

WHITHER INCLUSION: PEDAGOGY, POLICY AND PRACTICE?

Appendices

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APPENDIX A

SCHOOLS BY TYPE AND LOCATION

Table A.1: Schools by type, location and teaching and support staff

School pseudonym	School type	No. of CTs	No. of ASTs	No of SNAs	Principal	Social context
Pine Senior National School	Coeducation, senior	16	5	4	Admin	Suburban, working class
Poplar Girls' National School	Girls, vertical Coeducation to first class	15	5	2	Admin	Inner city, breaking the cycle and designated as DEIS 1
Ash Senior National School	Coeducation, senior	12	3.5	1.5	Admin	Suburban, middle class
Sycamore National School	Coeducation, vertical	8	3	2.5	Admin	Suburban, mixed
Beech Junior National School	Coeducation, junior	6	4	1	Admin	Inner city, breaking the cycle and designated as DEIS 1
Elm Senior National School	Coeducation, senior	12	6	4	Admin	Suburban, breaking the cycle and designated as DEIS 1
Lime National School	Coeducation, vertical	23	4	2	Admin	Urban, middle class
Oak National School	Coeducation, multi- grade	3	2	1.5	Teaching	Village rural, mixed
Fuchsia National School	Coeducation, multi- grade	2	1 / 3	1	Teaching	Remote, rural, mixed

Key for abbreviations: CTs refers to class teachers; ASTs refers to additional support teachers; SNAs refers to special needs assistants; DEIS, the acronym for Delivering Equality of Opportunity in Schools, is an initiative designed to ensure that the most disadvantaged schools benefit from a comprehensive package of supports (Band One – DEIS 1) while ensuring that other schools continue to get supports in line with the level of disadvantage among their pupils (Band Two – DEIS 2). ‘Breaking the cycle’ incorporated a number of schemes and programmes that were integrated into the School Support Programme (SSP) under DEIS in 2005.

APPENDIX B

INTERVIEW GUIDE AND CATEGORISATION OF QUESTIONS FOR INTERVIEW

Interview guide for resource teachers including examples of descriptive, structural and contrast questions

Examples of descriptive questions

Examples of structural questions

Examples of contrast questions

Typical school day Maybe, as a starting point, would you like to outline what your typical school day is like?
Inclusion What's your definition of inclusion? What does inclusion mean to you? How would you explain inclusion?
Class specifics / Children whom you teach Do you have a set group of children whom you teach then? How many? How is this organised? Who decides? On what basis?
Planning How do you go about planning your programme? What sources of information do you draw on? You mentioned IEPs. How do you go about that? How do you arrange those meetings? In terms of planning time, how do you sort that? Why was (particular curricular area for which support is provided, e.g., maths) decided on? Now, when you need to meet with the class teacher, you mentioned you can work around the time the child is allotted. For the class teachers, are those meetings manageable for the class teacher or how does that work? You mentioned other teachers doing resource as well. So how do you decide who'd take which children? How is that sorted? When you're reviewing is it general or what do you base review decisions on? How is progress / the programme reviewed? Where does time for planning fit in?
Teaching In relation to X (child with SEN being tracked) / children with SEN, is there anything that you prioritise in your work with her / him / them? Where do you teach X (child with SEN)? Do you withdraw all your pupils for teaching/ Do you teach in-class? On what basis do you decide to take some in groups and some individually?

<p>When you're working with him / her, does what you do link in with what's being done in the classroom?</p> <p>How do you get that information in terms of what might help her / him back in the class?</p> <p>You work with groups and individuals. Now for the child with special needs who's accompanied by peers from her class, how are they selected? Are they children who would need extra support or are they randomly chosen?</p> <p>You do in-class teaching. Can you describe how that works?</p> <p>Why / on what basis was the in-class support decided upon?</p> <p>Now when you're teaching, are there any teaching approaches that you feel are particularly appropriate or effective for teaching pupils with special needs?</p>
<p>Resources</p> <p>Are there any special resources that you feel are necessary for teaching children with special needs? Why?</p> <p>In what ways do you use that / these resource(s)?</p> <p>In terms of accessing those resources, how manageable is that?</p>
<p>Supports available</p> <p>Supports within the school, what supports do you see as being available to you for your work with children with special needs?</p> <p>And then outside, are there supports or agencies outside of the school that you can draw on? How does that work?</p>
<p>Teaching priorities</p> <p>You mentioned doing maths with some, science experiments, SPHE, language. Do you prioritise any area of the curriculum or how does that work? Why?</p>
<p>Needs</p> <p>Thinking about the needs of each of the children with whom you work, can you outline how you understand needs or how you would define needs?</p> <p>When you mentioned say children with dyspraxia and the child with Asperger's, does that influence how you would see the needs of those children?</p>
<p>Responsibilities</p> <p>You say you decide on targets; when you've decided on the targets, what happens then?</p> <p>Who takes responsibility for those targets?</p> <p>So does that mean responsibility for working towards those targets is shared / yours / the class teacher's?</p> <p>You mentioned parents, (particularly parents of child with SEN being tracked). Do you feel that parents have a role to play?</p> <p>In what ways do you involve the parents?</p>
<p>Affects of inclusion of pupils with SEN</p> <p>Does inclusion affect (X) the child /children with SEN?</p> <p>In what ways?</p> <p>In your view, does the inclusion of (X) child / children with SEN affect the others / other</p>

<p>children in the school? How?</p> <p>SEN Policy Following a lead in, e.g., Let's go back now to what you said about your principal doing everything to promote inclusion. This makes me curious about the school's policy. What is the school's policy? Is there a document? What's included in the policy? Who contributed to the policy? On what is the policy based?</p>
<p>In-career development / pre-service preparation Now. What about pre-service preparation / opportunities to up-skill or avail of in-career development and being equipped to support children with special needs, would you like to comment on that?</p>
<p>Transition / transfer As this is a senior school and children transfer from the junior school, for the children with SEN, does information travel with them? As X was assessed with a special educational need before starting school, did information / support travel with X? Of the children you have, would they go on to any particular school or is there a range of schools they move on to? Would you have anyone who'd opt for a special school at post primary? For the children with SEN going on to secondary school, do you meet with a representative from their secondary school? What happens / is shared at these meetings?</p>
<p>Communication This up to the minute information on what you can do to help, how do you get that? Is the information sharing ongoing or is it all decided at the start of the school year? What way does that happen then? How regularly would you need to communicate with the class teacher then? How are formal meetings covered? What arrangements are in place to facilitate that communication? Would you communicate with the people at home? How? What about communication with the SNA? How do you manage that?</p>
<p>Line between being able to work in class and needing additional support That brings us to the line between the child coping in the class and needing additional support. Where do you see that line? Where do you draw the line on the child needing additional support? Why?</p>
<p>Anxieties / stresses Any anxieties or stresses in relation to the job? If you could change something, what would it be? What about things that may have been awkward or difficult to handle?</p>

Interview guide for class teachers including examples of descriptive, structural and contrast questions

Examples of descriptive questions

Examples of structural questions

Examples of contrast questions

<p>Typical school day</p> <p>Would you like to start off with a brief outline of your typical school day?</p>
<p>Inclusion</p> <p>What's your definition of inclusion?</p> <p>What does inclusion mean to you? How would you explain inclusion?</p>
<p>Class specifics</p> <p>So how many have you in your class / in total?</p> <p>What's the break down in terms of girls and boys?</p> <p>How many have resource hours? Learning support? English as an additional language?</p> <p>Support for travellers?</p> <p>Do they all leave / receive support at the same time?</p> <p>Who goes where?</p> <p>Who comes into the class, e.g., additional teachers / SNAs? When?</p> <p>Who decides which children go where? On what basis?</p>
<p>Planning</p> <p>How do you go about planning for your class generally?</p> <p>What sources of information do you draw on in your planning generally / for the child with SEN in particular?</p> <p>You mentioned IEPs. How do you go about that?</p> <p>Do you meet with the resource teacher? How does that work?</p> <p>In terms of planning for X, is that part of an IEP?</p> <p>When you're planning for your class generally, how do you accommodate planning for (X) the child / children with special needs?</p> <p>Now you mentioned you have a different maths programme for X. Do you different programmes for other curriculum areas for her / him? How? Why?</p> <p>Then in the overall planning for X (child with SEN), are you involved with Y (resource teacher) in that? How does that work?</p> <p>Do you review?</p> <p>When you're reviewing, what it is you review?</p> <p>How is progress / the programme reviewed?</p> <p>What about outcomes of your planning, do you see outcomes?</p> <p>Do you get a chance to plan / work with other teachers?</p> <p>Where does time for planning fit in?</p>
<p>Teaching</p> <p>In relation to X (child with SEN being tracked), is there anything that you prioritise in</p>

your work with her / him?

Does the programme / work you're covering with X (child with SEN) link in with the class work? **How so? In what ways?**

When you're working with him / her, does what you do link in with what's being done in the resource room?

Thinking about your teaching, how would you describe the teaching approaches you use?

What teaching approaches do you use? **Why?**

Now when you're teaching, are there any teaching approaches that you feel are particularly appropriate or effective for including the children with special needs? Why?

Resources

What resources do you use in your teaching generally?

You mentioned concrete materials for maths. Can you give examples and describe how these work?

Are there resources that you feel are particularly helpful to X that you use in your teaching?

Are there any special resources that you feel are necessary for teaching pupils with special needs? Why?

In what ways do you use that / these resource(s)?

In terms of accessing those resources, how manageable is that?

Supports available

And in terms of supports within the school, what supports do you see as being available to you for your work with the children generally?

What supports within the school are available to you in your work with the child/ children with SEN?

And then outside, are there supports or agencies outside of the school that you can draw on?

How does that work?

Teaching priorities

You mentioned SPHE (particular curriculum area) as being important. Do you single that out because you feel it is important and useful for X (child with SEN) or is it a priority when you're planning for the class generally? Do you prioritise any area of the curriculum or how does that work? **Why?**

Are there some / any subject areas / curriculum areas that you feel it's easier to include X (child with SEN) in? **Why?**

Are there some / any subject areas / curriculum areas that lend themselves better to including the child / children with SEN in your class? **How come?**

Needs

Thinking about the needs of X / child with SEN / children with SEN in your class, can you outline how you understand needs or how you would define needs?

You mentioned X has e.g., Williams syndrome. Does that influence how you would see her / his needs?

Responsibilities

You mentioned Y (resource teacher) decides on certain targets. So, when the targets are decided on, what happens then?

Who takes responsibility for those targets?

For the child / children with SEN in your class, who has responsibility for them?

You mentioned parents, (particularly parents of pupil with SEN being tracked). Do you feel that parents have a role to play?

In what ways do you involve the parents?

You mentioned the SNA. How is the SNA involved? What role does the SNA play? What particular responsibilities does the SNA have?

Affects of inclusion of pupils with SEN

Does inclusion affect (X) the child /children with SEN?

In what ways?

How would you perceive the affects of having a child with special needs on the other children in the class?

In your view, does the inclusion of (X) child / children with SEN affect the others / other pupils in the school? How?

SEN Policy

Following a lead in, e.g., Let's go back now to what you said about your principal doing everything to promote inclusion. This makes me curious about the school's policy. Does the school have a policy? What is the school policy?

Is there a document?

What's included in the policy?

Who contributed to the policy?

On what is the policy based?

In-career development / pre-service preparation

Now. What about pre-service preparation / opportunities to up-skill or avail of in-career development and being equipped to support children with SEN, would you like to comment on that?

Transition / transfer

Depending on school (junior / senior) - when children transfer, for the children with special needs, does information travel with them?

As X was assessed with a special educational need before starting school, did information / support travel with X?

For the pupils with SEN going on to secondary school, do you or the resource teacher meet with a representative from their secondary school?

What happens / is shared at these meetings?

Communication

Can you catch up on what's happening in resource? How?

Is information sharing ongoing or is it all decided at the start of the school year? What way does that happen then?

How regularly would you need to communicate with the resource teacher then? What about?

How are formal meetings covered?

What arrangements are in place to facilitate that communication?

Would you communicate with the people at home? How?

What about communication with the SNA? How do you manage that?

Line between being able to work in class and needing additional support

That brings us to the line between the child coping in the class and needing additional support. Where do you see that line?

Where do you draw the line on the child needing additional support? Why?

Anxieties / stresses

Any anxieties or stresses in relation to the job?

If you could change something, what would it be?

What about things that may have been awkward or difficult to handle?

APPENDIX C

CODES ASSIGNED TO UNITS OF DATA FROM INTERVIEW TRANSCRIPTS

Code assignment is detailed below while the process is elaborated on the following seven pages.

UNDID	Teachers' understanding of inclusive ideology / principles	IEPRT	Responsibility for teaching the IEP
DIVL	Diversity of learners and range of SEN	DECBU	Bottom-up decision-making on plans and practices for inclusion
TYPSPH	The type of additional support provided	DECTD	Top-down decision-making on plans and practices for inclusion
TYPSPW	Rationale for type of additional support provided	DECCOL	Collective decision-making on plans and practices for inclusion
LBNNN	The line between needing and not needing additional support	PLANST	Plans for teaching
NSEN	Description of developmental and learning needs of children with SEN	INDPLT	Individual approach to planning/teaching
SCPOLI	School policy on inclusion	COLLPLT	Collaborative approach to planning / teaching
ISINALL	Whether or not all children can be included in mainstream	HOOF	Meeting and consulting to deal with situations as they arise
RR	Roles and responsibilities	DIFF	Differentiation: plans and practice
IPCPD	Initial preparation and continuing professional development	CURRLM	Curricular links between programmes within / across settings
CONAX	Concerns / anxieties	METHFINA	Teaching approaches to facilitate inclusion emphasising active agent
TRANS	Handling of transitions / transfers from one school to another	METHFINL	Teaching approaches to facilitate inclusion emphasising talk / language
SUPPINS	In-school supports for inclusion	METHFINC	Teaching approaches to enable inclusion emphasising collaboration
SUPPOS	Supports for inclusion beyond the school	TEMPH	Teaching emphases: preparation, consolidation, reinforcement
DEDTM	Dedicated time to meet and consult with others	PLACSEN	Priority learning areas for child / children with SEN
DEDTPL	Dedicated time for planning	RESPLN	Responsiveness to learning needs – individual and group / class
IEPRP	Responsibility for IEP process: planning the IEP	RESFI	Resources to facilitate inclusion
IEPINF	Information for consideration in devising the IEP – type and source	ACCREST	Accessing resources for teaching and learning / supporting inclusion
IEPREV	Review of the IEP	EXPINCH	Inclusion as experienced by child with SEN / other children

AN ILLUSTRATION OF THE ASSIGNMENT OF CODES TO UNITS OF DATA FROM TRANSCRIPT OF INTERVIEW WITH A CLASS TEACHER

CT3	49	We'd do the skills maybe for longer and we'd do drills but not the actual game.	RESPLN
RC3	50	Yes and in terms of when he does react negatively like that, how do the other children respond to that, in your view?	
CT3	50	Oh they're very good. I think they've grown quite used to him because it's such a small class and even over, like I had them last year as well, I've seen the way that at the start there was one or two boys or girls that would kind of say, "oh that's not fair if he's being treated like that." But now you know, if he said, if somebody's finished their work, I ask them not to come up saying I'm finished, just to put up their hands and I'd give them something else to do because if somebody's finished before him he doesn't like that. So they're very accommodating and they know they kind of, they know what to say that won't infuriate him or, kind of appease him, they know how to do that as well.	EXPINCH EXPINCH DIFF
RC3	51	Yeah.	
CT3	51	And they would do that quite regularly, like if he was, if he asked them, "did you get more right than me?" they would say "no" even if they did. So they're very good. They really and especially in sport as well because he can be become quite rough and like they'd come and tell me but they wouldn't hit back. A lot of the time. Now there are one or two that might. ...	EXPINCH
RC3	57	That's interesting. In terms of his learning, how would you outline his particular needs?	
CT3	57	Eh, I think mainly his needs lie in the area of social skills and how to even just play and play within a group. He's very good at playing on his own. He can become very amused with, we have a magic set and he loves doing that on his own. Em, but I think learning how to play with others, how to cope with, this week we're working on compliments, how to cope with someone giving you a compliment. And how to cope with losing a game. How to cope with meeting somebody new, em, generally just in the whole area of social skills from the most basic to the most complicated. Just even introducing themselves and em, how to react when someone new comes along. ...	PLACSEN TEMPH RESPLN PLACSEN
RT3	59	So are his learning needs all social then?	
CT3	59	Academically he would have some needs as well. Sometimes in the area of maths if he is becoming frustrated and gives up easily you know, it would need to be gone over again. You know, certain concepts and then for the subjects like Irish that he doesn't like you know, he does kind of fall behind a lot because you know he might only be able to spend ten	PLACSEN TEMPH PLACSEN

minutes a day at it ... But I think social skills are mainly the area. ...

RC3 69 I know you mentioned altering your PE programme but are there things that you are changing in your class programme for him particularly?

CT3 69 Em, no not to a great extent, just, we'll say, just the amount of work that he would get done. He would understand, he would be as capable as the other children are of understanding the work but just his, the amount of output that he would produce in a day wouldn't be as great we'll say as someone with the same ability. Some of the other children with the same ability. Do you know what I'm saying really? **DIFF**

RC3 70 Yes.

CT3 70 The other child might be able to do twenty sums but he

RC3 71 He'd be struggling to do that amount even though he'd know how?

CT3 71 He'd be struggling maybe to get ten done but he might understand it just as well.

RC3 72 Yes, yeah.

CT3 72 So I just lower my expectations in that way and you know it's a huge thing for him to be able to write we'll say five long multiplication, cause just the whole writing thing, his writing is quite weak as well. **DIFF**

RT3 73 Yeah

CT3 73 And he has to put a lot of effort into that and then I think if he concentrates and he can do, he has mastered the concept, I'd be happy with him just doing ... a certain number of examples ... **DIFF**

RT3 87 OK. So you've talked there about group work and pair work and they're ways of including him with the others. Thinking about your teaching, are there any approaches that you'd say particularly enable inclusion?

CT3 87 Em, a lot more hands on work we'll say for subjects that you can introduce more hands on work I would because he would, rather than we'll say have them write a lot you know if they can even demonstrate it more or try to minimise the writing really for him. **METHFINA**

RT3 88 Yeah.

CT3 88 And em, even oral work, just get a lot more oral responses instead of written responses and he tends to cope better with that especially in English, if we're discussing something rather than have him write about it, get them to talk about it. And his oral expression is very good. You know he's very articulate. ... **METHFINL**

- RT3 101 OK, you mentioned hands on work. What about resources? Are there any resources or equipment that you feel are beneficial for him or support his inclusion?
- CT3 101 Em, not so much so more than the other children. I think he benefits the same way as the other children would. I can't think of anything in particular, like we'll say besides books or the computer. The computer's great. RESFI
- RT3 102 Yeah.
- CT3 102 He does, you know, when he's taking his time out he enjoys using that a lot and even to back up some of the maths programme, if he has it on the computer it would be quite beneficial for him or his history or science or geography or even to type up his story, he gets a lot of satisfaction when he has it written to type it up nicely. RESFI
- RT3 103 Right, I see.
- CT3 103 You know, it looks better, more appealing to him. Em, I suppose the computer and library books but I think we'll say with concrete resources like in maths and that he would benefit as much as the other children. I wouldn't really use them specifically for him even though he would enjoy using them and in science he would enjoy using equipment as well. But I think the other children would probably be similar. ... RESFI
- RT3 172 Right, so when you're planning for your class generally, what happens there?
- CT3 172 Oh right. I do the yearly then at the start and then mainly of a fortnightly basis. PLANST
- RT3 173 Fortnightly basis, you'd plan your programme of work.
- CT3 173 Yeah.
- RT3 174 And what about X, do you have a plan for the child who goes to resource?
- CT3 174 Not in the classroom, I wouldn't have a specific, I wouldn't have an IEP for him. INDPLT
- RT3 175 OK.
- CT3 175 But I know that Y (resource teacher) would follow a particular plan and that we would discuss what she thinks that his needs are and what I think and kind of work towards that. INDPLT
- RT3 176 Right. OK.

- CT3 176** But that would be very informal, you know. It's just been very informal, we'll say maybe over coffee, even just what do you think we should do next. You know it would be very informal really. It'd be great to meet if we could do it on a monthly basis but just so that she knows exactly what I think his needs are and you know what she can do to meet his needs. **DEDTM**
- RT3 177** Yeah.
- CT3 177** And then I'd know what he's doing down there when he does leave for the hour or the forty five minutes. **CURRLM**
- RT3 178** Yeah.
- CT3 178** Em, I think it would be a lot more beneficial than the five or ten minutes that you grab outside the classroom. ... **DEDTM**
- RT3 234** Lots of ideas there, so generally then, what opportunities were made available to you, to prepare you for teaching children with special educational needs?
- CT3 234** Right, well generally the only opportunities for em professional development I've had, are we'll say either the summer courses that I've been doing, you know, just the week in service yeah, and then in service courses in the school and em, then just the one that I'm undertaking myself, the Masters, that's it really. Yeah, I think there needs to be more opportunities made available for teachers to benefit from professional development courses especially if you're dealing with we'll say like even when the special needs assistant came I didn't really know what their brief was. It was up to me to, like it wasn't really explained to me what their brief was unless I went and found out myself or em, just we'll say how to cope with children with special needs in your class. Something like Asperger's Syndrome, that was up to me to go and find out about that. **IPCPD**

AN ILLUSTRATION OF THE ASSIGNMENT OF UNITS OF DATA TO A CODE, STACKED ACROSS THE EIGHTEEN INTERVIEWS

The code is **IEPRT** and refers to responsibility for teaching the individually relevant learning programme set out in the IEP. The units of data presented in the grid relate specifically to teacher responsibility for teaching to address the learning targets from the IEP.

Table C.1: Assignment of units of data to a code, stacked across eighteen interviews

RT1.43 (p.5) I would take responsibility basically for those targets	CT1.21 (p.4) (<i>In response to Q on IEP targets that CT would be following</i>) Not necessarily. Do you mean just we need to have this done by the end of this month kind of thing? No, not that I'm aware of no ... I haven't been given, I haven't seen a copy of the IEP.
RT2.118 (p.13) I take responsibility for their literacy and their numeracy and their homework ... I mean even though I say I have sort of taken responsibility for the literacy and numeracy well still in their classes I mean the teachers will still try to deal with them at their own level and praise and encourage and if they know tables they're out on the floor and they say the tables and they get a prize or you know if there's something they can do they will very much encourage the work that's going on here (<i>in the resource room</i>).	CT2.37 (p.5) (<i>In response to Q on who has responsibility for the IEPs</i>) X (<i>resource teacher</i>) would have. CT2.46 (p.6) Well, obviously like if one of the targets, say with Y (<i>child with SEN</i>), for example one of the targets is dealing with her inappropriate responses then yes, I would be. If it's a very, very specific, like consonant blends, not necessarily because by fourth class I'm not dealing with consonant blends. I might be aware of it but I wouldn't be working on it.
RT3.217 (p.22) I do design the programme and I think having tested them and all that I know best the needs for the children now, who need literacy and numeracy work. I do design the programme and I am the person who dictates what's happening in the programme and if the class teacher does have time he or she might listen to the child's reading out of my book or they might look at where they are in the maths book and give some help but in general they just don't have the time. They don't have the time.	CT3.174 (p.18) I wouldn't have an IEP for him. But I know that X (<i>resource teacher</i>) would follow a particular plan and that we would discuss what she thinks that his needs are and what I think and kind of work towards that.
RT4.60 (p.7) Well I am using the template that we got in (<i>College where CPD was provided and referring to the IEP</i>) so there is a section, I would take the majority of it, but there is a section for the class teacher and there is a section, as you well know, for the home. So I would put in a little bit there and it would be something very simple like if it's oral language just to make sure that Y (<i>child with SEN</i>) says "good morning" every morning and answers you because like we'll say for example Y has Asperger's Syndrome so Y might very well walk in and talk about Fuzzbuzz straight at you. RT4.61 (p.7) And never a good morning or a hello so there would be something for the class teacher to sort of do every morning. Same at home. He has to	CT4.117 (p.14) But he'll do his own English and his own maths. But what I would have down is basically just a copy of what X (<i>resource teacher</i>) is doing <i>in resource</i> . It would be, like I've checked the IEP and what the targets are and what the aims are and I would just try to back them up. CT4.118 (p.14) So for example if I was writing down weekly plan English and I'd have Oral Language it would be basically social interaction with another person, describe your weekend, what were your activities, like broaden his vocabulary by you know, could you use a different word for that? ...

<p>tell his Mam one thing that went on in school everyday, you know.</p> <p>RT4.64 (p.8) But I suppose for the actual targets written as "He'll recite numbers to twenty" or whatever that sort of thing I would take responsibility for. I usually give them a little bit of homework as well. Something to be done in whatever area I'm covering, you know.</p>	
<p>RT5.76 (p.12) Generally it would tend to be me because it tends to be the academic, what's actually happening in the resource room at that time. If they're of an emotional, behavioural area, say for example last year there was a child who had difficulty sitting on the carpet, then I suggested the teacher we sit him on a chair first, then we sit him on a cushion, then we just sit him on the carpet on his own. And I would have given her a copy of that section of it.</p>	<p>CT5.65 (p.10) Well, once I fill in the IEP with the resource teacher, it tends to be handed back and I just come away and do my job to be perfectly honest with you and unless something comes up then later on like for example if a child has been missing for a week or they're struggling with the maths maybe, that they can't get money or shape or something, I would approach the teacher and say, "Could you maybe focus on this, maybe focus on that?" But I wouldn't be, it tends to be when I fill up the IEP, everything on the IEP that we have put in tends to be for the resource teacher to do. That would be her plan maybe for the first term and the second term and yeah, it's hers.</p>
<p>RT6.40 (p.9) I am really yeah. We sort of have a learning support programme that we do as such and yes, it's reasonably independent of the teacher. But there would be some consultation and there would also be communication as in we take responsibility for maths and English homework so they're written into the journal and the teacher can see that at any stage and see what's going on.</p>	<p>CT6.22 (p.4) But they are taken out by the teacher (<i>resource teacher</i>), by the various teachers and it's really that teacher will do all their spellings with them, their grammar, their reading, their comprehension you know.</p> <p>CT6.84 (p.15) They're (<i>the IEPs</i>) there to be seen but ... I don't really know if that many teachers go down and read them ...</p>
<p>RT7.83 (p.14) Em I suppose it would be more me than X (<i>class teacher</i>) in one sense, yeah. It'd be more me and I must say now, we began off working ideally all these targets and then, I'd say, I don't know what X has been saying now but that we've definitely slipped down on our cooperation and reviewing what we should be doing together, you know what I mean. But generally it would be the resource teacher who would take responsibility for those targets.</p>	<p>CT7.70 (p.11) I know X (<i>resource teacher</i>) has a plan, has targets. I know their learning needs but I haven't seen any IEP.</p>
<p>RT8.84 (p.16) (<i>In response to Q on who has responsibility for IEP targets</i>) Yes I do. Myself and X (<i>other support teacher in the school</i>) would, yeah. The two of us would yeah. But when you say that, do you mean that the class teacher wouldn't have any clue of them, is that what you mean? Well she does have a clue of them. She does yeah</p> <p>RT8.86 (p.17) ... and I tend to do the targets, I suppose a lot of times, maybe seventy five percent of the targets would be things that would end up</p>	<p>CT8.69 (p.11) It's the organisation and planning (<i>referring to in-class plans involving class and resource teacher</i>). First of all it has to be organised and planned according to each child's individual ability. They have to be grouped according to their ability and then after that it's a matter of the children getting used to it.</p> <p>CT8.85 (p.13) ... And then the children who are entitled to resource what they do is, they take them out individually as well. I know they're working in</p>

<p>being done on the withdrawal anyway. The other twenty five percent would be things that could be observed or done in the class, but a lot of the targets might be that specific that, and that's not to say that I wouldn't have other targets for them in my head that they'd have to achieve within the class</p> <p>...</p>	<p>groups in at the maths but what we do in at the maths (<i>referring to co-taught maths lessons</i>), from the mental maths that they do, from the 'New Wave Mental Maths' that I showed you there, from that or even from their paper work, from their copies, we can pinpoint where they're still having problems. And normally it would be basic division, addition. So X (<i>resource teacher</i>) takes them out for that as well and then, just for them to gain confidence because they wouldn't be able to cope in a group without the one to one, definitely not, because they wouldn't, a lot of them would hide it (<i>RT responsibility for backing up targets being covered in the co-teaching context</i>)</p>
<p>RT9.85 (p.21) I would photocopy my IEP and I would give a copy to the teachers that are involved ... I would teach the targets. Now X (<i>junior class teacher</i>) does maths, the coins, number work, and I do the language and literacy end.</p>	<p>CT9.91 (p.15) (<i>In response to Q on teaching to address IEP</i>) Not a whole lot in a sense now. X (<i>junior class teacher</i>) and herself (<i>resource teacher</i>) would have done what they were going to do in the maths programme so there'd be no overlapping in it. Not really because Y (<i>resource teacher</i>) has her own set programme that she would actually do. It's not possible for me to do that in that room up there. So Y (<i>resource teacher</i>) will really take charge plus Z the SNA, because she will leave extra work for Z because I asked Y specifically to do that because it would be too much work for me to do so I don't really. I take all the general stuff and I do that.</p>

APPENDIX D

CATEGORY PROPERTIES AND COVERING RULE: TEACHERS' INTENTIONS

Table D.1: Examples of governing rule leading to emergence of category from codes

The governing rule and related codes as indicators of →	Category
Teachers' intentions relating to all aspects of the IEP process – types and sources of information considered in devising IEP, planning, teaching to address targets, reviewing and those involved (IEPRP, IEPRT, IEPINF, IEPREV)	Teachers' planning for inclusion
Teachers' definitions of inclusion and understanding of inclusive principles and ideology (UNDID)	Teachers' interpretations
Teachers' understanding of school policy and how this is enacted in their practice (SCPOLI)	Teachers' interpretations
Teachers' identification and description of teaching approaches, methods that particularly facilitate inclusion – using talk and discussion, collaborative learning activities and active participation (METHFINL) (METHFINC) (METHFINA)	Pedagogical routines to facilitate inclusion
Teachers' perspectives the inclusion of all and whether or not all children can be included (ISINALL)	Teachers' interpretations
Teachers' description of the developmental and learning needs of learners with SEN and their articulation of their priority learning needs (NSEN) (PLACSEN)	Teachers' intentions
Teachers' detail regarding plans for teaching – long and short term (PLANST)	Teachers' planning for inclusion
Teachers' identification and description of resources that enable inclusion (RESFI) which support active participation in learning	Pedagogical routines to facilitate inclusion
Teachers' detail regarding how they address the priority learning areas for children with SEN, their responsiveness to learning needs and plans for differentiation (PLACSEN) (RESPLN) (DIFF)	Pedagogical routines to facilitate inclusion

APPENDIX E

EMERGING THEORETICAL SCHEME

Figures E.1, E.2 and E.3 illustrate the relationship between the thirty-one categories and the three emergent themes based on data generation from the first phase of the enquiry.

Figure E.1: Categories contributing to the emergent theme of teachers' interpretations of inclusion

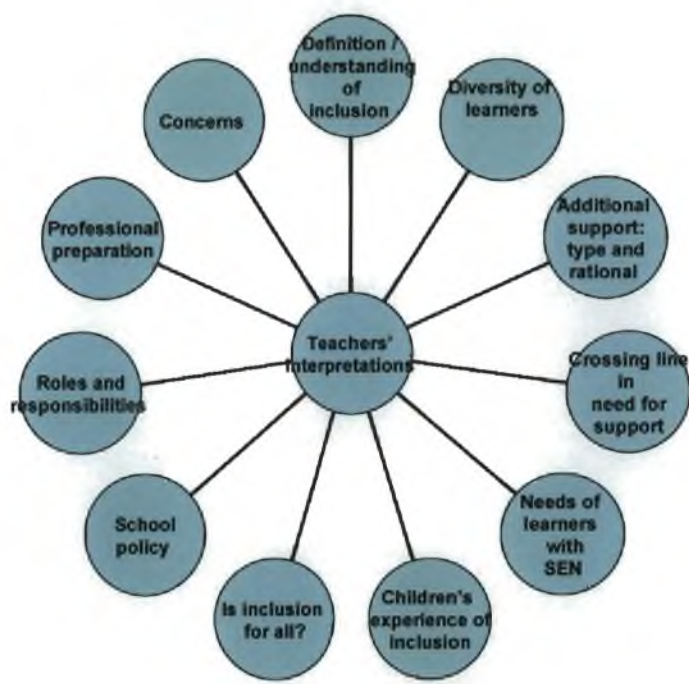


Figure E.2: Categories contributing to the emergent theme of teachers’ planning for inclusion



Figure E.3: Categories contributing to the emergent theme of teachers’ pedagogical routines to facilitate inclusion



APPENDIX F **RUNNING RECORD OF UNSTRUCTURED OBSERVATION (extract)**

Site: Sycamore NS **Date:** Nov **Teacher:** Catherine **Setting:** Mainstream class
Class: 2nd **Age:** 7-9yrs **No:** 28 (12 for support) tracking Frank with AS

APPENDIX F **RUNNING RECORD OF UNSTRUCTURED OBSERVATION**

School: Sycamore NS **Date:** **Teacher:** Catherine **Setting:** Mainstream class
Class: 2nd **Age:** 7-9yrs **No:** 28 (12 for support) tracking Frank with AS

Layout <i>History Museum</i> <i>Nature /</i>		Displays <ul style="list-style-type: none"> History museum - toys, lunch boxes, children's books, school bags, working tools and photographs from different decades Art board - class paintings of the sunflower Nature table - pots with planted bulbs for each child English board - acrostic poems written by the children Science board - posters of human organs, respiratory tract, digestive system; plastic skeleton mobile hanging from ceiling Religion board - children's drawings of people from round the globe as 'God's family'
<i>Teacher's desk</i> <i>Frank's table</i>		
Curriculum area	Time	Focus / learning outcomes (intended and otherwise)
Settle in, prayer, homework, roll call Irish	9.00 am 9.20am	Building rapport (teacher initiations to maintain relationships / co-operation) For class - vocabulary related to the topic of 'my house': to identify rooms and furniture. For Frank - not included; is taken aside by SNA to read; leaves for resource at 9.45am.
English Break SESE (history)	10.00am 10.30am 10.45am	Frank is not included - (We're in resource room) Then and now - using two photos of the same street corner to compare/contrast features that have changed or not in buildings, transport, activities and clothes
Maths	11.15am	For class-number patterns, problem-solving with addition and subtraction. For Frank- place value to 19, adding single digits
Religion Lunch English	12.00 12.30pm 1.00pm	Children compose prayers of thanks for God's family Phonics: children doing worksheet activities while CT listens to individual/group readings; F. not called to read.
Music	1.45pm to 2.30pm	using percussion instruments, children make and discuss range of sounds; F. participates but is put off by the cacophony.

9.00am - Chn entering classroom, hanging coats on mobile rail, greeting CT and each other. F. arrives a little later, only child brought to class door by mother. CT chatting about their bulbs and whose job it is to water them this week. F. asked by ch next to him to keep his bag on his own desk. F. moves his bag but lunch box falls to floor; is upset by this: "Holy God how did that happen?"

CT directs chn to put lunches over on lunch table and settle into their places. CT notices lots of coats on floor: "I'm looking for two reliable people to tidy the coats." Chn put fingers on lips. Two selected for the task. F. pretending his hand is an airplane, making flying movements and the sound of an engine.

CT: "take out homework copies"; goes to part of board with yesterday's homework - 4 addition of double digit sums. CT calls on one child to add and records, directs all to check homework and raise hands if correct. F. and two others do not have hands raised and are not correcting (did not do this homework?). Same procedure for remaining 3 sums. F. down at museum lifting, examining and replacing items and talking to himself. Then to spellings - 3 words to learn and write in a sentence. If F. has done this, there's no sign of it. CT wipes the board and records today's homework.

CT directs F. and two others to bring up their homework copies, corrects their work and records new homework for each (looks like 2 sums and 1 spelling). CT praises F. for his sentence of previous evening: "did your Mum help you with the spelling?" F: "I picked the words and she wrote it for me on a page, picked, ked, ked, wheee" (makes airplane sound and flying movement with hands). CT gives him back copy and directs him to sit back down.

CT and class chorus morning prayers. F: "where's the candle? Are you going to light the candle?"

CT (smiles): "That's for later F., for the prayer service when you get to say your own prayers" F. "aw, I want to see the flame" (whee - plane imitation)

CT calls the roll. Chn answer "anseo" and there's a frenzy to get in first with the "níl sé anseo" for someone who turns out to be at the loo.

9.20am approx - SNA arrives. Greets CT and class, goes over to F., directs him to take his school bag and moves with him to a workstation positioned beside the class toilets and the mobile coat hanger. F. reads some of his Fuzzbuzz book for SNA and completes tracing and letter formation activities.

CT launches into Irish with rest of the class. CT and chn chorus rhymes, CT points to chart with items of clothing and colours and chn say: "Tá an gúna dearg" "Tá na brístí donn"; one ch is called upon to be T and point. CT moves to large poster of house. Questions and models to teach and reinforce key words and to elicit responses from chn. This class is very lively. No attempt to include F. in this (Does he have some kind of internal arrangement of an exemption? Not officially for AS).

9.41am - F. leaves room with SNA to go to resource (who accompanies him to the door of the resource room and then departs)

10.45am - CT returns from yard with class in line. Same old carry on with coats only this time they're left on the floor.

F. who was in resource, did not get chance to eat lunch with others so he eats now but the rest of class is starting into a very interesting history lesson. Although F. is included in this lesson, he's still sitting over at the workstation with SNA.

Lesson is about 'then and now' - CT distributes black and white photocopy of two photos on an A4 sheet. Photos are of same place, a busy street corner but taken about 80 years apart. There's one A4 sheet between two. SNA shares with F., leaving an odd one out in mainstream class who joins with a pair. CT questioning directs chn to compare and contrast the scenes, leading to lively discussion on buildings, forms of transport, people and their clothing and their activities. CT questioning with prompts - effective in challenging chn's thinking, drawing out their understanding (get examples of this).

F. wants to hold the sheet himself but is still eating sandwich; leaves this unfinished on his desk and gets to hold sheet with two hands. Very interested in the detail. Wants to read the car reg. and is agitated that year on reg is unclear. Gives out about the photocopier. Hears CT ask: "what do you notice about the cars, the way the cars are?" - moves from the workstation towards CT and shouts: "it's a one way". Some chn who have their hands raised give out: "She said put up your hand" / "you're supposed to put up your hand". CT: "F. why is it one-way?" F. "cause it's too thin, it was fat but the path made it thin" (correct interpretation). CT confirms this with the class and he adds: "no room for a motorway no room for a runway" (does the plane sound and movement). CT directs him back to his seat and he sits at the original seat he occupied in the morning before SNA arrived, but CT then directs him back to the workstation.

11.00am - some chn (about 9) get up and leave the room for various forms of additional support

Chn have identified a number of changes, CT asks chn which they think "are good changes, changes for the better." Discussion ensues - some chn reason cars are a change for the better cause "you get places quicker"; CT reiterates this in agreement; one pipes up about petrol and the ozone being damaged; CT enthusiastically acknowledges and asks "so was it better when people used horses and donkeys?" F. pipes up, "No cause horse (shit) stinks" - other chn scrunching up their noses at this. CT moves on: "yes the paths mightn't be as clean to walk on and you'd have to mind your step, thanks Frank"; SNA has words with F. about using the 'sh' word. F. makes the plane sound back at her and moves to get out his seat but she firmly commands him to "sit down". F. shouts out: "the trees in the now one keep air clean". Other ch says "they would if they had leaves on them" and CT asks: "what time of year was the second picture taken and find at least three clues?" All oral input - talk, discussion, requiring chn to interpret, compare and contrast, and express ideas orally.

11.45am - Maths

There are nineteen chn present; sixteen accurate and speedy calculators along with two (speaker of Eng as add lang and ch from trav comm.) and F. The strand is number.

CT revises and sets an activity for the sixteen which involves representing place value on abacus diagrams and completing addition operations.

CT calls other two (speaker of Eng as add lang and ch from trav comm.) up to a desk; using concrete materials, is getting them to represent a two digit number up to twenty with the Diennes blocks placed on the transition board and then a second two digit number. CT questions them about adding the units and tens; CT models how to record this in writing on a mini-board and asks the two to record the operation in their copies. CT repeats this procedure a number of times – has to prompt and cue (ch from trav comm.) on a few trials to reinforce the concept of adding the units first; CT gives them a worksheet with exercises. These involve completing additions based on pictorial representation of the transition boards and Diennes blocks.

CT circulates to check the sixteen are on task; she now joins F and the SNA at the workstation where he has been ordering given quantities of cubes into one block of ten and remaining units and recording this in diagrammatic and numerical form in a workbook. CT explains that he is going to learn how to add numbers that have answers bigger than ten, refers him to number line, and choruses from ten to twenty with him. CT explains the answers will not be higher than twenty. CT directs that they'll play the counting up game but from ten. This involves her saying a number and holding up one, two or three fingers and F has to count up that quantity from the number given – e.g., CT says "11" and holds up three fingers, F says hesitantly but correctly "12, 13, 14". After a few trials, CT directs him to the relevant page on the workbook. This involves addition of single digits up to a total of nineteen. Regardless of which number is recorded first in the operation, CT directs him: "be sure to pick the bigger number and count up by the other number" – she adds "if the other number is higher than three and you can't count it in your head, use the blocks" meaning for the lower number – wants him to count on from the bigger number. F. completes the first one correctly and CT leaves him to continue with the SNA.

11.30am - 3 of 9 chn who were withdrawn for add support return to the room

CT returns to teach the number patterns to the sixteen. Chn who returned are chatty, have opened books but not got involved in activity; quieten down when CT refocuses the now 19. CT's teaching focuses on number patterns and on developing problem-solving skills based on addition and subtraction without decomposition.

In the meantime, the other two have taken crayons to their depictions of the transition boards and are blissfully colouring away.

Frank continues under SNA's direction, he can manage counting in his head when the lower numbers were low but once they rise above three, he resorts to the cubes. As he continues to take out more cubes from the container each time, the table is becoming cluttered. F. is reverting to counting a set of cubes for both numbers instead of just the lower number. F. repeats this for the next addition; SNA: "you prefer using the cubes"; allows him to continue counting out two sets of cubes and then counting them all to get the total. This goes against the principle and slows down the process. F. continues producing correct answers and I'm not seeing evidence of the concept of counting up from the higher number.

CT very busy with the nineteen; has not observed F's regression; remains unaware of it, as it is now time to draw lesson to a close.

12.00 - Religion ...

APPENDIX G

CONTACT SUMMARY OF VISIT

For the purpose of illustrating links between raw data and initial analysis, this contact summary form relates to the extract of the running record provided in Appendix F.

Contact: Class teacher **Site:** Sycamore NS - mainstream class **Date:** Nov.

What were the main issues / themes that struck me in this contact?

- F's separateness from the other children – arriving with his mother rather than with peers; removed from class seating to sit at the workstation with SNA; eating lunch on his own at start of history lesson; only child in the class to be involved in the pair activity with another adult; returning from lunch recess with CT at the top of the line and talking with her only; his tendency to wander to the museum table when subject matter did not relate directly to him. How much of this is imposed by the way teaching-learning activities are structured? In dialogue after school, CT clarified that F. does not have an Irish exemption but that his English developed later than normal. He started school with very little English and as he spent the last few years in school catching up with this, he has not been taught Irish and he gets agitated when he has to do something he does not understand. CT clarified that the purpose of the workstation was to reduce distractibility. Can acknowledge the benefits of the workstation for independent activity. However, see no purpose to sitting at this location when he is expected to participate in class activities (e.g., history lesson). But if the SNA has to sit with him, it's about the only space in the room that can accommodate both. When the SNA is gone in the afternoon, CT has as much difficulty getting him to return to his class seat then as she has getting him to sit at the workstation during the earlier part of the day. Also, location beside class toilets is not the lost suitable – traffic of other children and sound of running water are distractible.
- Diversity in this class constitutes a challenge – for the maths lesson, it was almost exhausting watching CT navigate round three lots of learners within one lesson. Conceptually, children are at quite different levels, e.g., many can add with and without regrouping while some are learning the place values of tens and units and F. is at the level of adding single digit numbers – this adds to the complexity of teaching and learning in the mainstream class. Different maths programmes also means assigning different homework and it is a challenge for one teacher to keep tabs on all of this and to hold attention of all.

- F's pace of learning – dependent on CT's careful sequencing of the counting up strategy; however, time to allow F. consolidate this was insufficient. This relates to how CT balances teaching time across diverse learning needs in the class over the period of the lesson.
- Role of the SNA – did the SNA understand the 'counting on principle'? At a critical point in F's consolidation of this principle, he needed the input of a CT with knowledge of teaching, learning, his learning processes and the subject content. Also, CT's handling of F's comment on the horses by building on it maintained the momentum of the class discussion; tactical ignoring of his comment by the SNA would have been more consistent with the CT's intentions.
- Yoyo effect – children in and out of this class for additional support; their exit and return has an unsettling if not disruptive impact. The few who returned during the maths lesson were very lively and got others chatting; they did not settle down into activity until CT turned her attention to the group of which they were part.
- Children's use of concrete materials for learning – this supports teachers' pedagogical intentions regarding inclusion – that inclusion is facilitated by having children actively involved in learning.
- Irish, history and music lessons all provide evidence of teaching methods that incorporate the use of talk and discussion to promote learning and inclusion. Again, this is consistent with teachers' intentions.

Summary of information on target questions for this contact

Teacher incorporates methods that allow active participation and that involve talk and discussion in her teaching to facilitate inclusion (this is consistent with this CT's intentions). However, meeting diverse needs is highly complex. The challenge is connected with varying levels of conceptual development and heterogeneity within the class grouping, following an age-appropriate curriculum and accommodating variation in children's pace of learning while teaching to enable learning for all within the constraints of a set time frame.

Elements of inclusion are difficult to discern, particularly in relation to F's experiences of learning. Although present in the mainstream class, much of his experience of learning is structured to keep him apart / peripheral in terms of location and involvement.

Things that struck me as salient, important, interesting, insightful in this contact

- Marginality of the learner with SEN - peripheral in terms of location and participation
- The practice of withdrawing so many children from one class grouping and the implications for the social cohesion of the class as a whole
- Having also observed the very structured programme covered by F. in the resource room, there were no discernable links between mainstream and resource regarding the teaching-learning focus and activities. This supports the furrowing of separate pathways (a pattern repeating itself over these visits). Also, RT was using a type of reward system which was successful in maintaining F's attention to task. This could have potential if transferred to the mainstream class, which raises issues of knowledge sharing and opportunities for this.
- Teacher's use of talk and discussion as a method for inclusion

Questions arising for this site / for the enquiry

- How does marginality of learner with SEN square with teacher's understanding of inclusion?
- How is teacher using language to promote learning and inclusion?
- How separate are the mainstream and resource programmes and what are the implications for F's experience of learning?

APPENDIX H: PILOT VERSION OF SYSTEMATIC OBSERVATION SCHEDULE

Teacher: _____ Group / grade level: _____ Site: _____ Date: _____ Lesson: _____

Teacher communication - types and purpose

Directs	Questions	Disciplines	Mediates	Encourages	Maintains
<ul style="list-style-type: none"> Statement of fact 	<ul style="list-style-type: none"> Recall of facts 			<ul style="list-style-type: none"> Neutral feedback 	<ul style="list-style-type: none"> Directions for task completion
<ul style="list-style-type: none"> Statement of idea/ problem 	<ul style="list-style-type: none"> Offering idea / solution (closed) 			<ul style="list-style-type: none"> Informational feedback 	<ul style="list-style-type: none"> Referring to routines
<ul style="list-style-type: none"> Providing directions 	<ul style="list-style-type: none"> Offering idea / solution (open) 				<ul style="list-style-type: none"> Chit-chat

Direction of teacher communication					
Other children	Other children	Other children	Other children	Other children	Other children
Child with SEN	Child with SEN	Child with SEN	Child with SEN	Child with SEN	Child with SEN

Notes / examples of talk

English

English

Lesson:

1

Date: _____

Site: _____

Grade level: 4

Group / g

Mar: Marie

Resource teacher

1

Directs	Questions	Disciplines	Mediates	Encourages	Maintains
→ Statement of fact 11 6	→ Recall of facts 11 11 11 19	1 1	11 11 11 13	→ Neutral feedback 11 11 9	→ Directions for task completion 11 11 11 7
→ Statement of idea / problem	→ Offering idea / solution (closed) 11 11 11 18			→ Informational feedback 11 5	→ Referring to routines 11 11 11 7
→ Providing directions 11 11 11 11 37	→ Offering idea / solution (open) 11 3				→ Chit-chat 11 4

Resource teacher communication with child with SEN being tracked					
Directs	Questions	Disciplines	Mediates	Encourages	Maintains
↓ Statement of fact	↓ Recall of facts <i>1st 11 8</i>	1111 <i>(first 40% 1st)</i>		↓ Neutral feedback <i>11 3</i>	↓ Directions for task completion
↓ Statement of idea / problem	↓ Offering idea / solution (closed) <i>1 2</i> <i>(16 correct)</i>	4	<i>1st</i>	↓ Informational feedback <i>11 2</i>	↓ Referring to routines <i>111 3</i>
↓ Providing directions	↓ To direct <i>11 2</i> <i>1st 1st 16</i>				↓ Chat-chat <i>111 3</i>

Notes / examples of talk (RT = resource teacher; chn = children in the group; ch = other individual child; chs = ch with SEN)	to assess	1	2	3	4	5	6	TOTAL
59	86	5	18	19	19	206	19	206
chs SEN: 16	19	4	5	5	5	53	6	53

Class teacher: Bradley Group / grade level: 4th Site: Podar Date: 20/04/2020 Lesson: Geog. Eng. Write a Sk.

