Responsive teaching and educational casework for inclusive education

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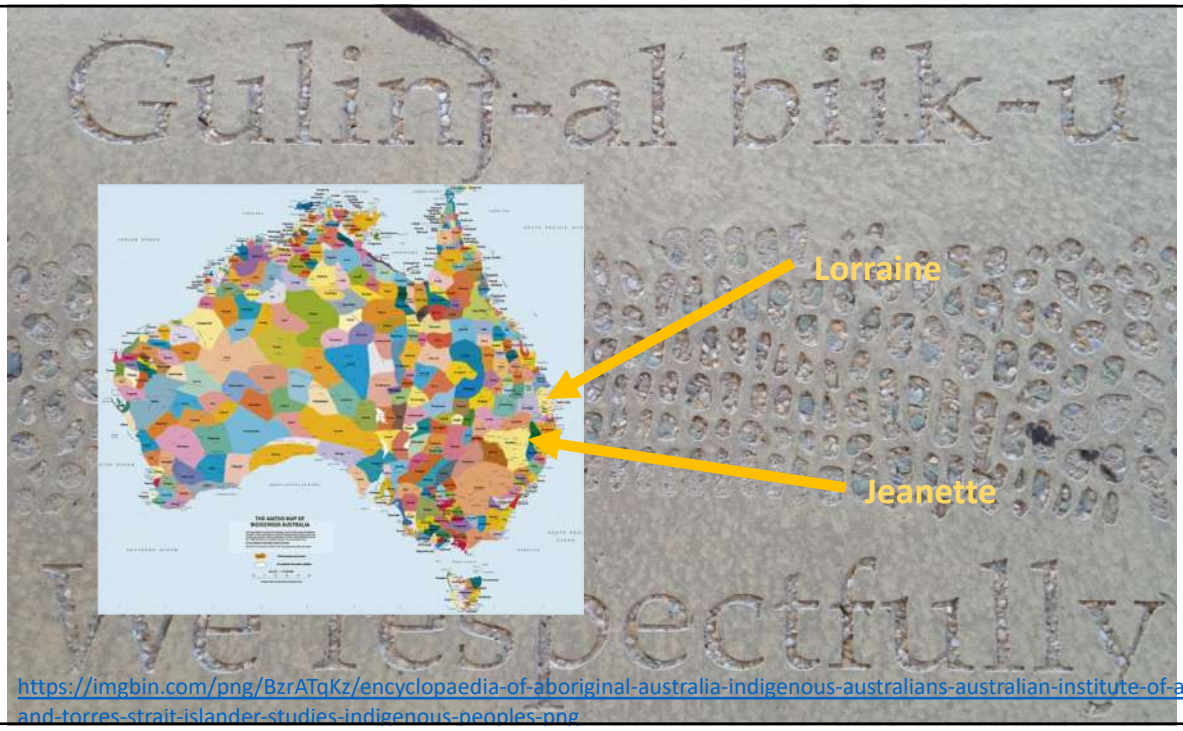

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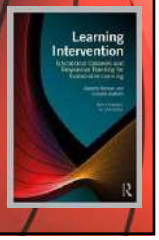
Abstract

