

# **Pedagogies for educational inclusion of pupils living in poverty**

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## Executive summary

This report presents the findings emerging from the first two years of a University of Aberdeen (UoA) project, *Pedagogies for educational inclusion of pupils living in poverty*. This project forms a funded part of a larger Scottish Council of Deans of Education (SCDE) project, *Developing pedagogies that work for Pre-Service and Early Career Teachers to reduce the Attainment Gap in Literacy, Numeracy and Health and Wellbeing*.

The UoA project supports the evidence-informed development of ITE programmes to prepare new teachers with the values, knowledge and skills necessary to support inclusive learning for all learners including those living in poverty.

The first two years of the project have: (i) explored the main approaches adopted by, and surfaced the enablers and barriers to, probationer teachers' enactment of inclusive pedagogy, in schools located in areas of social and economic deprivation; and (ii) surfaced PGDE(P) student teachers' understandings of poverty, and explored their experiences of the enactment of inclusive pedagogy during practicum.

In the final year plan for the project, the year 1 research design will be repeated, on this occasion with induction year probationer teachers who have experienced a targeted inclusive pedagogy intervention (drawing on messages from earlier project stages) as part of PGDE(P) practicum preparation courses during academic year 2019/20. As such, we aim to explore any value that has been added by the intervention for teachers in their induction year. We will also explore how any barriers to the enactment of inclusive pedagogy identified in Year 1 have been overcome or whether they remain. In so doing, we will follow up on the key themes of relationship building, interruptions / disruptions, and attitudes to poverty as surfaced in our Year 2 study.

## List of abbreviations

ASN	Additional Support Needs
ITE	Initial Teacher Education
IPAA	Inclusive Pedagogical Approach in Action
PGDE(P)	Post Graduate Diploma in Education (Primary)
SAC	Scottish Attainment Challenge
SCDE	Scottish Council of Deans of Education
SIMD	Scottish Index of Multiple Deprivation
UoA	University of Aberdeen

## Introduction

This report documents progress of the University of Aberdeen's (UoA) project, *Pedagogies for educational inclusion of pupils living in poverty*, to the end of June 2020. It reports the findings from Year 1 (2018/19) and Year 2 (2019/20) and outlines the next steps for Year 3 (2020/21).

The overall purpose of the UoA project, is to contribute to the larger Scottish Council of Deans of Education (SCDE) project, *Developing pedagogies that work for Pre-Service and Early Career Teachers to reduce the Attainment Gap in Literacy, Numeracy and Health and Wellbeing*. The UoA project is designed to elicit insight into further developing knowledge to help teacher educators prepare new teachers to enact inclusion for all children and young people with a focus on high poverty school environments. By better understanding the lived experiences of probationer teachers undertaking their Induction Year in high poverty school contexts, the aim is to use this knowledge to inform and explore the value that has been added by the intervention for ITE student teachers, with a specific focus on practicum, to prepare them with the necessary knowledge, skills and attributes to enact inclusive pedagogy for *all* children and young people. The UoA project is in three parts spanning project years 1,2 and 3.

**Year 1 (2018/19)** of the project aimed to surface the enablers and barriers to probationer teachers' enactment of inclusive pedagogy, during their Induction Year, in schools located in areas of social and economic deprivation. The insights gained from this investigation were then used to inform an intervention to support student teachers to operationalise inclusive pedagogy in their practicum. Data were collected via non-participant observation, follow up interviews and reflective diaries and explored probationer teachers' experiences of working with children and young people in schools located in areas identified as having a low Scottish Index of Multiple Deprivation (SIMD<sup>1</sup>) ranking.

**Year 2 (2019/20)** of the project centred on an intervention into an ITE programme at the University of Aberdeen. The intervention was planned with PGDE(P) tutors in November 2019 and was informed by the findings from Year 1. Data were collected from PGDE(P) students via a survey questionnaire and follow up interviews which explored student teachers' understandings of poverty, and their experiences of practicum. During this phase of the project we aimed to further develop our knowledge of how to support and prepare student teachers for enacting inclusive pedagogy for all children and young people, regardless of the SIMD ranking of the school.

This element of the project was affected by the outbreak of the COVID-19 pandemic and the subsequent closure of all schools. The response rate to the survey questionnaire was low and only two student teachers were willing to participate in follow up interviews. The impact of the pandemic also required the original research design to be reworked to take account of the changing circumstances and general uncertainty across the education sector.

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<sup>1</sup> For further information about the Scottish Index of Multiple Deprivation – see <https://simd.scot/2016/#/simd2016/BTTTTT/9/-4.0000/55.9000/>

For example, we had intended to conduct more interviews and to survey the student teachers pre and post practicum, but this was not possible.

**In Year 3 (2020/21)** of the project, we plan to repeat the Year 1 research design but this time with probationer teachers who experienced the intervention into PGDE(P) practicum preparation course during academic year 2019/20. Revisiting the Year 1 research design provides an opportunity to explore the value added by the intervention for teachers in their Induction Year. We will also explore how any barriers to the operationalisation of inclusive pedagogy identified in Year 1 have been overcome or whether these barriers remain. However, with the impact of the COVID-19 pandemic it is likely that the research design for this phase will need to be adapted. To this end, a new Year 3 timeline has been drafted as a contingency plan. In addition, we aim to link the Year 2 and Year 1 findings to provide a rich picture of how student teachers can be supported in developing inclusive pedagogy during the transition from ITE into the Induction Year.

## **Research Questions**

### **Year 1 (2018/19)**

Year 1 of the project focused on understanding the experiences of probationer teachers undertaking their Induction Year in high poverty context schools. The Year 1 aims were to: (i) surface what probationer teachers focus on during their Induction Year as they strive to enact inclusive pedagogy in high poverty context schools, (ii) surface the enablers and barriers to Induction Year teachers' enactment of inclusive pedagogy in high poverty context schools, and (iii) highlight strengths and potential areas for future development in terms of current ITE provision to support the enactment of inclusive pedagogy.

Two research questions underpinned Year 1 activity:

RQ 1 What aspects of inclusive pedagogy do probationer teachers focus on during their Induction Year?

RQ2 What are the enablers and barriers to Induction Year teachers' enactment of inclusive pedagogy in high poverty context schools?

These questions were designed to elicit a baseline understanding of what is possible and the challenges faced by probationer teachers when undertaking their Induction Year in high poverty school environments. By better understanding the probationers' lived experiences we can draw from this knowledge to inform how we prepare student teachers for practicum in ITE and potentially support an enhanced transition between ITE and the Induction Year.

### **Year 2 (2019/20)**

The Year 2 aim was to understand the experiences of student teachers in their final practicum school experience.

Two research questions underpinned year 2 activity:

RQ1 How do student teachers understand the impact of poverty in relation to educational outcomes for school aged children and young people?

RQ2 What are student teachers experiences of trying to enact inclusive practices during practicum?

These questions were designed to elicit a baseline understanding of this cohort of student teachers from who we hope to recruit research participants for the final 2020/21 project stage.

## **Framing the Study**

This section situates this UoA research project in the wider field of research on teacher education and inclusion.

### *The National context*

Internationally, there are important policy drives to promote inclusive education for all learners (Florian & Camedda, 2019). Inclusive education is viewed as a way of contributing to the creation and maintenance of equitable and cohesive societies and responding to broader, global, challenges associated with, for example, disability, poverty, and migration. In particular, schools located in high poverty areas present challenges for teachers, and by extension for teacher educators, that go beyond a focus on standard educational provision with teachers taking on increasing responsibilities to help learners participate meaningfully in school (Naven, Sosu, Spencer, and Egan, 2019).