Class teacher communication with children in group generally

Directs	Questions	Disciplines	Mediates	Encourages	Maintains	for task
↓ Statement of fact LUH LUH LUH 15	↓ Recall of facts LUH LUH LUH 14	↓ 2	LUH 5	↓ Neutral feedback LUH 5	↓ Directions completion	
↓ Statement of idea/ problem LUH LUH 10	↓ Offering idea / solution (closed) LUH LUH LUH 16		LUH 5	↓ Informational feedback	↓ Referring to routines LUH LUH LUH 15	
↓ Providing directions LUH LUH LUH 21	↓ Offering idea / solution (open) LUH LUH LUH 8		LUH 5		↓ Chit-chat LUH LUH LUH 3	

Class teacher communication with child with SEN being tracked

Directs	Questions	Disciplines	Mediates	Encourages	Maintains	for task
↓ Statement of fact " 2	↓ Recall of facts " 2		LUH 3	↓ Neutral feedback " 2	↓ Directions completion	
↓ Statement of idea/ problem	↓ Offering idea / solution (closed)			↓ Informational feedback	↓ Referring to routines LUH LUH LUH 4	
↓ Providing directions LUH 5	↓ Offering idea / solution (open)				↓ Chit-chat	

Notes / examples of talk (CT = resource teacher; chn = children in the group; ch = other individual child; chs = ch with SEN)

LUH 53	LUH 7	LUH 2	LUH 8	LUH 7	LUH 22	LUH 139
LUH 7	LUH 8	LUH 0	LUH 3	LUH 2	LUH 4	LUH 24

APPENDIX J

RUNNING RECORD OF TEACHER-LEARNER ACTIONS AND INTERACTIONS

Site: Beech JNS

Date: Feb

Teacher: Rhona (CT)

Setting: Mainstream

Class: First

Age: 6-7yrs

No: 14 (5 for additional support) Philip with EBD

Displays:

Line strung across the room pegged with cut-out items of clothing labelled in Irish;

large coloured 2D shapes, a large number line up to twenty and a clock face;

a word ladder of basic sight vocabulary and cloud-shaped cards, each to display words beginning with /sn/ /st/ /sw/ /sp/ /sc/ /sm/ and /sl/;

photographs of the children making clay pots and their written accounts of this experience;

paintings of each child's self-portrait with a fancy printed name underneath;

illustrations of most common items, labelled in Irish; and, a weekday and weather chart.

Curriculum area	Time	Focus / learning outcomes (intended or otherwise)
Settle in time	9.00am	CT greets chn who are grouped at tables with activities to complete, e.g., colouring, jigsaws, construction toys. CT listens to two chn reading 1:1
Maths	9.30am	Two first classes are re-divided on basis of ability into three groups for maths; 2 CTs and 1 support teacher take a group each in separate rooms; CT works with lowest level - P. in this group - number sequencing; addition of two sets of two digit numbers with regrouping; interpreting pictograms.
Break	10.30am	
Irish	10.45am	For all children: 'dressing teddy' - identifying items of clothing; using complete sentences to describe what teddy is wearing "Tá broga / gúna ar teidi"; following directions in Irish to dress the teddy, "cuir stocaí ar teidi"
English	11.15am	For all children: focus on baking pancakes - following recipe, using topic related vocabulary and complete sentences to describe process; Big Book story based on 'The Big Pancake' involving prediction, recall, sequencing followed with creative writing activity.
Eating school lunch	12.15pm	
Play time	12.30pm	
English	1.00pm	Paired reading activity: CT listens to individuals
SESE (nature)	2.00 to 2.30pm	Chn, working in pairs, get to sow water cress seeds. Chn chant / sing a selection of rhymes and songs before tidying up the class for home time

Sequence of teacher-learner actions

← → Verbatim teacher-learner interactions

CT points to large illustration of rhyme and chorsing, gets chn to recite 'Monday's child is fair of face'; CT directs them to look at words (listing days of the week) displayed across the class board and to call these out in sequence.

CT calls on individual children to recall weekdays.

Some chant with ease, others are hesitant or incorrect. In response to this, CT uses a pointer (like a plastic wand) and with exaggerated movement and voice tone, calls out the sequence and encourages chn to chorus with her. Reciting slowly at first, with each attempt the pace picks up and accuracy is secured.

CT calls on P. to recite weekdays, which he does correctly.

CT flags that she is going to hand the 'magic wand' to someone very good;

Calls on one child who takes the wand and in response to CT's random calling of weekdays, this child points to the words as called. Routine continues with two other chn pointing; this time other chn get to 'be the teacher' and call out the days.

Progressing to the next stage, CT asks: "who can tell (visitor) what we mixed yesterday, in the blender?" Hands are raised eagerly but P. shouts out "pancakes" and some express their annoyance at him.

CT moves closer to P., gives him a warning look, and asks: "who can tell what we put in the blender?" Hands are raised and quickly, one child is called upon to answer. CT praises: "good and good for putting up your hand." On hearing this, P again shouts up: "I knew tha, it's up there";

CT directs the chn to read the recipe which is in large print and pinned on magnetic board and chn chant →

CT: Who can tell (visitor) what we mixed yesterday, in the blender?

P: Pancakes

CT: Who can tell what we put in the blender?

CT: Good and good for putting up your hand

P: I knew tha, it's up there

Chn: Flour, milk, egg. Mix into a batter. Pour onto a hot pan. Cook for 1 minute. Toss the pan and cook for 1 minute.

CT explains that they will complete an activity while four at a time will be called to the pancake table (where a mini-gas stove has been set up); the activity is based on a sheet of jumbled weekdays which have to be cut out and glued in correct sequence into copies beside which chn have to write the days.

As CT distributes the sheets, chn are directed to recite the weekdays.

Four chn are called. Philip gives out that he isn't one of the four →

During the process, CT questions chn to elicit key vocab and certain language structures, reinforcing the sentences in recipe.

Having fun and under CT's watchful eye, between the four, they get chance to pour batter, to hold and toss the pan. As encouragement to the other chn, CT calls out: "I'm watching who's working hard" and as the cooked pancake is lifted from the pan, CT cuts it in four, places segments on paper plates and chn get to spread jam or nutella and eat;

Generates conversation in class about taste of pancakes.

As promised, P is called up with next group and is allowed to pour →

P: *That's not fair...*

CT: P if you work quietly, it'll be your turn next, you and X can bake together.

CT: Pour it in the centre. If you pour in the centre, I can cover the pan.

P: Did I done *roígh* (right)?

CT: Yes, good job, right in the centre. Look (*drawing the others in*)

Ch 1: It's gotten all bubbles *comen*

CT: That's the heat, making it bubble (*Lets child 1 hold the handle of the pan and raising her voice says*). So, what did P. do?

Chn: Poured.

CT: He poured the batter onto the pan. Say that.

Chn (*chorusing with the teacher*): He poured the batter onto the pan.

CT: P. what did you do?

P: Poured the batter onto the pan.

The fourth child flips pancake onto plate and as before, chn get segments to spread with butter or nutella.

CT spots P. stick his fingers in the nutella jar and then lick them →

Three groups finish; CT calls on chn to recall how they cooked pancakes, to say what they chose to spread on them and why, to say if they liked that taste and to close

CT: I (in an exaggerated tone) I ...

P: I poured the batter onto the pan.

CT: Good and then what? (raising tone in expectation) How long does it cook?

Cook for ... (raising tone in expectation)

Chn: One minute

CT: Cook for one minute (chn chorus this after her). Then what? T ... (raising tone in expectation)

Chn: Toss the pan.

CT: (lets a second child try to toss the pan) What's it like now?

Ch 2: It's all brown and yella

CT: That's right. It's brown and yellow (exaggerating the /ow/ sound).

P: Stinks

CT: Do you not like the smell of batter cooking? Does anyone like the smell of batter cooking?

E. (second child to toss the pan): God I do think it's lovely.

P: Stinky up yer nose

CT: You like the smell of the pancakes cooking E. So do I, yum. So, what did E. do?

Chn: Toss it.

CT: Yes, E. tossed the pan. Now R., can you toss the pan (R. tosses the pan and again children comment on the colour). What did R. do? R. ...

Chn: R. tossed the pan.

CT: Who's hungry? Who'd like some delicious pancake?

Chn: Me

←

CT: I wouldn't do that again. That's how germs spread.

their eyes and see if they could remember what to put in the batter. Learning evident in sentence structures and correct use of relevant vocabulary and of tenses.

CT places a rug on floor beside magnetic board onto which she had clipped a big story book titled 'The Big Pancake' →

The story is about seven hungry little boys who watch a pancake being cooked but, (the gingerbread man-like), pancake makes getaway. Through use of illustrations, CT involves chn in telling and reading story while their pancake making experiences help them to guess and predict words. After story, CT gets the children to imagine they're the pancake, to imagine what it would be like to be chased for gobbling and to "say what the pancake might be thinking".

Following a number of ideas, chn are directed back to their desks and given a cut-out of a thinking bubble in which to write 'what the pancake was thinking': these are to be pasted round CT's drawing of large pancake rolling down hill.

Back at his seat, Philip shouts out →

CT moves closer and comments →

CT redirects P. to the illustrations with the bubbles. P. leafs through pages with her, stops on one and asks →

CT nods and P. returns happily to his seat and copies the words into his thinking bubble.

CT: Children, sit on the 'story rug'

P: Pancakes don't think.

CT: That's right P. That's fact. But in the story, this is a story, we can imagine like you make things up in stories. See in the story the pancake was thinking.

←

P: Can I just write this? (He reads): "Oh no said the pancake as it rolled faster and faster. I don't want to be eaten by seven hungry little boys" (and then comments): "I'll write that"

CT: You only need to write what the pancake is thinking so start with ... I ... don't

P: (questioningly repeats) I don't want to be eaten by seven hungry little boys?

←

APPENDIX K

END OF SCHOOL YEAR SEMI-STRUCTURED INTERVIEW GUIDE

Topics forming the focus of interview

Reflections on the previous school year	High points - achievements, events, activities that stand out
Reflections on the experience of inclusion (for all involved)	Experience of inclusion for the children generally and for child with SEN being tracked
Indicators of success over the previous year	Retrospectively, anything that might have been done differently Is hindsight of benefit or do barriers remain to changing policy/ plans / practices / doing this differently?
Benefits Are benefits even all round or have some benefited more?	Outcomes of the experience generally and specifically in relation to child with SEN
Priorities for the coming school year	Experience of participating in the research

APPENDIX L QUANTITATIVE DATA ANALYSIS

Table L.1: Frequency and percentage of resource teachers' verbal interactions by category

School	Directs n (%)	Questions n (%)	Disciplines n (%)	Mediates n (%)	Encourages n (%)	Maintains n (%)	Total
Pine SNS	27 (23.47)	63 (54.78)	0 (0)	17 (14.78)	6 (5.1)	2 (1.73)	115
Poplar GNS	59 (28.64)	86 (41.74)	5 (2.42)	18 (8.73)	19 (9.22)	19 (9.22)	206
Ash SNS	30 (28.84)	37 (32.69)	3 (2.88)	14 (13.46)	11 (10.57)	9 (8.65)	104
Sycamore NS	43 (27.74)	64 (41.29)	0 (0)	23 (14.83)	19 (12.25)	6 (3.87)	155
Beech JNS	43 (39.45)	34 (31.19)	2 (1.83)	19 (17.43)	7 (6.42)	4 (3.67)	109
Elm SNS	38 (29.45)	51 (39.53)	5 (3.87)	22 (17.05)	8 (6.20)	5 (3.87)	129
Lime NS	24 (21.23)	47 (41.59)	0 (0)	23 (20.35)	8 (7.08)	11 (9.73)	113
Oak NS	26 (17.80)	76 (52.05)	3 (2.05)	22 (15.06)	13 (8.90)	6 (4.11)	146
Fuchsia NS	56 (30.76)	63 (34.61)	0 (0)	39 (21.42)	12 (6.59)	12 (6.59)	182
Total N (%)	346 (27.48)	521 (41.38)	18 (1.43)	197 (15.64)	103 (8.18)	74 (5.87)	1259 (99.98)

Table L.2: Frequency and percentage of class teachers' verbal interactions by category

School	Directs n (%)	Questions n (%)	Disciplines n (%)	Mediates n (%)	Encourages n (%)	Maintains n (%)	Total
Pine SNS	65 (58.03)	37 (33.03)	1 (0.89)	2 (1.78)	4 (3.57)	5 (4.46)	114
Poplar GNS	53 (38.12)	47 (33.81)	2 (1.43)	8 (5.75)	7 (5.03)	22 (15.82)	139
Ash SNS	30 (25.21)	71 (59.66)	3 (2.52)	0 (0)	8 (6.72)	7 (5.88)	119
Sycamore NS	27 (26.47)	42 (41.17)	6 (5.88)	8 (7.84)	6 (0.98)	3 (2.94)	92
Beech JNS	25 (28.09)	39 (43.82)	7 (7.86)	5 (5.61)	10 (11.23)	3 (3.37)	89
Elm SNS	43 (44.33)	35 (36.08)	3 (3.09)	3 (3.09)	9 (9.27)	4 (4.12)	97
Lime NS	40 (34.78)	55 (47.82)	0 (0)	1 (0.87)	11 (9.56)	8 (6.95)	115
Oak NS	36 (31.30)	53 (46.08)	4 (3.47)	6 (5.21)	8 (8.95)	8 (6.95)	115
Fuchsia NS	30 (44.77)	28 (41.79)	1 (1.49)	0 (0)	2 (2.98)	6 (8.95)	67
Total N (%)	349 (36.85)	407 (42.95)	27 (2.85)	33 (3.48)	65 (6.86)	66 (6.96)	947 (99.97)

Table L.3: Frequency and percentage of resource teachers' questions by category

School	Recall n (%)	Closed n (%)	Open n (%)	To direct n (%)	To assess n (%)	Total
Pine SNS	8 (12.67)	42 (66.66)	1 (1.58)	7 (11.11)	5 (7.93)	63
Poplar GNS	27 (31.39)	20 (23.25)	3 (3.48)	5 (5.81)	31 (36.04)	86
Ash SNS	15 (40.54)	12 (32.43)	0 (0)	5 (13.51)	5 (13.51)	37
Sycamore NS	22 (34.37)	14 (21.87)	0 (0)	14 (21.87)	14 (21.87)	64
Beech JNS	19 (55.88)	4 (11.76)	0 (0)	5 (14.70)	6 (17.64)	34
Elm SNS	22 (43.13)	6 (11.76)	5 (9.80)	3 (5.88)	15 (29.41)	51
Lime NS	18 (38.29)	10 (21.27)	4 (8.51)	4 (8.51)	11 (23.40)	47
Oak NS	42 (55.26)	17 (22.36)	0 (0)	4 (5.26)	13 (17.10)	76
Fuchsia NS	33 (52.38)	10 (15.87)	0 (0)	1 (1.58)	19 (30.15)	63
Total N (%)	206 (39.53)	135 (25.91)	13 (2.49)	48 (9.21)	119 (22.84)	521 (99.98)

Table L.4: Frequency and percentage of class teachers' questions by category

School	Recall n (%)	Closed n (%)	Open n (%)	To direct n (%)	To assess n (%)	Total
Pine SNS	5 (10.51)	11 (29.72)	13 (35.13)	1 (2.70)	7 (18.91)	37
Poplar GNS	16 (34.04)	16 (34.04)	0 (0)	11 (23.40)	4 (8.51)	47
Ash SNS	25 (35.21)	26 (36.61)	10 (14.08)	5 (7.04)	5 (7.04)	71
Sycamore NS	32 (76.19)	6 (14.28)	0 (0)	1 (2.30)	3 (7.14)	42
Beech JNS	12 (30.76)	10 (25.64)	3 (7.69)	7 (17.94)	7 (17.94)	39
Elm SNS	10 (28.57)	14 (40.00)	0 (0)	3 (8.57)	8 (22.85)	35
Lime NS	27 (49.09)	9 (16.36)	7 (12.72)	4 (7.27)	8 (14.54)	55
Oak NS	26 (49.05)	11 (20.75)	2 (3.77)	4 (7.54)	10 (18.86)	53
Fuchsia NS	18 (64.28)	5 (17.85)	0 (0)	3 (10.71)	2 (7.14)	28
Total N (%)	171 (42.01)	108 (26.53)	32 (7.86)	39 (9.58)	54 (13.26)	407 (99.24)

Table L.5: Frequency and percentage of class teachers’ verbal interactions by category directed at the child with SEN in comparison with the total number of class teacher interactions

School	Directs n/N (%)	Questions n/N (%)	Disciplines n/N (%)	Mediates n/N (%)	Encourages n/N (%)	Maintains n/N (%)	Total
Pine SNS	6/65 (9.23)	2/37 (5.40)	0/1 (0)	0/2 (0)	1 /4 (25.00)	0/5 (0)	9/112 (8.03)
Poplar GNS	7/53 (13.20)	8/47 (17.02)	0/2 (0)	3/8 (37.50)	2/7 (28.57)	4/22 (18.18)	24/139 (17.26)
Ash SNS	3/30 (10.00)	12/71 (16.90)	3/3 (100)	0/0 (0)	3/8 (37.50)	0/7 (0)	21/119 (17.54)
Sycamore NS	2/27 (7.40)	8/42 (19.04)	1/6 (16.66)	3/8 (37.50)	1/6 (16.66)	0/3 (0)	15/92 (16.30)
Beech JNS	4/25 (16.00)	4/39 (10.25)	2/7 (28.57)	1/5 (20.00)	2/10 (20.00)	0/3 (0)	13/89 (14.60)
Elm SNS	5/43 (11.62)	5/35 (14.28)	1/3 (33.33)	1/3 (33.33)	1/9 (11.11)	0/4 (0)	13/97 (13.40)
Lime NS	2/40 (5.00)	5/55 (9.09)	0/0 (0)	1/1 (100.00)	1/11 (9.09)	0/8 (0)	9/115 (7.82)
Oak NS	3/36 (8.33)	10/53 (18.86)	1 /4 (25.00)	1/6 (16.66)	2/8 (25.00)	0/8 (0)	17/115 (14.78)
Fuchsia NS	2/30 (6.66)	0/28 (0)	1/1 (100.00)	0/0 (0)	0/2 (0)	0/6 (0)	3/67 (4.47)
Total N (%)	34/349 (9.74)	54/407 (13.26)	9/27 (33.33)	10/33 (30.30)	13/65 (20.00)	4/66 (6.06)	

Table L.6: Frequency and percentage of teachers’ verbal interactions by category directed at the child with SEN within the group in co-teaching context

Teacher (teacher- pupil ratio)	Directs n/N (%)	Questions n/N (%)	Disciplines n/N (%)	Mediates n/N (%)	Encourages n/N (%)	Maintains n/N (%)	Total n/N (%)
Class teacher 1:8	6/32 (18.75)	11/42 (26.19)	1/5 (20.00)	3/3 (100.00)	2/2 (100.00)	1/4 (25.00)	24/88 (27.27)
Resource teacher 1:8	4/13 (30.76)	6/39 (15.38)	0/0 (0)	5/14 (35.71)	2/7 (28.57)	0/2 (0)	17/75 (22.66)
Resource teacher 1:5	2/27 (7.40)	5/29 (17.24)	0/0 (0)	7/14 (50.00)	1/3 (33.33)	0/1 (0)	15/74 (20.27)

Table L.7: Statistical calculations for comparative purposes

Difference between resource and class teachers in their use of questions to assess learning

One-way ANOVA: $F(1, 17) = 6.2$, $p = .024$, with a p-value of 0.075 for Levene's homogeneity of variance. This confirms a statistically significant difference between resource and class teachers in the use of questions to assess learning during a lesson.

Difference between resource and class teachers in their use of talk to mediate learning

One-way ANOVA: $F(2, 39) = 29.149$, $p < .001$, with a p-value of 0.009 for Levene's homogeneity of variance. This indicates a lack of homogeneity of variance between the two groups, raising issues regarding the validity of the statistical significance of the finding.

APPENDIX M

CODES ASSIGNED TO UNITS OF DATA FROM PHASE TWO

Code assignment is detailed below while the process is elaborated on the following nine pages.

TALKDIR	Teacher talk to direct learning	TALKQ	Teacher questioning
TALKQC	Teacher questioning to challenge thinking, extend understanding	TALKMAIN	Teacher talk to maintain learning and relationships
TALKENC	Teacher talk to encourage, affirm	TALKMED	Teacher talk to mediate learning
TALKQA	Teacher questioning to assess learning within the lesson	TMON	Teacher monitoring
TPROMT	Teacher prompting, cueing, scaffolding the learner	MTHFINA	Teaching approaches to facilitate inclusion involving active engagement
MTHFINL	Teaching approaches to facilitate inclusion emphasising language	MTHFINC	Teaching approaches to facilitate inclusion emphasising collaboration
SYNTIL	Synchrony between teacher talk and intentional learning	RESPLN	Responsiveness to learner's needs, development
MUTRECA	Mutually reciprocal actions in teaching-learning episode	MUTRECI	Mutually reciprocal interactions in teaching-learning episode
TIMAS	Timetabling of additional support	FOCAS	Focus of additional support programme
FOCCC	Focus of class curriculum	GRPAR	Arrangements for grouping learners
MARGL	Marginality of the learner with SEN	COTEACH	Co-teaching practices
COPLAN	Co-planning practices	COREV	Co-reviewing practices
COMON	Co-monitoring of planning, practice and learning	LBMRP	Links between mainstream and resource curricular focus / programme
RESPIEP	Responsibility for IEP	PACEL	Pace of learning for learners with SEN to consolidate learning
INTENG	Intensity of teacher-learner engagement to maintain momentum	DEDTMP	Dedicated time to meet, plan, consult liaison regarding learners with SEN
RESDIL	Resolving the dilemma of addressing the diversity of needs	HOOF	Dealing with situations, crises as they arise
LOUTG	Learning outcomes for children generally	LOUTCH	Learning outcomes for learner with SEN
SNAR	SNA role, involvement in learning of child with SEN	TALKDISC	Teacher talk to convey expectations of appropriate behaviour
DIVHLN	Diversity and heterogeneity of learners	DIFF	Differentiation in practice

AN ILLUSTRATION OF THE ASSIGNMENT OF CODES TO UNITS OF DATA FROM THE RUNNING RECORD OF UNSTRUCTURED OBSERVATION

For the purposes of illustration, extracts have been selected from the example of the running record provided in Appendix F.

<p>9.20am approx - SNA arrives. Greets CT and class, goes over to F., directs him to take his school bag and moves with him to a workstation positioned beside the class toilets and the mobile coat hanger. F. reads some of his Fuzzbuzz book for SNA and completes tracing and letter formation activities.</p>	<p>SNAR</p> <p>MARGL</p>
<p>CT launches into Irish with rest of the class. CT and chn chorus rhymes, CT points to chart with items of clothing and colours and chn say: "Tá an gúna dearg" "Tá na brístí donn"; one ch is called upon to be T and point. CT moves to large poster of house. Questions and models to teach and reinforce key words and to elicit responses from chn. This class is very lively. No attempt to include F. in this (Does he have some kind of internal arrangement of an exemption? Not officially for AS).</p>	<p>MARGL</p>
<p>9.41am - F. Leaves room with SNA to go to resource (who accompanies him to the door of the resource room and then departs)</p>	<p>TIMAS</p>
<p>10.45am - CT returns from yard with class in line. Same old carry on with coats only this time they're left on the floor. F. who was in resource, did not get chance to eat lunch with others so he eats now but the rest of class is starting into a very interesting history lesson. Although F. is included in this lesson, he's still sitting over at the workstation with SNA.</p>	<p>MARGL</p>
<p>Lesson is about 'then and now' - CT distributes black and white photocopy of two photos on an A4 sheet. Photos are of same place, a busy street corner but taken about 80 years apart. There's one A4 sheet between two. SNA shares with F., leaving an odd one out in mainstream class who joins with a pair. CT questioning directs chn to compare and contrast the scenes, leading to lively discussion on buildings, forms of transport, people and their clothing and their activities. CT questioning with prompts - effective in challenging chn's thinking, drawing out their understanding (get examples of this).</p>	<p>SNAR</p>
<p>F. wants to hold the sheet himself but is still eating sandwich; leaves this unfinished on his desk and gets to hold sheet with two hands. Very interested in the detail. Wants to read the car reg. and is agitated that year on reg is unclear. Gives out about the photocopier. Hears CT ask: "what do you notice about the cars, the way the cars are?" - moves from the workstation towards CT and shouts: "It's a one way". Some chn who have their hands raised give out: "She said put up your hand" / "you're supposed to put up your hand". CT: "F.</p>	<p>TALKQ</p> <p>TALKQC</p>

<p>why is it one-way?" F. "cause it's too thin, it was fat but the path made it thin" (correct interpretation). CT confirms this with the class and he adds: "no room for a motorway no room for a runway" (does the plane sound and movement). CT directs him back to his seat and he sits at the original seat he occupied in the morning before SNA arrived, but CT then directs him back to the workstation.</p>	TALKDISC
<p>11.00am - some chn (about 9) get up and leave the room for various forms of additional support</p>	TIMAS
<p>Chn have identified a number of changes, CT asks chn which they think "are good changes, changes for the better." Discussion ensues - some chn reason cars are a change for the better cause "you get places quicker"; CT reiterates this in agreement; one pipes up about petrol and the ozone being damaged; CT enthusiastically acknowledges and asks "so was it better when people used horses and donkeys?" F. pipes up, "No cause horse (shít) stinks" - other chn scrunching up their noses at this. CT moves on: "yes the paths mightn't be as clean to walk on and you'd have to mind your step, thanks Frank";</p>	TALKQC
<p>SNA has words with F. about using the 'sh' word. F. makes the plane sound back at her and moves to get out his seat but she firmly commands him to "sit down". F. shouts out; "the trees in the now one keep air clean". Other ch says "they would if they had leaves on them" and CT asks: "what time of year was the second picture taken and find at least three clues?" All oral input - talk, discussion, requiring chn to interpret, compare and contrast, and express ideas orally.</p>	TALKQC
<p>11.45am - Maths</p> <p>There are nineteen chn present; sixteen accurate and speedy calculators along with two (speaker of Eng as add lang and ch from trav comm.) and F. The strand is number. ...</p>	MUTRECI
<p>CT circulates ... she now joins F and the SNA at the workstation where he has been ordering given quantities of cubes into one block of ten and remaining units and recording this in diagrammatic and numerical form in a workbook. CT explains that he is going to learn how to add numbers that have answers bigger than ten, refers him to number line, and choruses from ten to twenty with him. CT explains the answers will not be higher than twenty. CT directs that they'll play the counting up game but from ten. This involves her saying a number and holding up one, two or three fingers and F has to count up that quantity from the number given - e.g., CT says "11" and holds up three fingers, F says hesitantly but correctly "12, 13, 14". After a few trials, CT directs him to the relevant page on the workbook. This involves addition of single digits up to a total of nineteen. Regardless of which number is recorded first in the operation, CT directs him: "be</p>	MUTRECI
	SNAR
	MTHFINL
	PACEL
	TALKDIR

<p>sure to pick the bigger number and count up by the other number" – she adds "if the other number is higher than three and you can't count it in your head, use the blocks" meaning for the lower number – wants him to count on from the bigger number. F. completes the first one correctly and CT leaves him to continue with the SNA.</p>	
<p>11.30am - 3 of 9 chn who were withdrawn for add support return to the room</p>	TIMAS
<p>CT returns to teach the number patterns to the sixteen. Chn who returned are chatty, have opened books but not got involved in activity; quieten down when CT refocuses the now 19. CT's teaching focuses on number patterns and on developing problem-solving skills based on addition and subtraction without decomposition.</p>	DIFF
<p>In the meantime, the other two have taken crayons to their depictions of the transition boards and are blissfully colouring away.</p>	RESDL
<p>Frank continues under SNA's direction, he can manage counting in his head when the lower numbers were low but once they rise above three, he resorts to the cubes. As he continues to take out more cubes from the container each time, the table is becoming cluttered. F. is reverting to counting a set of cubes for both numbers instead of just the lower number. F. repeats this for the next addition;</p>	LOUTCH
<p>SNA: "you prefer using the cubes"; allows him to continue counting out two sets of cubes and then counting them all to get the total. This goes against the principle and slows down the process. F. continues producing correct answers and I'm not seeing evidence of the concept of counting up from the higher number.</p>	SNAR
<p>CT very busy with the nineteen; has not observed F's regression; remains unaware of it, as it is now time to draw lesson to a close.</p>	RESDIL

AN ILLUSTRATION OF THE ASSIGNMENT OF CODES TO UNITS OF DATA FROM THE RUNNING RECORD OF TEACHER-LEARNER ACTIONS AND INTERACTIONS

For the purposes of illustration, extracts have been selected from the example of the running record provided in Appendix J.

Sequence of teacher-learner actions ← → Verbatim teacher-learner interactions

Some chant with ease, others are hesitant or incorrect. In response to this, CT uses a pointer (like a plastic wand) and with exaggerated movement and voice tone, calls out the sequence and encourages chn to chorus with her. Reciting slowly at first, with each attempt the pace picks up and accuracy is secured.

CT calls on P. to recite weekdays, which he does correctly.

CT flags that she is going to hand the 'magic wand' to someone very good; calls on one child who takes the wand and in response to CT's random calling of weekdays, this child points to the words as called. Routine continues with two other chn pointing; this time other chn get to 'be the teacher' and call out the days.

Progressing to the next stage, CT asks: → Hands are raised eagerly but P. shouts out "pancakes" and some express their annoyance at him.

CT moves closer to P., gives him a warning look, and asks: →

Hands are raised and quickly, one child is called upon to answer. CT praises: →

On hearing this, P again shouts up: "I knew tha, it's up there";

CT directs the chn to read the recipe which is in large print and pinned on magnetic board and chn chant →

PACEL

TALKQ

CT: Who can tell (vísitor) what we mixed yesterday, in the blender?

P: Pancakes

TALKQ

CT: Who can tell what we put in the blender?

TALKDISC

CT: Good and good for putting up your hand

P: I knew tha, it's up there

Chn: Flour, milk, egg. Mix into a batter. Pour onto a hot pan. Cook for 1 minute. Toss the pan and cook for 1 minute.

CT explains that they will complete an activity while four at a time will be called to the pancake table (where a mini-gas stove has been set up); the activity is based on a sheet of jumbled weekdays which have to be cut out and glued in correct sequence into copies beside which chn have to write the days.

As CT distributes the sheets, chn are directed to recite the weekdays.

Four chn are called. Philip gives out that he isn't one of the four →

During the process, CT questions chn to elicit key vocab and certain language structures, reinforcing the sentences in recipe.

Having fun and under CT's watchful eye, between the four, they get chance to pour batter, to hold and toss the pan. As encouragement to the other chn, CT calls out: "I'm watching who's working hard" and as the cooked pancake is lifted from the pan, CT cuts it in four, places segments on paper plates and chn get to spread jam or nutella and eat; Generates conversation in class about taste of pancakes.

As promised, P is called up with next group and is allowed to pour →

TALKENC

MUTRECI

MTHFINA

P: Tha's not fair...

CT: P if you work quietly, it'll be your turn next, you and X can bake together.

TALKDISC

MTHFINL

MTHFINA

CT: Pour it in the centre. If you pour in the centre, I can cover the pan.

P: Did I done roigh (right)?

CT: Yes, good job, right in the centre. Look (drawing the others in)

Ch 1: It's gotten all bubbles comen

CT: That's the heat, making it bubble (Lets child 1 hold the handle of the pan and raising her voice says). So, what did P. do?

Chn: Poured.

CT: He poured the batter onto the pan. Say that.

	Chn (chorusing with the teacher): He poured the batter onto the pan. CT: P. what did you do? P: Poured the batter onto the pan. CT: I (in an exaggerated tone) I ... P: I poured the batter onto the pan. CT: Good and then what? (raising tone in expectation) How long does it cook? Cook for ... (raising tone in expectation) Chn: One minute CT: Cook for one minute (chn chorus this after her). Then what? T ... (raising tone in expectation) Chn: Toss the pan. CT: (lets a second child try to toss the pan) What's it like now? Ch 2: It's all brown and yella CT: That's right. It's brown and yellow (exaggerating the /ow/ sound). P: Stinks CT: Do you not like the smell of batter cooking? Does anyone like the smell of batter cooking? E. (second child to toss the pan): God I do think it's lovely. P: Stinky up yer nose CT: You like the smell of the pancakes cooking E. So do I, yum. So, what did E. do? Chn: Toss it. CT: Yes, E. tossed the pan. Now R., can you toss the pan (R. tosses the pan and again children comment on the colour). What did R. do? R. ... Chn: R. tossed the pan. CT: Who's hungry? Who'd like some delicious pancake? Chn: Me ←
TALKQ	
TPROMT	
TALKMED	
TALKQC	
TALKMED	
TALKMAIN	
TALKMAIN	
TALKDIR	
<p>The fourth child flips pancake onto plate and as before, chn get segments to spread with butter or nutella. CT spots P. stick his fingers in the nutella jar and then lick them →</p> <p>Three groups finish; CT calls on chn to recall how they cooked pancakes, to say what they chose to spread on them</p>	<p>MUTRECI / TALKDISC CT: I wouldn't do that again. That's how germs spread.</p> <p>MTHFINL</p>

and why,
to say if they liked that taste and to
close their eyes and see if they could
remember what to put in the batter.
Learning evident in sentence structures
and correct use of relevant vocabulary
and of tenses.

CT places a rug on floor beside
magnetic board onto which she had
clipped a big story book titled 'The Big
Pancake' →

....
Back at his seat, Philip shouts out →

CT moves closer and comments →

CT redirects P. to the illustrations with the
bubbles. P. leafs through pages with her,
stops on one and asks →

TALKMED

CT nods and P. returns happily to his seat
and copies the words into his thinking
bubble.

CT: Children, sit on the 'story rug'

MUTRECA / MUTRECI

P: Pancakes don't think.

CT: That's right P. That's fact. But in the
story, this is a story, we can imagine like
you make things up in stories. See in the
story the pancake was thinking.

←

P: Can I just write this? (He reads): "Oh no
said the pancake as it rolled faster and
faster. I don't want to be eaten by seven
hungry little boys" (and then comments):
"I'll write that"

CT: You only need to write what the pancake
is thinking so start with ... I ... don't

P: (questioningly repeats) I don't want to be
eaten by seven hungry little boys?

←

LOUTCH

AN ILLUSTRATION OF THE ASSIGNMENT OF CODES TO UNITS OF DATA FROM THE END-OF-YEAR INTERVIEWS

For the purposes of illustration, two extracts have been selected from the interview transcripts of the resource teacher and class teacher from Pine NS.

Aileen, the resource teacher

... progress has been made. In terms of targets set out, there's a marked improvement in her personal hygiene and cleanliness. She can write and type a short passage. She can use capital letters and full stops correctly. She can do word processing on the computer, can highlight, cut and paste, change font size, use spell check efficiently and can design worksheets with columns and rows for science experiments. In terms of maths, she can regroup for addition and subtraction and this is automatic now, for tens and units, can manage numbers less than a hundred. She still needs to use concrete materials, hundred square, and ruler for counting. She can do addition tables up to seven but didn't master eight and nine. She can identify one half, one third and one quarter of shaded shapes but she can't solve problems like finding one third of something, of a quantity. Money, she can identify coins but can't write correct value of a set of coins. She hasn't mastered money and can not exchange cents and euro. So she has to continue using concrete materials for simple basic maths. In terms of social interaction, she stays apart from the group ... Now I told you way back about recommending ... (*Special School for Post-Primary*) and the parents didn't want to know ... so it's hard to know what lies ahead, her parents want inclusion. They don't want her in a special unit or a special class, they want integration right through. The college (*local community college*) will monitor her closely. The principal's willing to try. ... I should have tried work in the classroom, more group work for a topic like SPHE, that was crucial for her ... and tied that in then with written work, I should have done more written work in a social group.

LOUTCH

LOUTCH

PACEL
(has been working on this over the school year)
DIVLN

MARGL

LBMRP

Ann, the class teacher

Well maths is still the main problem. She just didn't get multiplication, doesn't remember two multiply by ten, would do two add ten. She needs a lot of one-to-one and in sixth class, she should be well weaned off. She has to use concrete materials all the time. I definitely wonder has she made progress academically. Her parents want to maintain her in a mainstream school environment and we spoke to a representative from the Secondary school who was horrified. They do not have facilities to look after her. They have no resource teacher. They might have somebody who could spare a few hours but no continuity. I don't agree with that option ... She will drown academically. She will be swamped ... home work is a struggle for her ... Now Aileen might see more progress, for me there's not a huge amount of academic progress at all. She's grand at the time of recalling but come back later or the next day and it's gone, she doesn't remember. She'll need a calculator to survive and she couldn't get the hang of that at all, she couldn't get the concept of time, no idea of money, can add and subtract. And mixing with peers is a problem for her. She wants to be part of a group, loves the idea of being part of a group but doesn't have skills to mix with a group.

The gap is just getting greater. Socially, they'd be a lot more developed and mentally, she's nowhere near their level. I'm very worried about the gap. They've moved on and the gap is way greater now than back last September

LOUTCH
INTENG
LOUTCH

PACEL

MARGL

DIVLN

APPENDIX N

CATEGORY PROPERTIES AND COVERING RULE FOR DATA GENERATED ACROSS THE TWO PHASES OF THE ENQUIRY

Table N.1: Governing rule leading to emergence of category from codes

The governing rule and related codes as indicators of →	Category
Type and purpose of teacher talk (TALKDIR) (TALKDISC) (TALKENC) (TALKQ) (TALKA) (TALKMED)	Teachers' verbal interactions
The more specific focus of teacher talk to mediate the intentional learning and teacher talk to prompt, cue and scaffold learning (TALKMED) (TPROMT)	Synchrony between teacher mediated talk and intentional learning
Teacher questions to assess learning related to the lesson being observed (TALKQA)	Synchrony between assessment-focused questions and intentional learning
Synchrony between types of teacher talk and intentional learning (SYNTIL)	Synchrony between teacher talk and intentional learning
Frequency of different types of teacher talk in teaching-learning episodes (drawing from quantitative data)	Frequency of verbal interactions
Intensity of engagement in teaching-learning episodes, teacher monitoring of learning and adjusting pace to accommodate learner's needs (INTENG) (TMON) (PACEL)	Responsiveness characterising teacher-learner action
Mutually reciprocal actions and interactions in teaching-learning episodes (MUTRECA) (MUTRECI)	The dynamics of transactional teacher-learner action and interaction
Teaching methods to facilitate inclusion and promote learning (MTHFINA) (MTHFINC) (MTHFINL)	Teaching to maintain connection of pedagogy with learners' needs
Timetabling of additional support (TIMAS)	Timetabling and fragmentation
Focus of class curriculum and focus of additional support	Dual programmes and

programme (FOCCC) (FOCAS)	discontinuity
Links between mainstream and resource curricular / programme focus	Links and continuity
Peripheral role of learner with SEN in terms of location and participation and arrangements for grouping learners (MARGL) (GRPAR)	Collaborative learning and marginality
Practices of co-planning, co-teaching, co-reviewing and co-monitoring (COTEACH) (COREV) (COPLAN) (COMON)	Co-teaching and porous boundaries between resource and mainstream
Responsibility for IEP (RESPIEP)	Divided responsibility and dual foci
Dedicated time to meet, consult, plan and liaise and dealing with situations and crises as they arise (DEDTMP) (HOOF)	Dual approach and discontinuity
Involvement of the SNA (SNAR)	Continuity or discontinuity of learning experiences
Outcomes for all learners including those with SEN (LOUTG) (LOUTCH)	Transactional dynamics and intentional learning
Differentiation in response to individual learners within context of teaching the class (DIFF)	Differentiation: Dilemma and challenge
Diversity of learner needs and resolving the dilemma of accommodating multiple and diverse needs (DIVLN) (RESDIL)	Responsiveness: Dilemma and challenge

APPENDIX O

FROM CATEGORIES TO EMERGENT THEMES

Figure 0.1: Categories contributing to the emergence of teacher’s communicative routines

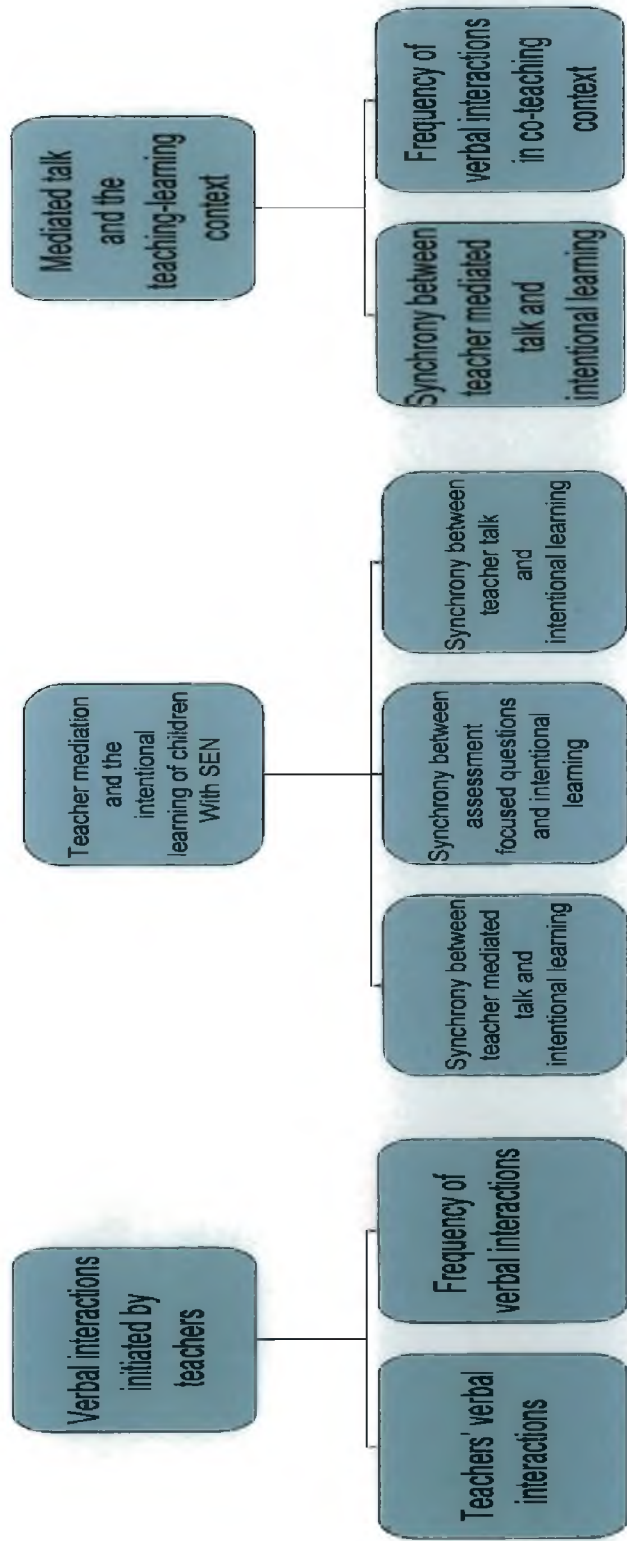


Figure O.2: Categories contributing to transactional teacher-learner action and interaction characterising the teaching-learning episodes

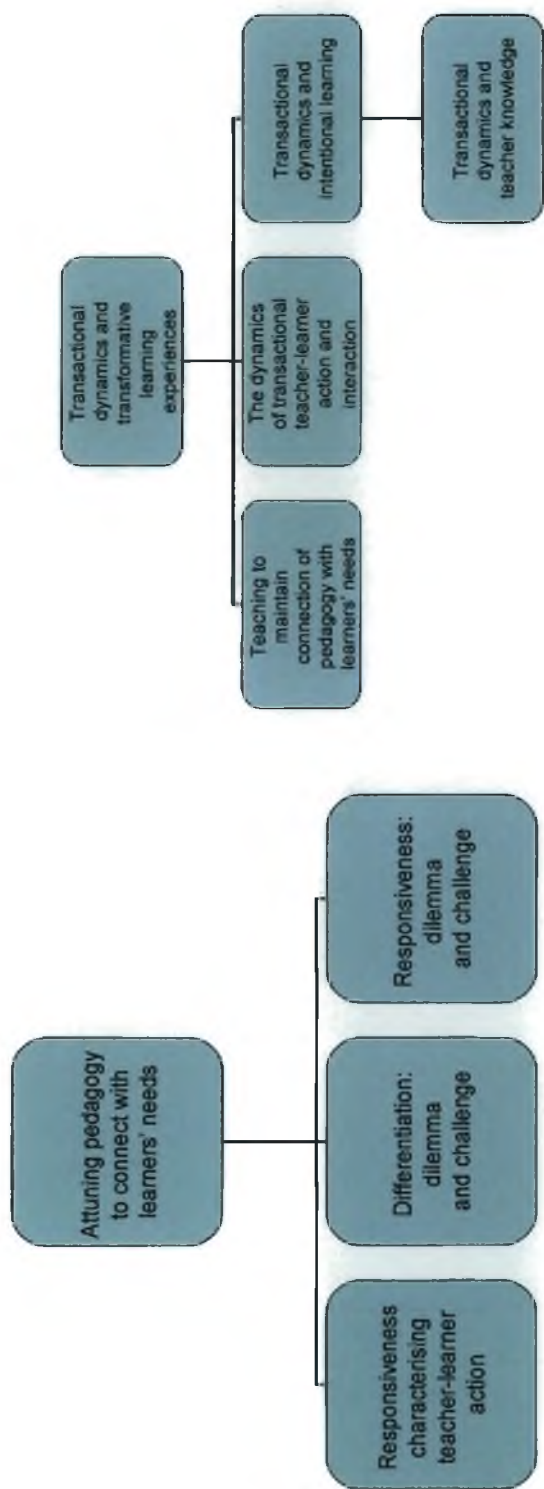
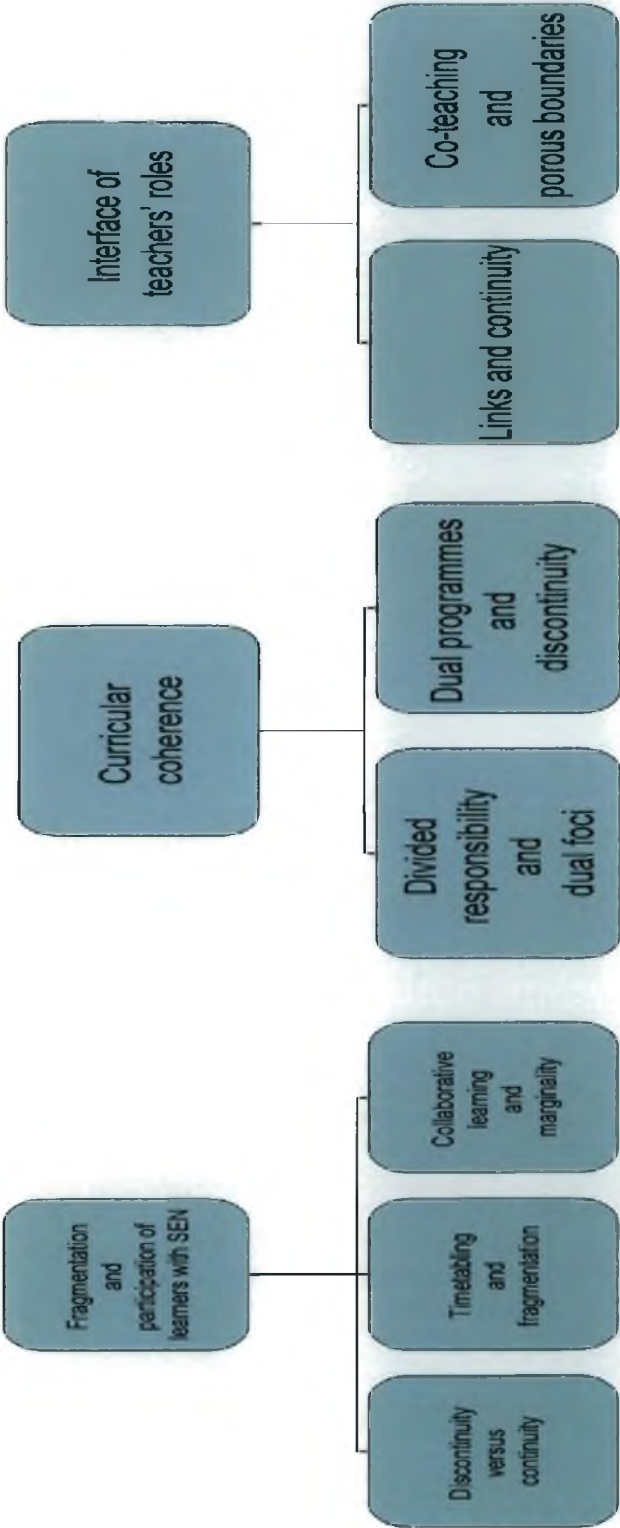


Figure 0.3: Categories supporting continuity-discontinuity and contributing to the emergence of coherence-fragmentation in teaching and learning experiences



APPENDIX P

CONTENT-ANALYTIC META MATRIX

Theme: Coherence-fragmentation

Characteristic of theme: Fragmented learning experiences and participation of learners with SEN

A number of key elements contributing to this characteristic of theme and their regularity of occurrence across each of the nine sites are detailed in Tables P.1, P.2 and P.3 below.

