



# Involving Special Schools and Their Teachers in Initial Teacher Education

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**"Building Capacity Through Future Visions"**

**WAESPPA Annual Conference, 2009**



## Presentation Summary

- Recent history
- Current preoccupations
- Behaviour – a case in point
- 5 Questions for practitioners
- 5 Propositions to policy-makers



## Recent History

- Negative legacy of separate provision
- Emergence of Integration & Inclusion
- Shifts from within-child to 'ecosystemic' thinking
- Changes in delivery of Initial Teacher Education
- Impact of 'effectiveness' and 'quality' agendas



## Current Preoccupations

- 'Permeated' inputs in ITE
- School-focussed training
- Specialist Standards
- Interdisciplinary working
- Positive strategies of intervention
- Curriculum revision/renewal
- Redefinitions of 'inclusion'



## 'SEBD' – a case in point

- 'Hard cases'
- Student-teacher concerns
- A 'behaviour curriculum'
- (In)Credible tutoring
- Specialist Standards
- Special school placements



## 5 Questions for Practitioners

- What is 'inclusion'?
- Who are our 'teachers'?
- Who 'owns' behaviour?
- Why are there no new interventions?
- Where has all the adventure gone?



## 5 Propositions for policy-makers

- Reconstruct 'inclusion'
- Re-position 'behaviour' alongside 'learning'
- Re-define what we mean by 'curriculum'
- Undertake methodical analysis of impact
- Enhance the role of special schools at the heart of teacher development



“ The development of inclusive education is as much about developing a personal theory, as it is about increasing professional knowledge”