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National & International Perspectives on Special Educational Needs and Teacher Education

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‘if I had attempted to trace similarities and differences between the start and end points of this period (1987 to 2012) I would most probably arrive at the summary view that so little has changed, and what change that *has* taken place has come with an ill-wind following. Teacher education...still faces the same conceptual challenges, the same structural difficulties and the same resistance to doing anything very much. Apart, that is, from adopting the equivalent of jumping on sets of populist bandwagons’

A Challenging Climate

Equity in education prove increasingly elusive
Policy increasingly largely laissez-faire but with very tight performance-based accountability
Continued decline of the public sector - alternative sources of provision
Traditional employment patterns gradually disappearing
Child poverty continues to grow in the UK – almost 4 million by 2015 according to *Save the Children*
Increase in social polarisation & marginalisation
Information technology increasingly powerful and cheaper
'Diseasing of childhood' & the 'therapeutic state'
Continued economic constraints
Market forces prevailing, increasing privatisation

new professionals
new versions of schooling
beatification of OfSTED
demonisation of failure
emphasis on categorisation
preoccupation with PISA performances
professional glue-sniffing , snake-oil merchants & gurus

- * a detrimental effect of academisation on the central provision of services for pupils with SEN by local authorities, with some specialist units for pupils with low-level disabilities (such as hearing impairment) cut back
- * the possible emergence of a population of pupils who cannot be placed or are placed permanently in alternative provision academies
- * academies/chains setting up Free Schools and alternative provision for their SEN and BESD pupils, so removing them from the performance data of the original academy

Lawlor revisited

Balkanisation not permeation

Marginalisation of 'professional studies'

Reductionism & instrumentalism

Meaning & lottery of 'partnership'

"For too long left-wing training colleges have imbued teachers with useless teaching theories that don't work and actively damage children's education."

Daily Mail 2012

‘... one of the greatest barriers to inclusion is that teachers feel that they are not trained to deal with inclusion, diversity, behaviour and SEN. Teacher education, therefore, has to be reformed so that teachers are better prepared to work in inclusive ways. This has to apply to all teachers, not just some’

(Rouse, 2010)

‘one of the key effects of greater inequality is to increase feelings of superiority and inferiority in society’

Wilkinson & Pickett, 2009

‘...since Kenneth Baker was Secretary of State for Education, there has been no training in child development and child psychology. That is extraordinary. If you do a three-year course, you get four to five hours if you are lucky, and if you are on a PGCE course—on which most teachers now come into the profession—you are lucky if you get between an hour and two hours on classroom management and behaviour. Marks and Spencer spends more money on training their staff to handle angry customers than we actually give teachers, which is extraordinary’

David Moore (evidence to *Education Select Committee*, 2011; para 78)

Learning from Others

Attitudes of practitioners are viewed as crucial (Forlin & Bamford, 2005).

Considerable discrepancy between classroom- based teachers, school leaders and education administrators

International research has indicated the benefits to all learners of ensuring that CAR is developed from an inclusive viewpoint (Wedell, 2008; Gillinson & Green, 2008)

Global framework of learning domains

Physical well-being

Social & emotional

Cultural & artistic

Literacy & communication

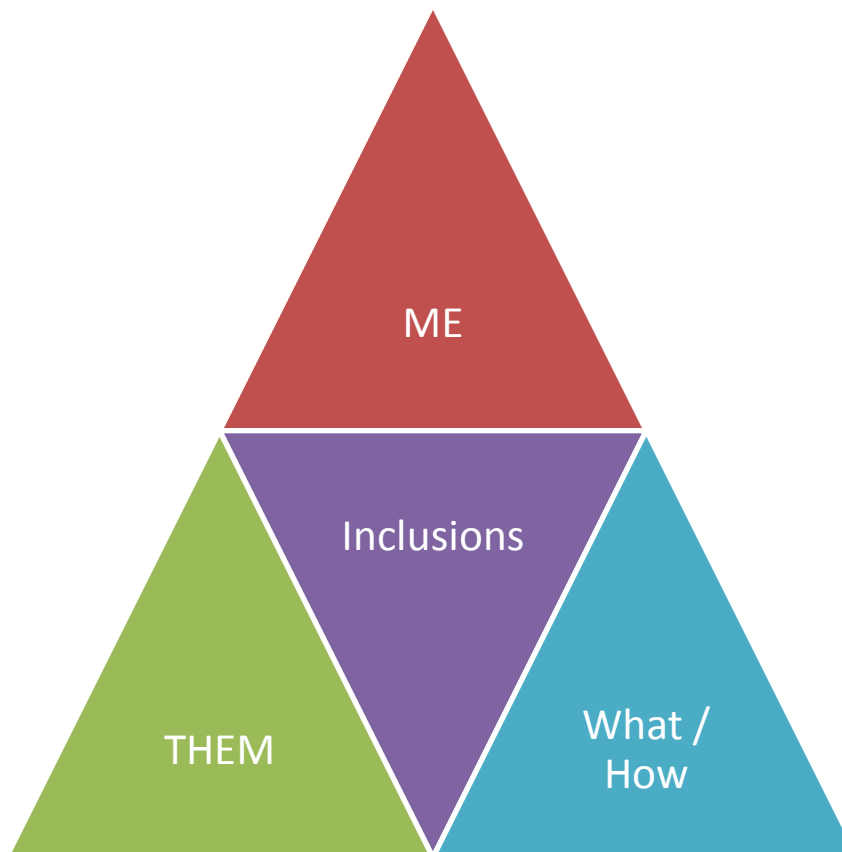
Learning approaches & cognition

Numeracy & mathematics

Science & technology

Paradigm Shift

1. self-knowledge – knowing me
2. contexts – knowing them
3. comprehensive content vision – knowing what & how





A Cha(lle)nging Climate

Who are the enemies?

Too comfortable with 'inclusive education'

Return to 'old school' SEN – diagnoses, treatments, blame-culture etc.

Training lotteries

Superficial change

Where are the 'safe houses'?

“I'm seriously starting to get really angry with this arrogant jumped up little toss pot. And I'm not even a teacher...” *The Guardian* Friday 11 April, 2014

“Life’s journey is not to arrive at the grave in a well-preserved body but rather to skid in sideways, totally worn out, shouting “Holy Shit...what a ride”

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