Table P.1: Marginality of learner with SEN across nine sites
(/ = occurred in the site; X = did not occur in the site; NA = not applicable to the site)

Indicators of marginality	Pine SNS	Poplar GNS	Ash SNS	Sycamore NS	Beech JNS	Elm SNS	Lime NS	Oak NS	Fuchsia NS
Seated at an end or outer seat in class seating arrangements	/	/	X	/	X	/	/	/	X
Peripheral in terms of participation in / contribution to group work in the mainstream class	/	/	/	NA as with SNA	/	/	/	X	Participated in Junior room only

Table P.2: Role of SNA

	Pine SNS	Poplar GNS	Ash SNS	Sycamore NS	Beech JNS	Elm SNS	Lime NS	Oak NS	Fuchsia NS
At odds with pedagogical intentions of the class teacher as evidenced in:	/	NA	Worked with other chas; only accompanied child with SEN on 'time-outs' from class	/	NA	Although not assigned to any child in class, came in to help for part of co-taught maths lesson	NA	/	SNA's role was to withdraw child with SEN from class and cover a 'life skills' programme with him; also, on rainy days, SNA continued with activities that had been left in the school by the resource teacher

Table P.3: Class teacher resolution to the dilemma of balancing individual and class needs

	Pine SNS	Poplar GNS	Ash SNS	Sycamo re NS	Beech JNS	Elm SNS	Lime NS	Oak NS	Fuchsia NS
Class teacher withdraws from the teaching-learning episode involving the child / children with SEN to address learning needs of the majority	/	/	X	/	/	/	/	As RT co-taught for English and maths, and always worked with the groups which had chn with SEN, dividing time among diverse learners was not an issue for CT	CT did not pitch teaching to address child with SEN's learning needs; this child spent most of the school day in locations other than the mainstream class

APPENDIX Q
CASE ORDERED MATRIX

Theme: Coherence-fragmentation

Characteristic of theme: The complementariness of teachers' roles and the levels of interfacing

All elements contributing to this characteristic of the theme and ordered by case are detailed in table Q.1.

Table Q.1: Complementariness of teachers' roles represented by level from minimal to more optimal and by school

Minimal complementariness of roles			↔	More optimal complementariness of roles	
Pine SNS; Poplar GNS; Ash SNS; Beech JNS; Lime NS; Fuchsia NS	Sycamore NS	Elm SNS		Oak NS	
<ul style="list-style-type: none">Teachers meet at start of school year to discuss content of IEPResource teacher takes responsibility for learning targets and provides support on a withdrawal basisClass teacher is not given a copy of the IEPClass teacher does not incorporate learning targets in class programme but may be working towards addressing priority learning needs, contributing to dual foci and separate programmesClass and resource teacher communicate informally or if a crisis arisesAt end of year review, resource teacher charts progress with reference to each of the learning targets recorded on IEP; class teacher acknowledges child's	<ul style="list-style-type: none">Teachers meet at start of school year to discuss content of IEPResource teacher takes responsibility for learning targets and provides support on a withdrawal basisResource teacher provides class teacher with copy of IEP with expectation that class teacher will consider learning targets in class plansClass teacher works towards addressing priority learning needs and incorporates learning targets but plan content is separate from substance of resource teacher's plans, contributing to separate programmesClass and resource teacher have regular brief meetings to discuss progress and needs and resource teacher provides class teacher with fortnightly plans and records of progressAt end of year review, resource teacher charts progress with reference to each of the learning targets recorded on IEP;	<ul style="list-style-type: none">Teachers meet at start of school year to discuss content of IEPResource teacher takes responsibility for learning targetsIEP is held by resource teacher and is available for viewing but class teacher opts not to view IEPClass teacher does not incorporate learning targets in class programme but works towards addressing priority learning needsClass and resource teachers plan collaboratively and co-teach the maths programme in the mainstream class while resource teacher takes responsibility for certain aspects of English and maths on withdrawal basisRegular formal communication between resource and class teacher on planning, implementing and reviewing the in-class maths programmeDaily informal sharing of reflections on teaching and children's learning, following in-class maths lessonAt end of year review, both class and resource teacher document progress of children with SEN		<ul style="list-style-type: none">Teachers meet at end of previous school year to determine content of IEP and class plans, so all teachers teach learners at start of new school yearResource and class teacher co-teach for English and maths and responsibility for learning targets is shared; learning targets have multiple objectives and are incorporated in class plans and for all curriculum areas as relevantResource teacher also withdraws children with SEN and those having difficulty for intensive small group teaching, as preparation for class learning or for consolidation and reinforcementRegular formal communication between resource and class teacher on planning, implementing and reviewing English and maths programmes and on planning and adapting plans for other curriculum areasDaily informal sharing of reflections on teaching and children's learningAt end of year review, both class and resource teacher document progress of children with	

<p>learning but expresses concerns about the ever-widening gap between child with SEN and same-age peers</p> <ul style="list-style-type: none"> • At end of year and considering what they might work on for coming year, both class and resource teacher express the need for joint planning, teaching and reviewing 	<p>class teacher identifies similar learning gains but expresses concerns about the ever-widening gap between child with SEN and same-age peers</p> <ul style="list-style-type: none"> • At end of year and considering what they might work on for coming year, both resource and class teacher express the need for a more concerted effort to collaborate 	<p>relative to their performance at end of previous year and within context of the whole class, based on informal assessments, criterion referenced tests related to maths topics and standardised tests</p> <ul style="list-style-type: none"> • Considering what they might work on for the coming year, both teachers express need to apply a similarly collaborative approach to teaching English but also express concern that human resources in the school may not permit this 	<p>SEN relative to their performance at end of previous year and within context of the whole class and in relation to all curriculum areas, based on informal assessments, criterion referenced tests and standardised tests</p> <ul style="list-style-type: none"> • Considering what they might work on for the coming year, both teachers express desire to increase the standardised scores of the middle group of learners and need to develop transition structures for children with SEN with second level schools in the locality
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APPENDIX R

THREE CENTRAL THEMES

The final outcome of data generation resulted in nine categories represented by three central themes as detailed in Table R.1.

Table R.1: Three central themes supported by nine categories

Communicative routines	Attunement	Coherence-fragmentation
<ul style="list-style-type: none">• Verbal interactions initiated by teachers• Teacher mediation and the intentional learning of children with SEN• Mediated talk and the teaching-learning context	<ul style="list-style-type: none">• Attuning pedagogy to connect with learners' needs• Attunement: transactional dynamics, transformational teaching-learning episodes and the deliberate promotion of learning• Attunement and teachers' explicit and reflexive thinking about learning	<ul style="list-style-type: none">• Fragmented learning experiences and participation of learners with SEN• Coherence of curriculum and demands on the learner with SEN• The interface and complementariness of teachers' roles

APPENDIX S

LETTER REQUESTING PARTICIPATION

School address

Date

Dear (resource teacher),

Thank you for your interest in participating in my research project. Here is a plan of what I hope will happen next:

- (1) I will interview both you and the class teacher with whom you work, individually, to talk about your experiences of teaching and inclusion. Each interview will take approximately one hour. I would like to tape our interview, which I will then transcribe, so that I can identify themes in your teaching experience. A summary of these themes will be made available to you and you will be invited to verify/ comment on its contents. This would take place during the first school term. Tapes will be destroyed when the research is completed;
- (2) I will visit your school on at least three occasions to observe the pupil/pupils with special educational needs while she /he/ they are working with you and the class teacher, and to have a brief follow-up dialogue with you. I would like to take a written record, to confirm and further identify themes in your teaching. Again, a summary of these themes will be made available to you and you will be invited to verify/ comment on its contents. These visits would take place during the latter part of the first term, and during the second and the third school terms.

If you agree to participate in this research, please read and sign the attached letter of consent and return it to me in the envelope provided. Also, as I mentioned during our telephone conversation, I am enclosing letters outlining the purpose and nature of the research project along with letters of consent for your class teacher, your principal and the parents of the pupils involved and for your Board of Management. I would be very grateful if you would distribute these letters to the relevant people and return the signed letters of consent to me in the same envelope provided.

Your name, all personal information and references to you, your colleagues and your pupils in the final report will be modified in ways that protect your identity and theirs. You are free to withdraw from the study at any time. If you do, all information I have collected from you will be returned.

Thank you again for your interest and co-operation.

Yours sincerely,

Órla Ní Bhroin

School address

Date

Dear Class Teacher,

I am a doctoral student completing research in St. Patrick's College, Drumcondra. The research focuses on inclusion in mainstream primary school. In particular, its purpose is to understand how resource teachers and class teachers think about inclusion and how they plan for and teach to include children with special needs. Research outcomes will be used to inform teacher education courses at initial, induction and in-career levels and to contribute to the development of educational policies.

The research will involve about twenty teachers, comprising ten resource and class teacher pairings based in mainstream primary schools. If you are willing to participate in this research project, here's what would happen next:

- (1) I would interview both you and the resource teacher with whom you work, individually, to talk about your experiences of teaching and inclusion. Each interview would take approximately one hour. I would like to tape our interview, which I will then transcribe, so that I can identify themes in your teaching experience. A summary of these themes will be made available to you and you will be invited to verify/ comment on its contents. This would take place during the first school term. Tapes will be destroyed when the research is completed;
- (2) I would visit your school on at least three occasions to observe the pupil/pupils with special educational needs while she /he/ they are working with you and the resource teacher, and to have a brief follow-up dialogue with you. I would like to take written records, to confirm and further identify themes in your teaching. Again, a summary of these themes will be made available to you and you will be invited to verify/ comment on its contents. These visits would take place during the latter part of the first term and during the second and the third school terms.

If you agree to participate in this research, please read and sign the attached letter of consent and return it to your resource teacher who will forward it to me. Your name, all personal information and references to you, your colleagues and your pupils in the final report will be modified in ways that protect your identity and theirs. You are free to withdraw from the study at any time. If you do, all information I have collected from you will be returned.

Thank you for your interest and co-operation.

Yours sincerely,

Órla Ní Bhroin

School address

Date

Dear Principal,

I am a doctoral student completing research in St. Patrick's College, Drumcondra. The research focuses on inclusion in mainstream primary school. In particular, its purpose is to understand how resource teachers and class teachers think about inclusion and how they plan for and teach to include children with special needs. Research outcomes will be used to inform teacher education courses at initial, induction and in-career levels and to contribute to the development of educational policies.

One resource teacher and one class teacher in your school have expressed an interest in participating in this research project. For them, this will involve an interview to talk about their experiences of teaching and inclusion and a visit from me to their school on at least three occasions to observe the pupils with special educational needs while they are working with the resource teacher and class teacher.

I am seeking your consent to allow your school to participate in this research. If you are agreeable to my interviewing the two teachers and visiting your school during the latter part of the first term and during the second and third school terms, please read and sign the attached letter of consent and return it to Ms _____, your resource teacher who will forward it to me. The name of your school, all personal information and references to the teachers and the pupils in the final report will be modified in ways that protect the identity of your school, your identity and theirs. Your teachers are free to withdraw from the study at any time. If they do, all information I have collected from them will be returned.

Thank you for your co-operation.

Yours sincerely,

Órla Ní Bhroin

School address

Date

Dear Parent/ Guardian,

I am a doctoral student completing research in St. Patrick's College, Drumcondra. The research focuses on inclusion in mainstream primary school. In particular, its purpose is to understand how resource teachers and class teachers think about inclusion and how they plan for and teach to include children with special needs.

Research outcomes will be used to inform teacher education courses at initial, induction and in-career levels and to contribute to the development of educational policies.

To complete this research, I would like to visit your child's school to observe your child while she/he is working with the resource teacher and the class teacher.

If you agree to my observing your child in her/his classroom and resource room, please read and sign the attached letter of consent and return it to Ms _____, your child's resource teacher. Your child's name and references to your child in the final report will be modified in ways that protect her/ his identity. Your child is free to withdraw from the study at any time. If this happens, any information I have collected about your child will be excluded from the research.

Thank you for your co-operation.

Yours sincerely,

Órla Ní Bhroin

School address

Date

To the Board of Management,

I am a doctoral student completing research in St. Patrick's College, Drumcondra. The research focuses on inclusion in mainstream primary school. In particular, its purpose is to understand how resource teachers and class teachers think about inclusion and how they plan for and teach to include children with special needs. Research outcomes will be used to inform teacher education courses at initial, induction and in-career levels and to contribute to the development of educational policies.

One resource teacher and one class teacher in your school have expressed an interest in participating in this research project. For them, this will involve an interview to talk about their experiences of teaching and inclusion and a visit from me to their school on at least three occasions to observe the pupils with special educational needs while they are working with the resource teacher and class teacher.

I am seeking consent of the Board to allow the school to participate in this research. If the Board is agreeable to my interviewing the two teachers and visiting the school during the latter part of the first term and during the second and third school terms, please read and sign the attached letter of consent and return it to Ms _____, resource teacher who will forward it to me. The name of the school, all personal information and references to the teachers and the pupils in the final report will be modified in ways that protect the identity of the school, the teachers and the children. The teachers are free to withdraw from the study at any time. If they do, all information I have collected from them will be returned.

Thank you for your co-operation.

Yours sincerely,

Órla Ní Bhroin

Letter given to class teachers to distribute to parents regarding class visits

Dear parents,

We had a request from a doctoral student completing research in St. Patrick's College, Drumcondra, to carry out research in our school and the Board of Management has agreed. The research focuses on inclusion in mainstream primary school. It seeks to understand how resource teachers and class teachers think about inclusion and how they plan for and teach to include children with special needs. Research outcomes will be used to inform teacher education courses at initial, induction and in-career levels and to contribute to the development of educational policies. The student plans to visit in your child's class on at least three school days over the coming year.

APPENDIX T
CONSENT FORM

Similar versions of the consent form below were forwarded to each of the relevant parties with the letters requesting participation and consent to conduct the research.

Resource Teacher

Letter of Consent

Please complete the following by circling *Yes* or *No* to each question

Have you read the letter?	<i>Yes / No</i>
Is the information provided clear to you?	<i>Yes / No</i>
Have you had a chance to ask questions and discuss the research?	<i>Yes / No</i>
Are you happy with the answers you received?	<i>Yes / No</i>
Are you aware that your interview will be audio-taped?	<i>Yes / No</i>
Are you aware that your teaching will be observed?	<i>Yes / No</i>

I, _____, have read the attached letter describing your research project and I agree to participate. Any questions I had, have been answered by the researcher. It is clear to me that my identity and the identity of those with whom I work will be protected and that I am free to withdraw from the research at any time.

Signature

Date

Contact telephone number: _____

Contact mobile number: _____

APPENDIX U

PLAIN LANGUAGE STATEMENT AND CONSENT FORM FOR CHILDREN

Hello. My name is Ó. Your teacher or your Mum may have told you about me. I want to learn about teaching and learning in your school. I'd especially like to find out about what kind of things you learn in school. To do this, I'd have to visit three or four times when you're in Ms X's class and in the resource room with Ms Y.

If you don't want me to visit your class or the resource room, that's OK. If you want me to stop visiting, that's OK too. After, I'm going to write about what I learned. I won't use your name when I'm writing and all the information about you will be private. Have you any questions for me?

Please circle Yes or No for each question

Did the researcher tell you about the study?	Yes / No
Do you understand what it is about?	Yes / No
Have you had a chance to ask questions and talk about it?	Yes / No
Are you happy with the answers you got?	Yes / No
Do you know you don't have to take part?	Yes / No

I agree to take part in this study

Signature: _____

Date: _____

APPENDIX V

CASE STUDIES

This Appendix presents intrinsic versions of eight case studies. As indicated in Chapter Four, to maintain privacy and confidentiality and to protect the anonymity of participants, pseudonyms have been used throughout data reporting. Pseudonyms were assigned to schools on the basis of the highest form of vegetation observed within proximity of each school. Borrowing names from members of families in the neighbourhood in which I grew up, pseudonyms were assigned by family to the participants in each school. Presented in the order in which participants agreed to participate in the enquiry (apart from Elm SNS which was sixth in the sequence and is presented as the instrumental case study in Chapter Eight), the case studies are as follows:

Case study one: Pine Senior National School

Case study two: Poplar Girls' National School

Case study three: Ash Senior National School

Case study four: Sycamore National School

Case study five: Beech Junior National School

Case study six: Lime National School

Case study seven: Oak National School

Case study eight: Fuchsia National School

CASE STUDY ONE: PINE SENIOR NATIONAL SCHOOL

Pine SNS: setting

Pine SNS was co-educational, catering for children from third to sixth class and located in a predominantly working class district, in a suburban area of one of Ireland's major cities. With approximately four hundred and forty children enrolled, the school had an administrative principal and sixteen class teachers. Additional support teaching was provided by a total of five teachers assigned to the school on the following basis: two learning support teachers, one resource teacher, one teacher for travellers and one teacher for children learning English as an additional language. The school also had four SNAs.

In response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004), changes were instigated to practice in Pine SNS. As with other schools in the enquiry, distinctions between the categories of additional support teacher were reconfigured; thus, all children requiring support were grouped on the basis of learning needs and assigned to particular teachers, "so the traveller teacher isn't just solely dealing with travellers" (RT1.7, p. 2). Three teachers addressed language and literacy needs while a fourth focused exclusively on maths. This arrangement streamlined the organisation of additional support provision from the teacher's perspective. However, it invariably gave rise to a number of the same children receiving additional support from two different teachers in two different locations in their mainstream school. Furthermore, if the collaboration required by directives from the DES (2004) was to be implemented in practice, it would result in the same class teacher having to liaise with more than one additional support teacher and sometimes in relation to the same child. In Pine SNS, all children with "special needs" together with "three others that make up the learning support group" were assigned to the resource teacher (RT1.4, p. 1). Furthermore, the resource teacher moved beyond one-to-one teaching to include groups on a withdrawal basis.

The class teacher, the resource teacher and the child with SEN

Ann, the class teacher, had completed four years of teaching and was starting into her fifth at the time of the enquiry, all in Pine SNS. Having secured a BA degree, Ann completed an eighteen month Post Graduate Diploma in Education. Her formal preparation for teaching children with SEN involved completing a twenty-seven hour module on special needs and a one week placement in a special school where "you had to analyse and look at all that kind of stuff" (CT1.118, p. 17). Among the twenty-eight children in her sixth class ranging in age from eleven to thirteen years, five were assigned additional support, four with learning support needs in mathematics and one with SEN.

Starting in Pine SNS from the outset, Aileen was a senior member of staff having completed twenty six years teaching, the last four of which were spent working as resource teacher. Aileen's initial teaching qualification was a Bachelor of Education Degree while during her third year as resource teacher she completed the Graduate Diploma in Special Education. Aileen was an assistant principal and among the duties of

this post was responsibility for managing special needs in the school. Her teaching responsibilities related to twelve children ranging in age from nine to thirteen years, of whom nine were assessed with SEN and three with learning support needs. The categories of special need represented among the nine children were as follows: three with motor developmental disorder / dyspraxia, one with SEBD, one with dyslexia and four with mild GLD.

Fiona, the child with SEN had mild GLD and Cornelia de Lange syndrome and was twelve years of age at the start of the enquiry. Although originally assigned two and a half hours of resource teaching support per week, under the general allocation model, Fiona's needs fall within the high incidence category for which additional support is provided by a teacher assigned to the school on the basis of gender and socio-economic status of the children enrolled. According to Ann, Fiona worked with the class but to her level for all curriculum areas apart from maths where she followed a separate programme generally corresponding to "second class maths" (CT1.4, p. 1). Fiona's writing was "totally legible" and while she had a basic sight vocabulary and could decode words for reading, it took "an awful lot of time for her to read two sentences" as she had "difficulties with expressive language and had a notable stammer" (CT1.7, pp. 1-2). She could comprehend text at a literal level but "reading between the lines just (*didn't*) exist" (CT1.19, p. 3). Comments from Ann such as "I'll always include her in everything" and "she'll always take part" (CT1.46, p. 7) were frequent throughout her interview transcript. However, they were invariably followed by "but" which revealed differentiation of expectations and learning outcomes across all curriculum areas for Fiona, in Ann's interpretations of inclusion.

Fiona had been assigned an SNA on a full-time basis. Mairéad, the SNA, spent from morning until lunchtime in Ann's classroom, working with Fiona on a separate programme during maths lessons and assisting her with the class programme during English lessons while for the afternoon, she assisted children with SEN in other mainstream classes. Mairéad did not accompany Fiona during her withdrawal sessions in the resource room.

Ann's constructions of inclusive practices

Ann's classroom was bright and provided a welcoming and stimulating learning environment. There were colourful displays corresponding with curricular areas and reflecting what was topical in the learning programme at a given time. For example, on one visit displays included the following: teacher-constructed lists of sight vocabulary in English and Irish and a sheet of story-starter phrases; sheets of commercially produced multiplication and division number facts and a series of equivalent fraction strips; an SESE notice board devoted to the EU with a combination of children's project work on member states and a timeline indicating key developments within the EU along with a commercially produced map of the region; an SPHE board of the children's work on the topic of "All about us"; and, an art corner presenting a number of the children's still life drawings of the same set of objects in pencil, charcoal and pastel crayons. A set of class rules was displayed in a position of prominence above the chalkboard. The room was suitably equipped with a variety of educational resources, a mini-class library stored on shelving units and one PC.

Imaginative use was made of available space with eighteen children seated on the outside of three sides of a square, six down the left, six across the back and six up the right side of the room, the sixth at the top being Fiona (while this seating allowed additional space for her SNA, it left Fiona at the edge); a further six were seated in pairs within, four at two desks located perpendicular to desks down the left and two at desks located perpendicular to those on the right while the remaining four were seated in adjoining desks across the top of the room.

Initially appearing spacious, once the room was filled with twenty-eight sixth class boys and girls, the class teacher and the SNA, there was very little room for manoeuvre. Advantages to such a seating arrangement were that no children had backs to the chalkboard, all were visible to the teacher from any location across the top of the room and the teacher had immediate floor access to those in need of assistance. Alternatively, for group activities and depending on teacher selection, the children rearranged their desks in clusters where group members faced one another.

Over the course of the five school visits, twenty five complete and five incomplete lessons were observed¹ covering all curricular areas. The greater proportion of the school day totalling two hours twenty minutes was devoted to teaching English, maths and Irish while one hour and forty five minutes approximately was given over to any two of SESE, SPHE, music, drama and PE or to Art, depending on the day. Ann's teaching style could be described as enthusiastic and purposeful while she had an expressive voice to which the children responded positively. Overall, the content of her lessons appeared appropriate to the age, interest and ability levels of the children generally and was paced to maximise their participation. Lessons started with effective activation of children's prior knowledge and followed a logical sequential progression, with each stage of learning providing the foundation for the next. As such, learning activities within lessons were suitably sequenced and integrated to address a number of objectives. Ann approached learning from many angles by using varied teaching methods which seemed appropriate to the curriculum focus and effective in promoting understanding and actively involving children in learning. Her teaching methods were supported by a range of resources which again were appropriate for the learning purposes and effective in motivating the children, facilitating their understanding and in many instances, involving hands-on participation. The combination of methods and resources in Ann's practice reflected teachers' views of the importance of having children actively involved to facilitate inclusion, as revealed in their pedagogical intentions in Chapter Seven. Ann monitored throughout, keeping all involved and focused on the task at hand. Even during earlier visits in the school year, it was evident she had established a natural, warm and positive rapport with the children while overall, her management of them and their learning contributed to focusing their attention and maintaining their motivation and active participation in learning.

¹ The child with SEN being tracked was allocated daily additional support in the resource room from 2.05pm to 2.45pm; this entailed leaving the classroom approximately fifteen minutes after the final lesson of the day had started and returning for the final fifteen minutes of the school day during which time the children recorded their homework and tidied up before being dismissed.

Inclusion in the context of class teaching: complexities and consequences for the learner with SEN

Although the overall sense was of a carefully planned and productive learning environment, teaching to accommodate the individual needs of all learners in the class across all curricular areas was challenging and highly complex. Each morning, following a settling down time, Ann began with teaching Irish. Typically, lessons opened with warm-up teacher questions requiring the children to recall language with which they were familiar, allowing them exhibit their previous learning with confidence before progressing to questions based on the topic at hand, which on this occasion was the weather. Apart from illustrating the communicative interactions that facilitated learning, the following interactive sequence relating to initial class questioning (FNRR.CT1) indicates how Fiona was included in this routine:

Ann: Cén lá atá ann inniú?

Child 1: Inniú an Deardaoin.

Ann: Cén lá a bhí ann inné?

Child 2: Inné an Chéadaoin.

Ann: Cad a d'ith tú don bhricfeasta inné?

Child 3: D'ith mé calóga agus arán.

Ann: "An maith leat calóga?

Child 3: Is maith liom calóga ach bhfearr liom cheerios.

Ann: Cad a itheann daoine i Meiriceá don bhricfeasta?

Child 4: Itheann daoine i Meiriceá uibheacha agus pancóga.

Ann: Oh go maith Lisa, pancóga i Meiriceá agus núdail sa ...

Class chorus: sa tSín.

Ann: Sár-mhaith. Jessica, an raibh tú ag féachaint ar an teilifís inné?

Jessica: Bhí.

Ann (*raising intonation to prompt for a complete sentence*): Bhí mé ...

Jessica: Bhí mé ag féachaint ar an teilifís

Ann: Agus cad a chonaic tú Jessica?

Jessica: eh chonaic Ugly Betty.

Ann (*again, raising intonation and cueing with initial sound of next correct word*): Chonaic ... chonaic m, m"

Jessica: eh yeah chonaic mé, mé eh Ugly Betty.

Ann: Darren, an bhfaca tú scannán ar an teilifís inné?"

Ann: What day it is today?

Child 1: Today is Thursday.

Ann: What day was it yesterday?

Child 2: Yesterday was Wednesday.

Ann: What did you eat for your breakfast yesterday?

Child 3: I ate cornflakes and bread.

Ann: Do you like cornflakes?

Child 3: I like cornflakes but I prefer cheerios.

Ann: What do people in America eat for breakfast?

Child 4: People in America eat eggs and pancakes.

Ann: Oh well done Lisa, pancakes in America and noodles in ...

Class chorus: in China.

Ann: Very good. Jessica, were you watching television yesterday?

Jessica: I was.

Ann (*raising intonation to prompt for a complete sentence*): I was ...

Jessica: I was watching television yesterday.

Ann: And what did you see Jessica?

Jessica: eh saw Ugly Betty.

Ann (*again, raising intonation and cueing with initial sound of next correct word*): verb proceeds subject

Jessica: eh yeah I saw, I eh, Ugly Betty.

Ann: Darren, did you see a film on the television yesterday?

Darren: Ní, ní bhfaca eh scannán,
bhfaca mé ... bhfaca mé

Ann (*cueing with initial sound of next correct word*): Ch, ch, chon ...

Darren: Chonaic mé Mann U and Arsenal.

Spontaneous group chorus: Aah,
Mann U cha cha cha.

Ann: Cluiche iontach a bhí ann agus bhí
Mann U sár-mhaith, nach raibh?

(*and moving from her position at top of the room in closer proximity to and hand gesturing towards Fiona, the child with SEN*): Cad is ainm duit?

Fiona: Fiona is ainm dom.

Darren: No, I didn't see eh film, (tries to say 'I saw' but uses negative verb)

Ann (*cueing with initial sound of next correct word*): I s, s, sa ...

Darren: I saw Mann U and Arsenal.

Spontaneous group chorus: Aah,
Mann U cha cha cha.

Ann: It was a brilliant game and
Mann U was very good, weren't they?

(*and moving from her position at top of the room in closer proximity to and hand gesturing towards Fiona, the child with SEN*): What's your name?

Fiona: My name's Fiona.

In so far as the above sequence illustrates the extent of variation between the child with SEN and mainstream peers in terms of understanding and use of vocabulary, it captures the reality of developmental variation typical within mainstream classes. Called upon at the end of the episode rather than randomly throughout, it is also representative of the timing of the class teacher's interaction with learners with SEN within the context of class teaching. As if marking the closure of the introductory interlude, following Fiona's response Ann repositioned to centre stage at the top of the room and proceeded with a new round of questioning focused on the weather. Across the top of the chalkboard there was a strip of paper displaying pictorial icons and the following terms: ag cur báistí, gaofar, grianmhar, ag cur seaca, ag cur sneachta, scamallach, and stoirmiúil [raining, windy, sunny, icy, snowing, cloudy and stormy]. In similar vein, Ann questioned the class, although during this stage of the lesson, the same question was asked a number of times allowing modelling, repetition and reinforcement of appropriate responses. Questions included "Cén séasúr atá ann?" [What is the season?] "Cén sort lá atá ann?" [What type of day it is?], and "Cén sort aimsire atá againn?" [What is the weather like now?]. As previously, Ann cued and prompted with initial sounds of words and by pointing to the icons and terms where necessary. Again, Ann extended children's responses by repeating what they had said and raising her intonation while adding one or two words and then handing the floor back to the children with a nod of her head. For example, extending one child's response of "Lá fuar atá ann" [It is a cold day] Ann elaborated "Lá fuar agus scam..." [It is a cold and clou ...] to which the child replied "Lá fuar agus scamallach agus fluich atá ann" [It is a cold and cloudy and wet day]. Fiona's involvement in this stage was as the fifth child in sequence to be asked "Cén séasúr atá ann?" [What is the season?]. With teacher prompting, she correctly but hesitantly repeated each syllable of each word in the response after the teacher: "An Geimhreadh atá ann" [It is Winter]. Throughout questioning, Fiona alternated her gaze between teacher and children responding (FNRR.CT1). Once questioning on the weather was completed, Ann invited them to

sing their new song “Sneachta” [Snow] and on foot of her starting note there followed a lively class chorusing of “Má bhíonn sneachta ann amárach beidh an domhain chomh fuar, chomh fuar le huachtar reoite, chomh fuar le ceann gan gruaig ...”² Apart from attempting to repeat the word “sneachta” [snow] by pronouncing “shawta” when it was sung by the children in each of the three verses and twice in the chorus, Fiona did not participate in the singing.

The third stage of the lesson focused on new learning. Using a roughly drawn map of Ireland on a flip chart tacked to the board and with four flash cards, Ann introduced the terms: tuaisceart, deisceart, oirthear and iarthar [north, south, east and west]. Ann called each term and had the class repeat it a number of times before locating the term appropriately on the map. Ann prompted and pointed while first the class and then individual children called the terms in sequence and then randomly. Following this, flash cards were distributed to individual children who called out the term and found corresponding location on the map. Satisfied that there was general familiarity with the terms, Ann proceeded to place four icons depicting types of weather on the north, south, east and west of the map and pointing to the east, modelled vocabulary and language structures for the class as follows: “Beidh sé scamallach san oirthear amárach. Cén sort aimsire a bheidh san oirthear amárach? Beidh sé scamallach san oirthear amárach” [It will be cloudy in the east tomorrow. What type of weather will be in the east tomorrow? It will be cloudy in the east tomorrow] (FNRR.CT1). Raising her voice, Ann repeated the question “Cén sort aimsire a bheidh san oirthear amárach?” [What type of weather will be in the east tomorrow?]. In response, the class chorused “beidh sé scamallach san oirthear amárach” [It will be cloudy in the east tomorrow]. Working clockwise, Ann repeated the question in relation to the south, west and north eliciting a class response. To reinforce learning, Ann switched the icons and further repeated the questions, again eliciting whole class responses before calling on individual children. Once the children appeared familiar with the responses, Ann invited some to question others on the weather in each of the four locations and again, for those who were hesitant in their responses, Ann prompted with the initial sound of words presenting difficulty. Fiona was not called upon to respond by any of the children selected to question.

Once this routine was completed, Ann held up a large hand-made cardboard thermometer, calibrated from zero to twenty five. Pointing at one and proceeding in sequence to six, Ann called out “aon chéim, dhá chéim, trí chéim, ceithre chéim, cúig chéim, sé chéim” [one degree, two degrees, three degrees, four degrees, five degrees, six degrees] (FNRR.CT1). Ann repeated this sequence but the second time round, paused after saying each degree, and with raised eyebrows and a tilted head, signalled to the class to chorus after her. Having chorused the degrees in sequence a number of times, Ann wrote four of the six degrees on the chalkboard at the corresponding locations of north, south, east and west. She asked, “Cén teocht a bheidh san oirthear amárach?” [What will the temperature be in the east tomorrow?] and then initiated the response of “Beidh sé ...” [It will be ...] to which the class chorused “Beidh sé trí chéim san oirthear amárach” [It will be three degrees in the east tomorrow] (FNRR.CT1). Again, following the class response, individuals were called upon to respond. As the children

² Translates directly as follows: If it snows tomorrow, the earth will be cold, as cold as ice-cream, as cold as a head with no hair ...

responded with increased accuracy and speed, Ann faded her prompting while her questioning varied to include weather and temperature.

Following this routine, the weather icons and degrees were removed from the board. From a selection of icons, four were then distributed to certain children, one of whom was Fiona, and they were invited to place them at specific locations on the map. While each of the other three children had to figure out the correct location requested by the teacher, as Fiona was the last one called upon, there was only one place left on the map for the icon. Four more children were directed by Ann to record specific temperatures on the chalkboard at each location, for example, “scríobh teocht trí chéim sa tuaisceart” [Write a temperature of three degrees in the north] (ENRR.CT1). Then the children were directed to “cuir ceist ar do chara” [ask a friend]. This was a routine with which they were clearly familiar as they readily broke into pairs with an ensuing hum of questioning and responding to one another. Learning was evident in their correct use of vocabulary and sentence structure and also in their prompting and imitation of each other. However, in the pairing arrangement, Fiona was left with her SNA who did not speak in Irish with Fiona. For part of this activity, Ann moved over to Fiona and modelled “oirtheart” [east] a number of times for Fiona to repeat. Ann then circulated among the pairings, encouraging and affirming children’s efforts, modelling pronunciation and emphasising, for example, the séimhiú³ sound in “chéim” [degree]. The activity was drawn to a close with the selection of one pairing who demonstrated their questioning with confidence and for which they received a round of applause. To close the lesson, Ann placed the terms of tuaisceart, oirtheart, deisceart and iarthar [north, east, south, west] randomly across the top of the chalkboard and had individuals and then the class call them out, she then praised them for their learning and ordered them in Irish ‘not to forget’ for the next day.

Regarding Ann’s constructions of inclusive practice, the above account of the Irish lesson is characteristic of many lessons observed, in so far as it indicates the valid and worthwhile attempts of the class teacher to include the child with SEN. However, the activities engaged in by the child with SEN involve predominantly repetition and recall with very little intentional learning. Furthermore, for pair work and activities where children got to call on others, the involvement of the child with SEN was peripheral. In confronting the persistent dilemma of balancing common and individual needs, as illustrated in the account, the class teacher pitches and paces learning to address the needs of and to facilitate intentional learning for the majority. While activities planned for the child with SEN may be appropriately pitched, the intermittent nature of class teacher communications with this child within the context of class teaching render the pace of learning experienced by the child as fragmented.

Ann’s interaction, actions and inclusion

Particularly evident throughout Ann’s teaching was her use of language to direct and question. Regardless of method, her directions and questions were persistent across all teaching-learning opportunities. Throughout, observation of practice revealed a synchrony between teacher talk and the form and extent of intentional learning experienced by the children. This was evident for example in a science lesson when the children, working in small groups, were given objects to place in a basin of water and

³ In Irish, /h/ following an initial consonant alters the pronunciation of the word.

asked to think about what made some items float and others sink; Ann prompted, probed and challenged to enable the children explain the most relevant points, leading volunteers to progress through a number of alternatives as the following interactive sequence indicates:

Ann: So what makes some of the items sink and the other items float?

Child 1: The bigger ones sink and the smaller ones float.

Ann: You think it's size. You're saying size is what it's about. Who agrees? Is that all it's about? Look in and see if any small items have sunk.

Child 2: The ones made of paper and plastic float and the wooden and metal ones sink.

Ann: So now we're saying it has something to do with what the item is made of. Who agrees? (*Surveys as the children nod in agreement*) What's the paper clip made of?

Fiona: Metal.

Ann: Is there anything at the bottom that's metal?

Child 4: The coin but the coin's heavier than a paper clip.

Ann: Heavier, so size, what it's made of and weight, what about them?

Child 2: Light things like the plastic bag and the paper clip float and heavy plastic like the toy train and heavy metal like the cent (*coin*) sink.

Ann: Do we all agree with that so far? (*Surveys again as the children nod in agreement*). Is there anything else about the size and the weight?

Child 4: It has to do with the size and the weight of what it's made of, if it's very small but heavy it'll sink. (FNRR.CT1)

Apart from indicating synchrony between teacher questioning and children's learning, the above sequence illustrates responsiveness, teacher responsiveness to the progression of understanding demonstrated by the children and learner responsiveness to the probes provided by Ann. Responsiveness was similarly evident in action, as the following account from the field notes indicates; although the child involved did not have an assessed SEN, Ann explained that he frequently required additional assistance in class because of absenteeism.

Observing the children at work, Ann spotted that Kyle was drawing lines from the beginning of the ruler rather than from the first calibration. She approached his desk, faced the ruler towards Kyle, pointed to the first section of the ruler and asked him to "look carefully there" then placing her second finger at the one centimeter section said, "now look here and what do you see here that isn't on that little part" to which he responded "lines Miss". Ann affirmed his response by saying "good, well-spotted, the lines is correct" and continued with "so which one of those lines is the start of one centimeter?" to which Kyle correctly responded "that long one Miss". Affirming his response again, Ann proceeded to question, "so, when you start to measure your length, which line do you start with?" resulting in Kyle checking, "it's that long one Miss, isn't it?" Smiling at him, Ann nodded and directed him to "let me see you measure out this shape again." Kyle duly started, placing his biro in the correct spot and measured out his first line. However, when it came to the adjoining line, he placed the ruler at

a slant. At this point, Ann interjected with “hang on there”, straightened the ruler with her hand, borrowed Kyle’s biro, air-lined the match between the ruler calibrations and copy lines and then proceeded to rule the second line saying “for the opposite sides to match up, the lines have to be straight and what will matching these little lines with the lines of your copy help you do? It’ll help you to ...” to which Kyle responded “do them straight Miss”. Ann observed him complete the third line and as he straightened the ruler calibrations along the copy lines to complete the final line of his shape, he confirmed that “they match up Miss, deadly.” Ann praised his work and as much a reminder to him as to the class she directed them in a raised voice to: “remember to write your measurements in centimeters beside your lines to show their length” (FNRR.CT1).

The above extract illustrates Ann’s actions and her use of prompts, cues and tentative questioning to promote learning. Further analysis supports a dynamic of mutually reciprocal action and interaction characterising the teaching-learning episode and reveals that within this dynamic, Ann continually modifies her teaching approaches in response to her monitoring of the child’s understanding while as the child internalises and makes his own of Ann’s input, understanding is modified and learning occurs. This highlights the dynamics of transactional teacher-learner action and interaction as an element of inclusive practice.

Differentiation for inclusion

Although cited in their interviews as a practice that facilitated inclusion, teaching the same topic to all but at differentiated conceptual levels was indicated by class teachers to be complex and problematic. In Ann’s class of twenty eight, four of the five children allocated additional support were grouped on the basis of similar needs and were withdrawn for daily maths support at a time coinciding with the class maths lesson. However, as Fiona’s conceptual understanding was less developed than this group of four, she remained in the class but “doing a separate programme” (CT1.12, p. 2). The level of conceptual variation between the mainstream class programme and Fiona’s programme based on a number of maths lessons observed is detailed in Table V1.1.

Table V1.1: Conceptual variation between mainstream maths programme and Fiona’s maths programme

Focus of mainstream maths programme	Focus of Fiona’s maths programme
<ul style="list-style-type: none">• Converting currencies to euro and vice versa and solving problems relating to VAT and interest• Relating percentages to fractions and decimals, comparing and ordering percentages of numbers, solving problems involving percentages, profit and loss and discount• Exploring relationship between area and perimeter, calculating area of regular and irregular shapes and constructing shapes of given area• Exploring relationship between time, distance and average speed and problem solving based on international time zones	<ul style="list-style-type: none">• Identifying coins, counting coins to make totals of up to five euro and using coins to purchase one or two items up to value five euro• Dividing cut-outs of regular shapes in halves, quarters, eighths, fifths, tenths, thirds, sixths and ninths and determining equivalence among these fractions• Using cut-outs of one centimetre square to construct shapes of given length and breadth and then calculate the area• Telling time using the analogue clock, showing and recording the times of key daily events, and interpreting a teacher-designed TV timetable with times recorded on the hour and half-hour and using am and pm

Observation of differentiation by conceptual levels indicated that this practice contributed to fragmentation of the learning experienced by Fiona. Given the extent of conceptual variation in the learning activities undertaken by her and those undertaken by the class, the only option for Ann was to run two separate programmes. Although described as differentiation, the only discernable connection between the two programmes was topic and rather than differentiating what was common to all for individual learners, Ann selected, structured and sequenced a series of learning activities to connect with learners’ needs at various levels. As indicated in her interview, the only way Ann could run two separate programmes at the same time was that once she had the class settled into an activity, she had time to work one-to-one with Fiona. However, observation revealed that while this practice worked to an extent in terms of advancing Fiona’s intentional learning, invariably the dedicated time was insufficient and at critical points in the child’s learning, Ann had to return to the learning needs of the majority. In these instances, the SNA was left to continue in similar vein. Ann’s presumption that the SNA could ‘continue where she left off’ is evident in the account of her experience of the SNA’s involvement, which is representative of the experiences of other class teachers in the enquiry:

I will teach her and the SNA will keep her focused and keep her working away ... because she’d look up and down and daydream and daze but the SNA will just keep her focused and help give her ideas ... It makes my job a lot easier in that sense. It really does because I can go around and monitor the whole class and go back to her as well. But just say if she wasn’t there, if the SNA wasn’t there, I would have to spend an awful lot more time with Fiona ... she just helps out. (CT1.28, p. 4)

However, the SNA was observed cutting in on the activity or interrupting with ‘the right answer’ in ways that short circuited the child’s learning. Although well-intentioned, the SNA’s pursuit of the appearance of correctness was at odds with the pedagogical intentions of the teacher. Conceptual differentiation was identified as

facilitating inclusion. However, the inclusive element of one child working exclusively with either the class teacher or the SNA and being the only child in the class not involved in learning activities with peers is difficult to discern. Invoking the dilemmatic perspective to analysis of practice further indicates that when confronted with the tensions of addressing contrary learning needs, Ann prioritises the needs of the majority. Based on observation, this resolution which may be the most legitimate given the circumstances has a fragmented impact on the pace of learning experienced by the child with SEN.

Aileen's constructions of inclusive practice

Aileen was one of three teachers located in a partitioned classroom, providing additional support on an individual and small group basis. Aileen worked with Fiona on a one-to-one for the final forty minute session of each day. Although these sessions covered literacy and maths alternately, personal hygiene and safety related to SPHE and experiments from the science curriculum were also covered when requested by the class teacher. Following assessments and consultation with class teacher and parents at the outset of the school year, Aileen devised an IEP outlining long term goals, priority learning needs and learning targets in literacy and maths for Fiona, which determined the focus of her additional support teaching. Over the course of the five school visits, five lessons were observed; three focused on maths and two on English.

Aileen's interactions and actions

Throughout, synchrony between Aileen's verbal interactions and the form and extent of intentional learning experienced by Fiona was evident, highlighting the role of communicative routines in her practice. This is illustrated in the following extract from the field notes relating to stages of an English lesson in which Aileen was teaching letter writing skills on the laptop while targeting Fiona's understanding of social skills in terms of coping with teasing in school; the problem of Fiona not observing the boundaries and then being teased by boys in the yard during recess had recently emerged and was being addressed at a number of levels in the school.

An earlier stage of the lesson involved Fiona and Aileen 'share reading' a letter to an 'agony aunt' and the response, selected from a popular teenage magazine, and comprehension and word structure activities were based on content of both letters. Progressing to the writing activity, Aileen explained that Fiona was now going to role play being the 'agony aunt' and could type her letter on the laptop. Aileen then handed Fiona an envelope addressed to 'Agony Aunt, Pine students' magazine'. With some prompts, Fiona read the letter correctly and her responses to questioning demonstrated understanding of the writer's problem which had to do with being teased by friends. Then Aileen directed "Now you are going to write your reply" and as Fiona opened a new page, the interactive sequence continued as follows:

Aileen: How are you going to start?

Fiona: Dear Cheryl (*proceeds to type this and hits return*)

Aileen: Good and you've remembered to go to the next line. So now what?

Fiona: Go up to the teacher and tell

Aileen: Now that is good advice but let's look at the one in the magazine. Read the first two lines. (*Fiona reads correctly and the letter starts with a restatement of the problem followed with the phrase 'my advice ...'.*) Now does that help you (*Aileen air-circles over this second phrase*)?

Fiona: My advice to you would be go up to the teacher and tell.

Aileen: My advice to you about what Fiona?

Fiona: (*Proceeding to type as she speaks*) My advice to you would be, if the people in your class keep teasing you, my advice to you would be I'd go up to the teacher in charge of your class or I'd go up and tell Mr Murphy (*pseudonym for school principal*).

Aileen: Oh you're not going to use friends, you're using class, people in your class, OK (*waits for Fiona to finish typing*). Now is there anything else you could say to help?

Fiona: (*rereads what she has typed so far*) No.

Aileen: No (*questioningly, with a tone of exaggerated surprise*). Do you remember the last day we talked about people who are in the same places but they mightn't be real friends, like they might be in the same table tennis league or in the drama club, so they know you but they're not real friends?

Fiona: Or they might be in Ms Deane's art class (*pseudonym for teacher who takes an extra-curricular art class after school*)

Aileen: Yes, remember we said they're people you say hello to but ... (*raises her intonation inviting Fiona to complete the sentence*)

Fiona: You say hello but you don't play with them all the time.

Aileen: You don't expect to play with them all the time cause they're not ... (*raises her intonation inviting Fiona to complete the sentence*)

Fiona: They're not real friends.

Aileen: They'll say 'hello' but that doesn't mean they want to play with you all of the time. And (*raising intonation in anticipation*) saying hello is ...

Fiona: Friendly.

Aileen: And children in the other classes, in the drama club, in the art class, they can all be friendly but it doesn't mean they're real ... (*raises her intonation inviting Fiona to complete the sentence*).

Fiona: They're not real friends.

Aileen: And we said if one of those people said something hurtful, not nice, something that wasn't friendly, what would you do?

Fiona: Just ignore them and walk away.

Aileen: OK, would that advice help Cheryl?

Fiona: Yeah.

Aileen: So if the first solution doesn't help, you could tell her to ignore them.

Fiona: (*Typing as she speaks and using Aileen's prompt*) If the solution I gave you doesn't help, then I'd ignore them or not be friends with them.

Aileen: How would be a nice way to finish the reply to her?

Fiona: (*Typing as she speaks*) I hope that you and your class become the best of friends, hopefully very soon.

Aileen: And how would you sign off now?

Fiona: (*Types her name*)

Aileen: Now reread and check if it makes sense.

Fiona: (*Rereads and comes to the sentence with 'my advice to you is' written twice*)

Aileen: (*Cuts in*) Does that sound right to you? My advice to you would be ...

