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**POLICY CHANGES IN TEACHER
EDUCATION:
IMPLICATIONS FOR INCLUSION**

CURRENT CONTEXT AND DEVELOPMENT

- ✘ Increased access to higher education
- ✘ Significant developments in initial teacher education programmes
- ✘ Colleges of Education drafting policy on access to teacher education programmes
- ✘ Colleges of Education to enter DARE from 2013
- ✘ Agreement by the DES and Colleges of Education to change practice with regard to the 1965 *Rules for National Schools* health regulations

STRUCTURAL CONSIDERATIONS

- ✘ External regulations and requirements
 - + Historical: 1965 *Rules for National Schools*
 - + Irish language requirements
 - + New: proposed Teaching Council entry requirements from 2016
- ✘ Programme content and assessment
 - + Programme Learning Outcomes, diversification of types of assessment
 - + Practical component
- ✘ HEI supports and resources
 - + Student Support Services – additional resource needs

CULTURAL CONSIDERATIONS

- ✘ Traditional culture of Colleges of Education
 - + Culture of care (Furlong & O'Brien 2011)
- ✘ Care, control and equality of recognition
 - + Predominance of negative models of disability
- ✘ Ball (1997) 'good school / bad school' paradox
- ✘ College collusion in gate-keeping by professional bodies (Stanley *et al* 2011)
- ✘ Assessment of performativity
 - + Narrow physical, intellectual, emotional and sexual parameters (O'Donoghue 2005)

CHANGING CULTURES

- ✘ Changing the institutional practice of care
 - + 'Care for' replaced by empowerment
- ✘ Ongoing reflection on practice core to change
 - + Teacher educator 'lay theories' regarding disability can contribute to disabling environment
 - + Dismissal of 'reasonable accommodation' by academic staff (Vickerman & Blundell 2010)
- ✘ Impact of required assessment and disclosure
 - + Medicalisation of students (Mladenov 2011)
 - + Obligation to disclose and privacy concerns

KEY ISSUES

- ✘ Discussion regarding the balancing of rights of children and entrants to teaching required
 - + What assumptions underpin that discussion?
- ✘ CPD for teacher educators
 - + Providing opportunities for reflection, for interrogation of perceptions / biases and practices
 - + Provision of information and models of good practice
- ✘ Consultation with students with disabilities
- ✘ Access to appropriate resources and supports