In Scotland, the National Framework for Inclusion (Scottish Teacher Education Committee, 2014) and the Scottish Attainment Challenge (Scottish Government, 2015) are two examples of current policy initiatives that underpin the promotion of inclusive education. The education policy landscape in Scotland, like elsewhere, views teachers and teacher educators as important contributors in responding to increasingly diverse learner groups (OECD, 2012). However, it is well known that many teachers feel unprepared to work with diverse learner groups (Cochran-Smith, Villegas, Abrams, Chavez-Moreno, Mills, and Stern, 2016). Similarly, McNamara and McNicholl (2016, p. 374) highlight the fact that, "...little is known about the effective preparation of teachers to ameliorate educational disadvantage and little attention appears to be given to this in most teacher preparation programmes." Therefore, preparing and supporting new teachers to work inclusively with increasingly diverse groups of learners, including those from low socio-economic backgrounds, is a dilemma facing teacher education.

### *Inclusive Pedagogy*

Inclusive pedagogy is one approach to addressing learner differences in the classroom with a focus on achieving positive educational outcomes for all learners (Florian, 2012; Florian, &

Black-Hawkins, 2011; Florian, 2010). Inclusive pedagogy adopts a socio-cultural approach to learning and aims to enable positive educational outcomes for all learners. Practising inclusive pedagogy requires a commitment by the teacher to address learner differences without marginalising or stigmatising learners. A key feature of inclusive pedagogy is that it involves teachers responding to individual differences by extending what is ordinarily available in the classroom to include all learners. However, this can be challenging for teachers to put into practice in educational environments influenced by what Fendler & Muzaffar (2008, p. 65) have referred to as ‘bell-curve thinking’ e.g. school policies that categorise learners and educational practices that sort or stream learners by perceived or prior ability.

The principle of extending what is ordinarily available to everyone in the classroom builds on the work of Hart, Dixon, Drummond, and McIntyre (2004) who advocate a way of being a teacher that rejects teaching practices that differentiate (provide something different) for some learners based on preconceived judgements about their (in)abilities. This approach requires teachers to avoid making assumptions about what learners can and cannot do and to plan learning opportunities accessible to the range of learner differences within a class. As noted above, this requires teachers to avoid using language and categories that stigmatise and/or marginalise the learners (Florian, 2012) in their practice.

Practising inclusive pedagogy involves practitioners developing ways of working with others as part of their professional development to remove “intersecting barriers to inclusion” (Pantić & Florian, 2015, p. 345). The General Teaching Council for Scotland (GTCS) sets professional standards for teachers and student teachers whereby they are expected to, “demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing” (General Teaching Council for Scotland, 2012, p. 15) and, “work collaboratively to share their professional learning and development with colleagues” (General Teaching Council for Scotland, *ibid*, p. 20).

Inclusive pedagogy as an approach to teaching diverse groups of learners emerged from studying the practices of expert teachers, who were able to be inclusive of a wide range of learners in their classrooms while also facilitating good attainment results for everyone. As such, learning to enact inclusive pedagogy requires teachers to develop what Black-Hawkins and Florian (2012) refer to as ‘craft’ knowledge. Learned from experience, craft knowledge is developed over time, through a complex process involving a multitude of experiences including, but not limited to, teaching, reflection, problem solving and decision making. To date, only a few studies have explored teachers’ craft knowledge in and for inclusive pedagogy (Florian & Spratt, 2013; Black-Hawkins & Florian, 2012; Florian & Linklater, 2010). A key message emerging from such work is a focus on how teachers make the best use of what they already know to support learners experiencing difficulty in their learning (Florian and Linklater, *ibid*). The study reported here aims to add to this research base through its exploration of the enablers and barriers probationer teachers and student teachers encounter while trying to enact inclusive pedagogy for *all* learners in high poverty context school environments.

### *Inclusive Pedagogical Approach in Action (IPAA)*

While a commitment to educational inclusion is written into the Scottish policy landscape for teacher education (Scottish Teacher Education Committee, 2014) the term ‘inclusive education’ remains somewhat elusive and there is a need for more theoretically informed studies (Göransson and Nilholm, 2014). In an effort to mitigate the challenges faced in trying to define inclusion and identify what constitutes good practice Florian and Spratt (2013) designed a theoretically based framework, Inclusive Pedagogical Approach in Action (IPAA), to capture evidence of inclusive education in action. The IPAA links three principles of inclusive pedagogy with the core themes of the University of Aberdeen’s Professional Graduate Diploma in Education (PGDE) programme (Florian (2014). The three principles of inclusive pedagogy, as identified by Florian and Spratt (ibid), are: (i) difference must be accounted for as an essential aspect of human development; (ii) teachers must believe (can be convinced) they are qualified/capable of teaching all children; and (iii) teachers continually develop creative new ways of working with others. The IPAA links the principles of inclusive pedagogy to observable teaching practices, thus enabling the researcher to replace judgement about what inclusion is and whether it has occurred by an exploration to see if a principled stance has been enacted. There is no expectation that practitioners will engage with all the illustrative examples presented within the framework.

### *Teacher preparation in Scotland*

The Induction Year takes place after student teachers successfully complete their ITE and meet the GTCS Standards for Provisional Registration (General Teaching Council for Scotland, 2012). No longer student teachers, they are recognised as probationer teachers and work towards achieving the GTCS Standard for Full Registration (General Teaching Council for Scotland, 2012). However, little is known about what probationer teachers focus on during their Induction Year in relation to inclusive pedagogy.

This study aims to surface the enablers and barriers to the enactment of inclusive pedagogy by probationer teachers working in high poverty school contexts. The findings will be used to inform ITE in further supporting the supporting student teachers during practicum. The findings may also support student teachers in making the transition to probationer teacher by making visible those aspects of inclusive pedagogy that probationer teachers can successfully enact in their Induction Year.

## **Methodology, Analysis and Findings**

In the following sections, the methodological and analytical approaches adopted, the findings emerging, and the conclusions drawn from Year 1 and Year 2 stages of the project are presented by Year.

### **Year 1 (2018/19)**

#### **Methodological Approach**



### *Locating Field Site Schools*

Three schools were selected based on their SIMD rankings and their hosting of probationer teachers who had graduated from the PGDE programme from UoA. All three schools identified were in the same Local Authority.

The selected schools were committed to inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools Act 2000 (Scottish Executive, 2000). All selected schools adhered to the Education (Additional Support for Learning) (Scotland) Act 2009 (Scottish Government, 2009) that places a duty on the school to identify and meet the additional support needs of children and young people taking into account their rights and the rights of parents. According to school documentation, School A and School C use a three staged intervention framework to help identify potential barriers to learning and participation, and to plan individualised support for pupils. Inclusion was not specifically mentioned in School B's handbook.

School A<sup>2</sup> was a non-denominational primary school serving an area of high socio-economic deprivation with approximately 80% of pupils from SIMD 1-40 backgrounds. Approximately 40% of pupils were recorded as having Additional Support Needs (ASN). The pupil teacher ratio was 16.3 to 1 with an average class sizes of 25 pupils. Attendance was improving but below the national average in 2018/2019.

School B was a non-denominational primary school serving an area of high socio-economic deprivation with approximately 90% of pupils from SIMD 1-20 backgrounds. Approximately 90% of pupils were recorded as having Additional Support Needs (ASN). The pupil teacher ratio was 15.1 to 1 with an average class sizes of 25 pupils. Attendance was below the national average in 2018/2019.