Fiona: (*Rereads the sentence, proceeds to delete the second one and continues reading to the end*)

Aileen: Now look through and see can you spot any spelling mistakes.

Fiona: (*Spots doesn't and proceeds to use the spell check*)

Aileen: (*Affirming the correction*) Does that look familiar now? So why did it look strange?

Fiona: The apostrophe.

Aileen: Yes, doesn't, couldn't, wouldn't, shouldn't (*emphasising the n't*), what do they all have?

Fiona: The apostrophe.

Aileen: Now, have you got a title?

Fiona: Cheryl's problem (*types this*).

The lesson continues with Aileen encouraging Fiona to highlight the text and select a font and print size and then to print off her letter. Both Fiona and Aileen are very pleased with the letter. This is the first time in the school day that Fiona has been observed beaming from ear to ear. (FNRR.RT1)

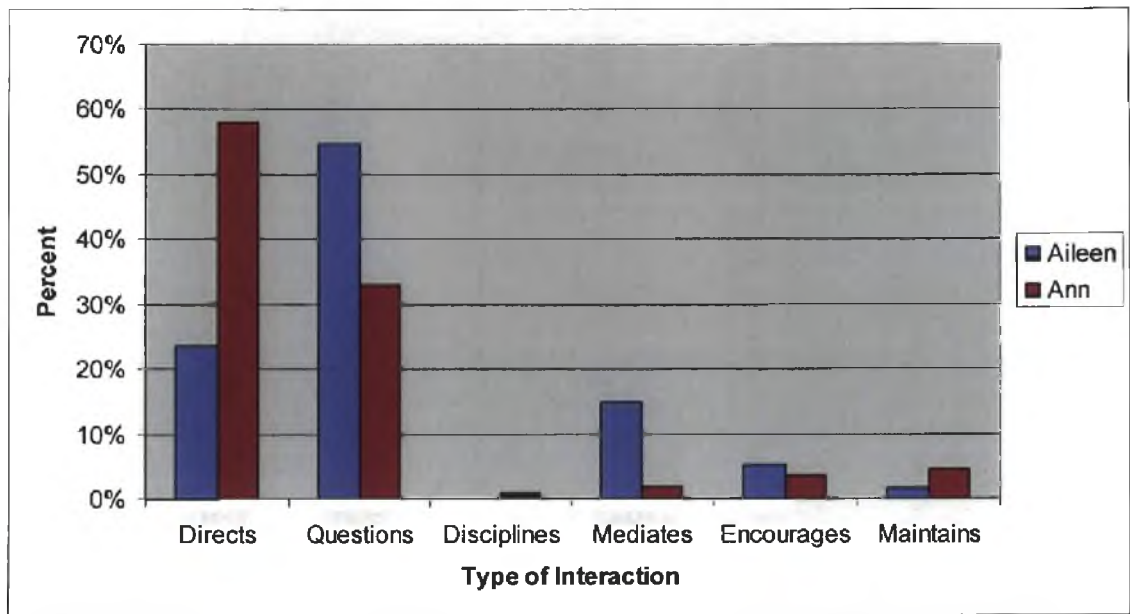
To the extent that Aileen's communicative interactions predominantly involved prompts, cues and questioning in a tentative manner as scaffolds to mediate learning, the above extract is representative of the teaching-learning episodes experienced by resource teachers and children with SEN in this enquiry. While such intensity of engagement may be open to the criticism of perpetuating dependency in the learner, also representative is the extent to which these children required such mediation to facilitate learning, to maintain focus and to progress at an appropriate and continuous pace. The extract also indicates that the action and interaction of both are continually modified in a reciprocal process of responsiveness, supporting transactional teacher-learner dynamics. Furthermore, maintaining the necessary continuity of interaction and action is dependent on having sufficient time and while this may be afforded to resource teachers working on a one-to-one or small group basis, given the challenge of catering for individual needs in a classroom situation, time is a luxury that evades class teachers. Aileen's mediated talk in the form of prompts, cues and tentative questioning and her responsiveness to Fiona's emerging understanding, characterising the dynamics of teaching-learning episodes, are evidence of carefully planned and enacted learning experiences that are intimately connected with her reflexive thinking about learning, the child's learning characteristics and the nature of the learning task, all of which is grounded in her knowledge about learning.

Aileen's and Ann's communicative interactions

Aileen's and Ann's verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V1.1 below presents the

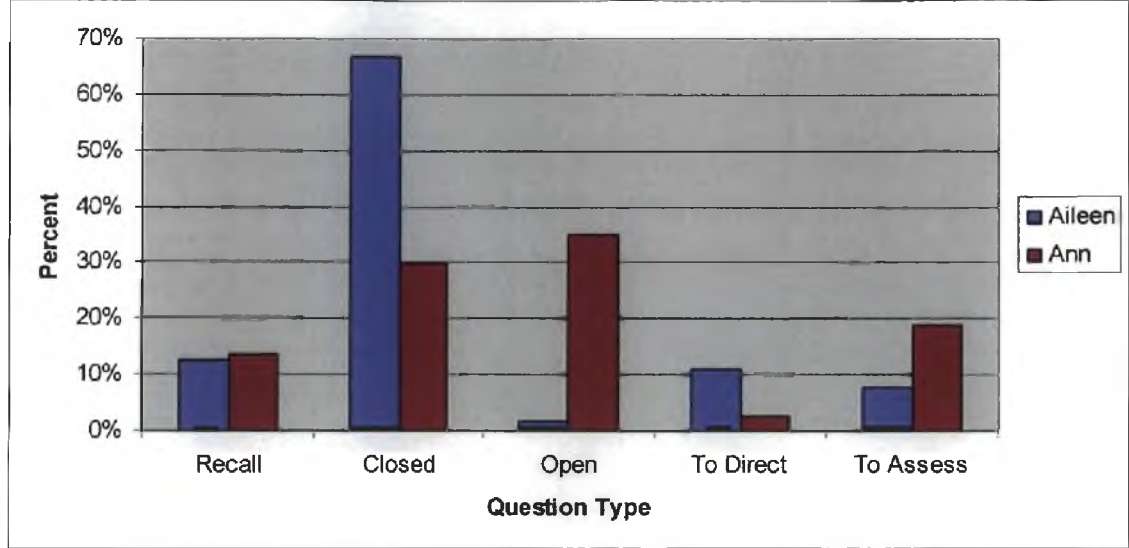
percentages of their verbal interactions by category, recorded for both Aileen and Ann respectively.

Figure V1.1: Percentage of Ann’s and Aileen’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Aileen’s verbal interactions is significant in the context of links between the teacher’s use of mediated talk and the intentional learning of the child with SEN, substantiated by the qualitative data relating to the interactive sequences cited. Furthermore, teachers’ questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Aileen and Ann respectively, are presented in Figure V1.2.

Figure V1.2: Percentage of Aileen’s and Ann’s questions by category



Examination of Figure V1.2 reveals that of the questions in the lessons for which the systematic observation schedule was used, the highest percentage related to closed form, inviting one predetermined answer. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description.

Two teachers, two programmes, diluted outcomes

Aileen and Ann collaborate at the start of the school year regarding the content of Fiona’s IEP. However, while Aileen admits to meeting class teachers, parents or other relevant professionals during the time allocated to those children being discussed when needs be, and Ann meets with same class-level teachers to co-plan once a month, there are no formal structures in place for the resource and class teacher to collaborate or co-plan for the child with SEN. In the absence of dedicated time for collaborative planning, neither teacher is adequately aware of the plans and teaching approaches of the other in relation to the child with SEN. Furthermore, despite being the only teacher in the enquiry to express the view that “the class teacher has to have ultimate responsibility for them (*children with SEN*)” (RT1.143, p. 19), Aileen had not given a copy of the completed IEP to the class teacher, who in turn, was unaware of the learning targets selected specifically for the child with SEN. As such, in practice, the literacy and maths programmes covered in resource were separate from and additional to the already differentiated English and maths curriculum covered in the mainstream class. The separate foci of the dual programmes as experienced by Fiona in the settings of her mainstream class and resource room are detailed in Table V1.2

Table V1.2: Separate foci of the dual maths programmes as experienced by Fiona in mainstream class and in resource room

Focus of Fiona’s maths programme in the mainstream class	Focus of Fiona’s maths programme in the resource room
<ul style="list-style-type: none"> • Identifying coins, counting coins to make totals of up to five euro and using coins to purchase one or two items up to value five euro • Dividing cut-outs of regular shapes in halves, quarters, eighths, fifths, tenths, thirds, sixths and ninths and determining equivalence among these fractions • Using cut-outs of one centimetre square to construct shapes of given length and breadth and then calculate the area • Telling time using the analogue clock, showing and recording the times of key daily events, and interpreting a teacher-designed TV timetable with times recorded on the hour and half-hour and using am and pm 	<ul style="list-style-type: none"> • Place value for tens and units, the concept of addition of two digit numbers without regrouping and the concept of regrouping tens and units • The concept of addition with regrouping, with some activities involving totals of money • The concept of subtraction with decomposition involving two digit numbers • Problem-solving based on concept of addition with regrouping and concept of subtraction with and without decomposition, involving two digit numbers

The discontinuity of curriculum planned and taught by Aileen in the resource room and by Ann in the mainstream class contributes to fragmentation in learning experienced by Fiona. It also substantiates fragmentation in teachers’ constructions of inclusive practices as both teachers furrow separate pathways. The division of labour evident in teachers’ understanding of roles and responsibilities and in their interpretation of DES directives in this regard (Circular 08/02) as discussed in Chapter Five is intimately connected with their actions. Rather than empowering the class teacher by negotiating how the learning targets for the child with SEN may be met within the context of long and short term plans for the class, both Aileen and Ann operate a dual track system relatively independently of each other. The outcome for the child with SEN is an overdose of literacy and maths in any given school day, and the consequent missing out on other curriculum areas such as SESE and art; there is a concentration on the core curriculum with a narrow focus on specific concepts and skills at the expense of breadth and balance advocated in curriculum documentation.

In the absence of dedicated time for consultation and collaboration, and without class teachers being given a copy of the IEP, the benefits to be derived from the expertise in assessing and devising an appropriate and individually relevant learning programme are limited to one teacher working with the child. The implications of both teachers furrowing separate pathways on learning outcomes for Fiona were evident in the interview at the end of the school year, in the teachers’ reflections on their teaching and on the child’s experience of inclusion. To this end, by prioritising the academic and social progress made by Fiona, both teachers privileged an appropriate education over inclusive ideology in their constructions of practice. Although marked similarities in their summative assessments of the child’s learning were apparent, their evaluations of progress were at odds. While neither commented on the suitability of placement in the mainstream setting at primary level, paradoxically, both teachers questioned the appropriateness of such a setting at second level. Acknowledging that progress was made, Aileen charted this with reference to each of the learning targets recorded on

Fiona's IEP, reflecting the centrality of the IEP in resource teachers' intentions discussed in Chapter Six. The culmination of one school year's work was reduced to targets achieved fully, partially or not at all and is presented in her account as follows:

... progress has been made. In terms of targets set out, there's a marked improvement in her personal hygiene and cleanliness. She can write and type a short passage. She can use capital letters and full stops correctly. She can do word processing on the computer, can highlight, cut and paste, change font size, use spell check efficiently and can design worksheets with columns and rows for science experiments. In terms of maths, she can regroup for addition and subtraction and this is automatic now, for tens and units, can manage numbers less than a hundred. She still needs to use concrete materials, hundred square, and ruler for counting. She can do addition tables up to seven but didn't master eight and nine. She can identify one half, one third and one quarter of shaded shapes but she can't solve problems like finding one third of something, of a quantity. Money, she can identify coins but can't write correct value of a set of coins. She hasn't mastered money and can not exchange cents and euro. So she has to continue using concrete materials for simple basic maths. In terms of social interaction, she stays apart from the group ... Now I told you way back about recommending ... (*Special School for Post-Primary*) and the parents didn't want to know ... so it's hard to know what lies ahead, her parents want inclusion. They don't want her in a special unit or a special class, they want integration right through. The college (*local community college*) will monitor her closely. The principal's willing to try. He has put things in place and he's applied for an SNA. I was recommending the FETAC⁴ programme; you know the combination of skills and they're going to follow this up so at least that's something (FNFD.RT1).

Reflecting on her practice, and substantiating coherence-fragmentation in teachers' practices, Aileen adds: "I should have tried work in the classroom, more group work for a topic like SPHE ... should have done more written work in a social group" (FNRT.RT1). Although both identify similar learning, in contrast to the progress charted by Aileen, the class teacher takes a more holistic view considering the experiences of the child with SEN relative to same-age peers and is less optimistic, as her account below reveals:

Well maths is still the main problem. She just didn't get multiplication, doesn't remember two multiply by ten, would do two add ten. She needs a lot of one-to-one and in sixth class, she should be well weaned off. She has to use concrete materials all the time. I definitely wonder has she made progress academically. Her parents want to maintain her in a mainstream school environment and we spoke to a representative from the Secondary school who was horrified. They do not have facilities to look after her. They have no resource teacher. They might

⁴ FETAC is an acronym for Further Education and Training Awards Council; as used above, it refers to self-contained units of learning with specific learning outcomes where course work and assignments are presented in portfolio form leading to a combination of minor and major awards. There are six levels involved and levels one and two are devised to cater for students at the lower end of mild GLD and those with moderate GLD.

have somebody who could spare a few hours but no continuity. I don't agree with that option ... She will drown academically. She will be swamped ... home work is a struggle for her ... Now Aileen might see more progress, for me there's not a huge amount of academic progress at all. She's grand at the time of recalling but come back later or the next day and it's gone, she doesn't remember. She'll need a calculator to survive and she couldn't get the hang of that at all, she couldn't get the concept of time, no idea of money, can add and subtract. And mixing with peers is a problem for her. She wants to be part of a group, loves the idea of being part of a group but doesn't have skills to mix with a group. The gap is just getting greater. Socially, they'd be a lot more developed and mentally, she's nowhere near their level. I'm very worried about the gap. They've moved on and the gap is way greater now than back last September (FNFD.CT1).

Apart from conveying their reflections on inclusion almost exclusively in terms of the academic and social progress of the child with SEN, the variance between resource and class teacher accounts further substantiates the duality of teaching practised by Aileen and Ann and the discontinuity of learning with diluted outcomes experienced by the child with SEN. Such duality runs counter to inclusive ideology but appears unavoidable in the inclusion of children with SEN in mainstream primary school.

CASE STUDY TWO: POPLAR GIRLS' NATIONAL SCHOOL

Poplar GNS: setting

Poplar GNS, co-educational up to first class, catered for children from junior infants to sixth class and was centrally located in one of Ireland's major cities. In an area of socio-economic disadvantage, the school was in receipt of additional supports to deliver equality of opportunity. With two hundred and seventy-three children enrolled, the school had an administrative principal and fifteen class teachers. The school also had an early start class. Additional support teaching was provided by a total of five teachers assigned to the school on the following basis: two learning support teachers, two resource teachers and one teacher for children learning English as an additional language. The school also had two SNAs assigned to work with the junior classes.

As with other schools in the enquiry, in response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004), changes were instigated to practice in Poplar GNS. Children from a number of classes requiring additional support were grouped on the basis of need and assigned to one additional support teacher and as such, the resource teacher moved beyond one-to-one teaching to include groups on a withdrawal basis. With this arrangement, all children receiving support were withdrawn from the one mainstream class at the same time. Articulated by the class teacher, the advantage to this arrangement was "least disruption to the class" (CT2.8, p. 2). However, if the collaboration required by directives from the DES (2004) was to be implemented in practice, the arrangement would also result in the same class teacher having to liaise with more than one additional support teacher.

The class teacher, the resource teacher and the child with SEN

Breda, the class teacher and deputy principal, had completed twenty six years of teaching, eighteen of which were spent in Poplar GNS. Breda held a Bachelor of Education Degree and a Certificate in Learning Support and this latter qualification along with six years working as a learning support teacher in the school contributed to her preparation for teaching children with SEN. Among the twenty-one children in her fourth class ranging in age from nine to eleven years, seven were assigned additional support, five with learning support needs and two with mild GLD. The class also included four children who were speakers of English as an additional language; these children did not require any additional support. On observation, they were the quickest to acquire concepts and were very attentive and very active participants in the learning process while the most accurate and fluent statements in both English and Irish made by the children in the class were attributable to them.

Marie, who taught in Poplar GNS from the outset, was also a senior member of staff having completed twenty one years teaching and was an assistant principal. Marie had spent four years working as a learning support teacher and the last five as resource teacher. Her initial teaching qualification was a Bachelor of Education Degree and she held a Certificate in Learning Support while during her third year as resource teacher, she completed the Graduate Diploma in Special Education. One the duties of her post of responsibility was the organisation and management of special needs in the school. Her

teaching responsibilities related to eleven children from the senior classes in the school; nine of these were assessed with mild GLD, one with a hearing impairment and one with dyslexia.

Lisa, the child with SEN, was ten years of age at the start of the enquiry and had mild GLD. At the start of the school year, Breda described Lisa as “very, very weak and functioning at a very low level” and explained that she needs to learn “very basic literacy and maths”, adding that “language is a priority and there is a huge need to empower her, because she’s sitting, failing” (CT2.10/11, p. 2). According to Marie, “she’s very weak, operating at a low level in literacy and numeracy, two years below her chronological age ... and needs social skills and co-operation and turn taking” (RT2.19, p. 2). Lisa is withdrawn for additional support with another child from her class and a third class child for one hour daily.

Breda’s constructions of inclusive practice

The school building was over a century old with the result that Breda’s classroom was small, with high ceilings and very long, narrow windows on two walls but above head height of the children. Flanked by high buildings, despite the number of windows, the room was dark while because of the number of windows and a third wall supporting the class board, there was very little room for display. Nonetheless, apart from the class rules and a list of adjectives, displays were of the children’s work. On one visit, these included project work based on the counties of Ireland, a poetry tree of their poems, and photographs with the children’s written accounts of a school visit to the ‘Viking Centre’ in Dublin. The room was equipped with some educational resources and a mini-class library stored on shelving units and one PC.

The children were seated in four parallel rows facing the class board. Given its dimensions, there was walking space round the perimeter of the room only and as such, when all were seated, the room was cramped. Lisa was located on the outer right-hand of the first row. Apart from school bags on the backs of seats, there was a basket on every desk for books and stationary. Lisa had difficulty managing the basket and more often than not, basket and contents landed on the floor to the annoyance of the class teacher who commented on how disruptive this was and even at the end of the school year identified “continuing work on her untidiness” (FNFD.CT2) as a target. An alternative solution could have been to make space for the basket on the shelf adjacent her desk but this was not considered.

Over the course of the five school visits, twenty two lessons were observed covering all curricular areas apart from PE and science. The greater proportion of the school day was devoted to teaching English, maths, Irish and religion while the remainder was given over to any two or three of SESE, SPHE, music and drama or to Art, depending on the day. Breda had an energetic, efficient and purposeful approach to teaching, was highly organised and adhered very closely to the timetable. It was evident from the ease with which the children followed routine that they were familiar with the style and order of Breda’s classroom management. Overall, the content of her lessons was appropriately pitched to the age, interest and ability levels of the children generally and was paced to maximise their participation. Her teaching methods and resources were varied and seemed appropriate for the learning purposes and effective in motivating, promoting understanding and actively involving the children in learning.

Breda monitored throughout and had a calm and encouraging way of keeping all involved and focused on the task at hand.

Breda's inclusive practice, her dilemma of balancing contrary learning needs and consequences for learners with SEN

Breda acknowledged tensions associated with reconciling priority curriculum areas for learners with SEN with those for their class, particularly where greater discrepancies between the levels of functioning of the child with SEN and of the class generally were perceived. Identifying language as a priority for Lisa who was "functioning at a very low level", Breda explains that with the resource teacher, Lisa has the opportunity to develop poems "into art and into drama" to "actually present the poem" which is "enormously important to her" (CT2.11, p. 2). Having worked on one such poem with the resource teacher, Breda recalls that "when the class went down to the library, Lisa picked this book and she read through every single word of every single page" (CT2.11, p. 2). Despite concluding "that that's the secret into that child you know because she loves the rhythm and she likes the movement" Breda states: "and that whereas in a class situation, I mean, you know, you might like to think that you would do that but the reality is you don't have that kind of time to invest in a child like that" (CT2.12, p. 2). Observation of practice revealed that Breda distributed her teaching time relatively evenly among the children. However, without altering or modifying this distribution, it was not possible for Breda to devote the time required by Lisa to sustain her pace and thus promote intentional learning within the context of class teaching.

Breda's pedagogical intentions and routines capture the tensions associated with planning curriculum for the class grouping that includes children with SEN. Applying the dilemmatic perspective to analysis of such tensions illuminates the inevitably that dilemmatic resolutions require the balancing of "potentially contrary rights and values" where "some values and rights may not be met or met fully" (Norwich and Kelly, 2005, p. 57). It is purported within this perspective that "for all those making decisions in the education system, including class teachers, policy and practice becomes a matter of finding the best ways of having it both ways while minimising the loss" which in turn calls for "the acknowledgement of multiple values and ideological impurity". Clearly, class teachers' curriculum intentions relating to inclusion involve making value judgements of immense complexity and importance and while acknowledgement of ideological pluralism more so than impurity makes sense conceptually, translated into practice it has implications for the types of teaching and learning experienced by the children. Like the other class teachers in the enquiry, Breda resolves the dilemma by investing her energy in those curriculum priorities that apply to the majority of children in the class while consistent with teachers' perceptions of the role of resource teacher previously reported in Chapter Five and evident in their planning intentions reported in Chapter Six, addressing curriculum priorities for the child with SEN is the remit of the resource teacher. These resolutions further support the demarcation of labour between resource and class teacher in teachers' intentions regarding teaching arrangements for children with SEN, they are indicative of parallel systems operating within mainstream and are more redolent of the colonising capacity of special education (Ainscow, Booth and Dyson, 2004; Dyson, 1997) than of inclusive ideology.

Breda's interactions and inclusion

Regardless of method, Breda's directions and questions were persistent across all teaching-learning opportunities. As with the other teachers in the enquiry, observation of practice revealed a synchrony between teacher talk and the form and extent of intentional learning experienced by the children. Breda's use of mediated talk to facilitate learning of all children, including the child with SEN, is evident in the extract below relating to an Irish lesson; having reminded the children that they "were talking about action words last week", Breda mimed a number of actions which were imitated by the children and then individuals were called upon by name or gesture to identify the action, giving rise to the following interactive sequence.

Breda: Tá tú ag ... (*rubs eyes*)

Child 1: Tá tú ag caoineadh.

Breda: Tá tú ag ... (*laughs*)

Child 2: Tá tú ag athás.

Breda: Action words. Not feeling words. Tá tú ag g... (*laughs*)

Child 3: Tá tú ag gáire.

Breda: Ag gáire. Melanie?

Child 2: Tá tú ag gáire.

Breda: Tá tú ag ... (*mimes fishing*)

Lisa (child with SEN): Tá tú ag catchn a big shark (*shouts out of turn*)

Breda: Maybe not a big shark. Gach duine, bígí ag iascaireacht. Ag iascaireacht. Tá tú ag ...

Class chorus: Tá tú ag iascaireacht.

Breda: Tá tú ag ... (*mimes fishing*)

Child 5: Tá tú ag iascaireacht.

Breda: Tá tú ag ... (*repeats fishing mime*)

Child 6: Tá tú ag iascaireacht.

Breda: Lisa, tá tú ag ...

Lisa: Tá tú ag ias, ag ias, ag ...

Breda: ias cai reacht (*claps each syllable*)

Lisa: iascaireacht, tá tú ag iascaireacht.

Breda: Ceann nua. Tá tú ag drea pa dói reacht (*mimes climbing and then claps each syllable when sounding word*)

Class chorus: Tá tú ag drea pa dói reacht.

Breda repeats this action for a choral response a number of times, building their fluency before calling on individuals to respond. Then roles are reversed and children are selected to mime an act and call on a friend to identify the action (FNRR.CT2).

Breda: You are ... (*rubs eyes*)

Child 1: You are crying.

Breda: You are ... (*laughs*)

Child 2: You are feel happy.

Breda: Action words. Not feeling words. You are l... (*laughs*)

Child 3: You are laughing.

Breda: Laughing. Melanie?

Child 2: You are laughing.

Breda: You are ... (*mimes fishing*)

Lisa (child with SEN): You are catchna big shark (*shouts out of turn*)

Breda: Maybe not a big shark. Everyone, pretend to fish. Fishing. You are ...

Class chorus: You are fishing.

Breda: You are ... (*mimes fishing*)

Child 5: You are fishing.

Breda: You are ... (*repeats fishing mime*)

Child 6: You are fishing.

Breda: Lisa, you are ...

Lisa: You are fi, fi, f ...

Breda: fish ing (*claps each syllable of word*)

Lisa: fishing, you are fishing.

Breda: A new one. You are climb ing (*mimes climbing and then claps each syllable when sounding word*)

Class chorus: You are climbing.

Differentiation or not to secure learning and inclusion

Regarding literacy and maths, the two children with SEN in the mainstream class were at a “very low level” in comparison with their peers and Breda stated that she was “not teaching at that level” (CT2.116, p. 15). The children were taught a separate maths programme in the resource room at the time maths was taught to their mainstream class and thus, followed only one programme. They were also taught a separate English programme in the resource room for some of the time that English was taught to their mainstream peers. However, they were present in the mainstream class for part of the English curriculum but rather than participate at differentiated levels, they were observed completing worksheet activities from a folder organised by the resource teacher. The exception to this was a number of lessons devoted to the preparation of stories for the ‘Write a Book Project’ where they participated and completed their stories along with all other children in the class. As such, Breda neither planned nor taught programmes of work for these children in relation to English or maths. Although the children were involved in certain English learning activities, as this was on occasions when all children worked independently, differentiation was not a feature of her practice for teaching this curriculum area. The discontinuity and fragmentation of learning associated with two separate programmes may have been avoided by this arrangement. However, that the children with SEN completed reinforcement activities in the mainstream class during the same time their peers were afforded the opportunity to consolidate and engage in new learning under direction and guidance of the class teacher, indicates the limits of inclusion since those with SEN were accommodated only to the extent that they could be ‘included’ within the needs of the mainstream.

The real winners of the practice of withdrawal support

Revisiting the arrangement whereby all seven children receiving support were withdrawn from the mainstream class for one hour daily at the same time, this resulted in only fourteen children remaining in the class. As such, Breda had one hour to teach maths and part of English to an elite ‘higher ability’ group, raising the issue of which learners were benefiting more from the practice of withdrawal and further substantiating the limits of inclusion for learners with SEN.

Marie’s constructions of inclusive practice

Marie had a spacious, bright and very well-equipped resource room. Marie provided all additional support on a withdrawal basis, working with small groups of three for an hourly session each day. The sessions concerning Lisa focused predominantly on literacy and numeracy although art, music and aspects of SPHE were also covered on occasion. Following assessments and consultation with class teacher and parents at the outset of the school year, Marie devised an IEP outlining long term goals, priority learning needs and learning targets in literacy and numeracy for Lisa, which determined the focus of her additional support teaching. Over the course of the five school visits, nine lessons were observed; four focused on maths, four on English and one on a combination of drama and music.

Marie's communicative interactions and intentional learning

Observation revealed that children with SEN require very specific forms of scaffolding to operate successfully within their zone of proximal development and that teachers' mediated talk constitutes such a form of scaffolding. The critical link between Marie's mediated talk and the intentional learning of children with SEN is evident in the following extract from the field notes. Using a text about 'Organs of the body', Marie is teaching comprehension strategies to Lisa and the other two children withdrawn for support. Specifically, she is teaching the children how to apply a PQRS⁵ strategy when reading. There is a chart on the notice board displaying the four letters of the acronym with the corresponding word for each along with prompts, for example, under preview there are questions such as 'what do the pictures, title and headings tell me this story is about?' Each child also has a post card displaying a mini version of the chart content. Previous lessons have focused on previewing, questioning and reading and the interactive sequence below begins with a brief recap and progression to the final step of summarizing.

Marie: ... we previewed it and questioned it and read it. What's the next thing we have to do?

Jade: Summarize it.

Marie: Very good response. Back to preview for a minute. Pre, you preview it, something you do before, pre. How do you preview, Jade?

Jade (looking at mini-cue card): You look at pictures first, then you look at the title and then you look at the headings and it'll tell you what it's about.

Marie: Yes, so if it's a newspaper, you read the headings and you see what it's about to see which bits you want to read. Now what about questions? What do we do for Q?

Lisa (child with SEN being tracked): What do I already know about this topic?

Marie: And what did we know? (*pauses for response*). What words did we come up with?

Children: Eyes, bladder, stomach, brains, heart ...

Marie: And what are all those things? (*No response*)

Marie: Anybody? (*pauses for response*). It begins with /o/.

Kelly: Organs.

Marie: Organs of the ... (*raising intonation*)

Children (chorus response): Body

Marie: Yes, isn't that what we're reading about? Organs of the body. Was it a good idea to preview and question?

Children: Yeah.

Marie: Why?

Jade: Cause it gets ye, cause it gets it in your head.

Marie: Yes and it helps when we go to read. R for read. Do you remember we had that big word yesterday?

Kelly: Damage?

Marie: Damage, yes, and what did we do with the big word?

Kelly: We divided it up.

⁵ As explained in Chapter Nine, PQRS is an acronym referring to preview, question, read and summarise.

Marie: That's right. Divide up the big words. And sometimes we concentrate so hard on trying to read the words that we forget what it's about. So we have to summarise. We have to ask what's that bit about? What's that part saying? So today, I'm going to give each of you an organ to read about quietly, think about the meaning, the information in that paragraph and put all of that into one sentence (*Marie deals one card with the name of an organ to each child*). Jade, what organ do you have to read about?

Jade: (*reading from the card*) Lungs.

Kelly: I've got heart.

Marie: Lisa, what's yours?

Lisa: (*reading from the card*) Intesticals.

Marie: Look at the ending, the magic e (*pauses for response*).

Marie: (*covers letters with the forefingers of each hand so that only /tin/ is visible*) What's that little word?

Lisa: Tin.

Marie: (*moving her right finger to reveal /e/*) And magic e makes tin say?

Lisa: Tine (*as Marie removes her fingers to uncover the word, Lisa self-corrects*) intestine, intestines.

Marie: OK, intestines. What's the most important thing I can say about this? Read quietly and try and think if there's one sentence that tells me what it's about.

Having read the assigned sections silently, Marie asked each child to summarise. **Jade:** Your heart pumps blood round your body.

Marie: Who thinks that's a good summary?

Lisa and Kelly: Me

Marie: Kelly, what about your lungs?

Kelly: Your lungs are in your chest, they're like two wind bags.

Marie: Is that the most important thing?

Kelly: When you breathe out your lungs empty.

Marie: What's the most important thing? What do your lungs do?

Kelly: They help you breathe.

Marie: Good, lungs help you breathe. Lisa, what's your summary?

Lisa: When you eat food, it goes in your intest, intestines.

Marie: Is that the most important thing? What happens the food in your intestines?

Lisa: When you eat food the acid breaks the food into small pieces.

Marie: And where does that happen?

Lisa: There's acid in your intestines and the acid breaks the food into small pieces.

Marie: Good and what's the word for that? (*pauses for response*). It begins with /d/ (*pauses again*). /di/.

Lisa: Digest, where it breaks down all the food.

Marie: Good summaries. So what do we do to summarise?

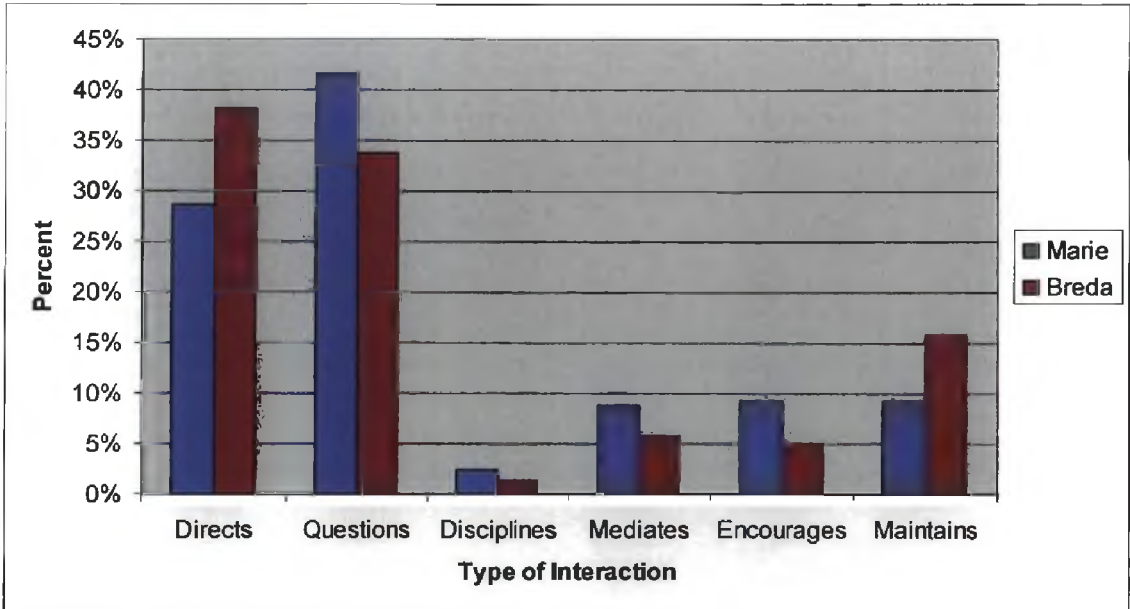
Kelly: Say the most important thing about it, in the reading, in the paragraph.
(FNRR.RT2)

Apart from including examples of teacher mediated talk essential to scaffolding children’s understanding, the above interactive sequence indicates Marie’s use of communicative routines to connect and continually modify pedagogy and curriculum to diverse needs. Such use of communicative routines is dependent on her knowledge of pedagogical principles, curriculum and teaching methods along with understanding of why and how content and method are adapted to difference. The interactive sequence also illustrates two recurrent features that are central to the education of children with SEN and their inclusion and thus, have implications for teachers’ practice: the intensity of interaction required to maintain focus and enable learning; and, the pace of learning in terms of continuity, the time required to process information and the number of learning experiences necessary to allow consolidation of learning. Small group teaching practised by the resource teacher facilitated intensity of interaction and adjustment of pace to connect with the learning needs of the learner with SEN while promoting learning.

Marie’s and Breda’s communicative interactions

Marie’s and Breda’s verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V2.1 below presents the percentages of their verbal interactions by category, recorded for both Marie and Breda respectively.

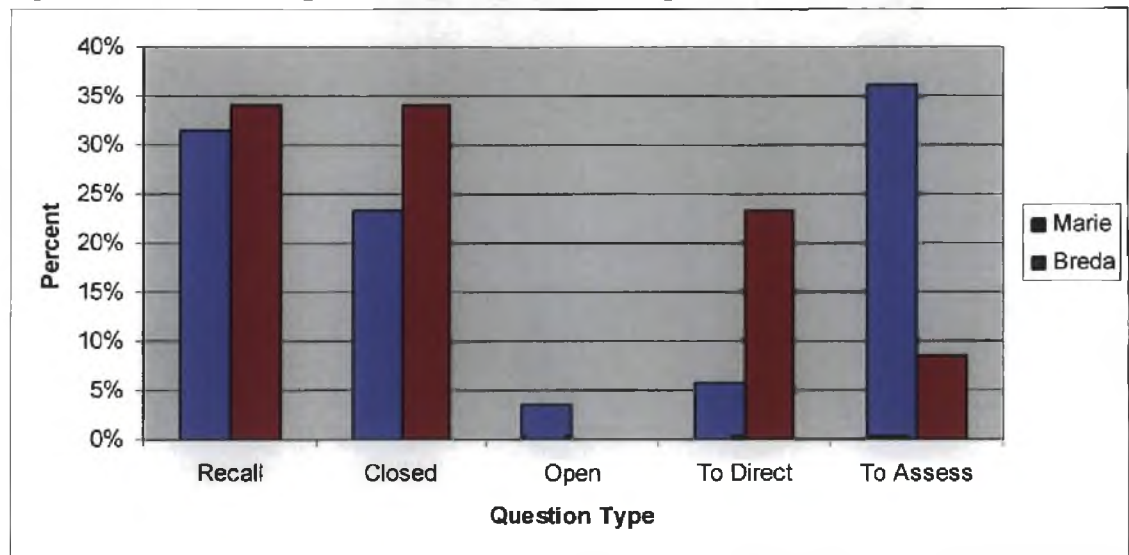
Figure V2.1: Percentage of Marie’s and Breda’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Marie’s verbal interactions is significant in the context of links between the teacher’s use of mediated talk and the intentional learning of the child with SEN, substantiated by the qualitative

data relating to the interactive sequences cited. Furthermore, teachers' questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Marie and Breda respectively, are presented in Figure V2.2.

Figure V2.2: Percentage of Marie's and Breda's questions by category



Overall, the questions in the lessons for which the systematic observation schedule was used are predominantly recall or asked in closed form. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description. The higher proportion of questions to assess learning asked by Marie indicates the frequency with which she monitored learning within the lesson before proceeding to subsequent stages.

Two teachers, separate programmes, diluted outcomes

Marie and Breda collaborated at the start of the school year regarding the content of Lisa's IEP. However, Marie took responsibility for the learning targets and provided all support on a withdrawal basis. Breda was not given a copy of the IEP and did not incorporate learning targets in the class programme. Apart from their meeting at the start of the school year, Marie and Breda communicated informally or if a situation arose and as such, there were no formal structures in place for them to collaborate or co-plan for the child with SEN. While Lisa and the other child with SEN followed one programme for maths and English in the withdrawal context of the resource room, apart from completing reinforcement activities set by the resource teacher on their return to the mainstream class as their peers were being taught English, there were no discernable links between resource or mainstream settings in terms of curriculum and learning activities being pursued.

However, observation revealed that learning targets specific to Lisa could have been addressed in mainstream class teaching. By way of illustration, one of the targets being addressed by Marie in resource related to language and focused on enabling Lisa to ask relevant questions using appropriate question words and complete sentence

structures. Marie addressed this target through the curriculum area of English by working towards a number of learning outcomes generated in relation to Oscar Wilde's story of 'The Selfish Giant'. Involving them in discussion and prediction based on illustrations, Marie read the story to the children and then using key question words printed on cards, she selected one and incorporated it in a question, modelling the use of complete sentence structure. This key word was then passed round the group so each child had the opportunity to ask a question and as necessary, Marie recast their phrases to encourage their questioning with use of complete sentences. Later on that same day in her mainstream class, Lisa participated in a geography lesson based on identifying the lakes and rivers in Ireland. Although questioning throughout was exclusively teacher-directed, there were possibilities within stages of the lesson to get children to question one another or role-play the teacher in which case any one of the three question words they had worked on in resource could have been given on a card to the two with SEN to further consolidate their questioning abilities. By addressing specific learning targets through multiple and related learning outcomes across curriculum areas, intentional learning for the child with SEN could be maximised. However, this is dependent on the creation of porous boundaries between resource and mainstream which requires meaningful collaboration between resource and class teachers. Meaningful collaboration, in turn, requires dedicated time and relevant teacher knowledge and expertise.

The implications of both resource and class teacher furrowing separate pathways in terms of the learning experiences and outcomes for the child with SEN were evident in the interview at the end of the school year, in the teachers' reflections on their teaching and on the child's experience of inclusion. As with a number of case studies in the enquiry, although Marie's and Breda's assessments of the child's learning were similar, their interpretations and evaluations of progress varied, as indicated in Table V2.1.

Table V2.1: Marie's and Breda's assessments of learning and interpretations of progress in relation to the child with SEN

Marie's assessment of learning and interpretation of progress in relation to Lisa	Breda's assessment of learning and interpretation of progress in relation to Lisa
<p>Socially</p> <ul style="list-style-type: none"> • Has acquired skills to work in small group; given up constant interruption • Accepting give and take, acquiring turn-taking skills; given up crying outbursts • Can now socialise and get on with one child at a time • Learned how to use a skipping rope and ball so she could join in games in the yard • Needs to learn how to relate to the other pupils <p>Academically</p> <ul style="list-style-type: none"> • Listening skills and listening comprehension have improved • Orally, is using more complete sentence structures • Questioning skills have improved, questions are relevant and more complete • Over school year, based on standardised assessments, her reading age improved from 7.04 to 7.09 years, her spelling age improved from 7.01 to 7.05 years and her phonics improved from recognition of CVC words to recognition of consonant blends and digraphs and the silent e rule • The improvements above show in reading fluency and pace of reading • Oral comprehension of text is now reasonable • Is still reluctant to complete written work, but completes it in a faster time • Can add and subtract with regrouping / decomposition • Can count money, figure out change and buy things in the local shop (couldn't count money up to Christmas) • Can multiply two digits by a single digit • Overall, "she has progressed as well as she could" but is at a different level to her class, level is so different (FNFD.RT2) 	<p>Socially</p> <ul style="list-style-type: none"> • Has given up crying outbursts but still needs sensitive handling when presented with a challenge • Strategies to avoid work have reduced • Learned how to skip so she could join in activities in the yard, but no one wants to be with her • Needs to improve friend making skills • Needs to understand the effects of her behaviour on others • Needs to give up inappropriate singing and humming in class • Needs to continue work on untidiness <p>Academically</p> <ul style="list-style-type: none"> • Listening skills have improved but still needs more repetition and time • Completed the 'Write a Book Project' and got a commendation • Scored 7.09 on Schonell, "in keeping with her mental age" (FNFD.CT2) • Has made progress in reading but in relation to others, is performing at a second class level • Needs work on comprehension • Can multiply by one digit • Orally able to give answers in history and geography and can write some information in a simplified form, but is performing at about second class level in relation to others • Overall, has made progress but "gap between her and the class seems even wider than it did last September" (FNFD.CT2)

Both teachers' acknowledgement of the child's progress, which was observed over the course of the school year, indicates that learning occurs and is maintained. However, the achievements identified further substantiate the significance of time required and pace of learning as critical elements in the education of learners with SEN.

Furthermore, the discontinuity between resource and mainstream programmes and the fragmentary impact on learning for the child with SEN are evident, for example in the class teacher's lack of reference to maths-related progress and the resource teachers' lack of reference to SESE-related progress. This highlights the need for resource and class teacher to collaborate closely in determining how learning priorities for learners with SEN can be addressed within the context of class planning across all curriculum areas.

Identifying a priority for her practice for the coming school year, Marie stated that she would "like to go in and work in-class with a group and see where she's (*Lisa with SEN*) having the problems and how she's relating to the other pupils and see where the difficulties are arising, to do more in-class work with her" (FNFD.RT2). Articulating this need for a collaborative approach substantiates coherence-fragmentation in teachers' practices.

CASE STUDY THREE: ASH SENIOR NATIONAL SCHOOL

Ash SNS: setting

Ash SNS was co-educational, catering for children from third to sixth class and located in a suburban middle class area of one of Ireland's major cities. With three hundred and forty-one children enrolled, the school had an administrative principal and twelve class teachers. Additional support teaching was provided by a departmental total of three and a half teachers assigned to the school on the following basis: one learning support teacher, one fulltime resource teacher, one temporary resource teacher for two and a half school days per week and one teacher for children learning English as an additional language. The school also had a departmental total of one and a half SNAs.

In response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004), practices had changed in Ash SNS. Although the teacher for children learning English as an additional language continued to work exclusively with these children, all other children requiring support were grouped on the basis of learning needs and assigned to one additional support teacher and as such, the resource teacher moved beyond one-to-one teaching to include groups on a withdrawal basis. This arrangement was decided upon on the basis that it was considered to be least disruptive to class teachers as all children receiving support were withdrawn from the one mainstream class at the same time. However, if the collaboration required by directives from the DES (2004) was to be implemented in practice, the arrangement would also result in the same class teacher having to liaise with more than one additional support teacher.

Class teacher, resource teacher and child with SEN

Aoife, the class teacher, was qualified with a Bachelor of Education Degree, had completed four years of teaching and was starting into her fifth at the time of the enquiry, all in Ash SNS. Her formal preparation for teaching children with SEN involved completing a thirty-six hour module over three years in college and a short placement with a learning support teacher in a mainstream primary school. Aoife was also completing the final year of a course leading to a Masters of Education Degree. Among the twenty-one children in her fourth class ranging in age from nine to eleven years, seven were assigned additional support on the following basis: one with Asperger's syndrome (AS), three with learning support needs and three were speakers of English as an additional language. As this class had a child with AS and there were three classes at fourth grade level in the school, the school principal had deliberately lowered the pupil to teacher ratio in this class by redistributing children on transition from the junior school; other classes in the school had up to twenty-eight or -nine pupils enrolled.

Eilish, who taught in Ash SNS from the outset, was a senior member of staff having completed eighteen years teaching and was an assistant principal. She had spent three years working as a resource teacher. Her initial teaching qualification was a Bachelor of Education Degree and she had also completed the Graduate Diploma in Special Education. One the duties of her post of responsibility was the organisation and management of special needs in the school. Her teaching responsibilities related to eleven children ranging in age from eight to thirteen years. The categories of special

need represented among the children were as follows: one with dyslexia, one with dyspraxia, one with a speech and language disorder, one with EBD, one with AS, three with borderline mild GLD, one with mild GLD and two who were “of a low standard because of poor attendance” (RT3.3, p. 1).

Colm, who was nine years of age at the start of the enquiry, had been allocated additional support on the basis of having AS. His assessment did not include a learning disability and indicated that he was cognitively capable of mastering the conceptual content of learning planned for his mainstream peers. Eilish accounts for his learning abilities as follows:

Colm wouldn't really have any difficulty with maths but if he gets stuck on something and he doesn't get it the first time, well he wouldn't really say he can't do it but he would just leave it and he wouldn't bother and I'd kind of coax him back onto the task ... he wouldn't really get as much (*done*) as the other children would in a class but if he grasps the main concept we'll say if it's long multiplication and he does five of them I'd be happy ... English, he's quite imaginative, as long as there's not a lot of writing involved he'll be OK. He loves reading so if we're reading the novel that would be fine or generally is there's writing he'd have to take a little bit less than the rest of the children ... He's got a good imagination so that his stories would be quite good and his spelling is very good and his reading is very good, so he copes well with English then. Irish, he doesn't like Irish unless it's revolving around a game and he'll cope well and participate. Otherwise, it's very difficult to get participation. History, geography, the SESE subjects, he likes them a lot and will concentrate and ask questions and stop he if doesn't understand a word. He seems to be really interested in those subjects and copes well, especially science, if there's any hands-on work, we'll say with batteries or something, he'd love that. Then the subject that causes the most problems would be PE because of the competitive aspect and you know it might start off with if he's not on the team that he'd like to be on or he knows who the good players are obviously and he's not on their team ... he can become very physical or have to be withdrawn ... I have to keep away from the competitive sports ... Then art, he wouldn't be too artistic or like art very much at all especially if we're doing something like papier maché or clay, something where he doesn't really like the touch, the sensation of it, he'd ask not to do it. Music, he likes singing and especially if we're using instruments, he'd like that (CT3.2-9, pp. 1-2).

The particular needs for which additional support is being provided are articulated by Eilish as follows:

But then you know there can be a lot of, with any subject, you know if we're taking turns, we'd have to sort it out you know, where he's going to come, if he's going to come first or when he's going to get a turn ... We'd have to have that resolved first and if that doesn't happen, there could be a lot of aggravation and usually he'd kind of demonstrate that through, he'd get up maybe and sometimes he'd pull out his hair or just stamp on the ground or shake his hands or maybe kick the chair or the table or if a particular child has gone before him, he might go over to that child and maybe hit them or, generally, he wouldn't get

as far as that child because I'd have spotted that's what he was going to do ... but that's how he'd kind of manifest the frustration. He tends to kick things a lot (CT3.10-12, p. 2).

Colm's priority learning needs related to the development of social and personal skills. His parents were particularly anxious that teachers working with Colm would focus on his social interaction and teach him how to relate socially with peers and become socially more secure in a variety of settings. Regarding additional support, Colm was withdrawn on a one-to-one basis for a forty-five minute period each day. On those occasions when he had acquired a particular social skill, one and then two and later possibly three peers from his mainstream class were randomly selected and also withdrawn with him to allow opportunity for application and generalisation of the skill. The option of working in-class to promote transfer of the skills was only articulated by Eilish during our interview at the end of the school year.

Colm had been assigned an SNA on a full-time basis. Denise, the SNA, spent from morning until lunchtime in Aoife's classroom. However, Denise worked with the children with learning support needs and speakers of English as an additional language during maths and English lessons while some afternoons, she assisted children with SEN in other mainstream classes. Her work with Colm related to those occasions when he put up his hand and said he needed time out; she would bring him to the school hall or yard where he would "play with a ball and run just to release his frustration" (CT3.18, p. 3). Denise did not accompany Colm during his withdrawal sessions in the resource room.