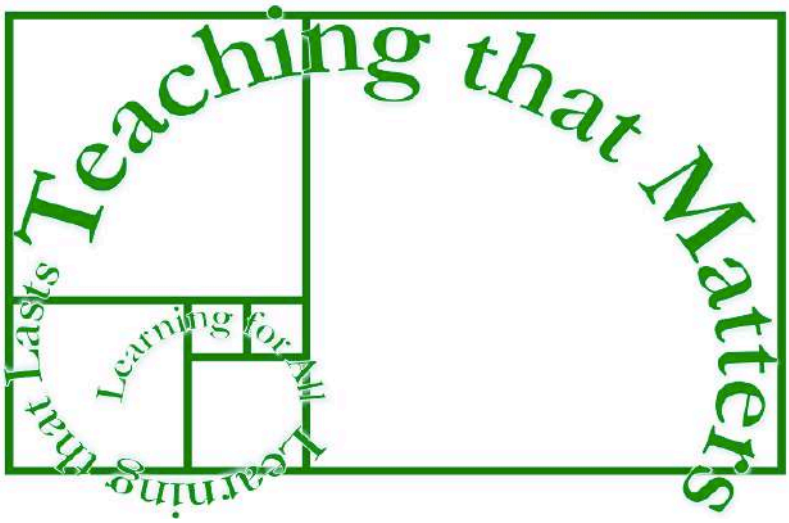
Inclusive education is about *learning for all*. It depends on teaching that is appropriate for each student who presents at the classroom door and aims to contribute to the growth and development of every learner. 'Sustainable learning' (Graham, Berman & Bellert 2015) extends the notion of inclusive education to *learning that lasts,* with a focus on the capabilities of individual learners as they respond to the demands of not only the school setting but to new careers, new technologies, cultural shifts, and rapid and unpredictable change. Although some students can learn without their teachers' assistance, for many students learning depends on the kind of effective teaching that explicitly responds to individual needs. Inclusive education, thus, also involves *teaching that matters*; in fact, it relies on responsive teaching that is based in the curriculum and then shaped to meet the learning needs of individuals and groups of learners. Such reflective and flexible teaching practices that meet the learning needs of students is responsive teaching for sustainable learning. The Responsive Teaching Framework (Graham, Berman & Bellert 2015) describes a teaching cycle that can scaffold teacher practice, through a set of questions inclusive teachers ask themselves as they make decisions about how best to teach their students. These questions reflect the increasingly complex role of classroom teaching required by contemporary inclusive schools. These questions acknowledge the variability of learners within our schools, and require a dual focus; on the group of learners and on the individuals who make up the class. An individual focus is now integral to inclusive education as part of responsive teaching, and is increasingly managed by classroom teachers who also draw on the expertise of specialists who, in tandem, use the Educational Casework Process (Berman & Graham, 2018) to scaffold their professional practice. The educational casework process is also a reflective cycle, that works together with responsive teaching to help inclusive classroom teachers as they respond to the learning needs of their class and of the individuals in that class.

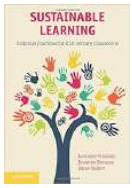
Instead of differentiating the places for education – general classroom and special classroom – we are focusing on the processes and perspectives of educators with differing expertise, as well as other professionals who collaborate to make the most of every student's learning journey.

Responsive teaching and educational casework for sustainable learning



Sustainable Learning



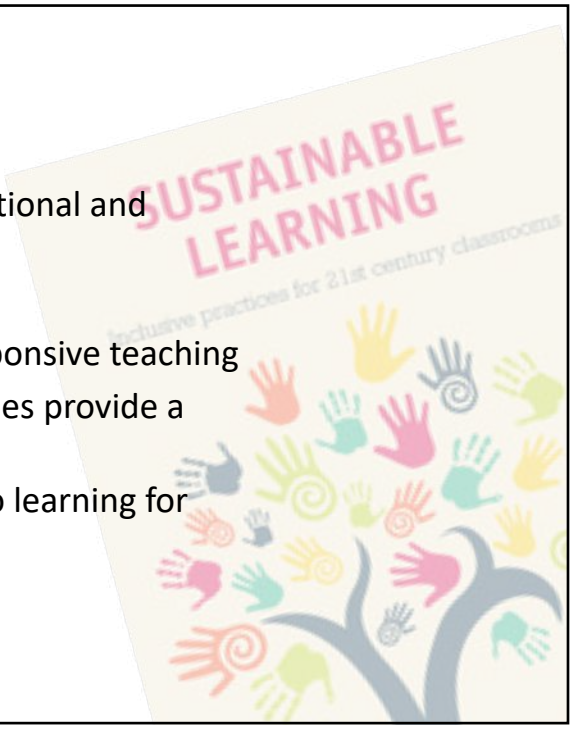


Learning for all

- ATRiUM capabilities provide a way to think about learning needs for all students
- Focus on learning, not labels
- Collaboration with families support responsive teaching
- Early intervention allows provision of timely, appropriate support for learning that can reduce the impact of a disability
- Evidence-based instructional approaches include direct instruction and strategy instruction

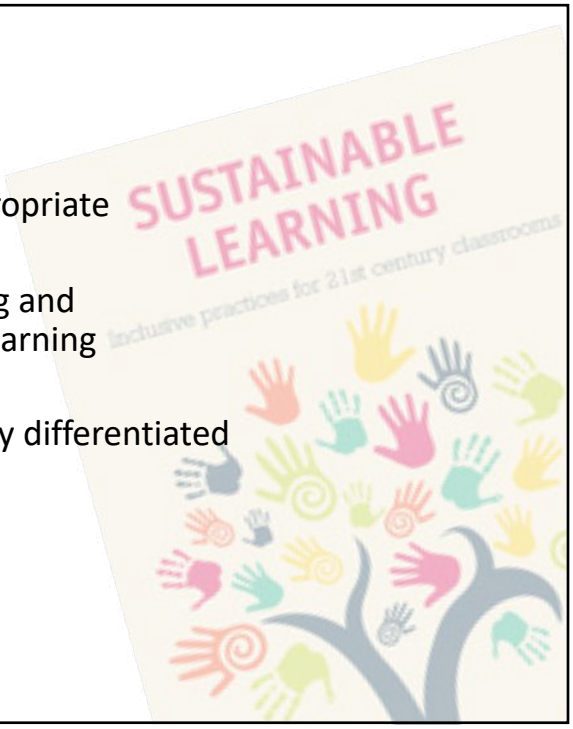
Learning that lasts

- Learning that lasts is meaningful, intentional and future-directed
- Transitions are important
- Action research cycles grow out of responsive teaching
- Literacy, numeracy and ICT competencies provide a foundation for lifelong learning
- Assistive technology supports access to learning for some students



