"I don't want them to feel like they're failing because it's not them, it's me failing them."

"I actually don't know what to do. Like, I'm like I don't know how to scaffold the learning down that low. He can't read and he can't write, you know? So, it's like what do I do?"

"I would say no I didn't have any experience with those types of learner's disabilities, cognitive or physical during my practicum at all."

"Inclusive education to me, means that if we have a topic that we're learning in a class setting that a teacher is able to understand that there are different learners in the classroom and that they all learn different ways."

"All students should be able to participate in some form or some way, in every lesson that I teach."

"...it wasn't until I kind of started teaching at [school] where I am now, yeah that I really started to be like, oh my gosh I don't know how to do this. At the start I was classifying, I wasn't teaching the feedback disconnects of teaching and learning to kind of be able to understand what the kids are doing and how they are processing information."

"I feel sometimes there's a disconnect between some of the information that gets passed on and how that's done, and how that's done at all."

"I had an RTLB come in and she was just assessing one of the boys that was in my class and it was really interesting talking to her because she'd worked alongside him all through primary school."

"I think lots of students All students should be able to participate in some form or some way, but teaching the feedback disconnects of teaching and learning to kind of be able to understand what the kids are doing and how they are processing information."

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"At the start it was classify, serum. It was a brain rate of the boys. And you have to sort of get used to the fact that there are different abilities, different ways that I really started to be able to do that."

"I feel sometimes there's a disconnect between some of the information that gets passed on and how that's done."

"I had an RTLB come in and she was just assessing one of the boys that was in my class and it was really interesting talking to her cos she'd sort of worked alongside him all through primary school."

"I think lots of students. "All students should be able to participate in some way, with parents or how to deal with kids that have different abilities. You know, you don't know passed on, and how that's done at all."
Beginner Teacher Preparedness for Inclusion

Sophia Attwood
Educational Psychology Master’s Student
Massey University
✓ **Our Code, Our Standards**

“*develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety*”

The Study: Research Questions

1. To what extent do beginner secondary school teachers feel they have the **knowledge, attitudes and practical skills** needed to teach students with disabilities inclusively?

2. How well do graduate teachers feel their ITE programmes have supported them to develop **the knowledge, attitudes and practical skills** needed to teach students with disabilities inclusively?

3. What **personal factors** contribute to a graduate teacher’s sense of preparedness to teach students with disabilities inclusively?
Phase One: Beginner Teacher Preparedness for Inclusion Questionnaire

Participants:

40 respondents

13 men; 27 women

Aged between 23 - 46+

Trained in NZ between 2014 and 2016
Phase Two: Follow-up interview

<table>
<thead>
<tr>
<th>Participant</th>
<th>Subject</th>
<th>Experience</th>
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<tbody>
<tr>
<td>Amy</td>
<td>PE</td>
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<td>Sam</td>
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<tr>
<td>Ben</td>
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</tr>
<tr>
<td>Poppy</td>
<td>Art</td>
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Retrospectively identified learning gaps

Valuable practicum experiences were fortuitous events

Knowledge of curriculum, assessment, teaching, and learning

The value of personal experience with disability
Retrospectively identified learning gaps

- Interprofessional collaborative practice
- Knowledge of legislation, human rights, and policy
- How inclusion content was disseminated
- Assessment and high quality learning experiences
Interprofessional Collaborative Practice

Working collaboratively with teacher aides, RTLBs, and EPs and SENCOs posed a significant challenge for beginner teachers.

64.9% of participants felt that ITE did little or nothing at all to help them develop their knowledge of supports available for students with disabilities (including personnel support, and funding and resources) ($M=3.70$, $SD=2.26$).
“I just don’t have that relationship with the student because they have either a dependency on that teacher aide because they know that teacher aide and they’re with that teacher aide all the time . . . I don’t feel like I’ve been given the responsibility to have success with them”

Sam
A staggering 83.8% of participants felt that their initial teacher education did little or nothing at all to help them develop their knowledge of local legislation and policy as it pertains to children with disabilities.
Knowledge of legislation, human rights, and policy

“No, I saw that. I don’t know if I am allowed to say that. I saw that in the survey, that success for all, and I had no idea what that meant”

“No, I don’t remember ever talking about, I guess like a policy or anything like that that goes with it”
“I’ve kind of always been of the mind-set that that’s just what you do as a teacher. Yeah, and I like naturally like to think that I, you know do what I can to try and make sure all the students in my classroom are included and catered for”

“Well, it would be like an obligation, right? You’re obligated to do your job and so I kind of think that it’s a given personally. And, I think that’s probably what they expect, is that they know it’s a given”
Retrospectively identified learning gaps

Valuable practicum experiences were fortuitous events

Knowledge of curriculum, assessment, teaching, and learning

The value of personal experience with disability
<table>
<thead>
<tr>
<th>The value of personal experience with disability</th>
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<tbody>
<tr>
<td>My level of confidence in including students with disabilities in my classroom is</td>
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<tr>
<td>My level of confidence in teaching students with disabilities in my classroom is</td>
</tr>
<tr>
<td>I can use teaching approaches that support the presence, participation and learning of ALL students, including students with disabilities</td>
</tr>
<tr>
<td>I can identify strategies for collaborating effectively with teacher aides and professionals</td>
</tr>
<tr>
<td>I can identify strategies for collaborating effectively with parents /whanau/ caregivers</td>
</tr>
<tr>
<td>I can use language that demonstrates the value of students</td>
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</tbody>
</table>
The value of personal experience with disability

Preparedness varied significantly according to the nature of a teacher’s personal connection with a person with a disability.

\( F(3,23)=3.080, p<.05 \) (\( \eta_p^2 = .287 \))
The value of personal experience with disability

Preparedness of those who had an acquaintance ($M=5.53$, $SD=1.83$, $N=6$),

$\nearly$ reached significance ($p=.061$)

Preparedness of those who had an intimate relationship ($M=8.17$, $SD=2.18$, $N=5$),
The value of personal experience with disability

“I was talked down to a lot, and it had nothing to do with me understanding the information, it's just when it came to writing it down I had a tough time putting it down correctly . . . they thought that I was . . . just low ability and I didn't understand, whereas that wasn't the case”
Retrospectively identified learning gaps

- Valuable practicum experiences were fortuitous events
- Knowledge of curriculum, assessment, teaching, and learning
- The value of personal experience with disability
Valuable practicum experiences were fortuitous events.

73% of participants had little to no experience teaching students with disabilities on practicum during ITE \( (M=3.49, SD=2.43). \)
Valuable practicum experiences were fortuitous events

“... it was kind of an environment where there was like no high stakes. There was no assessment ... they were just doing it, you know just for enjoyment or even experience. So, it meant that you could just try different things”

“[they] had other teachers there as well who also, you know normally teach them that you can talk to about you know what kind of stuff do you normally do”
“I guess it taught me what I don't want to do”
Implications For Educational Psychologists

1. What does this mean for EPs working with beginner teachers?

2. Are EPs satisfied with their training and its role in preparing them to include those most at risk of exclusion?
Inclusion is not so much a destination as a way of thinking and acting

Carrington & Robinson, 2004
...if you care about promoting opportunity and reducing inequality, the classroom is the place to start. Great teaching is about so much more than education; it is a daily fight for social justice.”

Secretary Arne Duncan, 2009