School C was a non-denominational secondary school serving an area of high socio-economic deprivation with approximately 80% of pupils from SIMD 1-40 backgrounds. Approximately 40% of pupils were recorded as having Additional Support Needs (ASN). The pupil teacher ratio was 13.4 to 1. No data available for average class sizes. Attendance was below the national average in 2018/2019.

### *Locating and recruiting research participants*

The criteria for locating and recruiting the seven research participants (see Table 1) were guided by three principles (Cohen, Kahn, and Steeves, 2000): their experiences of place, here defined as schools located in areas of social and economic deprivation or in schools with significant proportions of pupils living in poverty; their experiences of events in time, here defined as graduates of the same ITE programme and participating in their Induction Year; ways of talking about their experiences, here defined as familiar with inclusive pedagogy. Four of the research participants were placed in two primary schools and three were placed in the same secondary school.

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<sup>2</sup> All data presented, here, for Schools A, B and C were sourced from the Scottish Government Education Analytical Services: Learning Analysis, School Information Dashboard, available at <https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Special/SpecialDashboard>

Ethical approval for this research phase was received from the UoA Ethics Committee and the participating Local Authority. Voluntary, informed consent was sought from all participants who agreed to take part in the study. All names have been changed to protect anonymity.

Table 1 Distribution of research participants across the selected schools.

	<b>School A</b> Primary	<b>School B</b> Primary	<b>School C</b> Secondary
<b>Probationers (7)</b>	Amy Helen	Hilda Simon	Colin Eve Hillary

### Data Collection

Data collection involved non-participant observation, semi-structured interviews, and audio-reflective diary entries. Each participant’s classroom practice was observed twice and after each observation, each participated in a follow up semi-structured interview. The non-participant observations and interviews were conducted by members of the research team. All seven participants kept an audio reflective diary for ten working days. Data collection tools are presented in Appendices A, B and C.

### Analytical Approach

For Research Question 1, ***‘What aspects of Inclusive Pedagogy do probationer teachers focus on during their Induction Year?’***, a two-step analysis approach was applied (see Figure 1 below). In step 1 all data were transcribed verbatim and mapped against the IPAA Framework (Florian, 2014; Florian and Spratt, 2013) to elicit findings from the three data sets: observation data, interview data and reflective diary data. For step 2 we integrated the findings from each of the three data sets for further analysis to elicit aspects of inclusive pedagogy the probationer teachers focus on during their Induction Year.

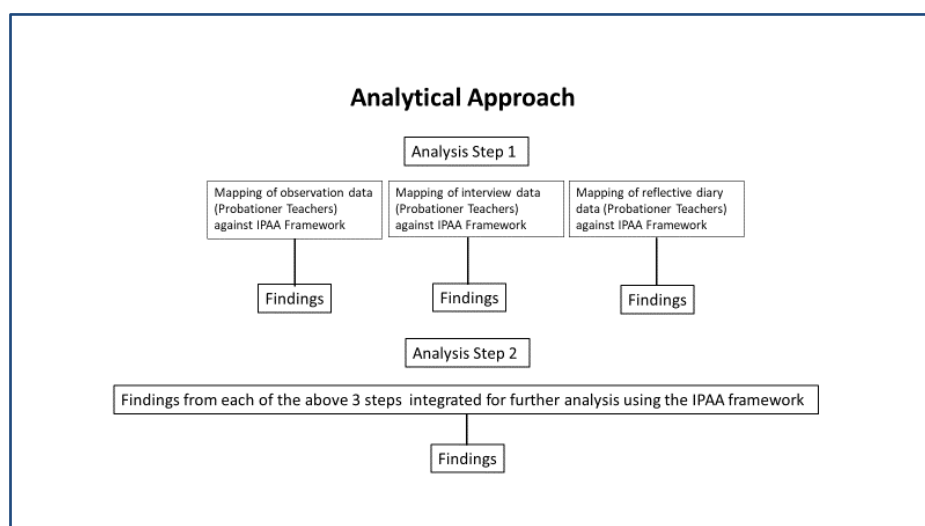


Figure 1 Summary of Analytical Approach to Year 1 Data (2018/19).

Step 1 of the analysis 2018/19 involved mapping each of the three data sets against IPAA Assumptions 1, 2 and 3. Step 2 of the analysis necessitated integrating the findings from step-1 above and mapping against IPAA Assumptions 1, 2 and 3. Examples of the mapping process for steps 1 and 2 are presented in Appendix D.

For Research Question 2, ***‘What are the enablers and barriers to Induction Year teachers’ enactment of Inclusive Pedagogy in high poverty context schools?’***, the transcribed data were coded using an iterative process to elicit enablers and barriers to the enactment of inclusive pedagogy. These enablers (bold text) and barriers (grey highlighted text) were then mapped against the IPAA as illustrated in Appendix E. Key findings to emerge from the analysis of the observation data, interview data and reflective diary data were grouped under each of the IPAA assumptions, where illustrative examples of enablers and barriers were found.

## Findings

### Research Question 1 ***What aspects of Inclusive Pedagogy do probationer teachers focus on during their Induction Year?***

The key findings are grouped under each of the IPAA assumptions and presented in Table 2. In cases where examples are found in **all** of the probationer’s practices (column 2), this may point to areas that ITE should further develop and promote to support student teachers understanding of how inclusive pedagogy can be enacted. In cases where examples are found in **three or more** of the probationer’s practices (column 3), this may point to areas that ITE could further develop. In cases where examples are found in **two or less** of the probationer’s practices (column 4), this may point towards a potential barrier to the enactment of inclusive pedagogy and identifies an illustrative example IPAA that merits further exploration for ITE.

Table 2. Summary of findings on aspects of Inclusive Pedagogy probationer teachers focus on during their Induction Year (Research Question 1).

IPAA Assumption	Examples found across all probationers	Examples found across 3 or more probationers	Examples found across 2 or less probationers
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<p>1</p> <p>Difference is accounted for as an essential aspect of human development in any conceptualisation of learning</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching practices which include all children (everybody)</li> <li><input type="checkbox"/> Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Differentiation achieved through choice of activity for everyone</li> <li><input type="checkbox"/> Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rejection of ability grouping as main or sole organisation of working groups</li> <li><input type="checkbox"/> Use of language which expresses the value of all children</li> <li><input type="checkbox"/> Use of formative assessment to support learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focusing teaching and learning on what children can do rather than what they cannot</li> </ul>
<p>2</p> <p>Teachers must believe they are qualified/capable of teaching all children</p>	<p>No Examples</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on what is to be taught (and how) rather than who is to learn it.</li> <li><input type="checkbox"/> Providing opportunities for children to choose (rather than pre-determine) the level at which they engage with lessons.</li> <li><input type="checkbox"/> Strategic/reflective responses to support difficulties which children encounter in their learning.</li> <li><input type="checkbox"/> Quality of relationships between teacher and learner.</li> <li><input type="checkbox"/> Interest in the welfare of the 'whole child' not simply the acquisition of knowledge and skills.</li> <li><input type="checkbox"/> Flexible approach – driven by needs of learners rather than 'coverage' of material.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners</li> </ul>
<p>3</p> <p>Teachers continually develop creative new ways of working with others</p>	<p>No Examples</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating spaces for inclusion wherever possible</li> <li><input type="checkbox"/> Seeking and trying out new ways of working to support the learning of all children</li> <li><input type="checkbox"/> In partnerships formed with teachers or other adults who work alongside them in the classroom</li> <li><input type="checkbox"/> Through discussions with other teachers /other professionals outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interplay between personal / professional stance and the stance of the school</li> <li><input type="checkbox"/> Being committed to continuing professional development as a way of developing more inclusive practices.</li> <li><input type="checkbox"/> Working with and through other adults in ways that respect the dignity of learners as full members of the community of the classroom</li> </ul>

**Research Question 2 *What are the enablers and barriers to Induction Year teachers' enactment of Inclusive Pedagogy in high poverty context schools?***

The qualitative data were transcribed and coded using an iterative process to elicit enablers and barriers relevant to Assumption 1 to 3 of the IPAA. Table 3 highlights those aspects of

the IPAA Assumptions whereby enablers and/or barriers were found in the lived experiences of participants.