Aoife's constructions of inclusive practice

Aoife's classroom was bright and tidy and provided a welcoming and stimulating learning environment. Sections of the room were devoted to different curriculum areas as follows: Irish, maths, nature and recycling (SESE), English and art and as such, there were colourful displays and resources reflecting what was topical in the learning programme at a given time. There was a sink and art area on the corridor outside the classroom exhibiting a great variety of craft items made by the children. A set of class rules was displayed on the class door. The room was very well-equipped with a variety of educational resources, a trolley with teachers' books and the class library, and one PC.

For whole class teaching, the children were seated in three columns of two facing the class board while for group activities, desks were rearranged in clusters where group members faced one another and for tests children parted the desks and sat individually. Colm was located on the right-hand side of the second row of the second column. There was a hexagon table in the bottom corner of the room where children could also work. Although there were only twenty-one children, the class teacher and the SNA, once all were seated, there was very little room for manoeuvre.

Over the course of the five school visits, twenty three complete lessons were observed covering all curricular areas. The greater proportion of the school day was devoted to teaching English, maths and Irish while the remainder was given over to any two or three of SESE, SPHE, music, drama and PE or to Art, depending on the day. Aoife's teaching style could be described as imaginative, very interactive and purposeful

while her powers of anticipation and quiet interception contributed to maintaining a harmonious if not always calm working environment (particularly in terms of nipping Colm's outbursts in the bud or minimising the fallout thereafter). Overall, lessons were pitched appropriately to the age, interest and ability levels of the children and were paced to maximise their participation. Opening with effective activation of children's prior knowledge, lessons followed a clear developmental structure, with each stage of learning providing the foundation for the next. As such, learning activities within lessons were suitably sequenced and integrated to address a number of outcomes. Aoife incorporated a range of methods in her teaching which seemed appropriate to the curriculum focus and effective in promoting understanding and actively involving children in learning. Her teaching was supported by a variety of resources which again were appropriate for the learning purposes and effective in motivating the children, facilitating their understanding and active participation. The combination of methods and resources in Aoife's practice reflected teachers' views of the importance of having children actively involved to facilitate inclusion, as revealed in their pedagogical intentions in Chapter Seven. Aoife guided, assisted and monitored learning throughout and refocused the children as necessary to maintain their engagement. Her conversations with the children demonstrated her interest in them, their interests and wellbeing, and she maintained a natural and positive rapport with them, all of which was well-rewarded by their enthusiasm and willingness to co-operate.

Aoife's interactions and inclusion

As with the other teachers in this enquiry, synchrony between teacher talk and the intentional learning of children was evident in Aoife's practice. However, observation revealed that consistent with her very interactive style of teaching, Aoife struck a fine balance between teacher-led and multi-directional dialogic exchanges. Apart from having the confidence and the facility, the children were clearly accustomed to initiating in class discussion; the lower pupil to teacher ratio may also have facilitated this. Opportunities to initiate and generate questions were afforded to the children through teaching-learning activities relating to English comprehension and SESE subjects where the interactive sequence of teacher-led questioning was altered by Aoife directing the children to generate questions about a particular topic as the following extract relating to a geography lesson indicates:

Aoife ... had drawn three columns on the chalkboard, each headed with the letters KWL respectively. In introducing the lesson on Brazil, Aoife reminded the class of the programme about the Amazon which they had previously watched. She called on two children to come up and locate Brazil on the globe and then questioned the class about the size and position of the country within South America and in relation to other countries. Aoife recorded the children's responses in the 'K' column, denoting what they already knew about Brazil and with further teacher-questioning the column displayed information such as: world's fifth largest country, takes up more than half the continent of South America, has a big coast line, Brasília is the capital, Rio de Janeiro is a city in Brazil and, the Amazon is in Brazil. As she moved over to the second column, Aoife asked "what would you like to find out about Brazil?" and following this, children whose hands were raised were called upon to contribute while others

spontaneously proffered answers giving rise to the following interactive sequence:

Child 1: The poverty in Brazil. What's happening if the country's rich in soil and produce but the people are poor?

Child 2: The money's not divided equally.

Child 3: How did they start off getting rich?

Child 4: Where does Brazil get its name from?

Child 5: It's something to do with the soil zil zoil.

Child 6: Why does Brazil have shanty towns?

Colm: It should be called a death town.

Child 8: How are the forests being destroyed?

Child 9: Teacher I have a question. How long does it take you to get from Brazil to Australia?

Child 10: What about if you went on a boat?

Child 11: Do they speak Brazil?

Child 12: Do they or do they speak Spanish?

Aoife's response to the children's questions at this stage was to record each in the L column on the chalkboard. (FNRR.CT3)

Apart from facilitating the children's active participation, the multi-directional sequence of the dialogic exchanges presented above acted as a catalyst for learning where based on their own priming, the children actively sought solutions and explanations as the lesson progressed. Regarding inclusion, this more informal mode of multi-directional interactions facilitated spontaneity resulting in higher numbers of children contributing within a short amount of lesson time. Furthermore, peripheral participants voluntarily contributed who were otherwise reluctant to raise their hands in response to teacher-led questioning.

Responsiveness, modifying actions and inclusion

Responsiveness was evident in Aoife's selection, structuring and sequencing of learning activities to connect with learners' developmental levels and learning processes. As establishing this connection between learners and learning activities was increasingly observed in teachers' actions across a number of school sites, it was interpreted as teachers' attuning curriculum, teaching approaches and pedagogical principles to the interests, abilities, needs and learning styles of learners in the deliberate promotion of learning. Observation also revealed that having established the connection, teachers had to work hard to maintain that connection throughout the teaching-learning episode. This involved monitoring and internalising children's learning progress and modifying subsequent approaches accordingly. The following extract relating to a science lesson on the topic of heat is representative of Aoife's practice of attuning curriculum, teaching approaches and pedagogical principles to learners' needs in order to promote learning and support inclusion.

Having given the children the opportunities to recap on three changes caused by heat, to explain different ways that heat can travel, to state what they had proved about heat on a previous day and to describe an experiment (this involved using a metal fork, butter and hot water to investigate the conduction of heat through

metal), Aoife explained that they were going to plan and then carry out an investigation to find out whether heat travels more easily through materials like wood, metal or plastic (in terms of structuring and sequencing of learning, this investigation incorporated and extended principles of the previous one). The class was divided into four groups and each child had an investigation sheet which required detail regarding plan and prediction, investigation, findings and conclusion. The first task was to think and group-share the plan and for each child to record individually. Based on this, the children were then to locate the materials and conduct the investigation. There were four in Colm's group. As they addressed the statements on the recording sheet, Colm said he wasn't "doing the ... sheet", left the group and proceeded to walk round the room, securing some materials. Aoife spotted this, walked over to him and quietly asked if his group had finished the task. He shrugged his shoulders. Looking at what he had collected, Aoife said: "good, you're on the right track, you know what you need, you'd be a good help to the group." Colm interrupted in an agitated tone that "writing is stupid" and he didn't "want to do any writing." Considering this, Aoife suggested that he could keep the things he had collected in one jar and leave it up on her table, and that they'd go back to the group, see if the others had figured things out yet and see if they could come up with an idea to share the writing. Colm was reluctant to part with the jar. Aoife reasoned that bringing the jar over to the group would "give everything away" but that if he left it on the table, it would be there when the group needed it. Colm agreed and when they returned to the group, Aoife asked what their plan was. They had decided on the metal (spoon), wood (ruler) and plastic (ruler) items at which point Colm retrieved his jar and returned again to the group. However, as the items weren't all the same, there was dispute as to how they could make it a fair test. To assist in resolving this, Aoife prompted that working with these three items, what could they do with the butter to make it the same for each item so the test would be as fair as possible. This was successful in helping the children to decide on sticking the pieces of butter the same distance from the bottom of each item which led them to measure and marker this on each. Colm held the ruler for measuring while each other child marked one item. Initiated by a question from Colm, a discussion then arose as to whether they should stand all three items in the one jar of hot water or one in each jar. Again, Aoife assisted by asking if they decided to use the three jars what else would they need to do to make the test fair. To one child's suggestion that the jars needed to be the same size, Aoife probed with "what does the size of the jar do to the heat of the water?" which led the same child to modify her suggestion that the water in the jars had to be the same height. Affirming, Aoife asked which way they would prefer to investigate and they opted to go with one jar. Aoife then reminded them about completing part of the worksheet first and asked was there "some way they could share the writing?" The sheet required completion of four statements (what to find out, what was needed, predict best conductor of heat and predict poor conductor of heat) and one of the children suggested that if they each completed one on the same sheet and got it photocopied, then the four in the group would have a copy for their science folders. There was agreement all round, Aoife withdrew from

the group and following completion of the written statements, they proceeded with the investigation. They had other difficulties to sort as they progressed. As Colm disagreed with how the items were to be divvied out, he insisted on adding a fourth (his own ruler), he then insisted on holding the 'blu tac' and giving pieces to others. When Aoife arrived to their desk with the butter and each child had to lift a piece, he was uncomfortable with the feel it but got agitated and annoyed with another child in the group who offered to help. Refusing aggressively at first, when Aoife asked him to make up his mind as she was going to the next group, he reluctantly accepted the offer. When the jar of hot water was placed on the desk and they were to put the items in at the same time on the count of three, he jumped the gun and got his in ahead of the others. He then sat on the desk, hogging the jar and making it somewhat awkward for the others to observe the results. Nonetheless, the children in the group accepted this where others might not have. The group's investigation proceeded in this rather bumpy manner to achieve a successful outcome. (FNRR.CT3)

In contrast to the low participatory, marginal role of learners with SEN in group activity observed in other sites, Colm's question and careful measurement contributed to this group's investigation. However, in the sense that much of his activity sidelined or hindered the learning episode, his role could be interpreted as somewhat marginal. The tolerance observed among the other group members reflects Aoife's comment that "they're (*the class, as this is their second year together*) very accommodating and they know what to say that won't infuriate him or, kind of appease him, they know how to do that as well" (CT3.50, p. 6). Regarding inclusive practice, the above vignette illustrates Aoife's use of her monitoring of each learner's progress to inform and modify her teaching approaches. To this end, in contextualising the learning as teaching moments emerge, Aoife internalises the children's misunderstandings including Colm's hurdles and this has a transformative influence on her practice, evidenced in the flexible manner in which she adjusts and modifies the nature of the teaching-learning activities as they unfold. Through reciprocal participation, as the learners internalise the concept and learning occurs, their learning processes are also transformed. Details supporting the transformative teaching-learning activity arising from transactional teacher-learner dynamics relating to the vignette are presented in Table V3.1.

Table V3.1: Transformative teaching-learning activity arising from transactional teacher-learner dynamics

Children’s hurdles and misunderstanding	Internalised by teacher with transforming influence leading to new action	Transformative influence of new action on learning processes
<ul style="list-style-type: none">• Colm’s withdrawal from written aspect of activity• Confusion over how to design a fair test with the selected (available) items• Misunderstanding regarding size of jars• Colm’s reluctance to complete writing activity	<ul style="list-style-type: none">• Intervening quietly and calmly, acknowledging his understanding based on items he has collected and suggesting suitable alternatives to secure his return to the group activity• Prompting as to what could be done with the butter to make the test as fair as possible• Questions to elicit understanding about the relationship between size of jar and heat of water• Questions to elicit a solution regarding sharing of the writing activity	<ul style="list-style-type: none">• Colm refocuses and rejoins the group to engage in activity• Children decide on equivalent location of butter on each item, to be determined by measuring• Children figure out significance of equivalent amounts of water in jars• Children come up with an acceptable solution which enables their investigation to progress

Connecting teaching-learning activities with learners’ developmental levels, continual monitoring of children’s learning and the transformative influence of this on subsequent teaching-learning activity supports Aoife’s explicit and reflexive thinking about learning. Furthermore, such thinking about learning has to be informed by knowledge of the learner, human development, curriculum and pedagogical principles.

Eilish’s constructions of inclusive practice

Eilish had a spacious, bright and substantially equipped resource room. Eilish provided all additional support on a withdrawal basis, working either on one-to-one or with small groups of three or four. The sessions concerning Colm focused predominantly on development of social skills through SPHE while oral Irish was considered and projects on topics of high personal interest to Colm were also undertaken. Following consultation with class teacher and parents at the outset of the school year, Eilish devised an IEP outlining long term goals, priority learning needs and learning targets for Colm, which determined the focus of additional support teaching. Over the course of the five school visits, five sessions were observed which covered a combination of curriculum areas through which social skills were taught and developed.

Attuning learning experiences, intensity of teaching and context of withdrawal

As claimed in Chapter Seven, responsiveness manifested as individualisation in the pedagogical intentions of resource teachers, as they considered their learners with SEN on a ‘case by case’ basis. Such individualisation facilitated their attuning of learning activities to address each learner’s needs, as observations of practice revealed a

very strong connection between resource teachers' selection of concepts and teaching approaches and the learning processes of the child with SEN. The following extract from the field notes relating to Eilish's use of social story⁶ to teach the social skill of being a good loser to Colm is representative of her attuning of learning experiences to connect with his learning processes and needs. As Colm was given to aggressive outbursts and temper tantrums and could become "very physical" (CT3.6, p. 2) when not getting his own way, he was avoided by peers and socially isolated. A priority learning need on his IEP focused on social interaction and relating appropriately with peers and people in school, and previous social stories concentrated on turn-taking, lining up, being caught in a game of chasing, and sharing and receiving a compliment. The extract details the teaching and learning which followed Eilish's request to find the story about being a good loser that they had started earlier in the week.

Leafing through the pages of his social story copy, Colm called out the titles and pausing on 'Lining up', he commented that he hated being "stuck behind Jodi". In response to Eilish's repetition of this story's substance that "people had to take their place and except for first and last, everyone was in front of someone and behind someone and people had to try to walk to the line" because "pushing and shoving can cause accidents and people can get hurt", Colm was adamant in his clarification that he didn't mind being "a few behind" but hated being "right behind Jodi in the line and right in front of Jodi in the line cause Jodi smells". Ignoring this, Eilish encouraged him to "hurry and find the page" so they could finish the story. Following location of the correct page, Eilish asked Colm what the story was called and then directed him to read what had been written so far. With ease, Colm read as follows: "Sometimes we play games in school. We play games in PE, in lessons and in the yard. Games are fun and everyone tries hard to win. But not everyone can win. So some people win and some people lose. It's only a game. It doesn't matter who wins. It is OK to lose". Praising him for reading "so clearly", Eilish asked him to think of an ending and elaborated with "what would you say to someone who wins?" His response was to ask: "Is this pretending or is this real?" Eilish confirmed the reality stating that "this is what you would really say to someone else who wins ... when Paul comes down later to play 'snakes and ladders' if he wins, this is what you would really say if I win or if he wins." At the suggestion of someone else winning, Colm got agitated, thumped his fists on the desk and raising his voice, called out that he didn't "want anyone else to win". Returning to the story and lowering her voice, Eilish quietly reasoned that games are fun, not everyone can win, you can't spoil the game and you have to keep the game fun, and allowing some time for Colm to process this, she then re-questioned about what he might say to the winner. At this, Colm stood out of his seat with such force that it fell over and he said loudly that he wasn't picking Paul or any one else to play the game. Again, in a calm voice Eilish reasoned that he couldn't play 'snakes and ladders' on his own, it would be no fun and he needed other people to play. She then mentioned Beckham, his favourite footballer and commented that Beckham's team didn't always win but sometimes lost, she reiterated that it was OK for Beckham's team to lose, referred to Colm's visit to Old Trafford and asked if he noticed what the

⁶ Definition and details of the social story are provided in Chapter Ten.

players did at the end of the game. Listening to this talk, Colm fixed the seat, sat down and repeated “at the end of the game” in a questioning tone and proceeded to recall some details of the visit. Eilish listened, nodded and made affirming facial expressions. When he finished, Eilish asked the question again and added the prompt of “... or games on the TV, what do you see the players doing?” His response of swapping jerseys and shaking hands met with affirmation and the question of what the players say to each other when shaking hands. Colm duly produced a list of phrases such as hard luck, poor you, better luck next time. Praising these as comments that winners would say to the losers, Eilish asked what the losers might say to the winners. When Colm responded with “we’ll get you next time”, Eilish suggested that they might say “congratulations”. Colm laughed at this and said: “no one says that. They’d say lucky you. That’s what I’d say ...” Quick to zone on the ‘lucky you’ phrase, Eilish repeated it a number of times, expressed approval that it was “a good one” and suggested that they use it to end the story. Prompting with the statement “when someone else wins I’ll say”, Colm added “lucky you” and with his agreement, Eilish scribed this sentence. She directed Colm to read the complete story and then asked what he’d say when someone else wins. Following this, Eilish divided a set of six mini cards displaying emotions with terms between the two of them and each had to display the emotion with the appropriate facial expression and make a sentence about that emotion. When Eilish came to one of her three cards with a smiley face and the term ‘happy’, she conveyed a happy expression with a smile and said “I felt happy when I said lucky you to the person who won the game of snakes and ladders”. Once each had taken three turns, the cards were swapped and this time, as each had to recall the expression made and sentence given by the other, when Colm came to ‘happy’ he had an opportunity to match expression with comment while reinforcing the notion of praising the winner. Following questions to recap on what to say when someone else wins, the next learning activity involved playing snap with a deck of word cards for the purposes of generating a winner and a loser and praising accordingly. Colm won the first game and Eilish modelled the comment of “lucky you, well done”. He also won the second game. When Eilish won the third game, although Colm said “lucky you” in a monotone, he pushed the cards backwards and forwards on the desk, said he was tired of the game and reminded Eilish that he had to find a photo for the cover of his project. (FNRR.RT3)

Evident in the above extract is teaching that involves the intricate interweaving of the teacher’s knowledge of the learner’s developmental level, social needs, interests and previous experiences with her knowledge of methods of teaching towards acquisition of the social skill and containing the negative emotions of the learner, to deliberately promote learning. As Eilish contextualises the learning for Colm to enable him operate successfully within his zone of cognitive development, transformative moments emerge for both teacher and learner. Detail supporting the transformative teaching-learning activity arising from transactional teacher-learner dynamics relating to the vignette is presented in Table V3.2.

Table V3.2: Transformative teaching-learning activity arising from transactional teacher-learner dynamics

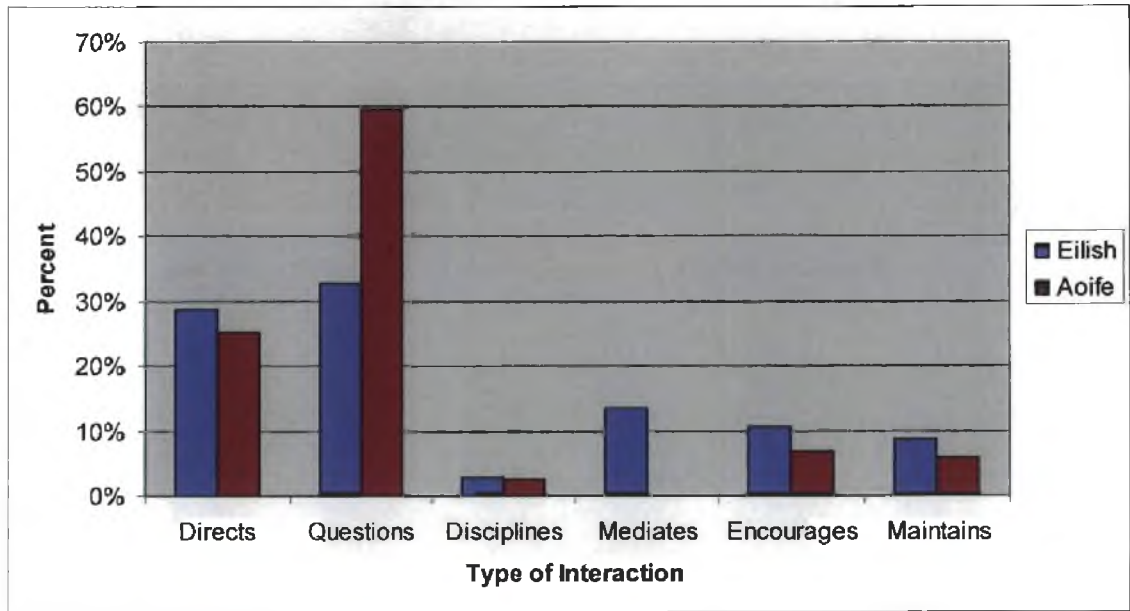
Colm’s hurdle	Internalised by teacher with transforming influence leading to new action	Transformative influence of new action on learning processes
<ul style="list-style-type: none">• Colm’s refusal to accept that someone else might win and his agitated and aggressive state• Colm’s exclusive consideration of ‘hard luck’ greetings	<ul style="list-style-type: none">• Interacting quietly and calmly, drawing on his visit to Old Trafford and his interest in Beckham and associating this with possibilities of winning and losing• Suggestions to elicit ‘congratulatory’ greetings, zoning on and affirming Colm’s choice	<ul style="list-style-type: none">• Colm reengages and suggests a number of greetings• Colm’s appropriate use of the greeting (even if somewhat reluctantly)

Apart from illustrating the resource teacher’s proficiency at attuning the learning experience to address Colm’s needs and to connect with his learning processes, maintaining the consistency and momentum of the learning experience requires intense one-to-one interaction. However, the teaching context in which such interaction is possible constitutes an artificially privileged one for class teachers. Although necessary in terms of working towards achievement of the learning outcome, it is difficult to envisage how the class teacher could attune the learning experience similarly within the context of teaching all children in the class. Regarding the specificity of focus on certain social skills, this is representative of the necessity to focus on learning that is of high personal relevance and a developmental priority for the child with SEN but that may be meaningless to their class peers. In this instance, the pursuit of individually relevant learning for Colm implies a parallel and separate programme. The withdrawal context supporting the intensity of teaching evident in the vignette brings into sharp focus the limits of inclusion juxtaposed with the benefits of withdrawal in certain teaching arrangements for learners with SEN. This, in turn, highlights the need for resource teachers to work closely with class teachers to create more porous boundaries between mainstream and withdrawal settings. However, such collaboration presents challenges to teachers in terms of sharing and interfacing their expertise and to schools in so far as dedicated time is secured to pursue collaborative activity.

Eilish’s and Aoife’s communicative interactions

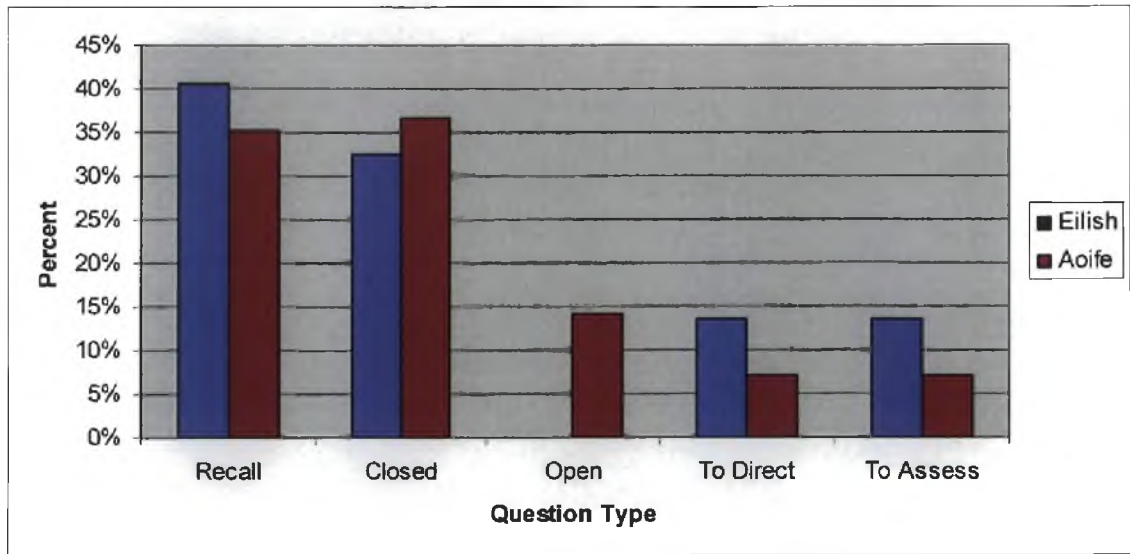
Eilish’s and Aoife’s verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V3.1 below presents the percentages of their verbal interactions by category, recorded for both Eilish and Aoife respectively.

Figure V3.1: Percentage of Eilish’s and Aoife’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Eilish’s verbal interactions is significant in the context of links between the teacher’s use of mediated talk and the intentional learning of the child with SEN, substantiated by the qualitative data relating to the interactive sequences cited. Furthermore, teachers’ questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Eilish and Aoife respectively, are presented in Figure V3.2.

Figure V3.2: Percentage of Eilish’s and Aoife’s questions by category



Overall, the questions in the lessons for which the systematic observation schedule was used are predominantly recall or asked in closed form. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description. The higher proportion of questions to assess learning asked by Eilish indicates the frequency with which she monitored learning within the lesson before proceeding to subsequent stages.

Two teachers, separate programmes, satisfactory outcomes but teacher-expressed need for joint planning, teaching and reviewing

Eilish and Aoife had brief discussion at the start of the school year regarding the content of Colm's IEP. However, as there were no arrangements in place in the school regarding dedicated time for meeting, levels of consultation were minimal as Eilish's comment reveals: "I know it is a weak point in the school. Basically I do it on my own and I try and maybe grab five minutes with the class teacher here and there if they're willing, but you know, we don't have any structured plan in the school" (RT3.43, p. 5). Aoife, the class teacher corroborates that they "didn't plan in any great detail what was going to be going on" but "knows that Eilish would follow a particular plan" and adds that they "would discuss what (*Eilish*) thinks his needs are and what (*Aoife*) think(s) and kind of work towards that" (CT3.175, p. 18). Against this backdrop, Eilish took responsibility for the learning targets and provided all support on a withdrawal basis. Aoife was not given a copy of the IEP and did not incorporate learning targets in the class programme. Apart from their meeting at the start of the school year, Eilish and Aoife communicated informally or if a situation arose and as such, there were no formal structures in place for them to collaborate or co-plan for the child with SEN. Acknowledging her lack of involvement with the IEP, Aoife shared the following speculation:

If we met more regularly and that we followed up maybe on things that we were doing with him at school ... it would be much more beneficial you know and you might have a greater sense of achievement then at the end of it you know that everybody would have just this huge effort towards the same ends. (CT3.206, p. 21)

Furthermore, acknowledging lack of dedicated time and the inadequacy of capacity building measures to support inclusion, Aoife had this to say:

And if there is such a push for, em, inclusion, they need to provide the supports to back up their aspirations for all children to have their education in mainstream schools you know if that's what's happening. (CT3.226, p. 28)

Over the series of visits to the school, Colm was observed consolidating social skills with a group of peers invited to join him in the resource room and generalising the social skills to other locations beyond the resource room. He accepted other children being called ahead of him to read or answer questions in class, but would prefix his contribution with a comment such as "I'm the fifth one to read". During interviews at the end of the school year, both Aoife and Eilish expressed the view that socially, Colm had made a significant improvement, he had joined the Scouts and managed to go on a

two-night stay and would be heading to Scotland for five nights in August, which was “great progress”; he was a much happier child, was relating better to his peers and was much more settled in the class. Aoife commented that outbursts were very infrequent and she could now include competitive games in PE where previously the focus had to be on skills and drills and obstacles courses. Acknowledging that “the way he interacts with others, he influences the dynamics of the classroom and influences the way you teach, for organising groups and that”, Aoife also commented as follows:

He has added to the class as well with general knowledge and if he continues to make progress on being a good competitor he will be an asset next year for the fifth and sixth class Credit Union Quiz. (FNFD.CT3)

Although identifying positive progress, Eilish and Aoife also expressed their need for shared planning and team teaching. Aoife’s argument in favour of this was as follows:

Colm’s needs are not academic. They were never really academic. They were always social. Now he needs more refined social skills. Next year, if the resource teacher came in regularly to work with different groups on whatever subject we’re doing. Then gradually, we could get everybody involved in more competitive aspects. Competition is a part of life. We have to handle it, cope with it. He has to handle it. He has so much to offer and he needs to cope with it as a part of life. Bringing the resource teacher into the classroom, team teaching, the competitive aspects, we could ease in gently. (FNFD.CT3)

Perhaps understandable given the resource teacher role, from the limited perspective of identifying needs on a case by case basis without regard to mainstream class context, Eilish’s justification for in-class support was as follows:

For next year, I’d like to maybe go into class once a week for group work to see him relating to other people. I think that would be a very worthwhile exercise.

Articulating this need for a collaborative approach substantiates coherence-fragmentation in teachers’ practices.

CASE STUDY FOUR: SYCAMORE NATIONAL SCHOOL

Sycamore NS: setting

Sycamore NS was co-educational, catering for children from junior infants to sixth class and located in a suburban, mixed area on the outskirts of one of Ireland's major cities. With two hundred and thirty-two children enrolled, the school had an administrative principal and eight class teachers. Additional support teaching was provided by a total of three teachers assigned to the school on the following basis: one learning support teacher, one resource teacher and one teacher for children learning English as an additional language. The school also shared the services of an additional support teacher for travellers with two separate schools located on the same campus. Sycamore NS also had a departmental total of two and a half SNAs.

In response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004), practices had changed in Sycamore NS. Although the teacher for children learning English as an additional language continued to work exclusively with these children and those from the travelling community grouped with children from the other two schools and continued to receive additional support from the teacher for travellers in that teacher's base school, the other children were grouped on the basis of learning needs and assigned to one additional support teacher; the more challenging of these were assigned to the resource teacher. However, this arrangement resulted in children from one class leaving their mainstream class at different times throughout the day to receive additional support from a number of different teachers; if the collaboration required by directives from the DES (2004) was to be implemented in practice, it would also result in the same class teacher having to liaise with more than one additional support teacher. Specifically, the resource teacher moved beyond one-to-one teaching to include groups on a withdrawal basis.

The class teacher, the resource teacher and the child with SEN

Catherine, the class teacher, had completed her first year of teaching and was starting into her second at the time of the enquiry in Sycamore NS. Having secured a BA degree, Catherine completed an eighteen month Post Graduate Diploma in Education. Her formal preparation for teaching children with SEN involved completing a twenty-seven hour module on special needs and a one week placement with the learning support teacher in Sycamore NS. Among the twenty-eight children in her second class ranging in age from seven to nine years, twelve were assigned additional support on the following basis: one with AS, nine with learning support needs, one was a speaker of English as an additional language and one from the travelling community had recently arrived in the country.

Starting in Sycamore NS from the outset, Helena was a senior member of staff having completed twenty six years teaching, the last four of which were spent working as resource teacher. Helena's initial teaching qualification was a Bachelor of Education Degree while during her time as resource teacher she completed the Graduate Diploma in Special Education. Helena was the deputy principal and among the duties of this post was responsibility for managing special needs in the school. Her teaching

responsibilities related to nine children ranging in age from five to eleven years, all of whom were assessed with SEN. The categories of special need represented among the nine children were as follows: one with a hearing impairment, one with ASD, one with ADHD, one with AS, three with mild GLD and two with specific learning disabilities (these latter five children were assessed by a psychologist although their needs fall into the high incidence category under the GAM).

Frank, who was seven years of age at the start of the enquiry, had been allocated additional support on the basis of having AS. According to psychological assessment, his performance on measures of attainment and underlying cognitive skills placed him in the lowest attaining ten per cent of the population while attainments in the underlying skills of communication and language interfered with his ability to learn. Interpreting his abilities and needs in terms of his performance in relation to curriculum for learners at second class level and thus supporting a mindset of homogeneity of learners, Catherine provides the following account:

Frank isn't able for Irish. When I'm doing Irish, his SNA will take him aside and he will do his reading ... maths, it would be the same concept but it wouldn't be at the same level because if it was at the same level he would just get agitated and then he would quit very early on ... English, Frank would join in, like we're doing the class novel 'Sam in Some Sticky Situations' and he mightn't be following the words but he'd be listening to the story... oral language, he takes part in that, we would get him to express his opinion ... then history, geography, science, he's interested in. He actually will take part much more in those, he has a lot of information and he is able to tell you exactly you know, he's very intelligent that way ... PE, he's not interested in it. He likes running but he doesn't like football. He doesn't like the idea of too many people running at him. He loves the library, books, books, books, now he'd have a mountain. But it's not that he's reading them. He's looking at them. But his reading, he's learnt the words off. He'll only read the book that he wants to read because he's learnt it ... and if it's something he doesn't want to do, he gets agitated "I want to sit down. I don't want to do this" and then he heads for the bathroom, that's his escape route. Friendship wise now, basically, he can't interact. He really doesn't. He has no empathy for other children ... He doesn't really want to play with them. In yard, he'll walk round with the teacher. If he does talk to them (*other children*), at the moment, it's just trains, that's his fascination. (CT4.5-20, pp.1-3)

Franks's priority learning needs related to the development of his communicative, language, social, emotional and personal skills and his understanding of literacy and numeracy. Regarding additional support, Frank was withdrawn to the resource room for one hour daily on an individual basis. Frank had been assigned a departmental total of two and half days per week of SNA support. Rose, the SNA, spent from a half an hour after school started every morning until lunchtime in Catherine's classroom, working with Frank on separate programmes during maths and English lessons. Although Frank was withdrawn at alternating times each day, during the time for which Rose was present in the school, she was not involved in these withdrawal sessions in the resource room.

Catherine's constructions of inclusive practice

Catherine's classroom provided a colourful, busy and lively learning environment. Sections of the room were devoted to the curriculum areas of Irish, English and religion (being second class, the children were being prepared for First Holy Communion). There was a nature table which on one visit, between it and a window sill, held twenty-eight pots with daffodil bulbs planted by each of the children. There was a 'history museum' which included a collection children's toys, tools, lunch boxes and school bags from different decades, an old typewriter and an old school bell displayed on a table. A notice board for the children's art work varied from visit to visit and on one occasion displayed their very colourful reproductions of Van Gough's sunflower. There were commercially produced posters of the respiratory and digestive systems, of addition and subtraction number facts and of 2D shapes, which were displayed permanently over the course of the school year high above class boards. The room was well-equipped with a variety of educational resources, a class library and one PC.

The children were seated in two columns comprising three and four rows of four children, facing the class board. Frank was located on the outer right-hand side of the first row of the right-hand column. There was also a work station on the extreme right-hand side of the room adjacent the classroom toilets where Frank worked with the SNA during English and maths. As with all but one of the classrooms in this enquiry, once filled with twenty-eight children, the class teacher and the SNA, there was very little room for manoeuvre.

Over the course of the five school visits, nineteen lessons were observed covering most curricular areas apart from drama. The greater proportion of the school day was devoted to teaching English, maths, Irish and religion while the remainder was given over to any two or three of SESE, SPHE, music, PE and Art, depending on the day. Catherine's teaching style could be described as lively and energetic. At the level of the lesson, content appeared appropriately pitched to the age, interest and ability levels of the children and teaching-learning activities proceeded at a lively pace. Opening with effective activation of children's prior knowledge, lessons followed a clear developmental structure and each stage of learning was designed to provide the foundation for the next. As such, learning activities within lessons were sequenced and integrated to address a number of outcomes. A variety of methods was evident in Catherine's teaching, and seemed appropriate to the curriculum focus, effective in promoting understanding and involving children in learning. Her teaching was supported by an abundance of resources which potentially, were appropriate for the learning purposes and when used with increasing selectivity, were effective in facilitating the children's understanding and participation. The combination of methods and resources in Catherine's practice reflected teachers' views of the importance of having children actively involved to facilitate inclusion, as revealed in their pedagogical intentions in Chapter Seven. Catherine had a relaxed approach to organisation and classroom management, contributing to more random, flexible and lively transitions between lessons and a busy if not somewhat cluttered physical environment. Nonetheless, Catherine monitored learning and refocused the children as necessary to maintain their engagement within lessons and was very caring, kind and gentle in her interaction with the children throughout.

Inclusion, diversity, responsiveness and differentiation

As indicated previously, over two-fifths of Catherine's class were receiving additional support. Since the school policy was such that the children who needed support could be withdrawn from the one class at different times throughout the day, and again to different teachers, it had an inevitable yoyo effect on teaching-learning experiences in Catherine's class as her following commentary reveals:

Then it just worked out that I couldn't do it (*have all the class together to teach Irish at the same time each day*) because some of them were going, there's a lot of in and out, in and out, because Frank will be going sometimes in the morning, sometimes after little break, sometimes after big break depending on the timetable. And then the resource groups, they go out Tuesday to Friday and the maths group go from a quarter past eleven to half twelve Thursday and Friday, and now I have Joyce and she'll be going out after little break. Amparo goes out after lunch... So it's just in and out constantly. That's every class really like I mean. That's the way it goes. (CT4.78, p. 9)

The consequence of this policy is that there is no consistent time over the course of the week when this mainstream class is in tact. Given the high proportion of those being withdrawn, this has to have implications for friendships and the social cohesion of the group while the inclusive emphasis of such a policy is difficult to discern.

The complexity of differentiating to address the diversity within this mainstream class was captured in Catherine's pedagogical intentions as her following commentary reveals:

It's the maths that I would juggle a lot because you know, some of them fly through the maths book and you can just give them an extra worksheet. The ones going out for resource, they have to do the maths book because the parents paid the money and they expect it to be done even though we know like it's not the B all and end all but to a lot of them it would be. And then if you hold the brighter ones back, their parents want to know why and it's not fair on them. But the others, like you're trying to pull them up here and there and then I have Amparo (*Portuguese child recently arrived in the country*) and she would be doing different maths as well and I'd have Joyce (*traveller child also recently arrived in the country*) out with the concrete, you know, with the Diennes blocks, with the transition boards and she would be doing something else as well and now Frank always has his blocks, that's what he'd be using ... it's just, you're all over, you're writing home work for different people. It's just all juggle, juggle, juggle you know. (CT4.88, p. 11)

Observation revealed the dilemmas of differentiation in practice. By way of illustration, Catherine taught maths from a quarter past eleven to twelve o'clock. At the start of the lesson, there were nineteen children present; these included sixteen very capable and accurate calculators along with Amparo, Joyce and Frank. The strand was number and the sixteen worked on tens and units, place value and addition without and with regrouping while for them, Catherine's teaching focused number patterns and on developing problem-solving skills based on addition and subtraction without

decomposition. Amparo and Joyce worked on number counting, sequences and addition of numbers up to twenty and for this pair, Catherine's teaching focused on recording two quantities added together and represented with blocks on the transition board in correct written form. Frank was working on the concept of place value up to nineteen and Catherine's teaching focused on adding single digit quantities up to nineteen. The following account outlines how Catherine addressed these diverse levels within the one lesson.

Having started the lesson by revising and setting an activity for the sixteen which involved representing place value on abacus diagrams and completing addition operations, Catherine called Joyce and Amparo up to a desk and using the concrete materials, got them to represent a two digit number up to twenty with the Diennes blocks placed on the transition board and then a second two digit number. She then questioned them about adding the units and tens, she modelled how to record this in writing on a mini-board and invited the two girls to record the operation in their copies. Catherine repeated the procedure a number of times, and had to prompt and cue Joyce on a few trials to reinforce the concept of adding the units first, before giving them a worksheet with exercises that involved completing additions based on pictorial representation of the transition boards and Diennes blocks. Having circulated to check the sixteen were on task, she joined Frank and Rose at the work station where he was ordering given quantities of cubes into one block of ten and remaining units and recording this in diagrammatic and numerical form in a workbook. Catherine explained that he was going to learn how to add numbers that had answers bigger than ten, referred him to a number line, and having chorused from ten to twenty with him, further explained the answers would not be higher than twenty. She then directed that they play the counting up game but from ten. Briefly, this involved her saying a number and holding up one, two or three fingers and Frank was to count up that quantity from the number given. For example, when Catherine said "eleven" and held up three fingers, Frank said hesitantly but correctly "twelve, thirteen, fourteen". After a few trials, Catherine directed him to the relevant page on the workbook which involved addition of single digits up to a total of nineteen. Regardless of which number was recorded first in the operation, Catherine asked him to pick the bigger one and count up by the other; if the other was higher than three and he couldn't count it in his head, he could use the blocks to represent the lower number (but apply the same principle as in counting on from the bigger number). Having completed the first one correctly, Catherine left him to continue with the SNA and returned to teach the number patterns to the sixteen. While Catherine had been working with Frank, three children who had been withdrawn returned to the room (the ones going out for resource whose parents were eager that they complete the class maths activity book). They were chatty and although they had books opened, they had not engaged in the activity but quietened down when Catherine refocused the now nineteen. In the meantime, Amparo and Joyce had taken a set of crayons to their depictions of the transition boards and their maths activity soon turned into a colouring activity. As Frank continued under Rose's direction, he could manage counting in his head when the lower numbers were low but once they rose above

three, he resorted to the cubes. However, as he continued to take out more cubes from the container, when it came to doing one of the additions, he counted out a set of cubes for both numbers instead of just the lower number. As he repeated this for the next addition, Rose commented “you prefer using the cubes” and allowed him proceed to count out two sets of cubes and then count them all to get the total (which actually slowed down the process but kept him busy). Frank continued to produce the correct answers but the concept of counting up from the higher number was not in evidence. More to the point, Catherine was busy with the nineteen, had not observed this and remained unaware of it, as having worked for approximately fifteen minutes with them, the lesson was then drawn to a close. (FNRR.CT4)

Evident in the above vignette is Catherine’s responsiveness to diversity in her practices of attuning learning activities and concepts for teaching to connect with the varied developmental levels of the learners. However, distributing teacher time to secure the intentional learning of all children in this diverse mainstream class was highly complex. A number of the children, and particularly those earmarked for additional support would have benefited from increased teacher guidance to allow consolidation following their immediate acquisition of the concept. However, as Catherine had to attend to different groups within a specific timeframe such guidance was not an option. As such, having successfully advanced Frank’s counting on strategies for numbers above ten, without being there to monitor and prompt when he first forgot to ‘count on’, he regressed to counting all.

Furthermore, by referring to his preference for using the cubes rather than reminding him to ‘pick the higher number and count on’, unwittingly, the SNA’s actions sidelined Catherine’s pedagogical intentions with negative consequences for Frank. Like the other class teachers in this enquiry who worked with an SNA, Catherine’s understanding and appreciation of the SNA role is captured in the following comment which also substantiates her prioritising of the needs of the majority:

The special needs assistant would be in, in the morning time. After lunch, I find I can’t get my attention to him as much, do you know what I mean? Like he’s more focused when Ms Thornton’s in the classroom do you know, because she’s keeping him on task. (CT2.34, p. 4)

In the presence of the SNA, Frank ‘was on task’ but the intended learning was ‘off course’. On the one hand, the SNA was acting in accordance with the care and non-teaching role as directed by the DES (1999; 2005). However, this nominal addressing of the needs of learners with SEN comes at the expense of Frank’s learning and development. Also, up to lunchtime, it was the practice that Frank sat with Ms Thornton at a designated workstation⁷, as explained by Catherine:

So we have a workstation near the bathroom and we have the coat hanger in front of it so he would have some privacy with Ms Thornton. But he has a

⁷ The workstation is a private, cordoned off working space and is recommended in the literature as ‘effective practice’ to enable the completion of individual seatwork by learners with ASD as it reduces distractibility; it is a characteristic feature of the TEACCH approach to the education of learners with ASD.

tendency to go over there after lunch time and you know, I would spend a lot of time trying to bring him back and get him to sit down (*at his desk at the top of the mainstream class*). (CT3.17, p. 3)

Observation revealed that precisely because of its location beside the class toilets, used frequently by the children and where doors were often left unclosed and the sound of running water could be heard, there was much distraction, defeating the purpose of the workstation. Furthermore, although more so in the afternoons, even with the SNA present, Frank was the most frequent visitor to the toilets. Field notes record that during one twenty minute period, he visited the toilet on three occasions (and on each, the SNA called after him to flush the toilet). Yet for each of the hours observed in the resource room, he did not use the bathroom once. Also, he had difficulty remaining seated with the mainstream class in the afternoons and tended to roam to display tables or to the class library. On these occasions, Catherine intervened to draw him back to the class when other children conveyed their distraction, for example, by asking “what’s Frank doing?” As with previous cases, the practices of differentiating to address diversity illustrated in the vignette substantiate the limits of inclusion as those with SEN are only included to the extent that they can be accommodated within the needs of the mainstream. Furthermore, these practices may be exacerbated by caring and well-intentioned SNAs who inadvertently sideline the pedagogical intentions of the teacher.

Synchrony between Catherine’s communicative interactions and development of understanding

As with the other teachers in this enquiry, synchrony between teacher talk and the intentional learning of children was evident in Catherine’s practice. The interactive sequence below relates to her introduction of a science lesson on the topic of air and is representative of teachers’ use of factual and closed questions to elicit a predetermined answer:

Catherine: What is air?

Child 1: Oxygen. It’s a gas.

Catherine: Can you see air?

Child 2: Not really.

Catherine: Where is air?

Frank (child with SEN): Air is in towns and cities and mountains because you need airshafts in mines ...

Child 4: (interrupts) It’s all a round us, air is everywhere.

Catherine: Let him say, let him tell us about the airshafts. Frank.

Frank: Airshafts in mines underground so the miners can breathe air.

Catherine: Good. Paul, your hand is up.

Paul: If you go outside you can feel wind.

Catherine: And has the wind something to do with air? Lia.

Lia: Yeah, if you get a fan and you wave it, wave it really fast, you’ll feel air.

Catherine: Good, so we’re agreed air is all round us, we can’t see it but we can feel it when it’s moving. What can you blow into?

Child 7: Bag a crisps.

Catherine: What else can you blow into and fill with air? (*takes a balloon from a packet and holds it high*)

Children: (*chorus response*) A balloon.

Catherine: A balloon (*puts up a chart of the upper body with respiratory tract and circles the two lungs with her finger*). What are these?

Children: (*chorus response*) Lungs.

Catherine: What do we need our lungs for? Hands up (*proceeds to blow into the balloon, emphasizing her breathing*)

Child 8: To breathe. (FNRR.CT4)

Regarding teachers' communicative interactions and particularly their use of questions, the above extract also illustrates that the dominant pattern of interaction is teacher-led and that typically, the interactive sequence of teacher-child-teacher-child is rarely interrupted.

Helena's constructions of inclusive practice

Helena had a spacious, bright and very well-equipped resource room. Helena provided all additional support on a withdrawal basis, working either on one-to-one or with small groups of three or four. The sessions concerning Frank focused on the development of social skills, communication and language, literacy and numeracy. Following consultation with class teacher and parent at the outset of the school year, Helena devised an IEP outlining long term goals, priority learning needs and learning targets for Frank, which determined the focus of additional support teaching. Over the course of the five school visits, five sessions were observed which covered a combination of English, maths and SPHE.

Responsiveness, transactional actions and interactions and transformational teaching-learning experiences

A key aspect of Helena's pedagogical intentions was the tailoring of her teaching approaches to Frank's interests and learning style. This is evident in the account she provides of her approach to teaching Frank social skills; at this stage, he was reluctant to communicate directly with her and had a fixation with the Fuzzbuzz reading scheme:

Well for example, now in the beginning when I started with him, he just wouldn't co-operate at all. "No, no, can't do that" and he'd fly over to the Fuzzbuzz and be lost in the Fuzzbuzz and start talking about Fuzzbuzz to me. So I discovered anyway that he would talk to me if he had a telephone. So I've two telephones there as you can see and that was the only way I could actually have a proper conversation with him was on a telephone. But he had to pretend to be Mr Cheese. Now don't ask me who Mr Cheese is. But that's OK and I would phone him up and ask him, "Mr Cheese, I have a little boy here" and I'd show him the picture (*scenario depicted in cartoon form*), "He's standing on his own in the yard. There's another little boy here. What should he do?" and we would have a conversation that way. But it had to be on the telephone and he was a character. He couldn't play himself and talk to me directly. Now he's gotten over that and he now talks to me and we can actually discuss these social skills as Frank and the teacher. (RT4.97, p. 12)

Helena explains that by using a visual timetable with a selection of cards depicting learning activities like “looking for sounds, a bit of writing, reading, cutting out, listen” along with the child’s preferred activities such as “computer” and “telephone” and initially allowing the child “pick the cards himself”, but progressing to interspersing one teacher-selected learning activity with one preferred activity and then two and later three learning activities with one preferred activity, the child was weaned off the telephone (RT4.105, p. 12). Eventually it reached the stage where Helena “now can put in whatever pictures (*she*) like(s), he doesn’t mind because he knows what’s coming up next, so that worked a treat for him and ... (*they*) don’t bother with the telephones much at all now” (RT4.107, p. 13).