Teaching that matters

- Differentiation allows provision of appropriate learning opportunities for all students
- Assessment supports inclusive planning and differentiating aligned with intended learning outcomes
- It is important to retain challenge in any differentiated learning activities

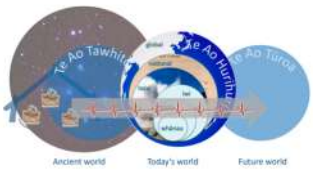


Flourishing learners in thriving learning communities

P	E	R	M	A
Positive Emotions	Engagement	Positive Relationships	Meaning	Accomplishment

Ka Awatea: A model of Māori Student success

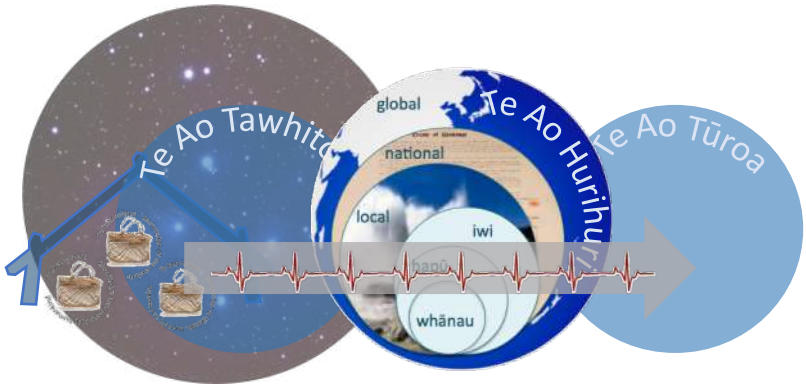
Mana Motuhake – a positive sense of Māori identity
Mana Tū – a sense of courage and resilience
Mana Ūkaipo – a sense of place
Mana Tangatarua – a sense of two worlds



Mana Whānau – successful students are nurtured into succeeding in both worlds by their whānau

Macfarlane, A., Webber, M., Cookson-Cox, C., & McRae, H. (2014). *Ka Awatea: An iwi case study of Māori students' success: Report for Ngā Pae o te Māramatanga*. Christchurch: Te Rū Rangahau, University of Canterbury. Retrieved from http://www.maramatanga.co.nz/project/ka-awatea-iwi-case-study-m-ori-students-experiencing-success

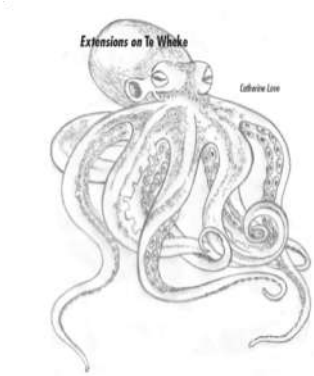
Ka Awatea: A model of Māori Student success



Ancient world Today's world Future world

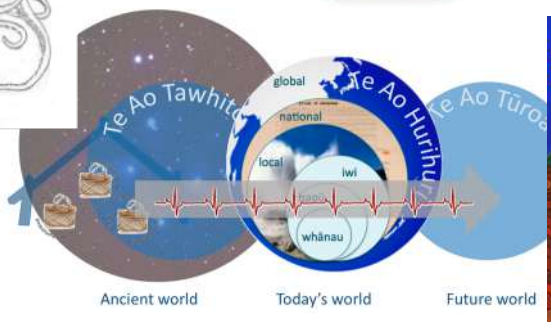
(Macfarlane, Webber, Cookson-Cox & McRae, 2014)

Flourishing learners in thriving learning communities



Te Wheke (Pere, R, 1991)

Te Whare Tapa Wha
(Durie, M. 1994)