Table 3. Enablers and Barriers and IPAA Assumptions.

IPAA Assumption	Aspects where enablers/barriers found
1: Difference is accounted for as an essential aspect of human development in any conceptualisation of learning	<ul style="list-style-type: none"> <li>• Teaching practices which include all children (everybody)</li> <li>• Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life</li> <li>• 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</li> <li>• Rejection of ability grouping as main or sole organisation of working groups</li> <li>• Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation)</li> </ul>
2: Teachers must believe they are qualified/capable of teaching all children	<ul style="list-style-type: none"> <li>• Strategic/reflective responses to support difficulties which children encounter in their learning.</li> </ul>
3: Teachers continually develop creative new ways of working with others	<ul style="list-style-type: none"> <li>• In partnerships formed with teachers or other adults who work alongside them in the classroom</li> <li>• Through discussions with other teachers /other professionals outside the classroom</li> </ul>

The following sections present examples of enablers and barriers relevant to IPAA Assumptions.

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

*Teaching practices which include all children (everybody)*

Enablers	Barriers
<ol style="list-style-type: none"> <li>1) Provide experiential learning to support understanding</li> <li>2) Songs to help memory retention</li> <li>3) Using play to support learning and memory retention</li> <li>4) Scaffolding to support learners</li> <li>5) Revisiting work covered earlier in the lesson</li> <li>6) Lots of discussion to help learners understand expectations for the task</li> <li>7) Modelling</li> <li>8) Verbal work to support learning</li> <li>9) Visual images to support learning</li> <li>10) Concrete materials to support learning</li> <li>11) Helping learners to understand that it is okay to make mistakes.</li> <li>12) Teacher providing feedback to help the learners focus on the expectations for the standard to work to be produced</li> <li>13) Pupils asking questions</li> </ol>	<ol style="list-style-type: none"> <li>1) Pupil absences</li> <li>2) Pace of lesson is too fast</li> </ol>

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

Enablers	Barriers
<ol style="list-style-type: none"> <li>1) Creating the conditions for children to seek help when required.</li> <li>2) Work on building learners' confidence to participate in the planned learning in the classroom</li> <li>3) Providing a range of different types of examples/ways of engaging with the learning content e.g. verbal, written, hands on</li> <li>4) Providing options for learning that have clear links to real life</li> <li>5) Building in prior experience for the learners before the main learning task(s)/assessment</li> <li>6) Being well planned</li> <li>7) Sequencing learning opportunities as a spiral rather than steps to provide enough opportunities to reinforce key facts</li> <li>8) Classroom layout that enables easy opportunities for learners to work together, engage in group discussions and purposeful talk</li> <li>9) Supporting learners to develop the skills to participate in purposeful team working</li> <li>10) Knowing the learners well and fostering positive relationships</li> </ol>	<ol style="list-style-type: none"> <li>1) Planned learning does not explicitly relate to the background of the learners.</li> <li>2) Planned learning does not provide opportunities to revisit basic facts prior to the key learning being promoted.</li> <li>3) Planned learning places too many demands on the learners in terms of reading and writing.</li> <li>4) Classroom layout that does not enable easy opportunities for learners to work together.</li> <li>5) Lack of resources to support access to learning in the classroom e.g. coloured paper.</li> <li>6) Despite favourable conditions for learning learners present with negative attitudes (a minority of learners, but an issue for the probationer teacher).</li> <li>7) Multiple interruptions</li> </ol>

*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*

Enablers	Barriers

<ol style="list-style-type: none"> <li>1) Developing awareness of individual learner's circumstances and their needs</li> <li>2) Developing an ability to make adaptations to aspects of lessons based on awareness of learner's circumstances and needs</li> <li>3) Technology to support writing</li> <li>4) Songs to help memory retention</li> <li>5) Using play to support learning and memory retention</li> <li>6) Visual images to support reading</li> </ol>	No examples found in the data collected.
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*Rejection of ability grouping as main or sole organisation of working groups*

<b>Enablers</b>	<b>Barriers</b>
<ol style="list-style-type: none"> <li>1) Opportunities in curricular areas other than maths and language in primary school</li> <li>2) Strategically mobilised mixed ability groupings to ensure learners are matched to promote productive learning</li> <li>3) Mixed ability grouping as a vehicle to foster independent learning</li> </ol>	<ol style="list-style-type: none"> <li>1) Setting in maths and language</li> <li>2) Categorising learners in the class as 'Lower', 'Middle', 'Higher' ability</li> <li>3) Not offering choice to learners</li> </ol>

*Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation)*

<b>Enablers</b>	<b>Barriers</b>
<ol style="list-style-type: none"> <li>1) Layout of classroom furniture allows learners to interact with others.</li> <li>2) Learners know to ask each other to seek help.</li> <li>3) Mixed ability groupings with learners encouraged to break into pairs / small groups to discuss their ideas in response to key questions.</li> <li>4) Explore key content together prior to asking question e.g. to explore a book together to build confidence prior to reading aloud or asking questions.</li> <li>5) Providing sufficient time for pairs / groups to explore ideas and make decisions.</li> <li>6) Learners have respect for each other.</li> <li>7) Learners have the social skills to participate productively in group work.</li> <li>8) Learners asking their own questions</li> <li>9) Learners supporting each other</li> </ol>	<ol style="list-style-type: none"> <li>1) Learners having to physically turn around to the table behind to interact with others.</li> <li>2) Conditions for learners to develop independence from the teacher are not yet explicitly established.</li> <li>3) Conditions for learners to seek peer support are not yet established.</li> <li>4) Classroom relationships between learners are not yet conducive to pair/group working.</li> <li>5) Interruptions</li> </ol>

*Use of formative assessment to support learning.*

<b>Enablers</b>	<b>Barriers</b>

<ol style="list-style-type: none"> <li>1) Effective questioning for a designated purpose (e.g. to support children's reflection or critical thinking skills)</li> <li>2) Sharing expectations for learning</li> <li>3) Providing thinking time</li> </ol>	No examples found in the data collected.
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Assumption 2: Teachers must believe they are qualified/capable of teaching all children.

<i>Strategic/reflective responses to support difficulties which children encounter in their learning</i>	
<b>Enablers</b>	<b>Barriers</b>
<ol style="list-style-type: none"> <li>1) Learning from mistakes</li> <li>2) Reflecting on practice</li> <li>3) Experimenting with e.g. different group sizes</li> </ol>	No examples found in the data collected.