The above commentary illustrates the innovation inherent in Helena’s responsiveness to the Frank’s curiosity, interests, needs, existing knowledge and experience, and integral to her pedagogical intentions. It reveals insights into the nature of teacher-learner dynamics, characterised by reciprocal actions and interactions between teacher and learner. In this instance, the teacher’s interactions are modified in response to the child’s desire to be called Mr Cheese and his willingness to use the telephone for communication while the child’s are modified in response to the social skills being taught and the way they are being taught, contributing to a mutually reciprocal dynamic while learning is evident in Frank’s progression from the use of telephone to use of visual timetable. Such interactions hinge on Helena’s knowledge of the child’s learning characteristics, the learning environment, the nature of the learning tasks and the teaching styles contributing to the dynamic of teacher-learner actions and interactions.

Observation of Helena’s practice revealed many such examples of transactional teacher-learner dynamics leading to transformative teaching-learning encounters. However, as with other cases in this enquiry, transactional teacher-learner action and interaction between teacher and learner with SEN is dependent on intensity of engagement and maintaining momentum and continuity which, in turn, are facilitated by the teaching context, particularly small-group teaching.

Teacher prompts and cues to maintain focus and promote learning

Observation of Frank’s learning in the resource room revealed the extent to which learners with SEN required the teacher’s mediation in order to maintain focus and to progress at a continuous pace. In contrast to his experience of being taught the ‘counting on’ strategy in the mainstream class and the withdrawal of the class teacher to work with other children at a time when her guidance would have facilitated his consolidation of the strategy, the context of resource afforded Helena the unimpeded opportunity to monitor and assist his learning. This is evident in the following vignette relating to a short teaching-learning episode which involves Frank writing three dictation exercises to consolidate and reinforce his recognition of /ent/ words and his use of capital letters and full stops in writing sentences correctly.

Helena dictates the sentence “He went to the shop” which Frank proceeds to write. His copy moves on the desk and with a tight-fisted grip of the pencil in his right hand, the movement is choppy. Helena gives the gentle reminder of “left hand Frank” and he takes his left hand down from his mouth and uses this to

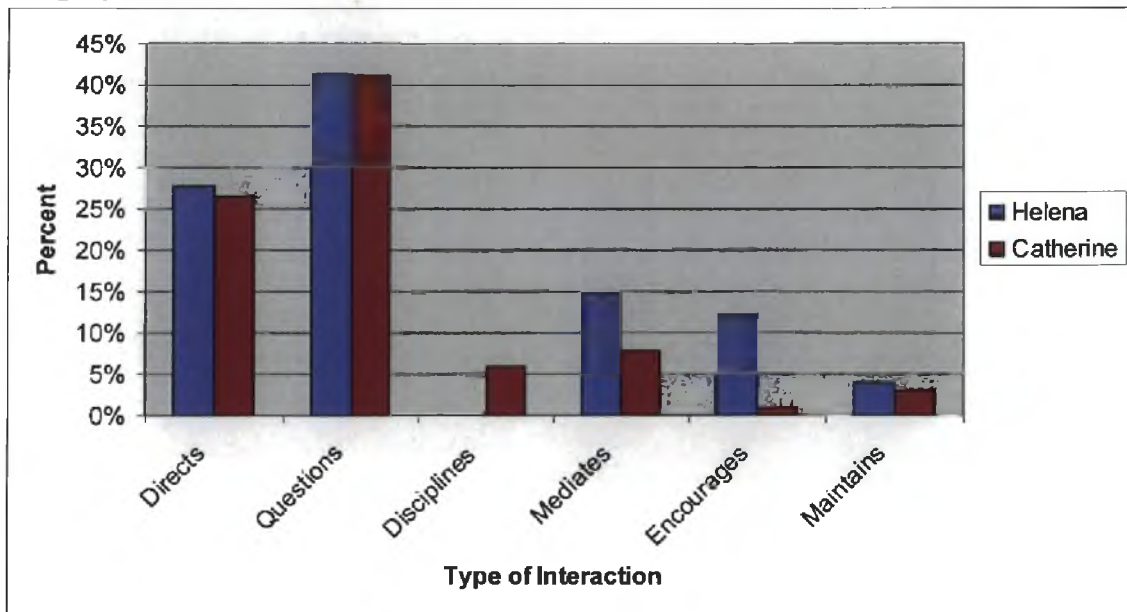
support the page. When he finishes writing, he looks up. Helena, having scanned his writing says: “good, what do we put at the end of a sentence?” Frank inserts the full stop correctly but in so doing, breaks the pencil point. He looks for a sharpener but Helena directs him to take another pencil from the container on the desk and she dictates the second sentence. Frank proceeds to write but again forgets the full stop. Noticing this, Helena asks: “What have you forgotten?” and as he corrects, she comments “very good, the sentence ends with a full stop”. Then Helena dictates the third sentence and as he writes, she comments: “good boy and you’re leaving a space between your words” which prompts him to rectify and actually do this correctly and as he looks like he thinks the task is finished, she further prompts: “Let’s see if you’ll remember” which leads him to add the full stop. Following this, he is then directed by Helena to “check the work” and he looks over it. As he does not spot any errors, Helena points to ‘sHop’ and asks: “what should this be?” Frank replies: “Jesus, Mary and Joseph how did that happen?” and corrects the /H/ to lower case.

Helena’s monitoring, prompting and assisting were necessary in contributing to Frank’s consolidation of use of punctuation while her commentary on his progress at the end of the school year indicated maintenance of learning in this regard.

Helena’s and Catherine’s communicative interactions

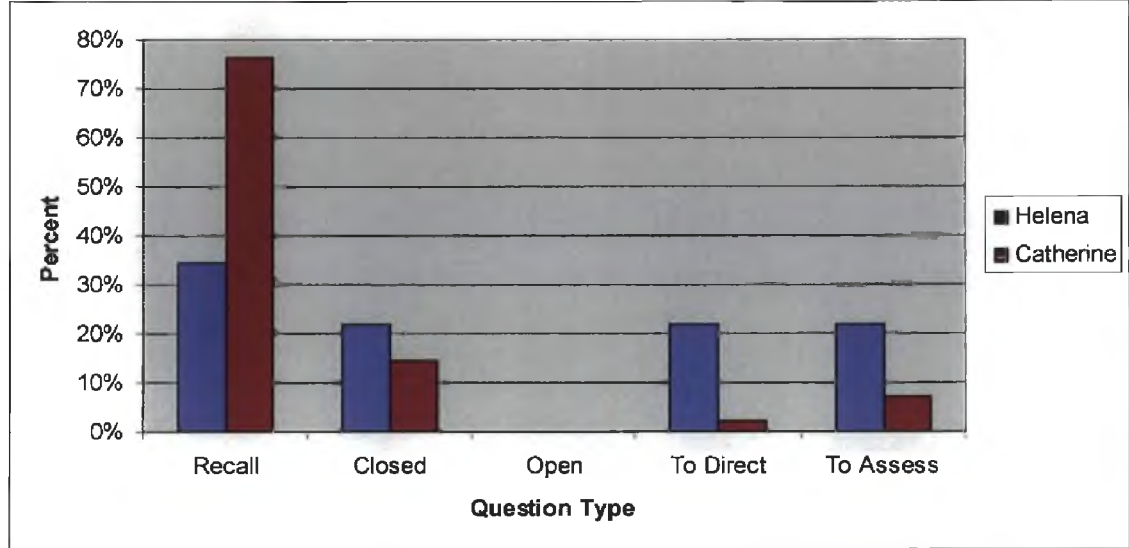
Helena’s and Catherine’s verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V4.1 presents the percentages of their verbal interactions by category, recorded for both Helena and Catherine respectively.

Figure V4.1: Percentage of Helena’s and Catherine’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Helena's verbal interactions is consistent with the higher frequency of mediated talk used by resource teachers in the other case studies. Regarding communicative interactions, teachers' questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Helena and Catherine respectively, are presented in Figure V4.2.

Figure V4.2: Percentage of Helena's and Catherine's questions by category



Overall, the questions in the lessons for which the systematic observation schedule was used are predominantly recall or asked in closed form. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description. The higher proportion of questions to assess learning asked by Helena indicates the frequency with which she monitored learning within the lesson before proceeding to subsequent stages.

Two teachers, perforated boundaries and progress

Helena and Catherine collaborated at the start of the school year regarding the content of Frank's IEP. Helena took responsibility for the learning targets and provided all support on a withdrawal basis. In terms of perforating the boundaries between resource and mainstream programmes, Catherine was given a copy of the IEP and incorporated a number of the learning targets in the class programme. Furthermore, she was also given a copy of the resource teacher's short term plans as Helena confirms: "(she) would do a fortnightly plan ... and would photocopy it and give it to the class teacher so she has a record of what's being done" (RT4.58, p. 7). The influence of referring to IEP and Helena's fortnightly plans on her planning intentions for including Frank is indicated in the following commentary from Catherine:

I would have basically a copy of what Helena is doing ... I'd check the IEP and what the targets are and what the aims are and I would just try to back them up. So for example, if I was writing down weekly plan English and I'd have oral language, it would be basically social interaction with another person, describe your weekend, what were your activities, so for him it would be like broaden his vocabulary by you know, could you use a different word for that and he has to tell one thing that went on, not just relate his own interests, but has to actually say something that happened, you know. (CT4.118, p. 14)

Apart from their meeting at the start of the school year, Helena and Catherine communicated informally or if a situation arose and as such, beyond one-way sharing of IEP and short term plans, there were no formal structures in place for them to collaborate or co-plan for the child with SEN. Overall, access to the additional support plans was regarded as helpful by Catherine and her teaching was planned to address Frank's priority learning needs. Nonetheless, with Catherine adapting the class programme as in class topics and themes to accommodate Frank and Helena devising her version of an individually relevant learning programme for Frank and without establishing discernable links between the two, he followed two separate programmes with different emphases albeit with some overlap in focus.

The implications of both Helena and Catherine planning and teaching two separate programmes in terms of the learning experiences and outcomes for Frank were evident in the interview at the end of the school year, in the teachers' reflections on their teaching and on the child's experience of inclusion. Table V4.1 details their assessments, interpretations and evaluations of progress. As with a number of case studies in the enquiry, variation in their interpretations supports varied emphases which, in turn, indicate a degree of discontinuity between resource and class teacher curriculum with consequent demands of the learner with SEN to synthesise learning from a number of locations across the mainstream school.

Table V4.1: Helena’s and Catherine’s assessments, interpretations and evaluations of Frank’s learning progress

Helena’s assessment, interpretation and evaluation of Frank’s learning progress	Catherine’s assessment, interpretation and evaluation of Frank’s learning progress
<p>Socially</p> <ul style="list-style-type: none"> • Can use visual timetable which has enabled his co-operation • Will greet others • Has become more friendly and outgoing • Will establish eye contact • Is developing a sense of humour as he plays tricks and sees the funny side • Can talk about how he should approach somebody as a friend or in the shop but needs to apply this in reality • Needs to learn co-operation with others in the class • Needs priming for participation in group work <p>Language</p> <ul style="list-style-type: none"> • Has developed an extensive vocabulary • Needs to use phrases appropriately • Needs to use correct syntax (would still ask ‘why he is doing that?’) • Needs to understand and interpret idioms, inferences and gestures <p>Literacy</p> <p>In September (start of school year), he was just starting to read</p> <ul style="list-style-type: none"> • Huge improvement, adores books, loves reading and listening to stories • Reads totally from memory • Knows sounds of all letters but will not blend • Needs to blend and decode • Can form all letters with correct alignment, using the red and blue lined copy • Writes with correct spacing between words • Uses basic punctuation <p>Maths</p> <p>At start of school year, “he didn’t know how to physically take away 8 cubes from 15, no idea of shapes, no concept of a half or of time, days of week, no concept of the calendar” (FNFD.RT4)</p> <ul style="list-style-type: none"> • Can add with regrouping • Can position all numbers on 100 square • Can recognise halves and quarters of shapes • Can measure using a ruler • Can count coins up to one euro • Can tell time on the hour and half hour • Knows days of the week, days before and days after • Can interpret information from a graph (FNFD.RT4) 	<p>Socially</p> <ul style="list-style-type: none"> • Social skills have improved • His demeanour is happier and he is more pleasant • Can describe his feelings better • Says hello to people • Needs to develop his interaction skills • Coped very well with the sacraments of communion and reconciliation • Still has obsessions, now with doors, lights and computers <p>Language (no comment)</p> <p>SESE</p> <ul style="list-style-type: none"> • Retains and can repeat all information <p>Literacy</p> <ul style="list-style-type: none"> • Reading “has come on, he can read every book in the library” (FNFD.CT4) • Creative writing – has written 11 stories and typed and printed them <p>Maths</p> <ul style="list-style-type: none"> • He “dislikes maths intensely” (FNFD.RT4) • Definitely for next year, he needs concrete materials for every single concept (FNFD.CT4)

Frank’s social and academic progress was observed over the series of school visits. By the end of second class, he was an avid reader with a phenomenal sight vocabulary, having only to be told a word once to remember it; he relied on being told

the word and did not apply any word identification strategies. He read a store of factual books on topics of high interest to himself and was very clear and precise in conveying related detail. He was observed spending longer on writing tasks and his letter formation was more accurate, legible and fluid. In class discussions, he listened and reacted more to what the other children had to say; for example, later in the school year when one child announced that “there was a new pope”, Frank asked spontaneously “If you became a pope would you be a saint when you die?” This contrasted with his input earlier in the school year where he tended to act as if he and the teacher were the only two involved in the discussion. Nonetheless, the discontinuity between resource and mainstream programmes and the fragmentary impact on learning for the child with SEN are evident, for example in Catherine’s lack of reference to Frank’s literacy and maths-related progress. Indicating awareness of the negative consequences of the discontinuity between mainstream class and resource programmes, in our interview at the end of the school year, Catherine stated her intention for the coming year (she was taking this class on to third) to “do out a full scheme, completely different scheme for him in English and maths that was the same as what the resource teacher would be doing” (FNFD.CT4). This highlights the need for resource and class teacher to collaborate closely in determining how learning priorities for learners with SEN can be addressed within the context of class planning across all curriculum areas.

Identifying priorities for their practice for the coming school year, following on her articulation of Frank’s need to learn co-operation with others and become primed for group work, Helena expressed an interest in going “into his mainstream class and working with him in a group situation”; Catherine commented that with “the high concentration who are weak” having another teacher in-class to “help in bringing everybody on” has to be a priority. Both teachers expressed the need for a “more concerted effort to collaborate” while Catherine argued that dedicated time for such collaboration was a prerequisite. Articulating this need for a collaborative approach substantiates coherence-fragmentation in teachers’ practices.

CASE STUDY FIVE: BEECH JUNIOR NATIONAL SCHOOL

Beech JNS: setting

Beech JNS was co-educational, catering for children from junior infants to first class and was centrally located in one of Ireland's major cities. In an area of socio-economic disadvantage, the school was in receipt of additional supports to deliver equality of opportunity. With approximately ninety children enrolled, the school had an administrative principal and six class teachers. Additional support teaching was provided by a total of four teachers assigned to the school on the following basis: one learning support teacher, one resource teacher, one teacher for children learning English as an additional language and one reading recovery teacher⁸. The school also had one SNA.

In response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004), changes were instigated to practice in Beech JNS. The reading recovery teacher continued to work with children on an individual and withdrawal basis. However, rather than withdrawing them for support, the teacher for children learning English as an additional language worked exclusively in-class with the children at junior and senior infant level. Children from a number of classes requiring additional support were grouped on the basis of need and assigned to one additional support teacher and as such, the resource teacher moved beyond one-to-one teaching to include groups on a withdrawal basis.

The class teacher, the resource teacher and the child with SEN

Rhona, the class teacher, had completed seven years teaching and was starting into her eighth at the time of the enquiry, all in Beech JNS. Having secured a BA degree, Rhona completed a nine month Post Graduate Diploma in Education. She had also obtained a Masters of Education Degree on Diversity in Education. Among the fourteen children in her first class ranging in age from six to seven years, five were assigned additional support on the following basis: one with EBD, one with a hearing impairment and three were speakers of English as an additional language.

Anita had completed sixteen years teaching, nine of which were spent in Beech JNS with the last four of these working as resource teacher. Anita's initial teaching qualification was a Bachelor of Education Degree while during her time as resource teacher she completed the Graduate Diploma in Special Education. In a previous school, Anita spent two years teaching a special class when she first qualified. Anita had a post of responsibility and among the duties of this post was management of special needs in the school. Her teaching responsibilities related to eleven children ranging in age from five to seven years who were assigned support on the following basis: one with a

⁸ As a DES support, certain junior DEIS schools were granted an additional teacher to address literacy standards; the teacher received intensive training in the Marie Clay method of reading recovery and was required to implement this intervention on an individual basis of daily half-hour lessons with children from senior infant classes who scored between the tenth and second percentile on standardised assessments of literacy.

hearing impairment, one with cerebral palsy, two with EBD and seven with learning support needs.

Philip, who was six years of age at the start of the enquiry, had been allocated additional support on the basis of having EBD. His assessment did not include a learning disability and indicated that he was cognitively capable of mastering the conceptual content of learning planned for his mainstream peers. Rhona accounts for his learning abilities and needs as follows:

It's not that he's struggling academically, he's struggling with just a bit of independence and motivation. He would need a teacher sitting with him a lot of the time. If you can get him settled, that boy will work. Once I have him settled in a quiet corner away from other people, you know it depends on who he's sitting beside, who he can work with. So he wouldn't be too much of a problem, just maybe shouting out and would find it hard to sit still ... now because he finds it hard to get focused, he can miss out, he doesn't know it because he wasn't focusing. But if you sit with him, he'll learn it. (CT5.11, p. 3)

Philip's priority learning needs related to the development of social, emotional, personal and behavioural skills. Regarding additional support, he was withdrawn along with a child with learning support needs from his class for a forty minute period each day. Anita described the focus of their programme as follows:

Through the curriculum, literacy and numeracy, but the focus is on strategies for their behaviour, for their social interaction and how to implement the strategies in class and that's why they work as a pair, so that they know somebody's in my space, I don't shove them out with my elbow. I ask appropriately. (RT5.7, p. 2)

Rhona's constructions of inclusive practice

The school building was over a century old with the result that the classroom appeared not entirely built for purpose. At approximately four metres squared, the room was very compact and cramped when filled with children and class teacher. The room did not afford even one 'quiet corner' in which to settle a child. Desks were arranged so that the children sat grouped in two columns down the centre of the room, creating three aisles of walking space. The floor space also held a sink unit, shelves displaying resources for maths and English, a book stand with a selection of books used by the children for paired reading, a mobile magnetic board and a large plastic box with props and clothing for role play. There was a line strung across the room, which on one visit, was pegged with cut-out items of clothing labelled in Irish. Notice boards were decked with colourful displays representing curricular areas and they varied from one visit to the next. On one occasion there were displays as follows: large coloured 2D shapes, a large number line up to twenty and a clock face; a word ladder of basic sight vocabulary and cloud-shaped cards, each to display words beginning with /sn/ /st/ /sw/ /sp/ /sc/ /sm/ and /sl/; photographs of the children making clay pots and their written accounts of this experience; paintings of each child's self-portrait with a fancy printed name underneath; illustrations of most common items, labelled in Irish; and, a weekday and weather chart. Overall, the room provided a welcoming and stimulating learning environment for the children.

Over the course of the five school visits, fourteen complete and three incomplete lessons were observed covering most curricular areas. Consistent with other class teachers in the enquiry, the greater proportion of teaching time was devoted to English, maths and to a lesser extent Irish while the remainder was given over to the other curricular areas. However, it was Rhona's practice to devote the four days from Monday to Thursday to English, maths and Irish, leaving Friday exclusively for SESE, SPHE, music, drama and Art. The school did not have a PE hall. To compensate, the children were taken to a local pool for swimming lessons every Monday afternoon throughout the school year.

Rhona's teaching style could be described as creative, very interactive and purposeful. She had a very expressive voice and engaging facial gestures which captured the children's attention and contributed effectively to maintaining their focus. Overall, lessons were pitched appropriately to the age, interest and ability levels of the children and were paced to maximise their participation. Opening with effective activation of children's prior knowledge, lessons followed a clear progression, with each stage of learning providing the foundation for the next. As such, learning activities within lessons were suitably sequenced and integrated to address a number of outcomes. Rhona's teaching methods were varied and seemed appropriate to the curriculum focus and effective in promoting understanding and participation in learning. Rhona had the class divided into two groups and incorporated a high proportion of group work in her teaching. As observations progressed, it was evident that these groups were ability based and furthermore, that the gap between the higher and lower levels was wider at the end of the school year. Philip, although acknowledged by Rhona as not struggling academically, worked with the 'lower ability' group. Rhona's teaching was supported by a variety of resources which again were appropriate for the learning purposes and effective in motivating the children. As with other teachers in the enquiry, the combination of methods and resources in her practice reflected teachers' views of the importance of having children actively involved to facilitate inclusion, as revealed in their pedagogical intentions in Chapter Seven. Rhona guided, assisted and monitored learning throughout and refocused the children as necessary to maintain their engagement. It was evident, even on the earlier visits that she had established a natural and positive rapport with the children and that they were happy to be there.

Responsiveness, action and interaction

Typically, Rhona's English lessons were planned to incorporate language development, listening comprehension, word identification, reading and some form of writing activity; each of these elements was addressed through the same theme and in a unified fashion seemed to constitute mini-lessons within the lesson. As such and shedding light on the timetabling of subjects discussed above, English lessons lasted approximately one and a half hours, but with the variation, time passed quickly. Observation of responsiveness in her practice was evident in her creative selection, structuring and sequencing of teaching-learning activities to connect with the interests, needs and developmental levels of learners in the class. The following extract is taken from an English lesson related to her long-term planning theme of food, focusing specifically on pancakes as the day of visit was 'Pancake Tuesday'; it is representative of Rhona's attuning of learning experiences to learners' needs:

Pointing to a large illustration of the rhyme, Rhona invites the children to recite 'Monday's child is fair of face' and then directs them to look at words (listing days of the week) displayed across the class board and to call these out in sequence. She then calls on individual children to recall the weekdays and while some chant them off with ease, others are hesitant or incorrect. In response to this, Rhona uses a pointer (like a plastic wand) and with exaggerated movement and voice tone, calls out the sequence and encourages the children to chorus with her. Taking the recital slowly at first, with each attempt the pace picks up and accuracy is secured. Rhona then calls on Philip to recite weekdays, which he does correctly. Flagging that she is going to hand the 'magic wand' to someone very good, Rhona calls on one child who takes the wand and in response to Rhona's random calling of weekdays, this child points to the words as called. This routine continues with two other children pointing, only on these occasions other children get to 'be the teacher' and call out the days. Progressing to the next stage, Rhona asks: "who can tell (*visitor*) what we mixed yesterday, in the blender?" Hands are raised eagerly but Philip shouts out "pancakes" and some express their annoyance at him. Rhona moves closer to where Philip is seated, gives him a warning look, and asks: "who can tell what we put in the blender?" Again, hands are raised and quickly, one child is called upon to answer and praised by Rhona as follows: "good and good for putting up your hand." On hearing this, Philip again shouts up: "I knew *tha* it's up there" and Rhona directs the children to read the recipe which is in large print and pinned on the magnetic board and the children chant "flour, milk, egg. Mix into a batter. Pour onto a hot pan. Cook for 1 minute. Toss the pan and cook for 1 minute." Rhona explains that the children will complete an activity while four at a time will be called to the pancake table (where a mini-gas stove has been set up); the activity is based on a sheet of jumbled weekdays which have to be cut out and glued in correct sequence into their copies beside which the children have to write the days. As Rhona distributes the sheets, the children are directed to recite the weekdays. She then calls four children. Philip gives out that he isn't one of the four and Rhona assures that if he works quietly, he'll be with the next four. During the process, Rhona questions the children to elicit the key vocabulary and certain language structures, reinforcing the sentences in the recipe. Under Rhona's watchful eye, between the four, they variously get the chance to pour the batter and to hold and toss the pan. As encouragement to the other children, she calls out: "I'm watching who's working hard" and as the cooked pancake is lifted from the pan, she cuts it in four, places the segments on paper plates and the children get to spread jam or nutella and eat, which generates interesting conversation in the class about the taste of pancakes. As promised, Philip is called up with the second group of four and is allowed to pour and the interaction unfolds as follows:

Rhona: Pour it in the centre. If you pour in the centre, I can cover the pan.

Philip: Did I done *roigh* (right)?

Rhona: Yes, good job, right in the centre. Look (*drawing the others in*)

Child 1: It's *getten* all bubbles *comen*

Rhona: That's the heat, making it bubble (*Lets child 1 hold the handle of the pan and raising her voice says*). So, what did Philip do?

Children: Poured.

Rhona: He poured the batter onto the pan. Say that.

Children (*chorusing with the teacher*): He poured the batter onto the pan.

Rhona: Philip, what did you do?

Philip: Poured the batter onto the pan.

Rhona: I (*in an exaggerated tone*) I ...

Philip: I poured the batter onto the pan.

Rhona: Good and then what? (*raising tone in expectation*) How long does it cook? Cook for ... (*raising tone in expectation*)

Children: One minute

Rhona: Cook for one minute (*children chorus this after her*). Then what? T ... (*raising tone in expectation*)

Children: Toss the pan.

Rhona: (*lets a second child try to toss the pan*) What's it like now?

Child 2: It's all brown and yella

Rhona: That's right. It's brown and yellow (*exaggerating the /ow/ sound*).

Philip: Stinks

Rhona: Do you not like the smell of batter cooking? Does anyone like the smell of batter cooking?

Erica (*second child to toss the pan*): God I do think it's lovely.

Philip: Stinky up yer nose

Rhona: You like the smell of the pancakes cooking Erica. So do I, yum. So, what did Erica do?

Children: Toss it.

Rhona: Yes, Erica tossed the pan. Now Ruth, can you toss the pan (*Ruth tosses the pan and again children comment on the colour*). What did Ruth do? Ruth ...

Children: Ruth tossed the pan.

Rhona: Who's hungry? Who'd like some delicious pancake?

Children: Me

The fourth child got to flip the pancake onto the plate and as before, the children got segments to spread with butter or nutella. Spotting Philip stick his fingers in the nutella jar and then lick them, Rhona said: "I wouldn't do that again. That's how germs spread." When the three groups had finished, Rhona called on children to recall how they cooked their pancakes, to say what they chose to spread on them and why, to say if they liked that taste and to close their eyes and see if they could remember what to put in the batter. Learning was evident in their sentence structures and correct use of relevant vocabulary and of tenses. Following this, the children were directed to "sit on the 'story rug'" which Rhona placed on the floor beside the magnetic board onto which she had clipped a big story book titled 'The Big Pancake'. The story was about seven hungry little boys who watched a pancake being cooked but, like the gingerbread man, the pancake makes a getaway. Through use of illustrations, Rhona involved the children in telling and reading the story while their pancake making experiences helped them to guess and predict words. After the story, Rhona got the children

to imagine they were the pancake, to imagine what it would be like to be chased for gobbling and to “say what the pancake might be thinking”. Following a number of ideas, the children were directed back to their desks and given a cut-out of a thinking bubble in which to write ‘what the pancake was thinking’; these were then to be pasted round Rhona’s drawing of a large pancake rolling down a hill. Back at his seat, Philip shouts out, “pancakes don’t think” and Rhona moves closer and comments: “that’s right Philip. That’s fact. But in the story, this is a story, we can imagine like you make things up in stories. See in the story the pancake was thinking” and she redirects him to the illustrations with the bubbles. Philip leafs through the pages with her, stops on one and asks “can I just write this?” and he reads: “Oh no said the pancake as it rolled faster and faster. I don’t want to be eaten by seven hungry little boys” and then comments: “I’ll write that”. Rhona states: “you only need to write what the pancake is thinking so start with ... I ... don’t” and questioningly, Philip repeats the correct sentence, returns happily to his seat and copies the words into his thinking bubble. (FNRR.CT5)

On the day this lesson was observed, eleven of the fourteen children were present while the child with hearing impairment was among those who were absent (on no visit to the school were all fourteen present and this was a common feature of school attendance in areas of socio-economic disadvantage in this enquiry). The lower pupil to teacher ratio may have facilitated Rhona’s distribution of time in terms of guiding each learner as necessary while sound levels among the seven children left to work independently during the pancake making session were inevitably lower and less disruptive than the sound of higher numbers of children in more typical mainstream classes. Nonetheless, the above vignette is quoted at length as, apart from including examples of Rhona’s mediated talk essential to scaffolding the children’s understanding, it indicates her use of communicative interactions to attune pedagogy and curriculum to diverse needs. Selected from the vignette are examples of Rhona’s communicative interactions which indicate the type, learning purpose and category of communicative interaction in her constructions of inclusive practice and these are detailed in Table V5.1.

Table V5.1: Examples of verbal interaction by type, purpose and category initiated by Rhona in her constructions of inclusive practice

Examples Selected from Rhona’s Verbal Interactions	Type and Purpose of Verbal Interaction	Category of Verbal Interaction
<ul style="list-style-type: none"> • <i>That's the heat making it bubble</i> (FNRR.CT5) • <i>Pour it in the centre. If you pour it in the centre, I can cover the pan</i> (FNRR.CT5) 	By <ul style="list-style-type: none"> • making statements of fact, idea or problem • providing directions or instructions on task completion 	Teacher directs
<ul style="list-style-type: none"> • <i>What did Erica do?</i> (FNRR.CT5) • <i>Who can tell what we mixed yesterday in the blender?</i> (FNRR.CT5) • <i>Say what the pancake might be thinking?</i> (FNRR.CT5) • <i>Ruth, can you toss the pan?</i> (FNRR.CT5) • <i>Philip, what did you do?</i> (FNRR.RT6) 	To elicit <ul style="list-style-type: none"> • recall of facts • an idea or solution: closed (with only one correct answer) • an idea or solution: open (alternative responses expected) and to <ul style="list-style-type: none"> • direct learning activity / task completion • assess learning related specifically to lesson observed 	Teacher questions
<ul style="list-style-type: none"> • <i>I wouldn't do that again. That's how germs spread</i> (FNRR.CT5) 	By <ul style="list-style-type: none"> • commenting to convey expectations of appropriate behaviour 	Teacher disciplines
<ul style="list-style-type: none"> • <i>That's right. It's brown and yellow (emphasising correct pronunciation)</i> (FNRR.CT5) • <i>You only need to write what the pancake is thinking so start with ...I ...don't ...</i> (FNRR.CT5) • <i>Then what? How long does it take to cook? Cook for ...</i> (FNRR.CT5) 	To assist understanding by <ul style="list-style-type: none"> • paraphrasing statements and questions • prompting, cueing, scaffolding • questioning in a tentative manner to probe thinking 	Teacher mediates
<ul style="list-style-type: none"> • <i>Yes, good job, right in the centre</i> (FNRR.CT5) • <i>Good and what then?</i> (FNRR.CT5) 	By praising and affirming children’s contributions with <ul style="list-style-type: none"> • informational feedback • neutral feedback 	Teacher encourages
<ul style="list-style-type: none"> • <i>Sit on the story rug</i> (FNRR.CT5) • <i>Do you not like the smell of batter cooking? Does anyone like the smell of batter cooking? ...so do I, yum</i> (FNRR.CT5) 	By <ul style="list-style-type: none"> • providing directions on organisational and routine matters • engaging in chit-chat 	Teacher maintains - learning and relationships

Furthermore, the vignette illustrates the mutually reciprocal actions and interactions that characterise the dynamics of teacher-learner activity and the extent to which their transactional aspect leads to transformative teaching-learning episodes. Detail supporting the transformative teaching-learning activity arising from transactional teacher-learner dynamics and specific to Philip’s learning, evident in the vignette, is presented in Table V5.2.

Table V5.2: Transformative teaching-learning activity arising from transactional teacher-learner dynamics

Philip’s initial understanding	Internalised by teacher with transforming influence leading to new action	Transformative influence of new action on learning processes
<ul style="list-style-type: none">Philip’s statement that pancakes don’t think	<ul style="list-style-type: none">Rhona’s use of proximity, affirming but clarifying difference between fact and fantasy; redirecting Philip to illustrations and leafing through with him to draw his attention to possibility of fantasy; emphasising focus on ‘thinking’ element	<ul style="list-style-type: none">Philip gets his idea and can complete his sentence on what the pancake might be thinking

Such use of communicative interactions and practices of attuning teaching-learning activities is dependent on the teacher’s knowledge of the learner and knowledge of pedagogical principles, curriculum and teaching methods along with understanding of how and why curriculum and method are attuned to difference.

Inclusion, ability grouping and the real winners

Regarding maths teaching, it was the practice in Beech JNS for the two teachers of the first classes to divide their combined classes on the basis of ability, resulting in three groups being taught at the same time and for one hour daily by three teachers in three separate rooms; the learning support teacher taught the middle group, the other class teacher taught the highest group while Rhona taught the lowest ability group. This group had six children, one of whom was Philip. Discussing adaptations to her teaching to address individual needs, Rhona advocated small-group teaching as the following account reveals:

I would find that the thing that would really work, rather than class teaching, small groups, small group teaching you know, sit them on the floor in a small group or even sit around a desk and go over again the instructions that way and for the ones then with the learning difficulties, give them the one-to-one in the small groups. (CT5.41, p. 7)

Regardless of the teaching method, the more concentrated and intensive teaching central to securing the intentional learning of the children with SEN was facilitated by this small group arrangement. Although Rhona identified this practice as differentiation by teaching approach to include children with SEN, the inclusive element of this small group being taught on their own is difficult to discern. This practice of ability grouping, involving the learning support teacher, appears to be an unintended outcome of inclusive policy as interpreted in the school. Furthermore, in our end of year interview and based on the children’s performance on a standardised assessment of maths, Rhona spoke favourably regarding the outcomes of the grouping arrangement:

The ‘hour of power’ worked so well, in the really good group, some children were coming out with one hundred percent, I’ve two who were up at the hundred from that group whereas in the low group, such a big gap, ten percents. Now Philip, I was pleased with his, sixty percent in the maths. (FNFD.CT5)

While the small group afforded the possibility of intensive teaching and resonates with the perspective on pedagogy and curriculum reported in the literature that supports common principles, generic methods and a common curriculum attuned to individual difference by degree of deliberateness, attention and intensity of teaching depending on learners' needs, the real winners of the grouping arrangements for inclusion appear to be members of the higher ability groups.

Anita's constructions of inclusive practice

Anita had a small but spacious and very well-equipped resource room. Anita provided all additional support on a withdrawal basis, working either on one-to-one, with pairs or with small groups of three children. The sessions concerning Philip focused on the development of behavioural, social and emotional skills through literacy and numeracy. Following consultation with class teacher and the child's mother at the outset of the school year, Anita devised an IEP outlining long term goals, priority learning needs and learning targets for Philip, which determined the focus of additional support teaching. Over the course of the five school visits, five sessions were observed which covered a combination of English and SPHE.

Teacher responsiveness, mediation, attuning and intentional learning of the child with SEN

Responsiveness was a key feature of teachers' pedagogical intentions and was facilitated by resource teachers' practices of withdrawing children on a one-to-one or in small groups determined on the basis of similar needs. Responsiveness to individual needs, interests and abilities was particularly evident in Anita's intentions when she discussed selecting that part of "the RSE programme ... that talked about birth and new life" for Philip and Hugh who "were having babies in their families" (RT5.134, p. 21) and creating difficulties at home. Anita's practice of addressing their emotional and behavioural needs through the literacy programme is illustrated in her following summary:

So we did a little book and each day they did something different, how to wash a baby, you know, feeding a baby, what a baby needs, what I was like as a baby and they wrote a little bit every day. Some days they did it on computer. Some days they did pen and paper. And at the end of that then, they read their book at assembly to the rest of the class. (RT5.134, p. 21)

Observation of Philip's learning in the resource room revealed the extent to which teacher mediation was central to maintaining focus and to securing progress at a continuous pace for learners with SEN. With only two children in the resource room, as with other cases in this enquiry, the context of resource afforded Anita the unimpeded opportunity to monitor and assist his learning. This is evident in the following vignette relating to a teaching-learning episode which focuses on developing Philip's reading comprehension and on consolidating and reinforcing his word recognition skills; Hugh, the second child has already read his story book and was completing a word building activity with letter cubes, based on words from the story.

Following discussion about the cover illustration which facilitates prediction and speculation of events and elicitation of the vocabulary in the story and during which both Philip and teacher ask questions, Philip starts reading. The book has about ten pages with one illustration and a sentence on each page. In comparison to when speaking, he reads hesitantly in a barely audible voice. Anita directs: "Let's hear your nice speaking voice" and the following interactive sequence unfolds:

Philip: (*Raises his voice slightly but continuing in a monotone, reads*) She says "come for a walk"

Anita: (*Pointing to the speech marks*) What are these?

Philip: The sixty-six.

Anita: When you see the sixty-six what do you say? (*points to text on the adjacent page*)

Philip: (*Opens his mouth, seems not to remember the word and gives a sigh*)

Anita: Have you forgotten her name?

Philip: Lottie

Anita: Well done. Come on, pretend you're Lottie. How do you say it?

Philip: (*Making great effort to read with expression but sounds like shouting*) Lottie says "come for a walk"

Anita: Come on, read that again in her speaking voice (*and models reading with expression*) Lottie says "come for a walk"

Philip: (*Imitates this sentence so perfectly that it borders on mimicry but is pleased with himself; however, as he continues, reading he returns to staccato-like hesitancy*) Mam and Lottie walk in the grass. Mam and Ned walk on ... is it on?

Anita: Yes, on, on the grass.

Philip: Mam and Ned walk on the grass. "Off the grass" he yellow. Is it yellow?

Anita: Beginning is like yellow, yell, what's the ending?

Philip: Yelled.

Anita: Say that in your speaking voice.

Philip: (*Enjoys re-reading - "Off the grass" he yelled - with expression as a loud voice is acceptable for this and he continues reading*) He ran in the wet grass. He rolled in the wet grass. He put his face in the wet grass and liked it. (*successfully identified each of the words with the /ed/ ending, building on identification of 'yelled' and as if cued by the 'sixty-six' he draws in his breath to read with great expression*) "I like wet grass" said Ned.

Anita: You're great. That was a super Ned voice at the end. Would you like wet grass?

Philip: No, when I was *watchen me brudder playen* a match, it was *freezen*, it was.

Anita: Freezing (*with surprise in her voice and emphasising the 'ing' sound*). Very well read. I'm very pleased with the way you read it. Would you like a new book?

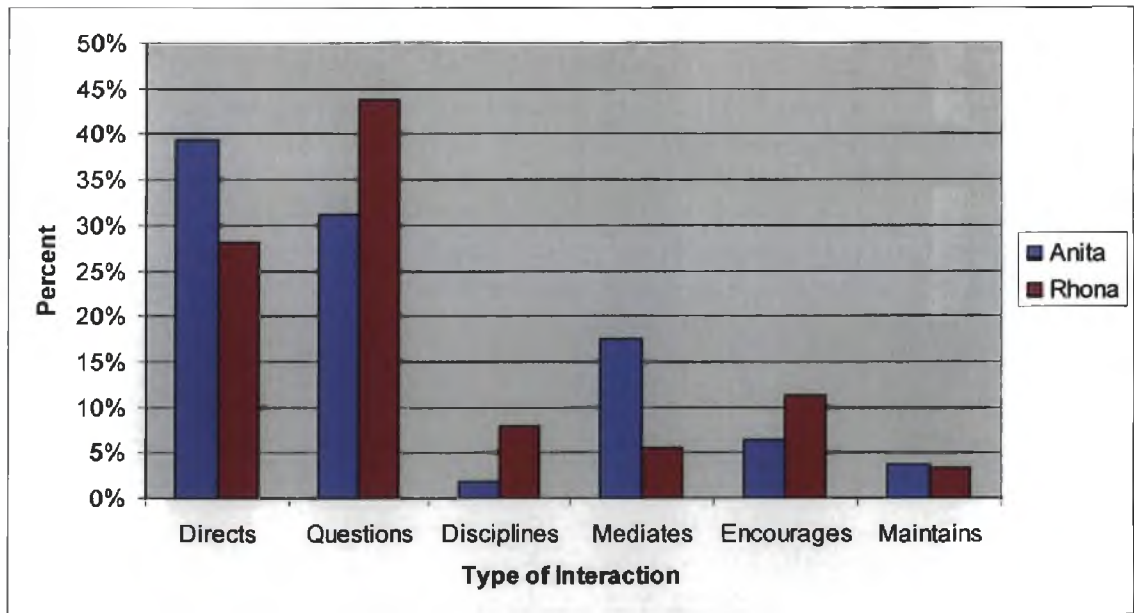
Philip: (*Very pleased with himself, he enthusiastically charges over to the box and rummages through*) Is 'Sneeze Donkey Sneeze' in this?

Anita’s monitoring, prompting, cuing and affirming were central in contributing to Philip’s successful reading and comprehension of the story. His use of self-correction was evidence of attempts to read for meaning and by questioning rather than telling. Anita was supporting and facilitating development of his word identification skills. Her cues to alert his attention to speech marks and use of expression were aimed at facilitating his fluency and there was evidence of his recognition and understanding of their significance at the end of the reading session. Furthermore, Anita’s commentary on his progress at the end of the school year indicated maintenance of learning in this regard.

Anita’s and Rhona’s communicative interactions

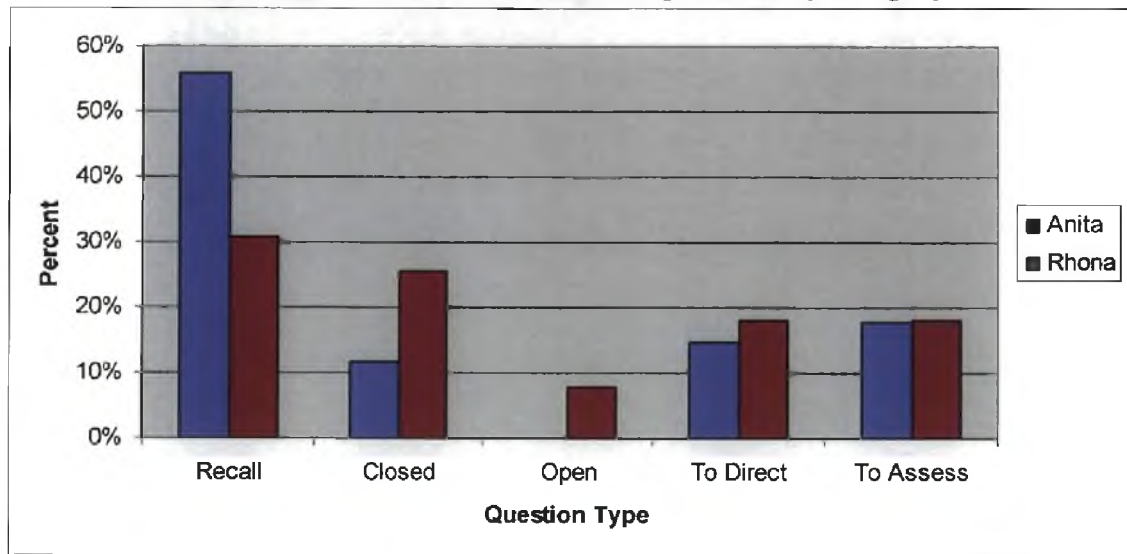
Anita’s and Rhona’s verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V5.1 presents the percentages of their verbal interactions by category, recorded for both Anita and Rhona respectively.

Figure V5.1: Percentage of Anita’s and Rhona’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Anita’s verbal interactions is consistent with the higher frequency of mediated talk used by resource teachers in the other case studies and is significant in the context of links between teacher’s use of mediated talk and intentional learning of the child with SEN, substantiated by the qualitative data relating to the interactive sequences cited. Regarding communicative interactions, teachers’ questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Anita and Rhona respectively, are presented in Figure V5.2.

Figure V5.2: Percentage of Anita’s and Rhona’s questions by category



Overall, the questions in the lessons for which the systematic observation schedule was used are predominantly recall or asked in closed form. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description. In contrast to the other case studies, the proportion of questions to assess learning asked by both Anita (17.64%) and Rhona (17.94%) is similar. This may be accounted for by the fact that Rhona’s maths lesson with the small low-ability group was one of the lessons for which the systematic observation was used which further substantiates links between frequency of assessment focused questions and learning context. Nonetheless, it indicates the frequency with which both teachers monitored learning within the lesson before proceeding to subsequent stages.

Two teachers, separate programmes and diluted outcomes

Anita and Rhona had a brief discussion at the start of the school year regarding the content of Philip’s IEP. Anita admits to meetings with the ‘special needs’ team and the school principal to plan regarding timetables, allocation of children to teachers and conducting standardised assessments in the school. Rhona meets with same class-level teacher to co-plan their curriculum once a month. However, there are no formal structures in place for resource and class teacher to collaborate or co-plan for children with SEN. In the absence of dedicated time for collaborative planning, neither teacher is adequately aware of the plans and teaching approaches of the other in relation to the child with SEN. Furthermore, commenting on the IEP and admitting that “it tends to be handed back and I just come away and do my job ... everything on the IEP that we have put in tends to be for the resource teacher to do” (CT5.65, p. 10), Rhona was unaware of the learning targets selected specifically for Philip. As such, in practice, the literacy and numeracy programmes covered in resource were separate from and additional to the English and maths curriculum covered in the mainstream class. The separate foci of the

dual programmes contribute to fragmentation in learning experienced by Philip and substantiate fragmentation in teachers' constructions of inclusive practices as both teachers furrow separate pathways. The division of labour evident in teachers' understanding of roles and responsibilities and in their interpretation of DES directives in this regard (Circular 08/02) as discussed in Chapter Five is intimately connected with their actions. Rather than empowering the class teacher by negotiating how the learning targets for the child with SEN may be met within the context of long and short term plans for the class, as with other teachers in the enquiry, both Anita and Rhona operate a dual track system relatively independently of each other. The outcome for the child with SEN is fragmented learning experiences and an overdose of literacy and maths in any given school day.

Although similarities were evident in their reflections on teaching and on the child's experience of inclusion, there were also differences in their assessments of his learning and interpretations progress. The indicators of progress identified by both teachers independently during the interview at the end of the school year are detailed in Table V5.3.

Table V5.3: Indicators of Philip's progress over the course of the school year identified by both resource and class teacher independently

Anita's assessment, interpretation and evaluation of Philip's learning progress	Rhona's assessment, interpretation and evaluation of Philip's learning progress
<p>Socially</p> <ul style="list-style-type: none"> • Has made progress in behaviour; is well-behaved on school outings and in the yard • Getting on better with the other children as he is prepared to play games by the rules • Likes to set targets – will co-operate if involved in target setting <p>Literacy</p> <ul style="list-style-type: none"> • Has made very good progress – up to level 13 on the PM Benchmark books • Can recognise 58 basic sight words • Can apply phonic skills to read four letter words - CCVC and CVCC and can recognise some common endings • More confident at reading; more of a flow, more fluency and expression • Can predict and recall • Can ask questions about story • Can form letters correctly • Needs to cultivate more of an interest in writing – very reluctant <p>Maths</p> <ul style="list-style-type: none"> • Can form numbers correctly • Can add and subtract sets of two digit numbers • Can recognise halves and quarters of shapes • Can recite days of week and tell time on the hour and half hour • Can recognise coins and notes • Can tell time on the hour and half hour (FNFD.RT4) 	<p>Socially</p> <ul style="list-style-type: none"> • Can play with others in school yard without fighting • Was hyper round time of arrival of new baby but has settled back down • Joined (<i>local youth club</i>) and can participate appropriately in activities there • Was recruited by a (<i>prestigious soccer club</i>) and turns out to be "handy at soccer"; loves this and trains two evenings a week (FNFD.CT5) • Needs to wait his turn – still tends to shout out what he thinks • Needs a quiet space as he is still very easily distracted • Needs to be weaned off constant reminding – ten jumpers / jackets in the lost property box at end of year belonged to him <p>Literacy</p> <ul style="list-style-type: none"> • Scored 78 on MICRA T (standardised assessment) • Still needs a push to get anymore than one sentence done <p>Maths</p> <ul style="list-style-type: none"> • Scored 60% on the Drumcondra maths (standardised assessment) (FNFDCT.5)

Both teachers' acknowledgement of the child's progress, which was observed over the course of the school year, indicates that learning occurs and is maintained. However, the discontinuity between resource and mainstream programmes and the fragmentary impact on learning for the child with SEN are evident, for example in the class teacher's lack of reference to literacy-related progress and the resource teachers' lack of reference to social progress. Since Anita worked with Philip and only one other child on a withdrawal basis in the resource room, she was unaware of his social and behavioural skills in contexts involving more than three people and thus, was not in a position to address the related needs in her individually relevant learning programme for Philip. This highlights the need for resource and class teacher to collaborate closely in

determining how learning priorities for learners with SEN can be addressed within the context of class planning across all curriculum areas.

Reflecting on what they might have done differently with the benefit of hindsight and identifying a priority for practice for the coming school year, both teachers articulated the need for a collaborative approach, as detailed in Table V5.4.