Ka Awatea

Ancient world Today's world Future world

The Dance of Life

The Dance of Life

Spiritual: Tree of life

Psychological: Living life

Social: Community strong together

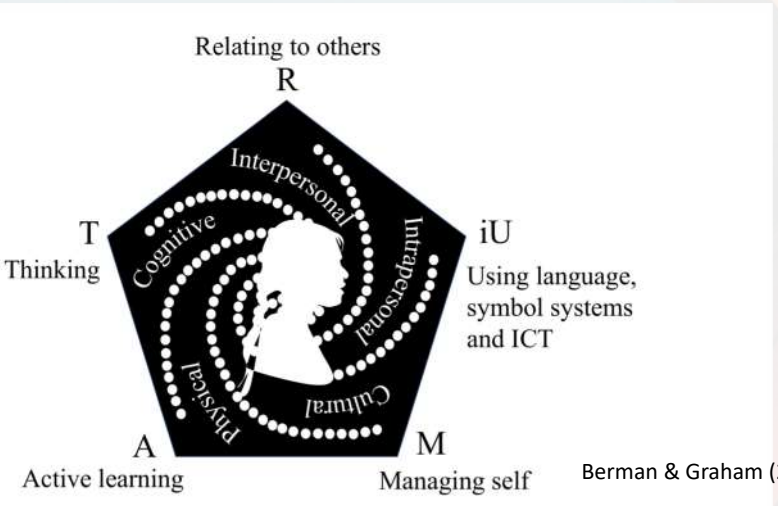
Cultural: Healing Ceremony and Law

Physical: Born of Country

Helen Milroy
https://www.ranzcp.org/Publications/Indigenous-mental-health/Aboriginal-Torres-Strait-Islander-mental-health/The-Dance-of-Life.aspx

ATRiUM processes of learning

Graham, Berman & Bellert, 2015)



Berman & Graham (2018)

ATRiUM Active learning

- Learning is transformative and active
- Knowledge is culturally and socially defined and personally constructed
- Acts of curiosity grow into self-regulated learning
- Active learners are harder to organize than passive learners!
- Teachers must continue to be active learners

- Graham, Berman & Bellert, (2015), p.26

ATRiUM Thinking

- Thinking is the primary tool of transformation
- Is altered through sharing
- Is developmental
- Thinking about everyday matters and intellectual and scientific ideas needs to be integrated
- Cognitive processes drive thinking (sensing, attending, perceiving, comprehending, reasoning, analysing, linking with prior knowledge, memorising and retrieving)
- Large variability in thinking capabilities

Graham, Berman & Bellert, (2015), p.26

ATRiUM Relating to others

- Active learning depends on interpersonal engagement in the complex social systems of whānau, schools and classrooms
- Establishing classroom expectations that support social interactions and relationships is vital
- Teachers need to understand what they, and their students bring to the classroom – their worlds, their values, their lived experiences, their whānau, hapū and iwi (family and community) values and expectations

- Graham, Berman & Bellert, (2015), p.26

ATRiUM Using language, symbol systems and ICT

- Elaborate and complex systems of symbols support social engagement and information communication
- Facility with communication and thinking systems
- Adaptability to changes in these is required as new systems are being cre8ed

- Formal education: Literacy and numeracy and ICT
  "learn to read so you can read to learn"

- Graham, Berman & Bellert, (2015), p.26

ATRiUM Managing self

- We all want to be self-managing, self-sustaining, lifelong learners
- This developmental, society expects different competencies at different ages
- Managing thinking, interpersonal skills and intrapersonal skills can be taught
- Affected by self-system – self-esteem, self-concept and self-efficacy
- Always culturally bound

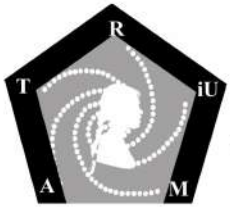
- Graham, Berman & Bellert, (2015), p.27

Attention
Perception (auditory and/or visual)
Memory
Planning or Executive functioning
Sensory reception
Reasoning
Problem solving
Decision-making

Social skills
Turn-taking
Help seeking
Leadership skills
Cooperative/collaborative group skills

Relating to others

Receptive language
Expressive language
Oral language and listening
Sign language
Writing
Reading
Numeracy
ICT skills
Assistive technology



