students transformed before our eyes...'

Pedagogy is a transformational process, deeply connected with the construction of knowledge through shared enquiry (Elliot, 2001)

FINDINGS- GAINS FOR PARTICIPANTS

- Emotional learning
 - *Confidence building*
- Pedagogical development
- Positive Learning Environment at Special School (Emotional and Physical)
 - *Staff characteristics and attitudes: passionate and supportive*
 - *Child-oriented pedagogies (including time and pace)*
 - *Freedom*
- Transfer of attitudes, knowledge and practice

..as thematised by researchers and in consistency with literature (Lambe and Bones, R.(2008); DCSE, 2010; DfE, 2010; Feeney et al, 2010; Lindsay, 2012.)



*'The special school reminds of the caring
role a school should also take...'*

Some dilemmas

- Is the 'caring role' only for special schools?
- Does expertise polarise? (Allan, 2003; Florian and Rouse, 2009; Young, 2011)
- Is the government polarising special schools and mainstream schools? (*'removing bias to inclusion'* in SEN Green Paper, systems for exclusion being made easier)
- Does this TDA project potentially enhance this polarisation ?

These dilemmas are helpful

- Since *'the structures of knowledge into which students are to be inducted are intrinsically problematic and contestable, and therefore objects of speculation'* we should, *'model [for our students] how to treat knowledge as an object of inquiry'* .
 - (Elliott, 2001 in Saunders, 2007).

Modular course design

- **Change has been on-going in relation to modules' content, discourses and paradigms explored.**
- **Some issues arise:**
- **Should the placement remain optional and non-assessed?**
 - *'A non- assessed placement is most welcomed , as students and lecturers relax and risks are taken';*
 - The non-assessed practice changes the focus from the student-teacher to the needs of the child.
- **Should all students have the opportunity for this placement?**
-

Towards a Pedagogy for All? ...from Early Years to Higher Education

- Ethics of care as a state of mind
- Grasping otherness and shaping pedagogy
- Education in its broadest sense, person-centred, community centred, the individual always in relation to others
- Accountability as a shared responsibility
- Democracy/ Participation
- Respect for diversity/Trust

(Fielding and Moss, 2011; Booth, 2011)

Linking the above to your own experience

- In groups, could you take one aspect of 'Pedagogy for All' and reflect on it in the context of teaching and research in your discipline?
 - What are the tensions ?
 - What are the opportunities ?

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