Table V5.4: Anita’s and Rhona’s reflections on and priorities for practice

Anita’s reflections on and priorities for practice	Rhona’s reflections on and priorities for practice
<ul style="list-style-type: none">• Should have made better contact with Rhona for more regular review• Would like more resource teacher and class teacher time for review and for making a programme jointly, but there is a time factor; it is very difficult to get time (FNFDRT.5)	<ul style="list-style-type: none">• Pity the classroom is so small, it wasn’t conducive to having another teacher in there as well• Maybe to sit in with Anita to see what is going on over there; it would be nice to sit in and see what the resource teacher does (FNFDRT.5)

Such reflections and intentions substantiate coherence-fragmentation in teachers’ practices.

CASE STUDY SIX: LIME NATIONAL SCHOOL

Lime NS: setting

Lime NS was co-educational, catering for children from junior infants to sixth class and located in an urban, middle class area of one of Ireland's major cities. With approximately seven hundred children enrolled, the school had an administrative principal and twenty-three class teachers. Additional support teaching was provided by a total of four teachers assigned to the school on the following basis: one learning support teacher, two resource teachers and one teacher for children learning English as an additional language. The school also had two SNAs.

In response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004), changes were instigated to practice in Lime NS. Apart from the teacher for children learning English as an additional language who continued to provide support to these children, distinctions between the categories of other additional support teacher were reconfigured. Thus, the other children requiring support were grouped on the basis of learning needs and assigned to particular teachers. One teacher addressed language and literacy needs, one focused exclusively on maths and one focused on language, literacy, maths and social and personal development. This resulted in the resource teacher moving beyond one-to-one teaching to include groups on a withdrawal basis. The arrangement streamlined the organisation of additional support provision from the teacher's perspective. However, it invariably gave rise to a number of the same children receiving additional support from two different teachers in two different locations in their mainstream school. It also meant that different children withdrew and returned to class at various times throughout the school day. Finally, if the collaboration required by directives from the DES (2004) was to be implemented in practice, it would result in the same class teacher having to liaise with more than one additional support teacher and sometimes in relation to the same child.

The class teacher, the resource teacher and the child with SEN

Lucy, the class teacher, was qualified with a Bachelor of Education Degree, had completed four years of teaching and was starting into her fifth at the time of the enquiry, all in Elm NS. Her formal preparation for teaching children with SEN involved completing a thirty-six hour module over three years in college and a short placement with a special class teacher in a mainstream primary school. Among the thirty children in her fourth class ranging in age from nine to eleven years, eleven were assigned additional support on the following basis: one with severe dyslexia, one with ADHD, two with mild GLD, five with learning support needs and two were speakers of English as an additional language.

Starting in Lime NS from the outset, Noelle was a senior member of staff having completed twenty six years teaching, the last five of which were spent working as resource teacher. Noelle's initial teaching qualification was a Bachelor of Education Degree. She taught for nine years as a learning support teacher, during which time she obtained a Certificate in Learning Support while as resource teacher, she completed the Graduate Diploma in Special Education. Noelle was an assistant principal and among

the duties of this post was responsibility for managing the special needs team and special needs education in the school. Her teaching responsibilities related to nine children ranging in age from four to twelve years who were assigned support on the following basis: one with spine bifida, one with dyspraxia, three with mild GLD, two with specific learning disabilities (one of whom had severe dyslexia), one with ADHD and one with hearing impairment.

Patrick, who was ten years of age at the start of the enquiry, had been allocated additional support on the basis of severe dyslexia. Describing him as “very, very dyslexic” Lucy provides the following account of Patrick’s learning abilities and needs:

Has major difficulties with all parts of the curriculum. Well apart from sport, he’s pretty handy. Em, like even blending two letters, like even /op/, he mightn’t get the sound right. So his reading, because of that as you get further up, fourth class maths problems, reading the instructions, decimal point, signs, plus or multiply, tables not there. In English, the level he’s at is three letter and sure the fourth class reader is all highfalutin. (CT7.53, p. 8)

Patrick’s priority learning needs related to the development of literacy. His mother was particularly concerned that he make discernable progress during this school year as she considered that he was aware of the gap between himself and his peers and that this was impacting negatively on his self-esteem. Regarding additional support, Patrick was withdrawn on a one-to-one basis for a forty-five minute period each day.

Lucy’s constructions of inclusive practice

Lucy’s classroom provided a bright, colourful and lively learning environment. As with the other mainstream classrooms in the enquiry, sections of the room were devoted to particular curriculum areas which in this case included Irish, English, SESE, music and art. There was a music corner which held an array of instruments including percussion from different parts of the world. There was a science table storing an assortment of equipment for experiments and above which there were photographs of the children carrying out experiments during a ‘science week’ held in the school. There was a notice board for the children’s art work which varied from visit to visit and on one occasion displayed paper-based work of paper weaving and collage. The room was substantially equipped with a variety of educational resources, a class library, an art rack and shelving unit storing ample art supplies, a sink unit and a purpose built unit across one wall storing five PCs.

Desks were arranged into five groups and the children were seated six to a group with a pair on opposite sides and a pair across the bottom, all facing the class board. Patrick was located on the upper left-hand side of the first group on the left-hand side of the room. Typical of most classrooms in the enquiry, once filled with thirty children and teacher, there was very little room for manoeuvre.

Over the course of the five school visits, twenty lessons were observed covering most curricular areas apart from drama and PE. The greater proportion of the school day was devoted to teaching English, maths and Irish while the remainder was given over to any two or three of SESE, SPHE, music and Art, depending on the day. Lucy’s teaching style was lively, energetic and very interactive. While there was flexibility in her approach, she was well-organised and adhered closely to the timetable. It was evident

from the ease with which the children followed routine that they were familiar with the style of Lucy's classroom management. It was common for Lucy to give directions to the children in Irish such as "Tóg amach do 'Magic Spells' agus oscail ar leathanach a cúig déag" [*Take out your 'Magic Spells' and open on page fifteen*] and for the children to be heard saying "tá mé críochnaithe" [*I am finished*].

At the level of the lesson, content appeared appropriately pitched to the age, interest and ability levels of the children and teaching-learning activities proceeded at a lively pace. Opening with effective activation of children's prior knowledge, lessons followed a sequential progression and each stage of learning provided the foundation for the next. As such, learning activities within lessons were structured and integrated to address a number of outcomes. Lucy incorporated a variety of methods in her teaching which seemed appropriate to the curriculum focus and effective in promoting learning. Lucy had the class organised into five groups and incorporated a high proportion of group work in her teaching. As observations progressed, it was evident that these groups became two and were ability based for teaching English and maths but remained five of mixed ability for teaching SESE subjects. Patrick worked with the 'lower ability' group for English and maths. Lucy's teaching was supported by resources which were appropriate for the learning purposes and were motivational for the children and effective in enabling their understanding and participation. The combination of methods and resources in Lucy's practice reflected teachers' views of the importance of having children actively involved to facilitate inclusion, as revealed in their pedagogical intentions in Chapter Seven. Lucy monitored learning and behaviour and refocused the children as necessary to maintain their engagement. She had a witty and lively rapport with the children and overall, her teaching and classroom management contributed to maintaining a co-operative working atmosphere.

Inclusion in the context of class teaching: complexities and consequences for learners with SEN

Overall, there was a sense of a planned and productive learning environment. Nonetheless, teaching to accommodate the diverse needs of all learners in the class across all curricular areas was challenging and highly complex. This complexity was prevalent in Lucy's pedagogical intentions as the following extract indicates; in its detail it captures the questioning, the concerns and a sense of frustration associated with teaching that attempts to balance the needs of children with SEN within the context of the class needs:

I don't think they're getting enough challenge, I have to simplify everything, they're left waiting to move on, just doing more of the same when I'm working with the others, trying to drag them up to scratch ... I have to simplify everything and my only way of coping with it are activities (*referring to activities for ability based groups*). I don't know how else cause when I'm teaching I'd say, "I'll do it one more time" and they'll kinda sit back and say "Ahhhh, we're doing it all again". Do you know? And I can see it in their faces like and it's no, I have to go over it on the board again. And that's a waste of ten minutes or five minutes of their time. Do you know what I mean? So when are they getting extended? The only time is when I put them in their ability groups and give them hard stuff to do ... So when do I teach them? When the kids go

out (*referring to the nine children who leave the class for learning support and resource teaching*)? I might do a bit of speech marks ... writing a diary ... you're the editor. Do you know? Different things. And I do feel that I can't move forward on the basics that I have to teach that week ... and I'm a good three to four chapters already behind where I'd like to be and I also find stuff I used to discuss with my class last year (*same fourth class level*), political affairs or something that would come into my head, I don't. I don't go there like, cause I'll have one or two kids who'll put the head down on the desk. (CT7.97, p. 15)

Lucy acknowledges the time wasting consequences of whole class teaching and her use of ability groups constitutes her practice of differentiation to address the diversity represented in this mainstream class. Nonetheless, the dilemmas, tensions and compromises implicit in this account of practice echo the balancing difficulties associated with her attempts to support inclusion and sustain diversity while providing appropriate learning experiences for all. These dilemmas and compromises were shared by the class teachers in this enquiry and have particular significance in as far as they shape teachers' interpretations of inclusion and their intentions towards practice. Observation and analysis of practice further substantiated the complexities of addressing diverse needs in this class of thirty children as distributing teacher time among the various groups to maintain an appropriate pace and secure consolidation of learning for individual learners was problematic. For maths, there were five groups operating at two levels and Lucy alternated daily her teaching of new concepts by group. As such, while those in the higher group (comprising three smaller groups) were taught a concept, those in the lower group (comprising two smaller groups) completed reinforcement and revision activities and vice versa. Although this arrangement secured a certain amount of uninterrupted teacher time for the learners with SEN, this was insufficient to accommodate their pace of learning specifically in terms of their need for continuity, time required to process information and the number of learning experiences necessary to allow consolidation. Furthermore, when left to complete reinforcement activities independently, observation revealed that the children in the lower ability groups tended to 'put the pens down'. Their requirement of teacher guidance to maintain focus is evident in the following observation recorded in the field notes:

... children working in groups, very orderly, polite, well-behaved. Class teacher (*Lucy*) leaves Patrick's group, goes to her desk and checks roll book, then calls higher three groups to attention and following a round of questions effectively eliciting children's prior relevant knowledge, launches into teaching about the remainder in division. No sooner has class teacher left Patrick's group then he's chewing on his pencil. Pixie (*speaker of English as an additional language, suspected by class teacher of having SEN*) watches the class teacher and the class board as if part of the other group. Child with ADHD is out of his seat and off to the toilet. Patrick's still chewing on his pencil. Fourth child starts stacking the Diennes blocks as if setting up Jenga blocks and then a second girl joins with him in this activity and when built a certain height, they play at pulling one block at a time and the tower falls. Their laughter attracts the class teacher's attention and she reminds them they will have to count up the number of sums they get done and record this on the sheets and that the total has to improve on the

previous week for their group to earn points. This warning helps to refocus the children. However, over a period of approximately ten minutes, Patrick, still chewing on his pencil, hasn't written anymore since the class teacher moved to her desk and the child with ADHD hasn't returned from the toilet. (FNRR.CT7)

Evident in the above extract is the complexity of distributing teacher time to secure the intentional learning of all children in this diverse mainstream class. Co-teaching, practised in two schools in this enquiry, facilitated distribution of teacher time, enabling teachers' use of mediated talk and practices of attuning the learning experiences to promote learning. Restructuring of practices to incorporate co-teaching could contribute to addressing the heterogeneity in Lucy's class, given the high proportion requiring additional support.

Responsiveness: communicative interactions and attuning to connect with learners

In responding to diversity, Lucy attuned learning activities and concepts for teaching to connect with the varied developmental levels of learners in the class. As with the other teachers in the enquiry, Lucy's communicative interactions were intimately connected with her practices of attuning pedagogy and curriculum to diverse needs. The following vignette relates to a maths lesson on the concept of time, involving the lower ability group; apart from indicating the careful selection, structuring and sequencing of teaching-learning activity to connect with and develop learners, it also illustrates the use of communicative interactions to attune pedagogy and curriculum to diverse needs.

The children have been given cardboard clock faces with numbers from one to twelve recorded in blue in one contour (denoting hours) and numbers increasing in fives from five to sixty and recorded in red in a second contour (denoting minutes). The hands on the clock faces are black, but for three children, the long hand has a red sticky strip to correspond with minute numbers and the short hand has a blue sticky strip to correspond with the hours. Lucy asks the children to "try nine fifty" and observing some confusion, asks: "which hand tells the hour?" Patrick duly rearranges his clock. All have found nine fifty and hold up their clocks. Lucy asks: "what time is your clock showing you?" To their response of "nine fifty" Lucy asks: "so is it nearer to nine or nearer to ten?" Collectively, they respond "nearer to ten" and Lucy asks: "so it's what (*emphasising 'what' in an exaggerated tone*) to ten?" The child with ADHD proffers "fifty to ten" and Lucy faces his clock towards him, puts her finger beside the minute hand on his clock and asks: "how many minutes to ten (*emphasising 'minutes to ten' in an exaggerated tone*) and moves her finger along the minute markers (from fifty to sixty) which he follows by counting and then responds "ten minutes to ten". Asking the others if he is right, Lucy asks them to say the time and while most chorus "ten minutes to ten", on hearing one say "ten to ten" Lucy emphatically repeats "ten minutes to ten" (*emphasising 'minutes to'*) and calls on them all to say the time correctly. Lucy then asks them to find "three thirty-five". Monitoring Patrick's and another child's actions, she again has to remind: "where do you put the long hand?" As before, when all hold up their clocks she asks: "is it nearer to three or nearer to four?" to which they

correctly respond and then she asks: "What time does the clock show?" On this occasion, they correctly respond "twenty-five minutes to four". Lucy then asks them to show "four o five" and straight away without any prompting they all hold up their clocks displaying the correct time. Lucy asks: "how do you say it?" and one child responds: "five minutes past four". Lucy then sets the following problem: "I had an appointment with the doctor at five minutes past four. I was ten minutes late. What time was that?" and asks the children to figure it out and show the time. She has to repeat the problem and repeat it again for Patrick, but on this occasion stops at "five minutes past four" to allow him show this time on the clock, which sets him up to count on ten minutes and figure out the answer. The second problem went as follows: "I had a training session at six o'clock (shows this time on the clock). Rachel walks in twenty minutes late. How do we find out how late she arrived?" Some children chorus "twenty minutes past six" to which Lucy responds: "that's not the answer to the question I asked. How did you figure it out?" One child talks through the steps as follows: "I counted on four fives and that was twenty after the twelve" which meets with praise. Lucy set one more problem as follows: "I get a call on my mobile half an hour after Rachel walked in late. What time was that? How do we figure it out?" Again, this has to be repeated for Patrick. He also needs prompting to convert the half hour to thirty minutes in order to guide his counting on. Furthermore, of the children in the group, he did not raise his hand once to offer an answer. On completion of the final problem the children are directed to leave the clocks in the middle of the table and Lucy calls the class together to set maths homework. (FNRR.CT7)

Apart from the mediating talk in the form of prompts, cues and tentative questioning, the vignette substantiates that guiding these children through the steps of problem-solving and the stages of learning requires intensive interaction. Such intensity of engagement is dependent on sufficient time while adjusting and modifying action and interaction is dependent on teacher knowledge of the learner, of subject matter, of curriculum and pedagogical principles.

'Included' within the needs of the mainstream

On the basis of severe dyslexia, Patrick had been granted an exemption from learning Irish. The practice of handling exemptions from Irish in Lime NS is accounted for by Lucy as follows:

Some of them are exempt from Irish. They wanted to be exempt from Irish. That doesn't happen. They do the Irish ... when they enter secondary school that will be an issue but it's not here. There's no child to my knowledge in the school who's actually pulled out, like where are they going to go? One of the parents was asking me to give them extra English and I said "I'd have to sit with her if I gave her extra English" and there's no point in that. It's mostly games you know (*referring to teaching of Irish*) but I don't ask them to do the written Irish homework or the reading really either. (CT7.43, p. 6)

Observation revealed a general competence in Irish among the children. Engaged in the activity of describing an illustration and earning group points for sentences that did not require correction or assistance, the correct sentences provided by the children were as follows:

Tá bróga dubh ar Ríco	Ríco has black shoes
Tá dath buí ar an gcar	The car is yellow
Tá Ríco agus Ríona ina seasamh ar an gcosán	Ríco and Ríona are standing on the pavement
Cén fáth a bhfuil an garda ag rith?	Why is the guard running?
Tá Kim ag imirt peile	Kim is playing football
Tá dath gorm ar an geata. Tá dath gorm ar an doras.	The gate is blue. The door is blue.

However, for the forty minutes of Irish lessons, Patrick never raised his hand to contribute nor uttered a word, not even when children were chorusing familiar rhymes. His sole use of the class Irish text book was to open this on the same page as the other children. Comments recorded in the field notes during observation refer to “his complete disengagement, impact on affective self and possible spill over to other curriculum areas” (FNRR.CT7). Principle of exemption aside, Patrick’s experience of the Irish lessons warrants attention as it further substantiates that those with SEN are accommodated only to the extent that they can be included within the needs of mainstream, indicating that inclusion as currently practised leaves much to be desired.

Noelle’s constructions of inclusive practice

Noelle had a compact, bright and very well-equipped resource room and all additional support was provided on a withdrawal basis, working either on one-to-one, with pairs or with groups of three children. The exception was Friday, when all junior children for whom she was responsible were taken together in the morning and all senior children taken together in the afternoon for art or cookery. The room was equipped with kitchen facilities. The sessions concerning Patrick focused predominantly on the development of literacy while twice a week maths was incorporated into his programme. Following consultation with class teacher and the child’s mother at the outset of the school year, Noelle devised an IEP outlining long term goals, priority learning needs and learning targets for Patrick, which determined the focus of additional support teaching. Over the course of the five school visits, five sessions were observed which covered a combination of English and maths.

Responsiveness, transactional actions and interactions and transformational teaching-learning experiences

As a characteristic of responsiveness, a feature of Noelle’s pedagogical intentions was the tailoring of her teaching approaches to Patrick’s interests and learning style. Following on his interest in animals, Noelle pursued projects with Patrick where he researched his topic by surfing the web and accessing factual books from the school library. Noelle would read more complex text while they shared reading of texts at instructional level. Through a combination of writing and typing, Patrick then recorded the information in his own words and using illustrations downloaded from the net, he

compiled projects in folder form. Observation revealed that Noelle effectively developed and reinforced his literacy skills through the process of the project and that Patrick was highly motivated by this. Furthermore, while pursuing other teaching-learning activities in the resource room, he would ask or issue reminders about working on his project. On one occasion, he presented a project with great interest and a confidence that was not in evidence in his demeanour in the mainstream class. Additionally, as a manifestation of her responsiveness, it was common for Noelle to modify her action or prompt and cue 'on the hoof' to scaffold Patrick's learning. By way of illustration, in response to Patrick's incorrect reading of a word as "paw" Noelle prompted that "it ends like paw but look at the first letter, sound the first letter", successfully guiding him to recognise "jaw". In completing addition of forty-six and seventeen, when he incorrectly added the units of six and seven, Noelle prompted him with: "near doubles, what doubles do you know near seven and six?" which successfully guided him to recall "six and six" and add one more, facilitating his correct completion of the sum. Such attuning of concepts and learning experiences to connect with learners' developmental levels and needs and maintaining that connection through mutual reciprocal action and interaction to deliberately promote learning was evident throughout her practice. The pervasiveness and persistence of this within and across the nine sites of enquiry was to contribute to the emergence of attunement as a central theme in teachers' practice of inclusion.

The significance of transactional teacher-learner dynamics contributing to transformational teaching-learning episodes is further highlighted by those occasions when transactional dynamics was not in evidence and learning failed to occur. One such occasion relates to Noelle's use of the 'Toe by Toe'⁹ programme to teach literacy to Patrick. The programme recommends approximately twenty minutes input daily and provides instructions for the 'coach'. Details of the teaching-learning activities related to the programme are provided in the following extract where on this occasion the focus was on syllable division, based on the exercise of dividing polynons according to the programme's rules for syllable division¹⁰.

The relevant page of the manual displayed two columns with twenty four polynons each, one shaded column with the polynons correctly divided by lines for the teacher's use to teach syllable division and the other unshaded, for the student to draw the dividing lines with a pencil. Following the instructions for the coach, Noelle stated the rule and proceeded to talk through six examples with reference to the rule, the first three without twin consonants; for example, for the polynon 'cran/tip/at' Noelle explained as follows:

⁹ As explained in Chapter Ten, this is a systematically structured, synthetic phonics based programme for teaching reading, contained in one manual. The programme involves progression from blending the smallest units of sound to blending syllables in the identification of words of graded levels of difficulty, in isolation and in context. Mastery at each level is required before progression to the next and checklists for recording this are included in the manual.

¹⁰ As indicated in Chapter Ten, the programme describes polynons as "words which are both polysyllabic and meaningless" while the rule for syllable division is "starting from the left, look for the first vowel, take the consonant to the right of it and divide. Twin consonants count as one letter" (Cowling and Cowling, 1997, pp. 62 - 63). Some examples of syllable division provided in the manual are as follows: han/pes/tot; fram/gop/dom; bras/ken/mip. An example of syllable division where twin consonants count as one letter is the following: fenn/am/an.

Noelle: So starting at the left, that's here (*pointing at c with her biro*) and look for the first vowel, that's /a/ and take the consonant to the right, look that's /n/ and divide, so the dividing line is after /n/. Now start again, well continue from the left, that's here (*pointing at t with her biro*) and look for the first vowel, that's /i/ and take the consonant to the right of it, that's, what's that one /p/ and divide so the dividing line is after /p/ and that's it.

Following her explanation of the six examples, Noelle asked Patrick to say the rule and as he stopped and started, she directed him to read the rule in the box at the top of "Column 2" and they co-read as follows: "The rule is: find the consonant after the vowel and divide. Use a pencil." Then asking if he was sure of what to do, Noelle gave the go ahead. However, the first polynon was 'plettonsig' and in applying the rule as it was written, Patrick inserted the dividing line as follows: plet/ton/sig. Noelle reminded him of the twin consonant part of the rule, referred back to the examples in the shaded column and directed him to rub out and redo. This appeared to result in further confusion as he proceeded to insert dividing lines after a series of consonants but immediately before the vowel, which only led to more correction, rubbing out and redoing. Having tried seven examples in similar fashion, Noelle called the exercise to a halt, reassuring that it takes time to learn the rules and explaining they could work on it again the following day. (FNRR.RT7)

In subsequent dialogue with Noelle and unprompted, she commented that 'Toe by Toe' was not working for Patrick and proceeded to list a number of activities that could have helped him to understand syllable division, which were more consistent with her imaginative approach to teaching observed in other teaching-learning experiences. Deciding that it might have been less confusing to focus on one part of the rule at a time and consolidate this before introducing the double consonant part of the rule, and that he needed more involvement in the 'explanation phase' an example of one such activity proposed by Noelle involved getting Patrick to: (1) cut and fold strips of paper in three and asking him to write any consonant, vowel and consonant of his choice on the first fold, a different consonant, vowel and consonant on the second fold and again, a different consonant, vowel and consonant on the third fold; (2) draw a line on each of the folds and following a few examples, see could he figure out the first part of rule for himself and having done so, getting him to divide written words that followed this first part of the rule; (3) switch roles so he could call the sequence of consonant, vowel, consonant for Noelle to write on the three folds and then divide with the line. Following the same procedure but asking him to write a consonant, vowel, consonant and same consonant again on the first fold, a vowel and consonant on the second fold and a different consonant, vowel and consonant on the third fold, could be used to help him figure out the second part of the rule.

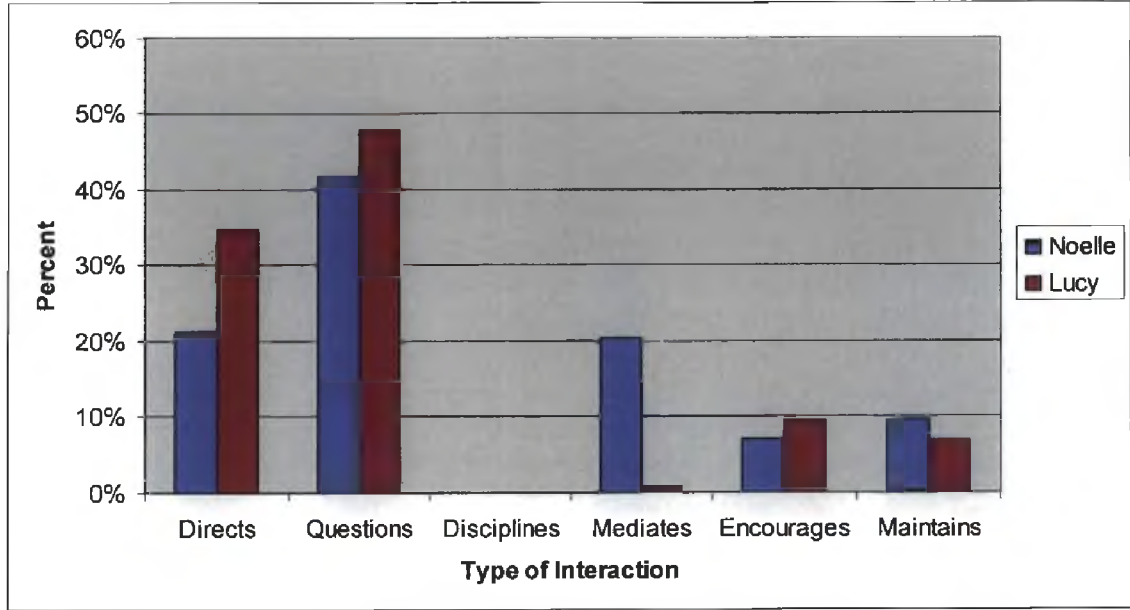
Her reason for not incorporating these activities was the recommendation to adhere to the programme and follow 'instructions for the coach'. Evidently, adherence to the programme inhibited the transactional dynamics of this teaching-learning episode,

opportunities for learning were neither optimised nor maximised and the intended learning did not occur.

Noelle’s and Lucy’s communicative interactions

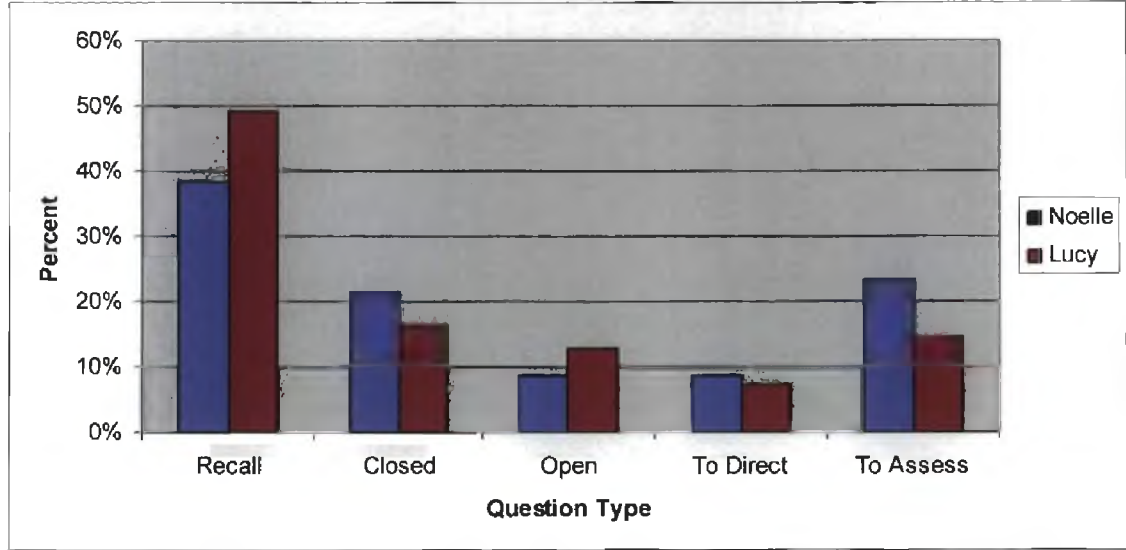
Noelle’s and Lucy’s verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V6.1 below presents the percentages of their verbal interactions by category, recorded for both Noelle and Lucy respectively.

Figure V6.1: Percentage of Noelle’s and Lucy’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Noelle’s verbal interactions is significant in the context of links between the teacher’s use of mediated talk and the intentional learning of the child with SEN evident in previous case studies and substantiated to an extent by the qualitative data relating to the interactive sequences cited in this case study. Furthermore, teachers’ questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Noelle and Lucy respectively, are presented in Figure V6.2.

Figure V6.2: Percentage of Noelle’s and Lucy’s questions by category



Overall, the questions in the lessons for which the systematic observation schedule was used are predominantly recall or asked in closed form. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description. As with other resource teachers in the enquiry, the higher proportion of questions to assess learning asked by Noelle indicates the frequency with which she monitored learning within the lesson before proceeding to subsequent stages.

Two teachers, separate programmes, diluted outcomes

Noelle and Lucy collaborate at the start of the school year regarding the content of Patrick’s IEP. However, like most of the class teachers in the enquiry, as the children were new to Lucy at the start of the school year she had little to contribute, indicated by her following comment:

I wouldn’t have known them (*children in the class*) anyway. They were coming into me in the first week in September. I hadn’t a clue either ... you need a week to get your feet ... Probably about the second or third week back I said “Look I’m putting them on a different reader. I’m putting them on a different spelling book. This is the story. (CT7. 35 and 40, pp. 5 – 6)

However, there are no formal structures in place for them to collaborate or co-plan for children with SEN. In the absence of dedicated time for collaborative planning, neither teacher was adequately aware of the other’s plans and teaching approaches in relation to Patrick. Lucy was not furnished with a copy of the completed IEP and was unaware of the learning targets selected specifically for Patrick. As such, in practice, the literacy and maths programmes covered in resource were separate from and additional to the already differentiated English and maths curriculum covered in the mainstream class. The separate foci of the dual programmes as experienced by Philip in the settings of his mainstream class and resource room in relation to two maths lessons observed on the same school day are detailed in Table V6.1.

Table V6.1: Separate foci of the dual maths programmes as experienced by Patrick in mainstream class and in resource room during one school day

Focus of Patrick’s maths programme in the mainstream class	Focus of Patrick’s maths programme in the resource room
<ul style="list-style-type: none">• Converting digital times to the analogue clock and solving problems based on adding minute intervals to given times	<ul style="list-style-type: none">• Using numicon to represent place value for hundreds, tens and units• The concept of addition of two digit numbers with regrouping

Further discontinuity of curriculum between Noelle and Lucy in relation to their teaching of English contributed to fragmentation of learning for Patrick. This was evident in Noelle’s use of the ‘Toe by Toe’ programme. Precisely because of Patrick’s severe dyslexia, she prioritised the development of phonological skills and pursued intensive phonological training, teaching a “reading programme separate from the class programme” (RT7.83, p. 14). However, using the Wellington Square reading scheme designed specifically for learners experiencing reading difficulties with Patrick’s group, the class teacher focused on the development of his comprehension (CT7.12, p. 2). In practice, the focus of each teacher on distinctive but separate elements of the one curriculum area prevented both from capitalising on opportunities to teach Patrick how to apply the phonological skills he was learning in one programme to the reading and comprehension of texts in the second programme.

The inevitable consequence of discontinuity of curriculum planned and taught by Noelle in the resource room and by Lucy in the mainstream class is fragmentation in learning experienced by Patrick. It also substantiates fragmentation in teachers’ constructions of inclusive practices as both teachers furrow separate pathways. The division of labour evident in teachers’ understanding of roles and responsibilities and in their interpretation of DES directives in this regard (Circular 08/02) as discussed in Chapter Five is intimately connected with their actions. As with the practice of other teachers in this enquiry, rather than empowering the class teacher by negotiating how the learning targets for the child with SEN may be met within the context of long and short term plans for the class, both Noelle and Lucy operate a dual track system relatively independently of each other. The outcome for Patrick is an overdose of literacy in any given school day and an overdoes of maths twice a week, and the consequent missing out on other curriculum areas such as SESE and art; there is a concentration on the core curriculum with a narrow focus on specific concepts and skills at the expense of breadth and balance advocated in curriculum documentation.

In the absence of dedicated time for consultation and collaboration, and without class teachers being given a copy of the IEP, the benefits to be derived from the expertise in assessing and devising an appropriate and individually relevant learning programme are limited to one teacher working with the child. The implications of both teachers furrowing separate pathways on learning outcomes for Patrick were evident in the interview at the end of the school year, in the teachers’ reflections on their teaching and on the child’s experience of inclusion. Arising from parental concerns regarding his progress and self esteem, Patrick was reassessed and placement in a unit for children with specific learning disabilities was recommended. While both teachers acknowledged

that progress had been made, there were variations in interpretation. Lucy evaluated his progress in relation to mainstream peers and 'performance' in terms of an age appropriate curriculum. In contrast and reflecting the centrality of the IEP in her intentions, Noelle tended to evaluate his progress in relation to his 'performance' at the start of the school year. Drawn from the interview transcript, Noelle's account of Patrick's learning progress is summarised as follows:

He did great work but didn't get very far. His word attack skills have improved. He knows letter sounds. He can read three and four letter words and words with the final /e/. He can blend onsets and rimes. He worked well on the projects, putting projects together. The last one he did was Mohamed Ali. He had a great interest and the projects helped him to see the value of literacy. He could produce something nice with the computer, type it, bind it and it heightened the value of literacy for him. Now, he has a negative self image when it comes to literacy. He sees that he can improve and he's gaining in confidence in his reading. He has good days and bad days but it's a bit like dragging teeth. You'd like to see more of the good days ... now the Mum was worried about his negative self image and wanted him reassessed. There was a review in February and Ms Tick, the NEPS psychologist, told parents she could see a significant improvement with him but could see the value in going to the Specific Learning Disabilities Unit (*special unit attached to a mainstream school in another district*). It is the right thing by Mum. There'll be a small class group there, a group of ten and he'll get far more attention ... he has improved, his reading has definitely improved but he's a long way from the standard of the class. (FNFD.RT7)

Reflecting on her practice, and substantiating coherence-fragmentation in teachers' practices, Noelle comments: "I would like to have worked more closely with his class teacher. I think if we were singing from the same hymn sheet we could have done more by him ... but time is a problem. Class teachers are overloaded already, Lucy has nine of them in there and where do you get the time?" (FNRT.RT7). Although similar learning outcomes are identified by both, Lucy is less satisfied and attributes his loss of confidence to her attempts to differentiate for his learning needs, as her account below reveals:

Basically his confidence has '*disimproved*'. With the different reader and the grouping, he figured out very quickly that he was the bottom of six and he was the weakest. I'm very disappointed. I'm writing the school reports and I can see the progress of others with resource and learning support needs but not him. Like, he only wrote half a page on a film they had looked at and I could barely figure it out, it had very few vowels. In general, I'm really happy with the class. There are marked improvements with other children but not with Patrick. I feel he made progress at his own pace, but I'm disappointed. Now later in the year, he paired up with the ADHD child and they were getting involved in tussles with others and using bad language and whatever about ... I didn't like the negative behaviour taking hold of Patrick and had to meet with the Mam ... Mam says he has an inferior complex and he'd be better off with people like himself in a special school. Patrick did excellent projects but it would take him three nights to

do one piece of writing. Like he has improved but he's painfully slow in comparison to the other children. (FNFD.CT7)

Reflecting on her practice, Lucy had this to add:

I'd definitely follow up more on the homework. I turned a blind eye when he wasn't remembering it. I should have got in touch with the Mam earlier and let her know exactly what he had to do and she would have made him do it. Now, I would differentiate again. It worked for the other children. Like could you force him to do the same work as the others? I don't see how that could have worked ... But again, after Christmas, when I got to know these kids, it would have been handy if one of the (*support teachers*) had come into my class and we'd split the groups, instead of sitting down there with three or four, come in here and work with them in their groups here. I'd *a been* open to that. (FNFD.CT7)

Their reflections further substantiate the duality of teaching practised by Noelle and Lucy and the discontinuity of learning with diluted outcomes experienced by Patrick. Such duality runs counter to inclusive ideology but appears unavoidable in the inclusion of children with SEN in mainstream primary school, indicating the limits of inclusion.

CASE STUDY SEVEN: OAK NATIONAL SCHOOL

Oak NS: setting

Oak NS was co-educational and multi-grade, catering for children from junior infants to sixth class and located in a rural village setting approximately six kilometres from one of Ireland's coastal towns. With seventy-five children enrolled, the school had a teaching principal and two class teachers. The teaching principal taught one multi-grade class from fourth to sixth levels, one class teacher taught a multi-grade class from first to third levels and the remaining class teacher taught a dual class of junior and senior infants. Additional support teaching was provided by one learning support teacher and one resource teacher. Oak NS also had a departmental total of one and a half SNAs.

Practices were restructured in Oak NS in response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004). As such, the resource teacher was assigned to working with one multi-grade class from fourth to sixth with the highest number of children with SEN; collaborating with only one class teacher, the resource teacher co-taught from morning until lunchtime and then withdrew children to the resource room during the afternoon. The learning support teacher divided her time between the junior room where she worked in-class each morning up to break and the multi-grade first to third class where she co-taught between break and lunchtime, withdrawing those who needed additional support in the afternoon. Teachers' initiatives in restructuring practices were no doubt facilitated by the contextual factors of the low number of children enrolled in the school, the multi-grade nature of classes and a sufficient number of additional support teachers to collaborate with the number of class teachers.

The class teacher, the resource teacher and the child with SEN

Christine, the class teacher and teaching principal, had completed twenty-two years of teaching, twenty of which were spent in Oak NS. Her teaching qualification was a Bachelor of Education Degree. Among the twenty-six children comprising eighteen boys and eight girls in her multi-grade class ranging in age from nine to thirteen years, eleven were assigned additional support on the following basis: six with learning support needs, one with dyspraxia, one with mild GLD, one with AS and two with dyslexia.

Oonagh, who taught for ten years in special schools, spent the last five working as resource teacher in Oak NS. Her initial teaching qualification was a Montessori Degree while she held a Graduate Diploma in Special Education and had just completed a Masters of Education. Oonagh had a middle management position in the school and one of the duties of this post was responsibility for the organisation and management of special needs. Her teaching responsibilities related to the eleven children from the senior multi-grade class as indicated above.

Liam, who was twelve years of age at the start of the enquiry, had been allocated additional support on the basis of having AS. According to psychological assessment, his performance on measures of attainment and underlying cognitive skills placed him in the lowest attaining ten per cent of the population while attainments in the underlying

skills of literacy and numeracy interfered with his ability to learn. Oonagh accounts for Liam's abilities and learning needs as follows:

His literacy and his spelling are superb and he wouldn't need any help there. So he's not in my spelling group when I'm in the class teaching. Now he can read every word but he has difficulty with comprehending, can read the lines but not between them. So he's in my comprehension group and he needs work on reading between and beyond the lines. He has difficulty with the maths, not with the operations or the procedure but again it's back to comprehension, inference, what's this problem asking me to do. So when I'm in class teaching, I have him in my maths group to target his needs there. Now for him also, *there's* behaviour issues. He needs to learn self control. He can throw a temper tantrum that's upsetting for everyone and he needs social skills. So I work on the behaviour, controlling strategies, one-to-one and small groups in the resource ... We've done out a behaviour plan, the class teacher, Liam, his Mom and myself, he helped to set the targets so we try to stick to that. We work on the skills here (*referring to resource room*) and he has to follow them up back in class, in the yard, at home ... he's very interested in music, into rock and roll, knows everything there is to know about rock music. (RT8.10 – 12, pp. 2 - 3)

Liam's priority learning needs related to the development of social and personal skills and to comprehension and problem-solving in maths. His parents found him difficult to manage at home and were anxious that resource and class teacher would focus on his behaviour and social interaction. His interest in music was incorporated into his behaviour programme. To this end, if he kept his side of the bargain in terms of certain targets over the course of the week, he was allowed to bring his electric guitar to school on Fridays to play during lunchtime; observation revealed that he had a particular talent and his musical performances gave him kudos among the other children. Regarding additional input, Liam was supported through co-teaching arrangements in his mainstream class during English and maths lessons. He was also withdrawn either on a one-to-one or small group basis for a forty minute period four days a week. Liam had been assigned an SNA on a part-time basis for the equivalent of two and a half days per week. Vera, the SNA, spent from morning until lunchtime in Liam's classroom.

Christine's constructions of inclusive practice

As part of a four year old, high spec building, Christine's classroom was a very well-proportioned room with ample space, providing a welcoming, comfortable, bright, colourful and stimulating learning environment. As with the other mainstream classrooms in the enquiry, sections of the room were devoted to particular curriculum areas; these included Irish, English, SESE and art. Apart from the newness and suitable design of the furniture, the room was substantially equipped with the most up to date educational resources including five laptops which were shared for use among groups of children.

Desks were arranged into five groups and the children were seated five to four groups and six to one group. However, groups were fluid so children moved to different locations in the room during co-teaching sessions depending on the curricular focus.

One of the advantages of the spacious room was that children could move with ease and without disrupting others.

Over the course of the six school visits, twenty-one lessons and a substantial part of the school sports' day were observed, covering most curricular areas apart from drama and music. The greater proportion of the school day was devoted to teaching English, maths and Irish while the remainder was given over to religion and any two of geography, history or SPHE depending on the day while Art, science and PE were taught on Fridays.

Christine's teaching style was lively, interactive and authoritative. She had an orderly approach to classroom management and adhered closely to the timetable. Afternoons appeared more fluid and flexible and there were times when duties of her post as principal required her to leave the children working independently during afternoon sessions. Hers was one of two mainstream classes in the enquiry where it was common for the class teacher to give directions to the children in Irish and for the children to signal in Irish when they had an activity completed or if they needed to be excused from the room.

Varying content to address the multi-grade levels for English and maths and maintaining content but varying learning outcomes for SESE, generally, the lessons observed appeared appropriately pitched to the age, interest and ability levels of the children and paced to maximise their participation. Lessons had a developmental structure and each stage of learning provided the foundation for the next. As such, learning activities within lessons were sequenced and integrated to address a number of outcomes. A variety of methods was evident in Christine's teaching and seemed appropriate to the curriculum focus and effective in promoting learning. Being multi-grade, the class had three distinct levels but was organised into five groups and along with the support of the resource teacher, Christine incorporated a high proportion of group work in her teaching. Groups were ability based for teaching English and maths and of mixed ability for teaching SESE subjects. However, there was fluidity in the grouping for English and maths in so far as the children were supported on those skills for which they required support. By way of illustration, Liam had an aptitude for decoding and blending words and was in the top spelling group and its members focused on complicated word searches and crosswords. However, Liam had difficulty comprehending text and was grouped with children who were taught comprehension strategies by the resource teacher in-class. The literacy lesson was timed such that each group focused on a particular aspect or set of subskills as follows for a certain length of time: reading and comprehension, spelling, writing, and word identification. Incorporating a form of station teaching, resource and class teacher sat at two tables and groups circulated, and when not at a table with a teacher, the groups worked independently on reinforcement and practice activities. Oonagh always worked with the groups requiring additional support. A similar arrangement operated for maths.

Christine's teaching was supported by resources which were appropriate for the learning purposes and were motivational for the children. The combination of methods and resources in her practice reflected teachers' views of the importance of having children actively involved to facilitate inclusion, as revealed in their pedagogical intentions in Chapter Seven. Christine monitored learning and behaviour and refocused the children as necessary to maintain their engagement. She had a lively rapport with the

children and overall, her teaching and classroom management contributed to maintaining a co-operative working atmosphere.

Oonagh's constructions of inclusive practice

Oonagh had a very compact and substantially equipped resource room, tucked away at the back of the school building. In terms of restructuring practice, Oonagh provided additional support through a combination of co-teaching and withdrawal four and a half days a week. The exception was Friday afternoon, when children from first to sixth class collectively were taught PE by one teacher, art by a second teacher and science by the third teacher. This arrangement freed all teachers at certain times to meet and co-plan. Oonagh also used this time to organise and oversee aspects of special needs planning and teaching. Following consultation with class teacher, the child and the child's mother at the outset of the school year, Oonagh devised the IEPs outlining long term goals, priority learning needs and learning targets for each child with SEN. Involvement of the children was consistent with the collaborative approach evident in the school. Their evolving practice of consulting with the children is conveyed in the following commentary from Oonagh:

I would usually talk to the pupil ... and say to them, "Well where do you feel you're having the most difficulty?" and try and involve them in setting the targets ... they usually like to be involved, they like the control, particularly the older ones. It gives them a sense of and it's amazing what you get back. In the beginning I thought "Oh Lord, how would I know what I need" sort of thing but it's actually amazing to give them control over their own learning because they really feel then they have something to kind of go for. (RT8.15, p. 4)

The focus of additional support teaching for Liam, as previously stated, was on behaviour, social skills, comprehension and problem-solving. Over the course of the six school visits, four sessions were observed in the resource room.

Resource teacher and class teacher collaboration and porous boundaries

It was the practice in Oak NS for Oonagh and Christine to meet at the end of the previous school year following administration of standardised and diagnostic assessments in order to determine the content of the IEP and class plans. In this way, both teachers shared ideas regarding how individually relevant learning targets for all learners in the class grouping would be addressed in relation to the curricular themes and maths topics which were to form the focus of learning for the coming year. Furthermore, the timing of this planning was deliberately chosen so that all teachers and learners could "hit the ground running" at the start of the new school year (FNRR.RT8). The benefits of this collaborative approach to the children's learning are readily acknowledged by Christine as the following commentary reveals:

The girls (*referring to the additional support teachers*) can see things. The girls because of their experience would be able to pinpoint and I have no problem what so ever with letting them at it ... the girls do the planning. They actually work out the plan. They have IEPs for each child, but they would work out even for the other children, from the Drumcondras¹¹, they would work out a

¹¹ Standardised assessments of literacy and mathematics.

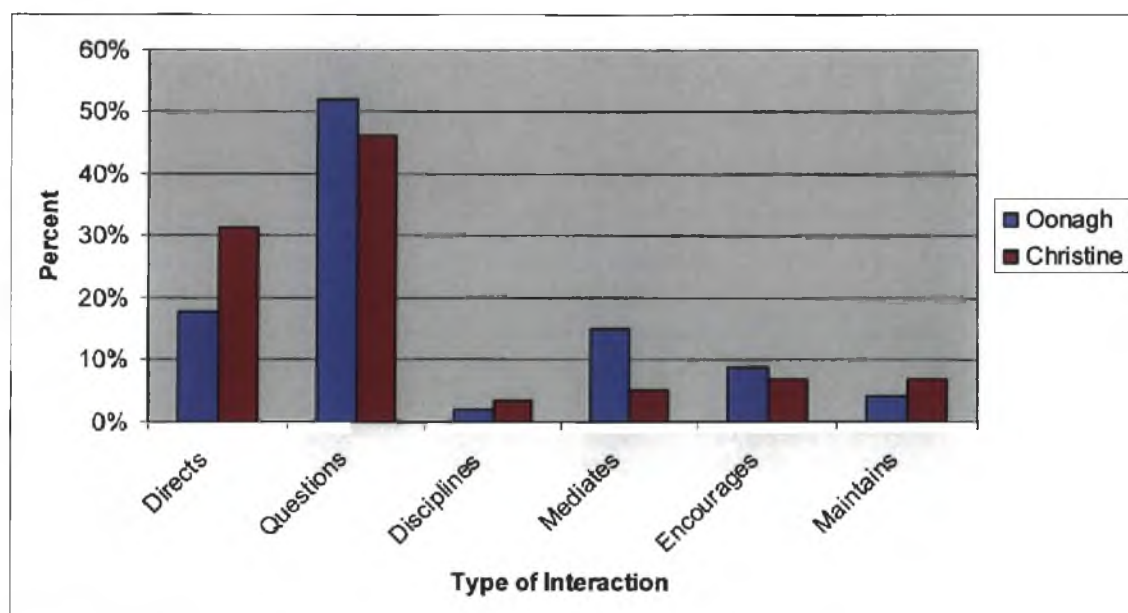
programme ... they will tell me “this group need more comprehension” or “this group need more work on vocabulary.” They can assess the tests, is the word I’m looking for and diagnose the tests ... I would be very open, especially when they come in to me and it’s all worked out, they would be constantly working on ideas. I think it’s fantastic because I mean the children are benefiting and learning something new everyday. (CT8.80, p. 13)

Observation of their co-teaching revealed that resource and class teacher shared responsibility for the learning targets. Furthermore, the practice of attuning the learning experiences to connect with varied developmental levels within this multi-grade class and to advance learners’ abilities and needs in the deliberate promotion of learning was safeguarded by virtue of two teachers being present to teach and guide during a specific timeframe. Regarding practice and pedagogy for inclusion, the contrast between the levels of collaboration in Oak NS and most other sites in the enquiry brought resource and class teacher interfacing and the complementariness of teachers’ roles into sharp focus.