Thinking

Using language, symbol systems & ICT

Berman & Graham (2018)
Figure 7.2 p.127

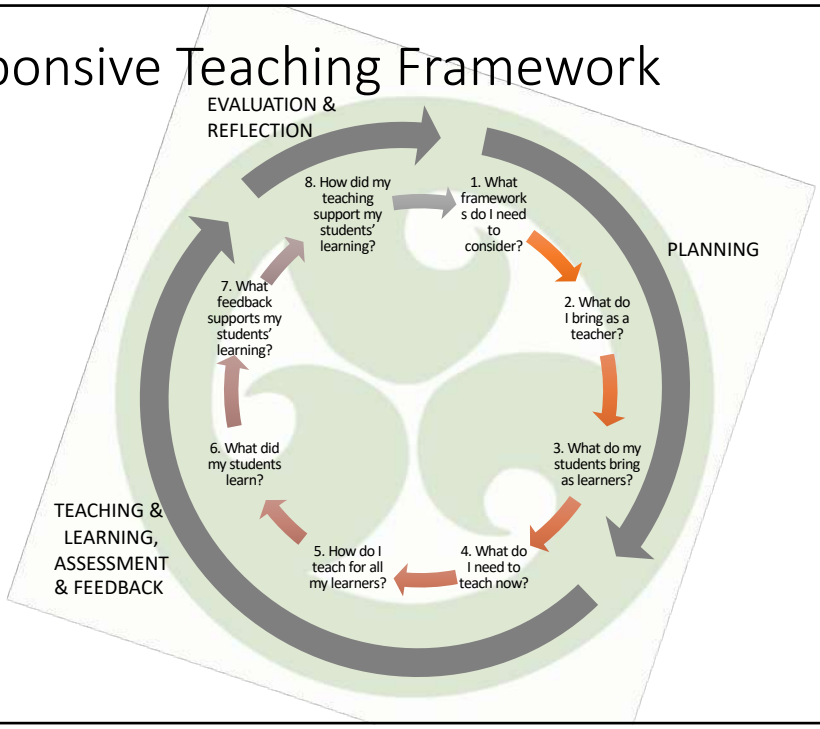
Motivation
Curiosity
Engagement
Creativity
Risk taking
Growth mindset
Interests

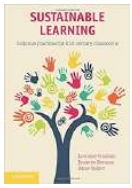
Active learning

Managing self

Self-regulation
Persistence
Confidence
Self-system (self-concept, self-efficacy and self-esteem)
Metacognition
Emotion and/or mood regulation

Responsive Teaching Framework





1. What frameworks do I need to consider?

- What legislative frameworks, curriculum, culture and community contexts, education system policies and procedures, school context, teacher registration requirements and physical environments do I teach within?

2. What do I bring as a teacher?

- What cultural competence, assumptions about learning, teaching skills and knowledge, assumptions about named disabilities and learning difficulties and levels of responsive and reflective practice do I bring to my teaching?

3. What do my students bring as learners?

- What cultural contexts, needs, interests, experiences, capabilities, prior learning and achievements do my students bring to their learning?
- What is the nature of the learning group they create?
- What do my students' families bring to each student's learning and to our learning group?

4. What do I need to teach now?

- What is the next step of curriculum related to intended learning outcomes and ATRiUM capabilities?
- How is this next step related to what the students bring as individual learners and as a learning group?

5. How do I teach for all my learners?

- What common and distinctive learning needs are evident within my class?
- What are the (curriculum based and ATRiUM capabilities) intended learning outcomes?
- What learning activities are appropriate? (How will my students view these activities? What range of task difficulty is needed? What modes of delivery are available? What adjustments might be needed for individual students?)

5. How do I teach for all my learners?

- What is the most appropriate sequence of learning activities?
- What groupings and effective teaching practices will work best?
- What organisation and resources are needed?
- What on-the-spot adjustments might I need to make?

- What will success look like (clear, appropriately challenging success criteria)?
- What products and outcomes will demonstrate learning progress?
- What feedback is most appropriate and when will it be provided?

6. What did my students learn?

- In what ways did each learner and the learning group respond to the instruction in relation to
  (i) the intended learning outcomes
  (ii) unintended learning outcomes
  (iii) factors that support and hinder learning

7. What feedback supports my students' learning?

- What immediate feedback supported learning?
- What further feedback is needed now about (i) the task; (ii) the processes of learning; and, (iii) self-regulation?
- How can I respond to my students' need to know: *Where am I going? How am I going? Where to next?*

8. How did my teaching support my students' learning?

- How effective was my teaching for the group and for individuals with respect to curriculum intended learning outcomes and ATRiUM capabilities?
- What does this tell me about what my students are ready to do next? How will I build on my students' learning now?
- What activities can support their consistent and maintained progress?
- Did feedback lead to increased effort and success?

