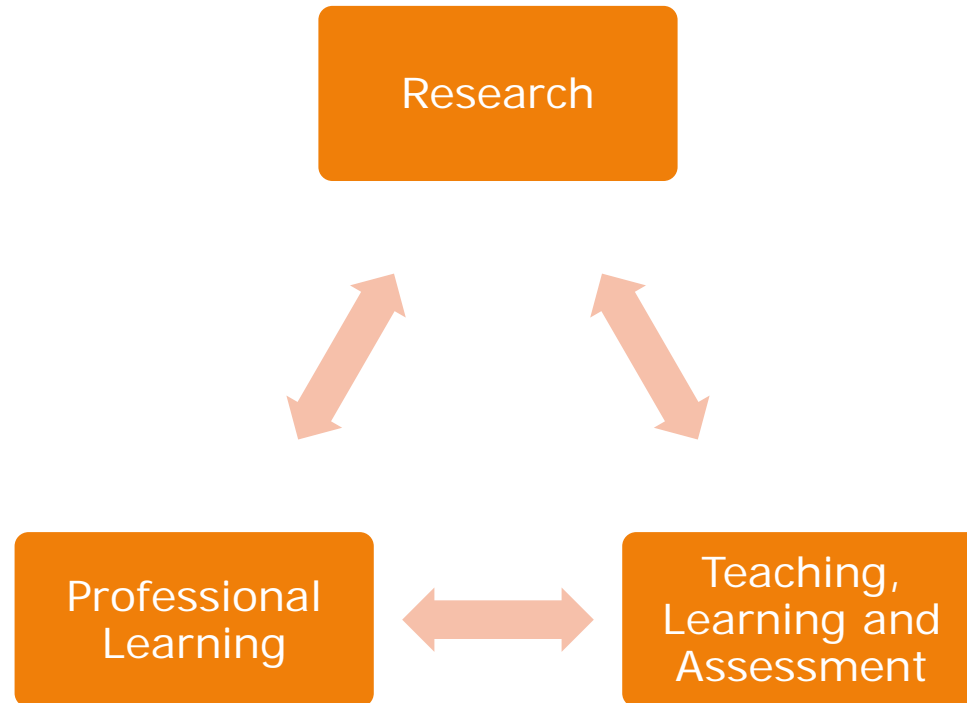




Creating an Inclusive Curriculum

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Reciprocal Cycle





Background to the Project

- Review of M.Ed in Inclusive Practice Programme including development of online option.
- Findings from Doctoral study.
- Conversation with programme participants (Ross, 2000).

Curriculum and Inclusion

Dewey (1916) viewed the curriculum as 'transformative' and a process to promote equality in society.

Apple (1990) concludes that schools are intentionally organised to unequally distribute knowledge and therefore contribute to inequality in society.



M.Ed in Inclusive Practice Programme Outline (online option)

Participants must engage with three 30 credit modules form a choice of:

- o Inclusive Pedagogy
- o Participation and Learning/Literacy Difficulties and Dyslexia
- o Curriculum Transformation and Change
+ Professional Enquiry (in preparation for work based project.

o 60 credit work-based project



Outline of CTC module

- Online format
- Four Collaborate Classroom sessions
- Ongoing reading and guided discussion on forums
- Assignment based on theory and practice

- An understanding, within the context of schools and institutions, of the influences and assumptions which shape curriculum policy and its implementation.
- The concept of change as it relates to the development of inclusive curricula.
- Possible sources of conflict and tension which may affect relationships particularly within the working contexts of participants.
- The role of curriculum leadership and professional and personal activities within interconnected systems.

IN PREPARATION	
Monday 27th of January – Tuesday 4th of February	'Managing Mice at the Crossroads' - Initial Thoughts about Curriculum Implementation
ONLINE WORKSHOP Tuesday 4th of February 4-6pm Tutor: MB	The idea of curriculum implementation Curriculum for Excellence Assessment is for Learning
Tuesday 4th - Tuesday 11th February	The Curriculum – reproduction or transformation?
Tuesday 11th -Tuesday 18th February	Curriculum for Excellence – transformational change or business as usual?
ONLINE WORKSHOP Tuesday 18th of February 4-6pm Tutor MB	CTC for inclusion
Tuesday 18th – Tuesday 25th of February	Working with the Index for Inclusion
Tues 25th February -Tuesday 4th of March	CTC in your area
Tuesday 4th of March Tuesday 25th of March	Self-study and preparation for online presentation
ONLINE WORKSHOP Tuesday 25th of March 4-6pm Tutor MB	Online Presentations and discussion
ONLINE WORKSHOP MB Thursday 27th of March 4-6pm Tutor MB	Online Presentations Discussion of assignment
Summer Term	Assignment
Friday June 6th	Hand in date

Curriculum Transformation and Change

Main concepts resonating with participants

- Curriculum not occurring naturally but is constructed by society for social/political reasons. (Gillies, 2006)

- Ideas of curriculum design being based on values (Gillies, 2006)

- Product curriculum
- Process curriculum (Kelly, 2009)

- Curriculum-as-written
- Curriculum-as-enacted
- Curriculum-as-experienced (Sloan, 2009)

Cathy

- Secondary school context in rural setting
 - Recently promoted Principal teacher in ASN provision
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- 'Skills for Life and Learning'
 - Process model starting with the 4 capacities and analytical evaluation through Sloan (2009).
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- Originated through listening to pupils.
 - Further consultation with SMT and other colleagues
 - 'Experienced curriculum' – through personalisation and choice, aspiration to make the course relevant and worthwhile
 - *'participation is about being with and collaborating with others'* (Booth and Ainscow, 2011)

Richard

- Primary context
- Social and Emotional Behavioural Difficulties unit attached to mainstream building

▪ Discussion with parents/carers on which values should lie at the of the mission statement for provision/curriculum in unit to inform and shape actions within the school.

CfE definition of the curriculum- 'the totality of the experiences which are planned for the children and young people through their education, wherever they are being educated.'

- Holistic view of child
- Tension for pupils on split placement as values underpinning curriculum not shared.

Claire

- Rural Secondary Context
- Guidance teacher with responsibility for S1-6

- Local Authority decision to implement new policy on discrimination
- Need to move understanding about disability from the 'hidden curriculum' and school ethos to overt, planned curriculum.
- Values – troubled that one centrally imposed set of values was determining their curriculum.
- Consultation with all year groups on unit of work for PSE – questionnaire and follow up interviews

Later development to embed across the curriculum

Later development to relate work to HGIOS 5.1 Enrichment Options



Summary

Practitioners articulated a clearer understanding of the purposes of education as the main outcome of the module.

- Practitioners viewed themselves as 'change agents'
- They recognised the need for Senior Management approval but believed they had the agency, knowledge and language to effect this change.

- Curriculum for Excellence – tensions between the product/process elements were seen as an opportunity rather than a problem.



Evaluation based on Opertti and Brady's Framework (2011)

- Teachers as co-developers of an inclusive curriculum
- Positive teacher attitudes around inclusion and diversity
- Teachers as competent professionals
- Teachers within inclusive schools, communities and societies

Implications

- Teacher Education
- Supporting Legislation and Policy Frameworks
- Trust