Oonagh’s and Christine’s communicative interactions

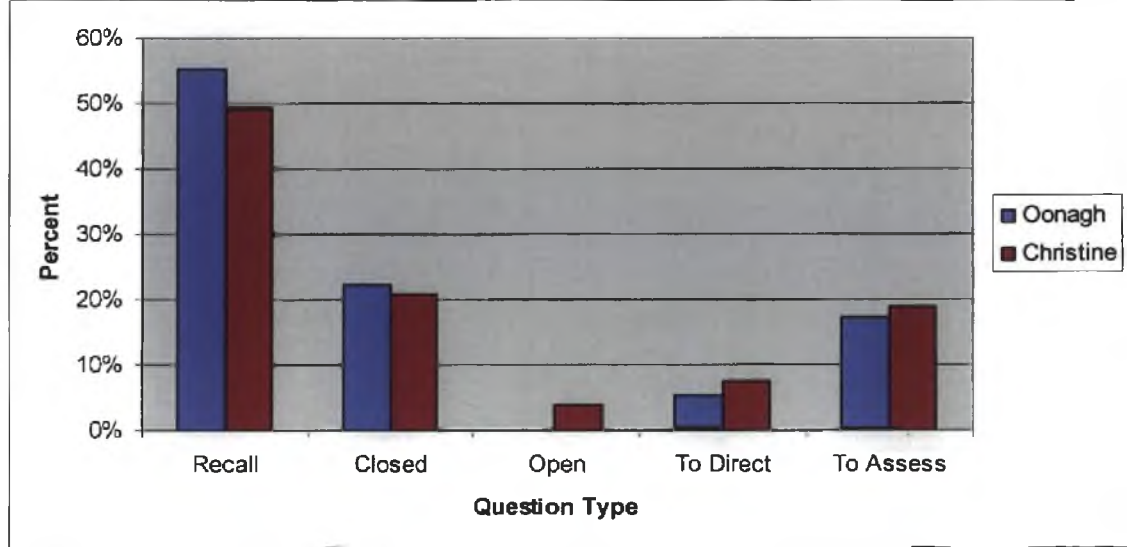
Oonagh’s and Christine’s verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V7.1 below presents the percentages of their verbal interactions by category, recorded for both Oonagh and Christine respectively.

Figure V7.1: Percentage of Oonagh’s and Christine’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Oonagh’s verbal interactions is significant in the context of links between the teacher’s use of mediated talk and the intentional learning of the child with SEN reported in previous case studies and substantiated by the qualitative data relating to the interactive sequences cited in subsequent sections of this case study. Furthermore, teachers’ questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Oonagh and Christine respectively, are presented in Figure V7.2.

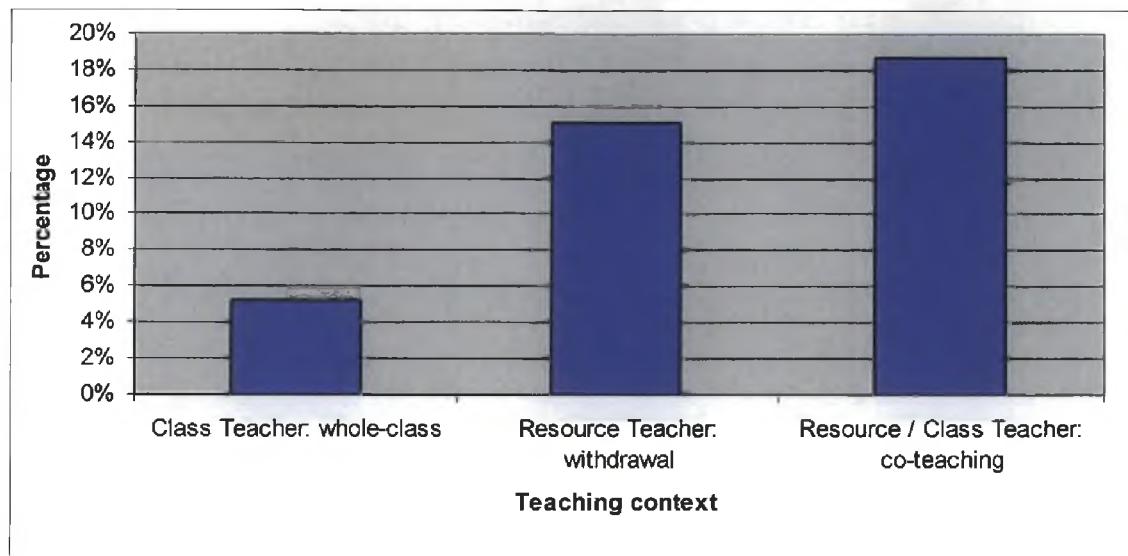
Figure V7.2: Percentage of Oonagh’s and Christine’s questions by category



Overall, the questions in the lessons for which the systematic observation schedule was used are predominantly recall or asked in closed form. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description. Equivalently high proportions of questions to assess learning asked by Oonagh and Christine indicate the frequency with which both teachers monitored learning within the lesson before proceeding to subsequent stages.

As the teachers were involved in co-teaching, Oonagh’s verbal interactions, as the teacher working with the group including the child with SEN being tracked, were also recorded over approximately two hours of co-teaching. In the context of links between teachers’ use of mediated talk and the intentional learning of children with SEN, quantitative data reveals a higher frequency of teachers’ mediated talk in co-teaching contexts (18.66% of total of resource teacher interactions) and withdrawal (15.06% of total of resource teacher interactions), in comparison with whole-class teaching (5.21% of total of class teacher interactions), as indicated in Figure V7.3 below.

Figure V7.3: Mediated talk as a percentage of all verbal interactions engaged in by the class teacher in whole-class teaching context, by the resource teacher in withdrawal context and by the resource teacher in co-teaching context



This supports the significance of the smaller group for facilitating teachers’ use of mediated talk central to the intentional learning of those with SEN. It also indicates that two teachers working with smaller groups within the mainstream class have potential to create the conditions necessary to facilitate mediate talk.

Co-teaching, responsiveness and intentional learning

As indicated in the other case studies, there was synchrony between teachers’ communicative interactions and children’s intentional learning. Furthermore, quantitative data indicates that resource teachers more frequently ask questions to assess learning during a lesson than their class teacher counterparts. The link between questions to assess and the intentional learning of children with SEN is evident in the following extract relating to a co-teaching lesson; it involves Oonagh monitoring Liam’s understanding of the concept of weights and is representative of assessment-focused questions in her communicative interactions.

For teaching mathematics, this multi-grade fourth to sixth class of twenty six children is divided into five ability-based groups. All children cover the same topic but at differentiated levels; in-class support is provided by Oonagh teacher who always works with the two groups containing children with SEN. On this occasion, Oonagh teaches the topic of weight to one group of five children while the class teacher teaches problem solving in relation to weight with a second group, the SNA supervises a third group completing exercises from ‘Mathemagic 5’, a fourth group of three children wearing headphones complete topic related activities on class laptops and a fifth group of four children work independently on Learning Disability Association (LDA) cards. In previous lessons, the children in Oonagh’s group have measured and recorded the weights of objects lighter than and equal to 100 grammes. Using weights, a balance and

kitchen scales, in this lesson the children estimate, weigh, record and compare the following four items: a bag of icing sugar at 500g, a bag of apples at 1kg, a bag of sand at 3.5kg and a bag of stones at 4.5kg, in this sequence. As a result of the process of estimating and weighing the icing sugar and the apples, the children figured out that five one hundred gramme weights were equivalent to the 500 gramme weight and to this measure on the kitchen scales while similarly, ten one hundred gramme weights were equivalent to one kilogramme and to this measure on the scales. Having continued with questioning to establish that two bags of icing sugar weigh the same as one bag of apples and seven bags of icing sugar weigh the same as one bag of sand, it is evident from Liam's incorrect responses (child with SEN) that he experiences difficulty with comparison, equivalence and conversion. To address this, Oonagh returns to assessment of his understanding of the composition of one kilogramme, prompting the following interactive sequence:

Oonagh: So how many hundred grammes are there in one kilogramme?

Liam (child with SEN): A thousand

Oonagh: A thousand grammes in one kilogramme altogether, but how many hundreds? *(pauses for Liam to respond, then hands a one hundred gramme weight to him and asks)*

Oonagh: So how many of those one hundred gramme weights were in the kilogramme? *(pauses for response)* How many did we use for the bag of apples?

Liam: Ten

Oonagh: Yes, ten hundred grammes. So you have one kilogramme here *(pointing to the weight)* and one kilogramme is the same as *(and points to the hundred gramme weight)*

Liam: One kilogramme is the same as ten hundred grammes

Oonagh: So if one bag of icing sugar weighs five hundred grammes what does two bags weigh?

Liam: Ten hundred

Oonagh: And ten hundred grammes is the same as ...

Liam: One kilogramme, oh yeah, so two sugars the same as the apples

Oonagh: Yes, two bags of icing sugar weigh the same as one bag of apples. Right, so say it's two bags of apples. What would two bags of apples weigh?

Liam: Twenty hundred the same as two kilogrammes.

Oonagh: Yes, so how many bags of icing sugar would weigh the same as two bags of apples?

Liam: Four, that's four five hundreds the same as twenty hundred grammes the same as two kilogrammes and teacher can I just say this, I know six, six fives, thirty hundred grammes is three kilogrammes.

Oonagh: Good work so what's five, five bags of icing sugar?

Liam: Five fives, twenty five hundred grammes, between two and three kilogrammes, it's the one with the point, eh, what's it, the point five. (FNRR.Co-t.RT8)

The vignette illustrates that Oonagh's use of questioning to assess learning within the lesson is critical to determining Liam's understanding and thus, the direction

and pacing of subsequent learning for him within that lesson. Apart from illustrating the link between assessment questions and the intentional learning of the child with SEN, the communicative routine of following assessment questions with questions to clarify misconceptions illustrated above requires time and is no doubt facilitated by the practice of co-teaching, which allows the two teachers dedicate sufficient time to pace and guide the learning appropriately for learners in the context of smaller groups rather than whole-class. Additionally, regarding the centrality of communicative routines to teachers' constructions of inclusive practices, further evident is Oonagh's proficiency at attuning pedagogy and curriculum to difference in addressing individual needs within the context of the group.

Porous boundaries and increased coherence of curriculum and learning experiences

Along with securing coherence of curriculum, reducing fragmentation in learning experiences and increasing opportunities for teachers' mediated talk and attuning of learning experiences, observation of co-teaching practices in Oak NS revealed further enhancement of learning experienced by the children, including those with SEN. Based on joint monitoring of the children's learning during in-class teaching, Oonagh, withdrew children experiencing difficulty for intensive small-group instruction during the afternoon. Revisiting her assessment-focused questions which uncovered Liam's difficulty with conversion of weights reported above, apart from clarifying this misconception during the maths lesson, Oonagh focused on consolidation of equivalence and conversion of weights for part of the afternoon. In her interview and in dialogue following observations, Oonagh regularly referred to the importance of these "booster" sessions (FNRR.RT8). The following extract from the field notes details the consolidation activities experienced by the four children in the group comprising of Liam and another with SEN, one with difficulty due to absenteeism and one who had "a tendency to fall behind".

For the first activity, the children are asked to pick any weight from the box, feel the weight in their hands, guess the weight and check (*measure recorded on each weight*). Each then holds up and calls out weight in turn and Oonagh records on the board: 1kg, 20g, 500g and 50g. Oonagh then asks the children with the 1kg and 500g to place these on each pan of the balance. Observing the imbalance, the children are asked to work in pairs and think of how to make the pans balance keeping the two weights; each pair is given two turns to work with the weights and explain choices while Oonagh records on the board, leading the children through a lengthy process of trial and error to deduce that 1kg is the same as two 500gs, the same as one 500g and two 200gs and one 100g, the same as one 500g and five 100gs, the same as one 500g, four 100gs and two 50gs. This exercise is repeated with the 500g and the 50g, and then with the 20g and the 1kg and progressing through the activity the children's pace at selecting picks up as they recall equivalent weights from the previous exercise, so that without first checking on the balance, they calculate the weights to select in advance. For the final exercise, Liam and Dillon are directing one another with comments like "pick a 500 grammes and four 100 grammes and a 50 grammes and a 20 grammes and a ten grammes" and while they are waiting for the other pair to

complete the task, they agree to change the one 20g to two 10 grammes at Liam's instigation. The second activity is a game and the children are given laminated cut-out illustrations of ten items: swan, baby, watch, biro, woman, box of cornflakes, tub of butter, one litre jug of water, lorry and horse. They are asked to arrange the items from the lightest to the heaviest and this generates some discussion and banter as one in the group jokes that the lorry should go before the woman. Satisfied that the sequence is correct, Oonagh empties a plastic pocket of ten laminated cards recording various weights on the desk and asks them to match the weights with the items. Again this takes time and generates discussion and some laughter as another pipes up that "if we didn't swap the woman she'd be 34 tonnes". With the sequencing and matching completed, focusing on the weights up to 1kg (20g, 50g, 500g, 750g), Oonagh questions about ways of making up 1kg, 500g and 750g and about how many 100g in 500g and so forth and on this occasion, the children calculate the answers mentally without reference to the weights. For the third activity, Oonagh draws a 2kg bag of flour on the board and asks the children to figure out how many of each measure is in the bag and then to explain how they figured it out: 500g, 400g, 200g, 100g, 250g. According to Liam, for the 500g, 200g, 100g and 250g he knew how many were in 1kg so he doubled that for 2kg but for the 400g, he "wasn't sure" so he counted up in 400's to 2000 and correctly got 5. (FNRR.RT8)

Apart from flexibility of grouping which allows children other than those with SEN receive additional support, Oonagh's selection, sequencing and steering of the consolidation activities illustrated above indicates the intensity of support required by some learners to make progress. The significance of this site to the enquiry is the evidence it provides to indicate that by interfacing at the level of co-teaching, additional support in withdrawal can meaningfully supplement and reinforce the programme being covered in the mainstream class contributing to logical, consistent and coherent teaching and learning experiences.

Collaboration and knowledge sharing opportunities

Both teachers appreciated the knowledge sharing opportunities afforded by the practice of co-teaching. Apart from evidencing increased interfacing and more optimal levels of complementariness of roles, observation in Oak NS revealed that the teachers had extended their pedagogical repertoire by incorporating and adapting teaching activities from collaborative lessons in their teaching of other curriculum areas. By way of illustration, Christine was so impressed with peer tutoring for English that she "stole the idea and did it 'ag léamh le chéile'¹² in Irish as well and they love it" (CT8.74, p. 11). Incorporating this approach into her teaching of Irish was intended to encourage the children's reading of Irish texts. For this purpose, the school invested in a series of Irish story publications by O'Brien Press, colour coded in terms of levels of difficulty, and the children were directed to select books where they could read nine out of ten consecutive words correctly. In practice, within the short amount of time dedicated to the activity, peer tutoring gave every child an experience of reading Irish text at levels

¹² Literally translates as 'reading together'

connecting with ability and if neither tutee nor tutor could recognise a word, both had to record it in writing. Following peer tutoring, the words were handed up to Christine who recorded them on the board for class recognition and explanation. Observation revealed that the professional knowledge sharing facilitated by the collaborative, co-teaching arrangements of both teachers contributed to positive learning experiences for the children from which they benefited.

Porous boundaries, interfacing, continuity of curriculum and favourable outcomes

By interfacing resource and class teachers' expertise across forms of individual and class assessment, planning and teaching, the inclusive practices constructed by Oonagh and Christine contributed to a whole class programme which was attuned to provide individually relevant learning programmes in terms of conceptual levels, resources, teaching approaches and learning activities. Individual learning targets deriving from assessment generated multiple learning outcomes which were incorporated across curriculum areas. As such, in a meaningful interweaving of IEP with class plans, children with SEN participated in one programme for all curriculum areas but with two teachers for English and maths, avoiding the fragmentation of learning associated with dual programmes and separate foci.

The practice of addressing priority learning targets through multiple learning outcomes across a number of curriculum areas was hinted at in Christine's description of including the children who experience difficulty comprehending, by enabling them to generalise comprehension strategies learned in English to facilitate learning in other curriculum areas:

We're doing this whole class comprehension for English, KWL¹³, you know the list. I applied that KWL to history and geography. Instead of starting my history lesson at the beginning what I now do is start with a question. We (*ask*) questions, underline the buzzwords, so that they actually know what they're looking for when they're reading it. (CT8.75, p. 12)

Observation of practice revealed the development of Liam's comprehension was addressed across curriculum areas as follows: learning how to use mind maps and graphic organisers for history and geography; learning how to use the story frame for English fiction; learning how to apply the RAVECCC strategy to solving problems in maths.

Christine's and Oonagh's practices of joint planning, teaching, reflecting and reviewing for all children in the class contributed to a holistic end of year review by both teachers. Although interviewed separately at the end of the school year, both teachers evaluated the learning progress of the children with SEN relative to their performance at the corresponding time of the previous year and within the context of the whole class. As with other teachers in the enquiry, they drew on a number of informal and formal sources of assessment. However, Oonagh was the only resource teacher who also considered the children's progress across curriculum areas other than English,

¹³ KWL is a three step strategy taught to facilitate comprehension of written text. K requires children to record what they already know about a given topic; W requires them to record what they want to find out / write questions to which they want to find the answers; and L requires them to record what they learned following reading of text.

maths and SPHE. Drawn from the interview transcript, Oonagh's account of learning progress, with particular reference to Liam, is summarised as follows:

We focused a lot on comprehension. Now they found the comprehension in the *Drumcondras* was difficult. From observations, we thought results might be higher. But for some of them the scores came up. Two of my group ... (*with learning support needs*) reached an appropriate level and they wouldn't need to be withdrawn for next year. We'll keep an eye on them ... in Maths, setting the Friday test, we decided that after Christmas, the Friday test covering each topic and that helped big time with over learning. The maths *Drumcondras* were similar to last year, no surprises there ... there's a middle group and we'd really like to push, to bring those scores up a bit for next year... very pleased with Liam, he was following the equivalent of a fourth class programme but sat the sixth class test and got a standard score of 83. He got a lot of the basics this year ... things fell into place and he can multiply two by two digit numbers, divide with remainders, calculate area of regular 2D shapes, got the hang of money, can calculate money problems with correct use of decimal point, time, understands what digital time means and can follow timetables ... history and geography, very good at remembering facts ... socially there was an improvement but every transition brings its own trouble. Transferring to secondary is a huge issue for him, he regressed at the thought of it, when secondary was being talked about by the kids, but we worked on that, he's quite prepared. He met with the school, the mother and himself, he's ready for it ... Now it's new for them (*VEC in the town*), putting the structures in place for him is new for them. (FNFD.RT7)

Identifying priorities for the coming year, Christine had this to say:

I'm not sure the *secondary school* knows what's coming down the tracks ... Routine, the behaviour programme, give and take, a bartering system has to be worked out with him and he needs to know the targets ... there's no point in getting back to us next October with a problem that could be avoided or anticipated if we had the structures in place to liaise with them. (FNFDCT.7)

The priority of liaising with the second level school further substantiates coherence-fragmentation in policy and practice for inclusion.

CASE STUDY EIGHT: FUCHSIA NATIONAL SCHOOL

Fuchsia NS: setting

Fuchsia NS was co-educational and multi-grade, catering for children from junior infants to sixth class and located in a remote rural area on the fringes of a Gaeltacht¹⁴ in Ireland. With thirty-seven children enrolled, the school had a teaching principal and one class teacher. The teaching principal taught one multi-grade class from third to sixth while the second class teacher taught a multi-grade class from junior infants to second class. Additional support teaching was provided by one resource teacher who was shared among three schools. Fuchsia NS also had the support of an SNA five mornings a week.

Restructuring practices in response to the introduction of the modified support system that combined general allocation of support for children with high incidence SEN with a specific allocation of support for children with low incidence SEN (Circular 09/04) (DES, 2004) was not altogether an issue for Fuchsia NS. With one resource teacher on a part time basis, only one child with SEN and no children with learning support needs in the school, there was no special needs team and the allocation of support was a very straight forward process.

The class teacher, the resource teacher and the child with SEN

Treasa, the class teacher and teaching principal, had completed over forty years of teaching and was due to retire at the end of the school year during which data were collected. Her teaching qualification was a National Teacher Diploma. Among the seventeen children comprising ten boys and seven girls in her multi-grade class ranging in age from eight to thirteen years, one with moderate GLD was assigned additional support.

Niamh had twelve years teaching experience, five of which were spent in a special school and the last three working as resource teacher shared among three schools. Her initial teaching qualification was Bachelor of Education Degree and she also held a Graduate Diploma in Special Education. Her teaching responsibilities related to nine children ranging in age from four to thirteen years who were assigned support on the following basis: one with Williams syndrome, one with moderate GLD, three with mild GLD, three with specific learning disabilities and one with ADHD.

Paul, who turned thirteen shortly after the enquiry started, had moderate GLD. Regarding his abilities and needs, Niamh provides the following account:

... I had John last year and John had moderate difficulties and when I started with John he was a non reader and there were lots of worksheets on Bs and Es and phonics, initial sounds. And I kind of felt if he'd been doing that for all that length of time and it hadn't got through, there's no point in struggling with that. So then I started off doing just very basic sight vocabulary ... So within last year, I'd say he learned about twenty-five sight words and it was purely by visual recognition, by writing them out and colouring them and cutting them up and getting words out of magazines and that. I wouldn't at that stage have tried to do any formal reading with him. We would have done stuff like baking. I would have brought in the little micro wave oven ... and we would have baked

¹⁴ A Gaeltacht is a region in Ireland where the vernacular language is Irish.

buns and baked sponges and stuff. We did a lot of mecano work where he'd follow through on instructions. We would have done Márla (*play dough*) and a lot of art work. We would have used the camera and taken, he would have taken photographs and had huge difficulty initially getting a head of a photo ... The child has huge difficulties with speech. He has been under the (*particular Charity service*) for many years but we've had huge difficulties getting any support from *Charity* and you can't refer him to NEPS when he's under the *Charity*. (RT9.5 – 8, pp.2 – 3)

Conveying an understanding of Paul's needs in terms of resources, Treasa stated as follows: "speech therapy is the first thing he needs" and as he is "easily distracted ... he needs to be in the resource room where he's focused and he has a board and he can write on that board" and "he also needs a break cause his levels of concentration wouldn't be great" (CT9.72, p. 12).

Paul's priority learning needs related to the development of speech and language, literacy and cognition, and as a teenager, to life skills in preparation for transition from the primary school and for increasing independence. His parents were very eager that he learn to count, manage money and tell time as he helped his father on the farm and this is where they saw his future; they wanted him to be able to count sheep, to herd the cattle for milking and to buy and sell cattle at the mart. Regarding additional support, Paul was withdrawn to a very small resource room for individual teaching for one hour daily before lunchtime. Prior to this, during the morning he was also withdrawn by the SNA who took him on outings to the local town or to a purpose built recreational area in the school yard where he learned and practised using the swing, see-saw, climbing frame, trampoline and cycling a bicycle. For the last session each evening, he joined múinteoir Gráinne with first and second class for maths.

Treasa's constructions of inclusive practice

The school building was beautifully perched on a hill in the most idyllic of settings and with spectacular scenic views in all directions. However, it was over eight decades old with the result that an original one classroom had been divided into two, and at some stage during the seventies, running water was provided and toilets, a kitchenette and a mini store room were added. Treasa's classroom still had the original fireplace, of which use was made and at less than four metres squared, the room was very compact and cramped when filled with children and class teacher. The desks were the traditional wooden benches but clustered so that the children sat in three groups as follows: six children from third class formed one group; seven children from fifth and sixth formed a second group; and, four from fourth class formed the third group. The floor space held a unit for a PC, shelves displaying resources for maths and English and a book shelf. It also held a table as an altar to Our Lady which was there on each visit when a candle was lit for morning prayers. Notice boards displayed the children's art work, their projects, creative stories and poems, cuttings from newspapers with reports written by the children, maps and a combination of large and small photographs of well-known and historical locations from across the world sourced from newspapers, magazines, calendars and the net. Overall, the room provided an intimate and homely learning environment for the children.

Over the course of the five school visits, ten lessons were observed covering predominantly history, geography and oral work in English, specifically discussion of topical issues and editing and presentation of written work. Art work related to painting sections of a wall mural depicting 'Fionn agus na Fianna' under the guidance of a well-known artist in the locality, the children's preparation to perform at the St Patrick's Day parade, a senior football league and three maths lessons in muinteoir Gráinne's room were also observed. Based on Treasa's pedagogical intentions, the greater proportion of her teaching time was devoted to English, maths, Irish and religion while the remainder was given over to the other curricular areas. However, Treasa was very flexible so the timetabling of subjects did not necessarily follow any particular order.

Treasa was an enthralling story-teller, had a very expressive voice and had a most interactive and engaging style of teaching. She was very informative, had a great way of arousing the children's curiosity and could set them on the right track for satisfying that curiosity. Overall, lessons were pitched appropriately to the age, interest and ability levels of the children and were paced to maximise their participation. Learning activities within lessons were suitably sequenced and integrated to address a number of outcomes. Treasa's teaching methods were predominantly teacher-directed but varied and seemed appropriate to the curriculum focus and effective in promoting understanding and participation in learning. Being multi-grade, the class had four distinct grade levels but for the purposes of teaching maths and literacy in English and Irish, was grouped into two levels with children from third and fourth working together and those from fifth and sixth together. When in class, Paul sat with children from the sixth and fifth class group. Treasa's teaching was supported by resources which were appropriate for the learning purposes and effective in motivating the children. As most of the children in the class were either siblings or cousins, there was a very comfortable and easy rapport among the group. They were very polite and respectful. Only once on the systematic observation schedule was a discipline interaction recorded for Treasa. She guided and monitored learning throughout and the overall impression was of a very cosy, natural and calm learning environment.

Treasa's practices of inclusion, complexities and consequences for the learner with SEN

Observation revealed that Treasa differentiated to address learning and developmental needs on a group basis. This was challenging and complex in terms of managing and distributing time to ensure appropriate teaching guidance to enable consolidation of learning. However, for the few subjects where Paul was present, seated beside the window he spent much time gazing out, some time looking at other children contributing and responding, and very little time looking at the teacher unless called upon, while verbal interactions with the other children were minimal. Despite Treasa's interactive and engaging style of teaching, conceptual pitching of lesson content which successfully addressed the needs of learners from third to sixth class rarely connected with Paul's developmental level and learning processes. Activity types in which he participated included holding the banner with another child while the class played tin whistles and practised marching for the St Patrick's Day parade, painting sections of a wall mural, collecting copies and workbooks, distributing pencils and materials for art and unlocking the school gate at home time. Furthermore, as indicated previously, Paul spent the majority of the school day outside of this mainstream classroom with the SNA,

the resource teacher and in Múinteoir Gráinne's classroom. As such, the teaching practices and the learning experiences in evidence in the teaching-learning episodes observed indicate the limits of inclusion as Paul's learning needs are only considered to the extent that they can be 'included' within the needs of the mainstream class.

Treasa identified "life skills" as a priority, describing the content of what is taught as follows:

We do a programme like that here with him now where our SNA went down town, went to the bank, went to the post office with him, went in to have a cup of coffee, went and did the shopping in the supermarket, knowing how to weigh, you know, how you'd weigh and how you'd pick your veg and your food and all that and you had a shopping list and you had to follow it ... do jobs like posting the letter, find the stamp, he'd have to ask for the stamp and bring the money and bring back the change ... life skills basically. (CT9.39, pp. 7-8)

However, as acquisition of these life skills is specific to Paul and not a curriculum priority for the peers of his multi-grade third to sixth class who "wouldn't be doing the likes of that at all" Treasa is not involved in this programme and adds "that is part of the SNA's job to go down town with him" (CT9.39, p. 8). To ensure Paul accesses this functional curriculum at a developmentally appropriate level, the class teacher is dependent on the SNA. Yet the duties undertaken by the SNA in this regard are contrary to those directed by the DES (Circular 15/05) (2005b) which focus exclusively on a care and non-teaching role. Given a policy context that caps the number of additional teaching hours for children with low incidence needs provided by resource teachers (Circular 02/05) (2005a) and that neither requires specific training nor qualifications for SNAs, this resolution appears the most satisfactory under the circumstances. Although the dilemmatic perspective may explain the tensions for teachers associated with balancing marked variations in individual difference, resolutions that result in the most educationally challenging children spending more of their school day with those least qualified to teach are indicative of policy inadequacies. This further substantiates the limits of inclusion, where the child with SEN is accommodated only to the extent that he can be included within the needs of the mainstream.

Heterogeneity and complexities of inclusion

Although there was heterogeneity in developmental and cognitive levels among the children from third to sixth, there was less variation within this group than there was between the group and Paul. Treasa had a great interest in promoting project work and it was customary for children to research topics at length and compile and present their projects either in groups or individually. Presentations were video recorded and not alone did the children question the presenter but critiqued the informative value of the project and the presenter's visual and oral presentation of it. Indeed, Treasa attributed this practice to the school's proud boast of having among its past pupils a very well-known news reporter with a national broadcasting channel. Observation of the presentation of some projects revealed the children's competence and confidence along with the age-appropriateness of their choice of topics, for example, one presented on the 'Trials and Triumphs of Munster Rugby' and another presented on the 'History and Glory of Manchester United'. The projects had a table of contents, and information was

well-sequenced, typed and hand written and supported with relevant illustrations drawn from a number of sources. In contrast, although his presentation was not observed, Paul's project was on 'My Home and Family' and included his drawings, his address and one or two key words, as in family member's and pet's names and places on the family farm. In the context of such developmental variation, Treasa's comment on his inclusion in geography is understandable: "something more complicated like longitude, latitude, or say time zones" she would not expect him to learn as "he wouldn't know what you'd be at or wouldn't understand it and you'd only frustrate him" (CT9.11, p. 3). Her resolution to the dilemma is to have him withdrawn while the majority pursue a curriculum that is developmentally attuned to their needs and abilities. Again, this substantiates the limits of inclusion.

Responsiveness and dedicated time

Reflecting teachers' understanding of role discussed in Chapter Five, Treasa considered Paul's learning was the resource teachers' responsibility and as such, she did not plan specifically for his intentional learning. When learning was pitched beyond his developmental level, typically, her attempts to involve him centred on calling his name and asking a rhetorical question about something that was said or done by others; for example, when the children were questioning the presenter of the Man United project and a discussion arose among them as to whose shirts they would or would not buy, to include Paul, Treasa addressed him as follows: "Paul, would you buy Rooney's shirt if he wasn't playing for Man U?" and his response was to smile and nod in agreement. On the rare occasions when Treasa had time, her interactions with Paul reflected responsiveness to his learning needs. One such occasion was observed when the children were painting the mural in the school yard. With guidance from the local artist, sections of the mural were divvied out among the children and the older ones, including Paul, were given charge of ensuring a clean water supply. Following examination and discussion of pictures of Celtic design and clothing, colours for each section were decided, the children were given directions as to mixing paints to make particular colours and they were off. Treasa worked close to Paul and the following extract from the field notes details the encounter:

Noticing that Paul's grip of the brush was reversed and making very little impression on the wall, Treasa intervened saying: "Let me show you a class way of making that brush work" and repositioning the brush to alter his grip, she explained with hand over hand and got him to make the correct movement: "if you hold the brush like this and move it this way, see ..." and straight away, Paul could see the impact. Pleased with his effort, he returned to the paint mixture and with a stronger grip on the brush, lifted up a scoop of paint. However, as he proceeded to apply this to the wall, it started to drip. Monitoring his efforts, Treasa encouragingly prompted him as follows: "don't worry about that, go over, get a rag and we'll clean it" and she took Paul's brush while he headed over to the box and sourced the rag. On return, Treasa demonstrated wrapping the rag round her fingers, using the tip and the movement to clean and then handed the rag to Paul, helped him to wrap it round his fingers and encouraged him to "lean on the rag", enabling him to clean the dripping paint. As he continued to paint, Treasa asked him questions about Fionn and what he was

leader of, what they closed their cloaks with, and what they ate when they were hunting and travelling round the country. The questioning was by way of making conversation and keeping him on task more than assessing his learning but nonetheless, Paul answered “Fianna” and with the prompt of “bro” got “broach” and answered “*burries*, rabbit” to the third question. In response to the question “what’s a warrior?” he offered “hero fights”. With prompting, he could answer the colours they mixed to make brown. His demeanour had the indicators of someone who was enjoying the attention and the activity and his confidence and movement with the brush was improving with practice. As he’d move on to the next part, Treasa discretely reworked to neaten the edges of the part he had painted. When they stopped to stand back and take a look, another child commented: “that’s class that is, it looks deadly” and Paul was brimming with pride. (FNRR.CT9)

The action and interaction illustrated in the vignette reflect the levels of engagement and one-to-one interaction required by learners with SEN to progress and maintain focus. For Treasa, securing dedicated time for such engagement was made possible by the nature and the activity and the presence of the other adult.

Niamh’s practices of attuning to the learner’s developmental needs

As his articulation and pronunciation was unclear and led to frustration when his intent was neither being clearly communicated nor understood, speech and language was a priority need for Paul. However, accessing the services of a speech and language therapist to assess and devise a suitable programme was problematic. Niamh explained that for children whose difficulties are recognised when they are very young “they are referred to the *Charity* ... and once you’re accepted ... they have an onus to grant you support throughout your schooling” (RT9.8, p. 3). For this reason, Naimh contacted this association about Paul’s speech and language. However, as speech and language therapists were in short supply, the *Charity* agreed to “fund seven sessions of speech therapy” (RT9.16, p. 4) which Niamh had to arrange. After five sessions, the speech and language therapist advised it was a waste of money continuing as Paul had problems with his teeth that needed to be addressed and a lengthy wait of two years on the school dental list was predicted. During the following school year, “the speech therapist from the *Charity* came to the school and assessed the child again, even though he had been assessed the previous term and the results should have been there.” Realising that teachers and parent were “annoyed that (*they’d*) gotten very little support” this second therapist offered to “send out a language programme and a lot of it was repetition of what the first lady had done.” While a positive outcome was the issuing of a letter “that kind of hurried up things so that the child is getting to get his teeth started in this term”, the experience led Niamh to conclude: “the system is all confused and it’s very frustrating, when like if they had only communicated with the first speech therapist, so you can get very disillusioned at times” (RT9.20, p. 6). Although this enquiry’s focus is teachers’ interpretations and constructions of inclusive practice, Paul’s and Niamh’s experience with the *Charity* and the speech and language therapy indicates the unsatisfactory consequences of fragmentation across support services for learners with SEN.

Arising from the knowledge sharing opportunities afforded by consultation and collaboration with the first therapist, Niamh planned and taught a programme to develop Paul's speech and language. Her practice of attuning learning experiences to connect with Paul's developmental levels in the deliberate promotion of learning is evident in the following vignette drawn from her teaching of the speech and language programme, where the focus is on activities to develop the musculature in his mouth, with the aim of facilitating his articulation of sound:

... Niamh pours some bubble mixture in a bowl and for this activity Paul is required to blow through a straw to make bubbles. Even though Niamh assures he has made progress and he listens to her directions to "swallow first" he continues to have some difficulty with this ... Reversing the blowing exercises, he then has to suck up little pieces of paper with the straw. Niamh uses an egg timer as encouragement to stick with the task which proves motivational as he's very keen to start the egg timer on each occasion. He then gets to make up tunes on a harmonica and as part of this activity, he has to hold a particular note for the length of Niamh's claps which is increased each time to extend his breathing. (FNRR.RT9)

The benefits of exercises such as these were evident nearer the end of the school year in Paul's improved control (of saliva) and articulation of sound. Regarding the specificity of focus on certain speech-related skills, this is representative of the necessity to focus on learning that is of high personal relevance and a developmental priority for the child with SEN but that may be meaningless to their class peers. Furthermore, given Treasa's teaching context as outlined, it is difficult to envisage how she could attune this learning experience similarly within the context of teaching all children in the class. As is becoming increasingly evident across the case studies, the pursuit of individually relevant learning is influenced by context and can imply parallel and separate programmes. Contrasting the focus and relevance of learning activities experienced by Paul in the mainstream class and in resource brings into sharp focus the limits of inclusion juxtaposed with the benefits of withdrawal in certain teaching arrangements for learners with SEN. This, in turn, highlights the need for resource teachers to work closely with class teachers to create more porous boundaries between mainstream and withdrawal settings.

The separate but individually relevant programme for maths

Apart from being withdrawn by Niamh for additional support, following release of the junior and senior infants, Paul joined múinteoir Gráinne with her first and second class of seven children ranging from six to eight years of age, for maths lessons. Observation revealed rewarding and inclusive teaching-learning experiences. The learning context, with eight children and an adult seated in a group round desks clustered together, was akin to a large family completing homework under their mother's guidance at the kitchen table. As previously stated, children were related and knew one another well and their banter along with teachers' rapport contributed to a warm, friendly and relaxed atmosphere in both senior and junior rooms. However, it was only in the junior room that Paul vocalised to engage in this banter by responding to and initiating verbal exchanges with the other children and teacher. Learning experiences

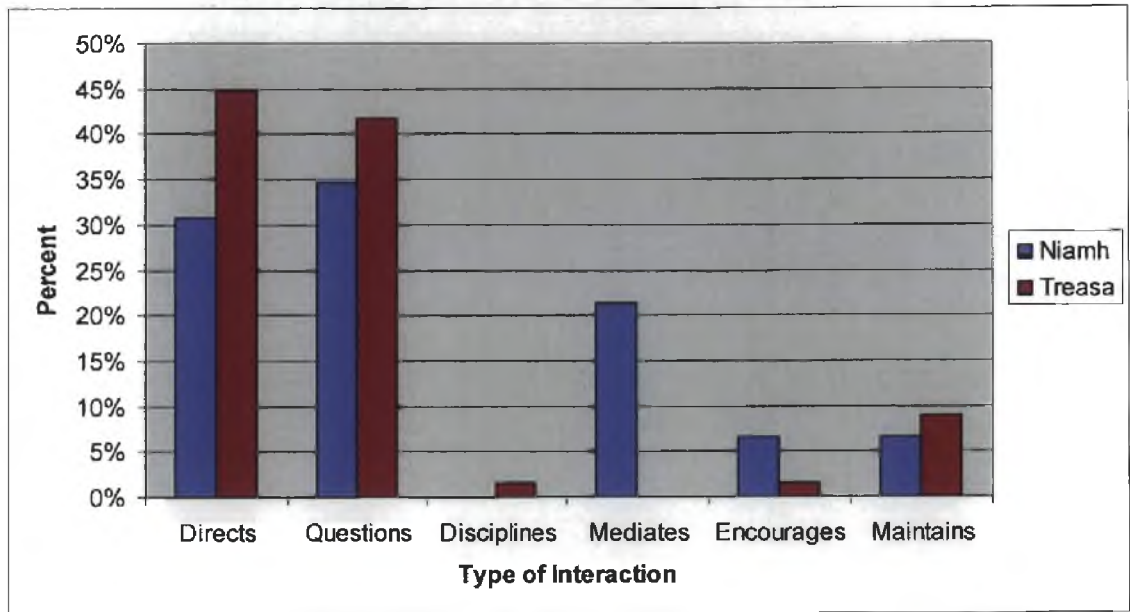
were attuned to his level and he actively participated in buying and selling at the class shop, exchanging coins with peers, counting and sorting cubes in bundles of tens and units, matching numbers to given quantities up to twenty, reading time on the hour from an analogue and digital clock, making a timetable of his favourite TV programmes and playing group games based on number recognition, sequencing and basic number facts. This contrasted with his non-participation in teaching-learning activities observed in the senior room; as previously reported, while he may have been present and involved to an extent, his involvement did not extend to engagement with intentional learning.

Apart from indicating the influence of context on teachers' actions, this practice further substantiates the dual-tracked nature of securing an individually relevant learning programme for the child with SEN in the mainstream school. Further analysis of Paul's participation in the junior classroom reveals that apart from attuning the learning experiences to connect with his learning processes, other dynamics are at play. The smaller numbers, he being older than the other children although at a similar cognitive level, the junior teacher having time to establish and maintain a rapport with him during teaching-learning episodes, his need for and enjoyment of the use of concrete materials not available in the senior classroom and his ability to keep pace with the conversations of the others also contributed to Paul's learning. Not alone do such dynamics support the significance of environmental factors in influencing learning, they also highlight the relational aspect between learner and design of educational arrangements which seems critical to understanding SEN.

Niamh's and Treasa's communicative interactions

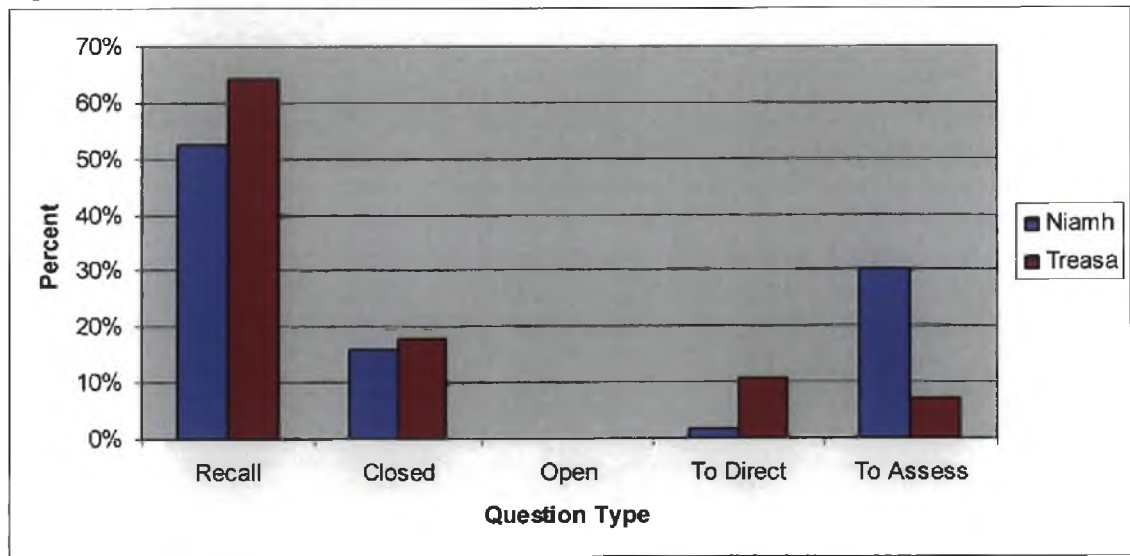
Niamh's and Treasa's verbal interactions were coded according to frequency across a number of lessons observed and represent 100% of teacher talk during those lessons, which totalled approximately two hours per teacher. Figure V8.1 below presents the percentages of their verbal interactions by category, recorded for both Niamh and Treasa respectively.

Figure V8.1: Percentage of Niamh’s and Treasa’s verbal interactions by category



Overall, teacher directions and questioning are key features of their verbal interactions. The higher prevalence of mediated talk evident in Niamh’s verbal interactions is significant in the context of links between the teacher’s use of mediated talk and the intentional learning of the child with SEN reported in previous case studies and substantiated by the qualitative data relating to the interactive sequences cited in this case study. Furthermore, teachers’ questions were categorised on the basis of learning purpose and the percentages of such questions by category, recorded for Niamh and Treasa respectively, are presented in Figure V8.2.

Figure V8.2: Percentage of Niamh’s and Treasa’s questions by category



Overall, the questions in the lessons for which the systematic observation schedule was used are predominantly recall or asked in closed form. Specifically, learning associated with these questions involves recall of factual information, deductive inference, explanation of words, phrases, procedures or number operations, and description. As with other resource teachers in the enquiry, the higher proportion of questions to assess learning asked by Niamh indicates the frequency with which she monitored learning within the lesson before proceeding to subsequent stages.

More than one teacher, a separate programme, individually relevant learning and learner outcomes

Regarding the preparation of Paul's individually relevant learning programme, Niamh did a solo run and admits: "I would photocopy my IEP and I would give a copy to the teachers that are involved" (RT9.85, p. 21). Treasa comments: "I know Niamh writes a plan. Niamh has a plan, the programme that she uses, but I wouldn't be involved in that. I trust her as a professional person" (CT9.93, p. 16). Holding the inadequacy of capacity building initiatives accountable, Niamh states that her approach "isn't professionally correct but it's a reflection on the system that" class teachers "have absolutely no support ... there just genuinely isn't supervision" and as a resource teacher shared among three schools her "timetable is chocker block anyway" (RT9.85, p. 21). Furthermore, there are no formal structures in place for them to collaborate or co-plan throughout the school year for Paul. In the absence of dedicated time for collaborative planning, neither teacher was adequately aware of the other's plans and teaching approaches in relation to Paul. While Treasa could identify Paul's priority learning targets, in practice, she was not "doing the likes of that at all" with her multi-grade class (CT9.39, p. 8). Consequently, Paul was included in certain class activities, but these were neither designed nor pitched to promote his intentional learning. Nonetheless, he was following an individually relevant learning programme crafted by the resource teacher to address his speech and language, literacy, cognition and social development. As such, this programme was entirely separate from the mainstream class programme. The advantage of one programme was the avoidance of fragmentation associated with the separate foci of dual programmes. However, as the child with the most challenging learning needs in the school, Paul spent the greater proportion the school day sitting in a mainstream class where his needs in terms of intentional learning were not addressed and being withdrawn by the SNA who was the least qualified adult in the school to address his learning needs. The inclusive dimension of such practice is difficult to discern.

Observation revealed the steps of progress in Paul's learning over the course of the school year. On the final visit, John was using Clicker-Four¹⁵ on the laptop and spelling the words 'the' 'is' and 'on' from memory, he typed the following story about an illustration in his book:

The fuzzbuzz is happy.
The apple is on the tree.
The garden is green.

¹⁵ This is a software writing programme which can be set up to display key words on a word wall; the user can select and click on words in order to include in writing, displayed on the screen under the word wall.

He could correctly sequence three pictures to tell a story and use complete sentence structures to relate; for example, in response to one such sequencing activity, field notes record him saying “the lad is blowing up the balloon”. The indicators of progress identified by Niamh during the interview at the end of the school year are detailed in Table V8.1.

Table V8.1: Indicators of Paul’s progress over the course of the school year identified by the resource teacher

Indicators of Paul’s progress
<p>Social skills</p> <ul style="list-style-type: none"> • Greets people • Can mind his possessions; pack his school bag, look after lunch and coat • Joins in football during lunchtime • Can do jobs in the school; remembers the routine • More with-it in the town; knows the shops, where to get the DVDs, where to get the groceries, hardware and the garage and where to get tractor parts • Can play games like snap (good for word recognition) and snakes and ladders <p>Speech and language</p> <ul style="list-style-type: none"> • Can make audible speech sounds • Now uses three word utterances in conversation (was monosyllabic at start of school year) • Can use a complete sentence structure of up to six words to relate story illustrated pictorially; hesitant but can be understood and has more control over his breathing • Has vocabulary to identify 100 most common nouns • Has started to use the past tense in his speech <p>Literacy</p> <ul style="list-style-type: none"> • Social sight vocabulary increased from 25 to 48 words • Is blending some letter sounds when trying to read • Progressed from level 4 to level 6 on the Fuzzbuzz scheme (on level 6.1) • Can write his name, address, age and phone number • Will now copy or trace over five word sentences (increased from two word level) and has more fine motor control) • Can use clicker along with words he knows to write sentences (needs picture cues to make up the sentences) <p>Cognition / maths</p> <ul style="list-style-type: none"> • Can recognise and count money • Can add and subtract up to ten in his head (does not record calculations in written form) • Can recognise o’clock time on the hour

In response to questioning on learning progress, Treasa spoke about her class generally and certain children but did not comment specifically on Paul’s progress. With regard to his experience of inclusion, Treasa focused exclusively on his transition to second level and on how poorly this was being handled by the “special school which (*would*) inevitably have to take him” (FNFD.CT9). Although the interview took place two weeks prior to the end of the school year, a placement for Paul at second level had still not been secured. He was the only one of those leaving primary who was unsure of the future. The *Charity* under which he was registered managed a special school and Paul had attended its preschool during his infant years. When during his time at the end of

fifth class approaches were made to the special school regarding his application, according to management personnel, all available places would be taken by children who had progressed through their system. Meantime, Paul, his parents and Niamh approached the VEC in the nearest town which had a special class. However, having had a tour of the school and a briefing on the programme for the special class, the parents felt this would not be a suitable placement for Paul although they fully intended sending their other children there. They had no choice but to return to the special school managed by the *Charity* and were hoping a vacancy would arise. Needless to say, such indecision was most unhelpful in terms of Paul's preparation for the transition to second level. As with other schools in the enquiry with children progressing to second level, the priority of liaising with the second level school further substantiates coherence-fragmentation in policy and practice for inclusion.