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

<i>In partnerships formed with teachers or other adults who work alongside them in the classroom</i>	
<b>Enablers</b>	<b>Barriers</b>
<ul style="list-style-type: none"> <li>• Timetabled Pupil Support Assistant (PSA)</li> <li>• Opportunity to plan with the PSA to target additional support</li> <li>• Flexible ways of working with PSA to support all children and young people in the classroom</li> <li>• Good working relationship between probationer teacher and PSA</li> <li>• Seeking advice from colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of PSA Support</li> <li>• Timetabled Pupil Support Assistant (PSA) no longer available as required in another part of the school</li> <li>• Being the only adult in the classroom</li> </ul>

<i>Through discussions with other teachers /other professionals outside the classroom</i>	
<b>Enablers</b>	<b>Barriers</b>



<ul style="list-style-type: none"> <li>• Opportunities to learn from supporter teachers during ITE placements</li> <li>• Opportunities to learn from mentor teacher and other teachers in their induction year school</li> <li>• Learning conversations with colleagues to familiarise themselves with school resources</li> <li>• Learning conversations with colleagues helped some probationer teachers to find positive responses to teaching and learning dilemmas</li> </ul>	<p>No examples found in the data collected.</p>
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### Conclusion Year 1 (2018/19)

The probationer teachers provided insights into what is possible with regard to enacting inclusive pedagogy (Florian, 2012; Florian, L., & Black-Hawkins, 2011; Florian, 2010) during the Induction Year in high poverty school environments. In this regard the probationer teachers are showing us the way in terms of where ITE and the Induction Year might focus attention to support the development of probationer teachers in terms of preparation, growth and further development of their inclusive practice.

In relation to RQ1: *What aspects of inclusive pedagogy do probationer teachers focus on during their Induction Year?*, the findings show that IPAA Assumption 1 is partially interwoven into the practices of all the probationer teachers in this study:

- 1) All the probationer teachers show that they can make use of teaching practices that cater for all learners either underpinned by a socio-cultural (Vygotsky, 1978) approach to learning where they promote interactions with others and the use of language, to support learning; and/or a spiral curriculum (Bruner, 1960) approach where they revisit and build on previous learning on a regular basis to support memory retention of key learning.
- 2) Creating learning environments for everyone is fraught with issues relating to the physical environment and individual learner needs. However, the probationer teachers are striving to make adaptations to mitigate some of these issues.
- 3) While not observed in all cases, probationer teachers have a range of ways for extending what is ordinarily available for all learners. The key appears be their awareness of individual children's circumstances and their needs and an ability to make adaptations to aspects of their lessons based on this awareness.
- 4) The probationer teachers were positively inclined towards organising their classes for group work and there was evidence of modelling or scaffolding mixed ability grouping. This was being done despite the normalised practices of ability groupings for literacy and numeracy already in place within the school.
- 5) The probationer teachers appeared to engage in an on-going process of trial and improvement to support development of positive and productive relationships within the class, in turn enabling the children to support each other and increase meaningful participation with a view to improving educational outcomes for all.
- 6) Most of the probationer teachers made use of some formative assessment strategies to support the children's learning. Effective questioning for a designated purpose

(e.g. to support children's reflection or critical thinking skills) and the sharing of clear expectations for learning with the children, underpinned teacher's practice.

However, the 2<sup>nd</sup> and 3<sup>rd</sup> IPAA Assumptions were less evident in the data. This can perhaps be explained by different school priorities that place emphasis elsewhere:

- 1) Some of the probationer teachers were beginning to make use of strategic-reflective responses to support the children's learning. These included, considering ways in which learners were grouped; reflecting on the experiences provided for the children to ensure a better match between what they bring to the planned activity and the level of challenge provided; and ensuring children had appropriate writing targets and were involved in the creation of success criteria. The probationer teachers showed willingness to learn from their mistakes, and adapt their practice, to try to create better learning experiences for the children in their care.
- 2) Classroom-based partnerships involving probationer teachers and PSA were valued in supporting the learning and behavioural needs of learners.
- 3) Some of the probationer teachers highlighted the valuable contribution of opportunities to learn from supporter teachers during ITE placements, and their mentor teacher and other teachers in their induction year school. Learning conversations with colleagues helped some probationer teachers to familiarise themselves with school resources and to find positive responses to teaching and learning dilemmas they were experiencing.

*In relation to RQ2: What are the enablers and barriers to Induction Year teachers' enactment of Inclusive Pedagogy in high poverty context schools?, the enablers and barriers to enacting inclusive pedagogy appear as opposite sides of the same coins. The key enablers highlighted below, similar to the findings from RQ1, point to the importance of probationer teachers learning to work with others in ways that help to remove intersecting barriers to inclusion (Florian and Black-Hawkins 2011):*

- understanding the classroom in relational terms when planning for inclusion e.g. who works with who and under what conditions?
- creating classroom conditions that promote positive relations for learning e.g. using language that does not stigmatise or marginalise learners;
- building opportunities for learners to develop confidence, seek help and demonstrate skills for purposeful mixed ability group/team working;
- a classroom layout that is easily adapted for mixed ability group/team work;

- well planned lessons that build in prior experience for the learners before the main learning task(s)/assessment and provide multiple opportunities to revisit key learning (spiral curriculum)
- learning activities provide different types of examples/ways of engaging with the learning content e.g. verbal, written, hands on an
- classroom-based partnerships involving probationer teachers and PSA were helpful in supporting the learning and behavioural needs of learners

## Year 2 (2019/20)

### Methodological Approach

This stage of the project adopted a sequential mixed methods approach drawing on quantitative and qualitative data which was collected and compared looking for points of convergence, difference and combinations (see Table 4).

Table 4: Sequential phases of the research (adapted from Santos et al., 2017).

Phases	Data collection	Data analysis
Quantitative	Questionnaires	Descriptive statistics
Qualitative	Semi structured interviews	Initial coding Selective and focused coding NVivo
Data Integration	Points of convergence, differences and combinations	

### Analytical Approach

As indicated previously, the questionnaire response rate was low and only two student teachers were willing to participate in follow up interviews. This necessitated some consideration being given to the design of the analytical frame. An exploratory case study design (Yin, 2018) was used for the interview data identifying each interview participant as an individual case, however, analysis between cases allowed for the development of themes (see Figure 2 below). The purpose of using a case study approach for this research was to gain an understanding of the detail set within a given context. These case studies relate to a specific instance, i.e. the individual case, however, they can be used to illustrate a more general principle (Cohen, Manion and Morrison, 2007).

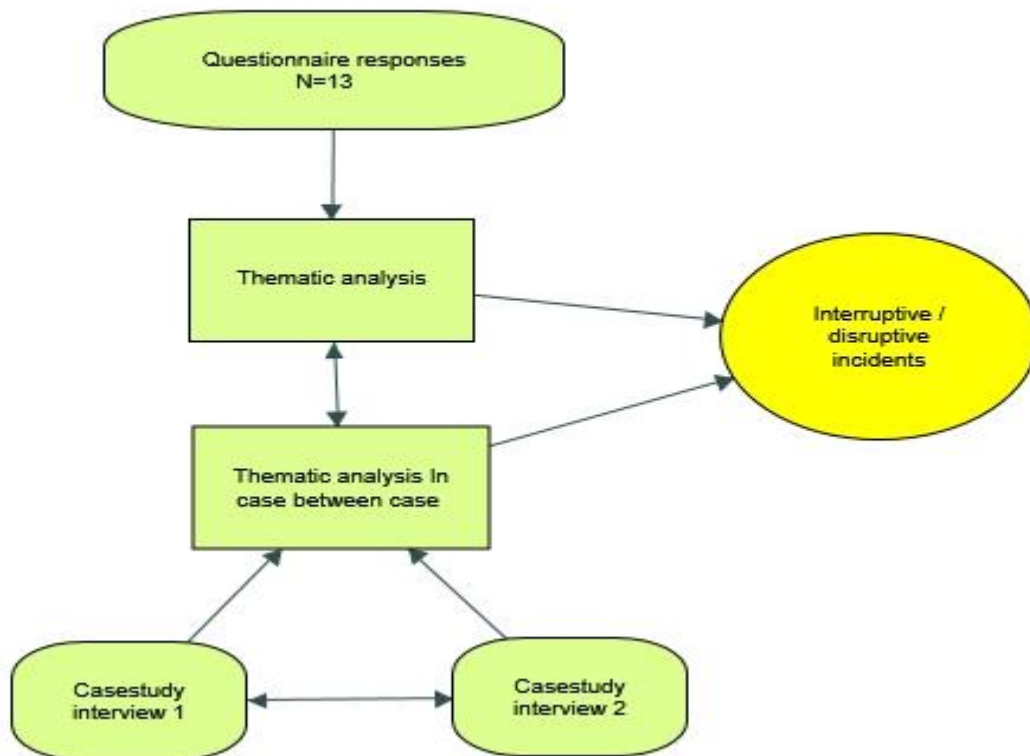


Figure 2. Data collection and analysis framework.