Responsive teaching in context

Adapted from Graham, Berman & Bellert, 2015

Three tiers of learning intervention

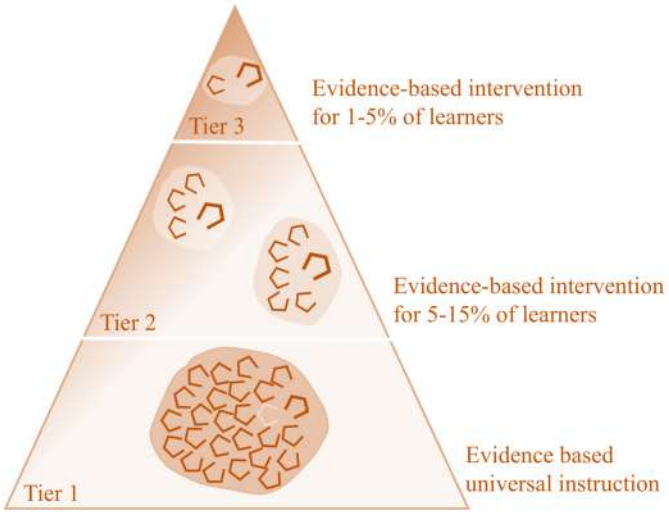
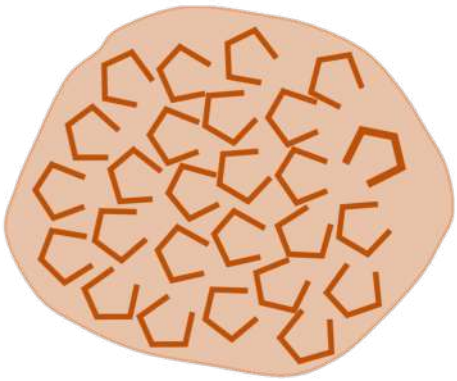
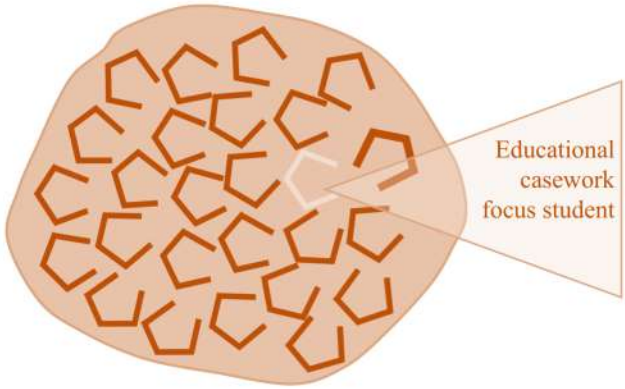