Questionnaire data and transcribed interviews were uploaded into NVivo 12 software to facilitate data organisation and retrieval. The analysis procedure involved the following: (i) data extraction, (ii) familiarisation with the data, (iii) coding, (iv) developing a working analytical framework and (v) interpreting the data.

The frameworks were developed iteratively, using grounded theory techniques of constant comparison and identifying both anticipated and emergent themes. A synthesis of coded data an in-depth understanding of the factors relating to educational inclusion of pupils living in poverty.

## Findings

### *Questionnaire Data*

The following tables present illustrative examples to the Year 2 questionnaire open-question responses.

Table 5 presents the questionnaire findings in relation to Year 2 RQ1: **How do student teachers understand the impact of ‘poverty’ in relation to educational outcomes for school aged children and young people?**

Table 5: Student teachers understanding of poverty in relation to educational outcomes for school aged children and young people.

Main Theme	Sub-theme	Illustrative quotes
Concept of Poverty	Resources	...may be in terms of living conditions, access to food, energy, communications, healthcare or education.
	Social Skills	... lacked social skills which other children had gained, disengaged in class...

Table 6 provides illustrative examples of the responses relevant to Year 2 RQ2, **What are student teachers’ experiences of trying to enact inclusive practices during practicum?**

Table 6: Student teachers experiences of trying to enact inclusive practices during practicum.

Main Theme	Sub-theme	Illustrative quotes
Supports for Collaborative Learning	Grouping	Tables were set up as groups of 4/5 students, the seating drawn new every week, which allowed for group tasks and discussions that I used during my lessons.
	Activity	Especially in problem-solving and creative work, providing opportunities for scaffolding and shared ideas tended to help the pupils help each other and maintain their engagement in the input.
Access to planned learning	Differentiation	Lessons which were planned for the whole class using mixed ability groups, incorporated a variety of activities in order to make them accessible to all pupils
	Resources	Use of stations, directing PSA [Pupil Support Assistant] where present and appropriate, differentiating material.
Recognising Diversity	Discussion	General discussions can take place and likes of history is a good vehicle for this. Circle time is also a good vehicle to discuss issues.
	Own Experience	I come from a very international & multi-cultural background myself, so this is really second nature. I always try to celebrate rather than assimilate, which is probably easier as my culture is not necessarily theirs in the first place
	Opportunity	There was a range of ethnicity's and cultures in the class. This was often discussed by exploring different countries on google maps, zooming in to see where individuals were from. During specific holidays we explored cuisine and celebrations around the world.

Building Relationships to understand the context better	Trust and interest	In my first week of placement, one of the pupils mentioned to me that they loved lizards. I made a note of this (and other pupil preferences) and made use of it weeks later when creating problem solving questions for a maths lesson on time. This child was delighted both to tackle a question about lizards and that I had remembered that this was something he was interested in.
	Behaviour norms	I was consistent in my behaviour with the class. I was always polite, positive and listened to everybody when and where appropriate. I eventually gained their trust and respect, but it took a long time.
Challenges for an Inclusive Classroom	Existing policy and practice	School policy. The way that the ST [supporter teacher] had set up the classroom.
	Time	Pressure to move forward on benchmarks often did not allow for pupils to be any 'slower' than the average
	Resources	If a pupil is physically included in mainstream but does not have the resources, they need in order to access the curriculum (e.g. PSA support, speech and language therapy, ASL involvement, visual aids, etc.) then they will not truly be included.
	Pupil attitude	They were aware of what group they were in and some children would not even attempt extra challenges
Challenges to Collaborative Learning	Grouping	...it was difficult to know how to create a lesson which would encompass all the learning needs in a way which was not ability grouped.
	Interactions	Tensions within the groups, children not listening or co-operating well with each other, inability to resolve minor conflicts on their own or differences of opinion
Challenges to supporting range of learners using choice	Knowledge of pupils	...hard to get it right all the time, especially when you don't quite know the children well enough yet...
	Curriculum demands	Often felt like neglecting a specific part of the curriculum when giving choice
	Resources	Room space: there wasn't always enough space to do the activities I wanted
Challenges to Recognising Diversity	Hidden	Some differences are not visible to the naked eye
	Sensitivity	It is difficult to drill down too hard into differences between pupils' backgrounds, classes, etc. because often pupils are very aware that their home life may be different in a way that affects them negatively

### ***Interview Case Study Data***

The following tables report the findings from the two case study interviews. The contexts of the two case studies were different in relation to previous work experience and in the location of the school. The case study one participant had worked previously in an education

setting and their practicum school was in an area that they knew well and could be described as deprived. Whereas the practicum school for the participant in case study two was located in a more affluent area.

Table 7 presents the interview case study findings in relation to RQ1 ***How do student teachers understand the impact of ‘poverty’ in relation to educational outcomes for school aged children and young people?*** And Table 8 presents the interview case study findings in relation to RQ2 ***What are student teachers experiences of trying to enact inclusive practices during practicum?***

Table 7: Case study student teachers understanding of poverty in relation to educational outcomes for school aged children and young people?

Main Theme	Sub-theme	Illustrative quotes
Concept of poverty	Viewing poverty in financial terms	I think anyone who has to worry about money or has to, you know, spend a significant amount of their time considering money... CS2
	Viewing poverty in terms of access to resources	...and endless sort of plate spinning that goes on when you are in poverty. And it’s also a question of access CS1
Impact of poverty	Disengagement with school	... poverty of course again is highly correlated with other issues in the home... as they grow up, they sort of see that, begin to see that as an inevitability, and that makes it really hard to reach them, to spark some sort of joy about learning something... CS1
	Cost of school uniforms	In terms of affording things like uniform...we’d reach out to parents on a regular basis about uniform and that sort of thing, but we didn’t have a stringent uniform for that reason... CS1
	Different vocabulary	...you will have some children who their vocabulary is huge because they’ve experienced so many things, taken so many places, and then you have other kids who their weekends consist of YouTube and sleep...CS2

Table 8: Case study student teachers experiences of trying to enact inclusive practices during practicum.