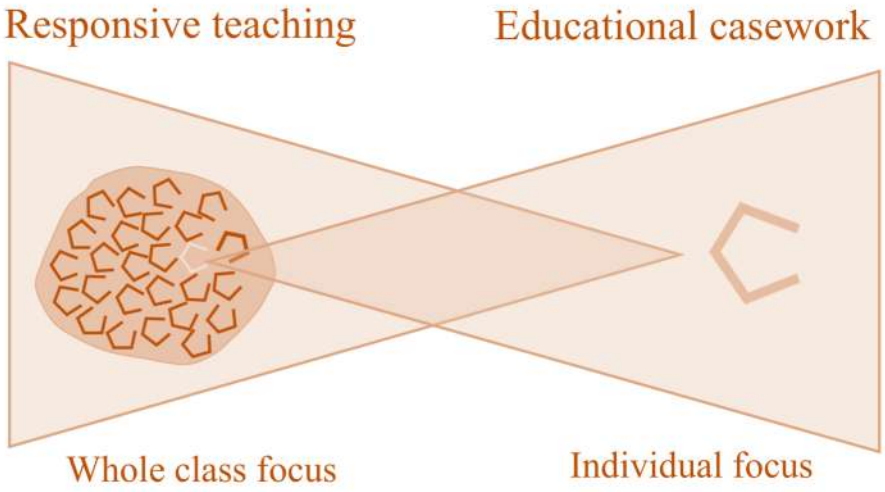
Figure 3.1 p.43



A responsive teacher's focus on a class of individual learners Figure 1.6 p.17

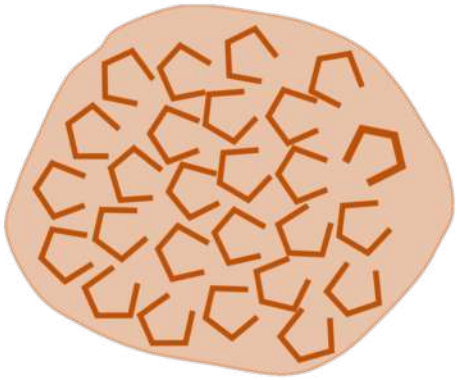


Educational casework focus on an individual student Figure 1.8 p.19



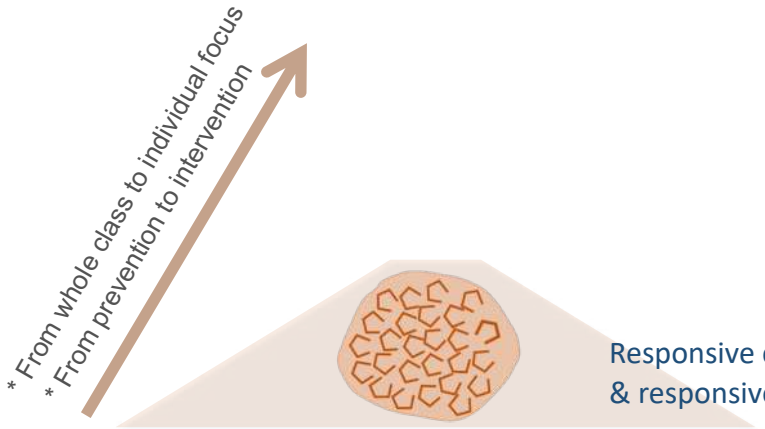
Responsive teaching and educational casework together in learning intervention Figure 2.1 p. 26

Layers of learning intervention



Responsive classroom teaching
& responsive differentiation

Layers of learning intervention



Responsive classroom teaching
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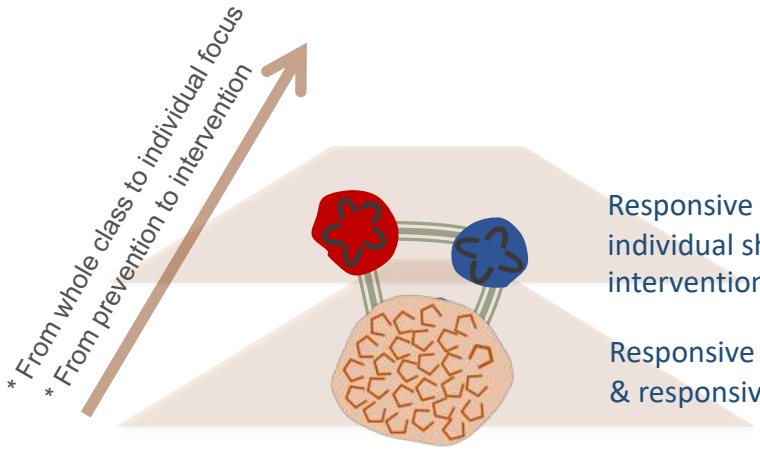
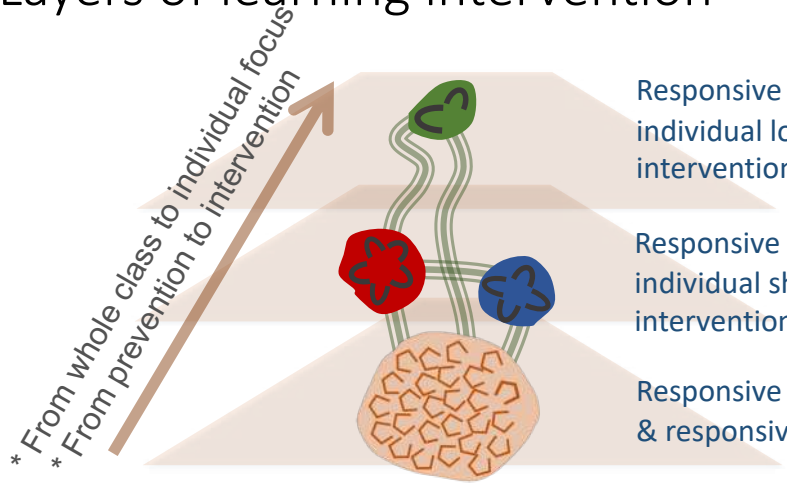
Layers of learning intervention