Main Theme	Sub-theme	Illustrative quotes
Learning about the school context	Understanding the context of parents	... a lot of the parents as well, they work, you know, like alternating shifts, so that somebody is around, but that makes it difficult if people are working at the same time or if they’re working, you know, two shifts in a day, and so I think that makes it more difficult for parents to engage also. CS1
	Expectations in practicum context	We’re taught all these things about, you know, Reggio Emilia and learning through play and so on, and some people are going into classrooms where it’s worksheet, worksheet, worksheet. So, it’s a difficult thing to navigate for a student teacher CS1
	Lack of resources and changing context	...as a student teacher ... there is never enough resource... there is always some fire that needs to be put out that means that you don’t get the PSA support that you were planning on, so I was often in my classroom having planned a lesson for the P1/P2 split that had differentiation that meant I was then doing it all myself. CS1

Adapting and adjusting	Lessons not going as planned	... we were doing paper weaving for a tartan...And the motor skills just were not there. So it was mayhem. Lots of paper bits going everywhere...I pitched too high, so I didn't really know what to do in that moment. CS1
	Self-reflection and adaptations	... as a student teacher, like, I think you're always adapting your plans [laughs] constantly...I definitely included much more visuals in my lesson planning...after I found that out about how well that worked with maths, because it was overall much better...And yeah, ... I did constantly encourage the students to also give me feedback if they felt like something went well or something could be better...CS2
Interruptive and disruptive incidents	Interruptions: Pupil needs specific context.	...we had a number of people with very complex needs in the class. Obviously they're too young for most diagnoses but we had a number of children who would have something akin to a meltdown when things didn't go their way or as planned... Sometimes as well, if a child was upset because they were overwhelmed at the thing that they were being asked to do, we had a few children who would get upset and cry when they didn't understand something, so CS1
	Interruptions: Social specific context	What I've seen with the P7's, a big, big part of that was kind of their social relationships and especially people that weren't in that class. So there was a lot of kind of, you know, friendship fights and things going on...you know, things that were being said about people that were very upsetting and there was some stuff going on with social media and their phones. So definitely some stuff that was very out with the classroom, but had a big effect on the whole classroom climate and how the students were interacting with each other... CS2
	Interruptions: In the moment triggers	... like I mentioned, things not going as planned. Or something seeming really challenging... maybe the dynamic of that four-student table...the class teacher... randomly drew seats every two weeks, so it was a random allocation. I think if that had been my classroom knowing that student and their struggles. I might have paired them up or grouped them up with the students that I knew would be maybe more able to work with him. CS2
	Interruptions: Wider contextual triggers	...being aware of that sort of tussle going on at home and the conditions in both of those living situations, some of them are really not good in terms of having a bed to sleep on and being cleaned, being fed...So being aware of that allows you to ... excuse her behaviour in the classroom but it meant that when you were providing support, you wouldn't be stigmatising or...you know...portraying negatively a behaviour that to her is a coping mechanism. CS1
	Interruptions: Importance of relationships	... I definitely think that me showing a lot of interest and, you know, remembering what's going on in their home lives has so changed the attitudes of some of these students. There was a handful of them that, you know, definitely weren't too fond of me that connection to the students, kind of asking about their lives and having a little bit of time each day to getting to know them better. CS2



## Conclusion Year 2 (2019/20)

In relation to RQ1, *How do student teachers understand the impact of 'poverty' in relation to educational outcomes for school aged children and young people?*, there were several themes that emerged from the questionnaire and interviews. In relation to poverty this was seen by most participants as a lack of money but was also linked to access to certain resources. We asked participants to identify factors they felt had the largest negative impact on children/young people's educational outcomes. Family attitudes, family aspirations and income levels were cited as the most significant factors.

In relation to RQ2: *What are student teachers' experiences of trying to enact inclusive practices during practicum?*, the expectations of the school and mentor teacher about the role of the student teacher, along with the placement context, impacted on student teachers' experiences and proved difficult to navigate. In relation to challenges to promoting an inclusive classroom during their placement most participants commented that they felt that the context of the class they were teaching in was already set by the teacher and school policy. A number indicated that it was difficult to introduce new approaches towards inclusion. Several participants mentioned time pressure and lack of resources as other challenges encountered during their practicum.

Setting up opportunities for collaboration appeared to need an understanding of the class context, as often complex pupil social relationships or existing structural aspects, such as classroom practice, made it difficult. Participants highlighted a range of approaches to providing opportunities for children to work together collaboratively. Several identified issues surrounding pupils' social relationships, e.g. pupils only wanting to work with best friends etc... In one case the class teacher had identified many children who should not work together due to behaviour concerns which made attempting to introduce collaboration difficult to negotiate. Other issues could be seen as more structural, e.g. pupils not used to working in collaboration with others or pupils' choice not always fitting with the existing differentiated classroom structure.

Several themes could be identified from participants' responses when asked to think about promoting an inclusive classroom during the placement. Participants highlighted some approaches that they felt enabled all the pupils in their class to access planned learning during teaching. However, the main approach used was a form of differentiation for planned activities. A number drew on the use of physical equipment, IT, visual methods and games to broaden the opportunities and enhance access to the planned learning.

Building relationships with pupils was important but it was recognised there was a need for time to build up trust and participants indicated that they had to show genuine interest in the lives of the learners. While most of the participants attempted to recognise diversity a number of participants highlighted how they attempted this in their class through discussions with pupils either as individuals or in class activities. Participants noted that the context of being on placement, i.e. a new, short time, temporary teacher for the pupils, provided the main challenge to build and establish relationships with pupils and fully understand the class social dynamics. The case studies highlighted the importance of building relationships making the link between the need to understand emotional and social problems and building relationships and learning.

The ability to adapt and adjust their teaching during practicum was highlighted by the student teachers within the case studies as an important factor which was expressed as “if it worked does it matter if I have ticked all the boxes”. A main theme was the importance of classroom context which influenced the opportunities and experiences of the student. These appeared to be mainly structural constraints such as existing ways of doing things, school policy, lack of resources (no PSA support) time constraints, temporary nature of placement which are linked to understanding the social context of the pupils in the classroom.

Both case studies highlighted the need to address children’s needs when considered in relation to learning and possible interruptions/ disruptions to learning situations. The case studies highlighted the need to understand and have relationships with pupils in order to deal with such interruptive /disruptive incidents. However, a lack of understanding of the root of such interruptions may lead to viewing such interruptive /disruptive incidents in terms of classroom management rather than seeking more nuanced understanding of the context, through deeper relationships with the learners, in which the interruptions /disruptive incidents take place.

## Overall Conclusions

### Year 1 Conclusions

The findings from Year 1 (2018/19) of the project surfaced the enablers and barriers to probationer teachers’ enactment of inclusive pedagogy during their Induction Year, in schools located in areas of social and economic deprivation. These findings were then used to inform an intervention to PGDE(P) student teachers undertaking preparation for practicum.

### Year 2 Conclusions

There was evidence that the student teacher participants had attempted to incorporate a range of ideas in relation to inclusive practices. However, the student teachers on practicum felt they had limited scope to deviate from school practices which provided the context for most placements. These structural constraints were identified as challenges when, for example providing opportunities for children to work collaboratively or promoting an inclusive classroom.

Although it was recognised that building relations was important and all the participants attempted to do this during their practicum, the experience and practice was limited by the context, i.e. being on short term placement. Building relationships is key to understanding class dynamics in terms of social relationships and the wider social context outside of school which are linked to understanding potential triggers for interruptions/disruptions to learning. Focusing on the triggers for interruptions/disruptions to learning rather than the behaviour, i.e. being aware of the reason/s for the behaviour, offers the potential to address the interruptions/disruptions in a different way.

The Year 2 data raises several questions:

- How to address structural constraints, i.e. policy and practice, which impact on students' ability to adjust and adapt different pedagogical approaches to address the context they face in the classroom?
- How can student teachers identify trigger moments and address the causes of the trigger moments rather than focus on the behaviour they lead to?

## Taking ideas forward

**Year 3 (2020/21)** of the UoA project is planned to repeat the Year 1 research design but this time with probationer teachers who experienced an intervention into PGDE(P) practicum preparation course as part of their ITE in academic year 2019/20. By revisiting the research design used in Year 1, we aim to explore the value that has been added by the intervention for teachers in their Induction Year. We will also explore how any barriers to the enactment of inclusive pedagogy, as identified in Year 1, have been overcome or whether they remain. In so doing, we will follow up on the key themes of relationship building, interruptions / disruptions, and attitudes to poverty as surfaced in our Year 2 study.

However, in view of the COVID-19 pandemic it is likely that the research design for this phase of the project will need to be adapted. To this end, a new timeline has been drafted. In addition to this work we aim to link the findings from Year 2 with the findings from Year 1 to provide a rich picture of how student teachers can be supported in developing inclusive pedagogy during the transition from their ITE into the Induction Year.

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### Narrative Observation Form

Practitioner's Name \_\_\_\_\_

Date and Time \_\_\_\_\_

Class/Year Group \_\_\_\_\_

Focus of observed lesson \_\_\_\_\_

Observer's Name \_\_\_\_\_

Brief description of the physical classroom environment

<p><b>Narrative:</b> Write what you see and hear the practitioner doing and saying. Record as many details as you can, no matter how insignificant they may seem at the time.</p>	<p><b>Interpretations</b></p>

### Follow Up Semi-Structured Interview

Probationer's Name \_\_\_\_\_

Date and Time \_\_\_\_\_ Class/Year Group \_\_\_\_\_

Focus of observed lesson \_\_\_\_\_

Observer's Name \_\_\_\_\_

#### Introduction

**Thank you for agreeing for me to observe you today I really liked.....Do you usually teach (insert subject) at this time on a (insert day) ...**

1. I noticed your physical classroom environment was laid out (*Interviewer states what they observed*). Can you tell me why you set the classroom out in this way?
2. Have you changed your classroom layout since you started in August? If so, can you tell me your reasons for making these changes?

#### Background to observed lesson

1. Can you tell me have you taught this type of lesson before? If so, did you do anything different this time? Why was that?
2. Can you tell me about your planning for this lesson? What informed your thinking?
3. Did any theory/research or background reading guide how you planned for today or how you now think about learning and teaching?
4. Did you have to plan anything additional or different for any of the children to enable them to participate and access today's planned learning?
5. How did you decide to make use of adult time during the lesson?
6. Can you tell me a bit more about how you organised the learning for today's observed lesson? What informed your thinking here?
7. During the observation I noticed .... Please can you tell me more about this observation? What was your intention here?
8. What pleased you about today's lesson? Did anything surprise you?
9. If you were to do this lesson again, would you change anything? Why do you think this?
10. Can you make any links back to your ITE that influenced today's lesson?

#### End

*Thank you for your participation in this interview and for agreeing to be observed earlier.*

*Reflective diaries*

Each participant probationer teacher was issued with an audio recorder to make reflective diary entries for a period of ten working days. Each daily reflection was structured using the following questions as prompts:

- 1. What were you aiming for today in terms of inclusion?*
- 2. What worked well and why do you think this?*
- 3. What didn't go so well and why do you think this?*
- 4. What, if anything, might you do differently next time?*

Each reflection was limited to no more than 10 minutes.

**Step 1** of the analysis 2018/19 involved mapping each of the three data sets against IPAA Assumptions 1, 2 and 3. Figure A provides an illustration of the mapping process for this stage of the analysis.

1. Difference is accounted for as an essential aspect of human development in any conceptualisation of learning	Amy Ob 1	Amy Ob 2	Helen Ob 1	Helen Ob 2	Colin Ob 1	Colin Ob 2	Eve Ob 1	Eve Ob 2	Hilary Ob 1	Hilary Ob 2	Hilda Ob 1	Hilda Ob 2	Simon Ob 1	Simon Ob 2
Teaching practices which include all children (everybody)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life.	✓		✓	✓	✓		✓	✓	✓	✓			✓	
Extending what is ordinarily available for all learners (creating a rich learning community) rather than using teaching and learning strategies that are suitable for most alongside something 'additional' or 'different' for some who experience difficulties.	✓				✓						✓		✓	✓
Differentiation achieved through choice of activity for everyone			✓							✓		✓		✓
Rejection of ability grouping as main or sole organisation of working groups														
Use of language which expresses the value of all children	✓				✓									
Focusing teaching and learning on what children can do rather than what they cannot														
Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation).	✓	✓	✓	✓	✓									
Use of formative assessment to support learning.		✓		✓	✓		✓				✓		✓	

Figure A. Extract of analysis step 1 for observation data mapped against IPAA Assumption 1.

**Step 2** of the analysis necessitated integrating the findings from step-1 above and mapping against IPAA Assumptions 1, 2 and 3. Figure B provides an illustration of the mapping process.

1. Difference is accounted for as an essential aspect of human development in any conceptualisation of learning	Amy Ob	Amy Int	Amy RD	Helen Ob	Helen Int	Helen RD	Colin Ob	Colin Int	Colin RD	Eve Ob	Eve Int	Eve RD	Hilary Ob	Hilary Int	Hilary RD	Hilda Ob	Hilda Int	Hilda RD	Simon Ob	Simon Int	Simon RD
Teaching practices which include all children (everybody)	✓		✓	✓	✓	Missing Data	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life.	✓	✓	✓	✓	✓	Missing Data	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	
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.	✓	✓	✓		✓	Missing Data	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		
Differentiation achieved through choice of activity for everyone		✓	✓	✓		Missing Data			✓	✓		✓				✓			✓		
Rejection of ability grouping as main or sole organisation of working groups					✓	Missing Data			✓								✓				
Use of language which expresses the value of all children	✓					Missing Data	✓			✓											
Focusing teaching and learning on what children can do rather than what they cannot					✓	Missing Data															
Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation).	✓		✓	✓		Missing Data	✓	✓	✓	✓	✓		✓		✓		✓	✓			✓
Use of formative assessment to support learning.				✓	Missing Data	Missing Data	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓

Figure B. Extract of analysis Step 2 – Mapping of observation data, interview data and reflective diary data against IPAA Assumption 1.



The transcribed data were coded using an iterative process to elicit enablers and barriers to the enactment of inclusive pedagogy. These enablers (bold text) and barriers (grey highlighted text) were then mapped against the IPAA as illustrated in Figure C below. Key findings to emerge from the analysis of the observation data, interview data and reflective diary data were grouped under each of the IPAA assumptions, where illustrative examples of enablers and barriers were found.

Enablers / Barriers					
Assumption 1 Difference is accounted for as an essential aspect of human development in any conceptualisation of learning	Observation 1	Interview 1	Observation 2	Interview 2	Reflective Diary
Teaching practices which include all children (everybody)	Scaffolding learning	Experiential learning to support understanding			Experiential learning to support understanding Verbal work to support learning
Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life;	Learners unable to see Visual images to support learning Inviting learners to relocate so they can have a better view of the visual images to support learning Learners demonstrating confidence to seek help from the teacher	Lack of resources to support learning Pupils not asking for help	Low level disruption Not taking turns Not following classroom rules Work avoidance Resources to support skill development Encouraging comments	Disruption – children hitting other children Disruption – medication wearing off	Making rules and ways of working explicit Low level disruption – learning lacking skills to work independently Disruption – pupil refusing to participate in planned learning Serious disruption – child’s medication wearing off Low level disruption – illness
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;		Songs to help memory retention Using play to support learning and memory retention			Provision to support homework
Differentiation achieved through choice of activity for everyone					
Rejection of ability grouping as main or sole organisation of working groups		Ability Grouping (maths)			
Use of language which expresses the value of all children					Use of language which stigmatises children
Focusing teaching and learning on what children can do rather than what they cannot					
Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation);	Learners supporting each other	Learners supporting each other			Learners supporting each other Some learners dominating group/pair activity
Use of formative assessment to support learning.		Formative Assessment	Formative assessment		Teacher eliciting feedback to help the learners contribute to the planned learning

Figure C. Enablers and barriers mapped against IPAA assumptions.