Responsive small group and individual short term intervention

Responsive classroom teaching & responsive differentiation

Layers of learning intervention



Responsive small group and individual longer term intervention

Responsive small group and individual short term intervention

Responsive classroom teaching & responsive differentiation

Three layers of learning intervention

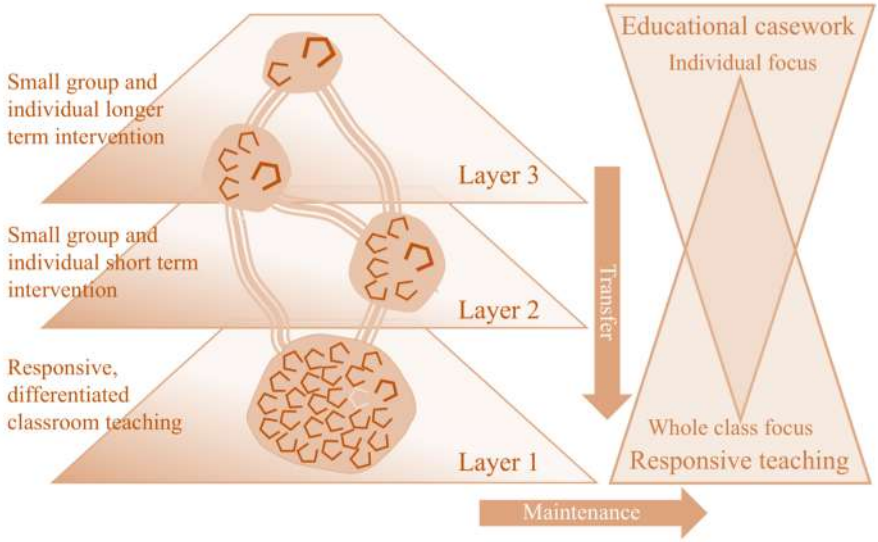


Figure 3.2 p.45

Flexible use of layers of learning intervention

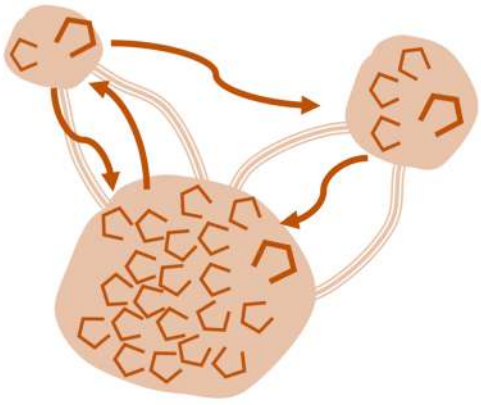
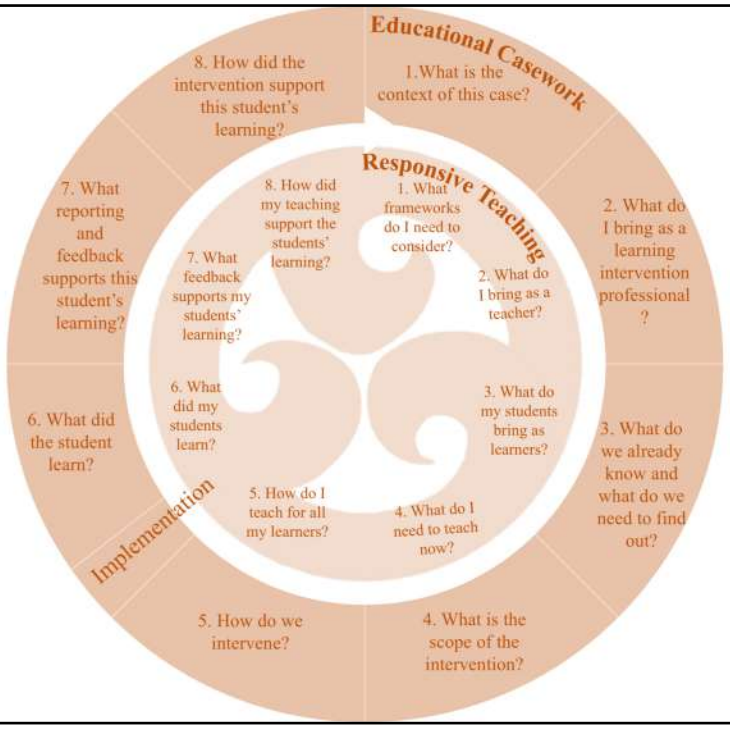


Figure 3.7 p.60



Educational casework process

1. What frameworks do I need to consider?
2.
3.
4.
5.
6.
7.
8.

Educational casework process

1. What frameworks do I need to consider?
2. What do I bring as a learning intervention practitioner?
3.
4.
5.
6.
7.

8.

Educational casework process

1. What frameworks do I need to consider?
2. What do I bring as a learning intervention practitioner?
3. What do we already know about the learner and what do we need to find out?
4.
5.
6.
7.

8.

Educational casework process

1. What frameworks do I need to consider?
2. What do I bring as a learning intervention practitioner?
3. What do we already know about the learner and what do we need to find out?
4. What are the priorities and parameters (scope) of the intervention?
5.
6.
7.
8.

Educational casework process

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5. How do we intervene?
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7.
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Educational casework process

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5. How do we intervene?
6. What did the student learn?
7.
8.

Educational casework process

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5. How do we intervene?
6. What did the student learn?
7. What reporting and feedback supports this student's learning, the evaluation of the intervention and further learning intervention?
8.

Educational casework process

1. What frameworks do I need to consider?
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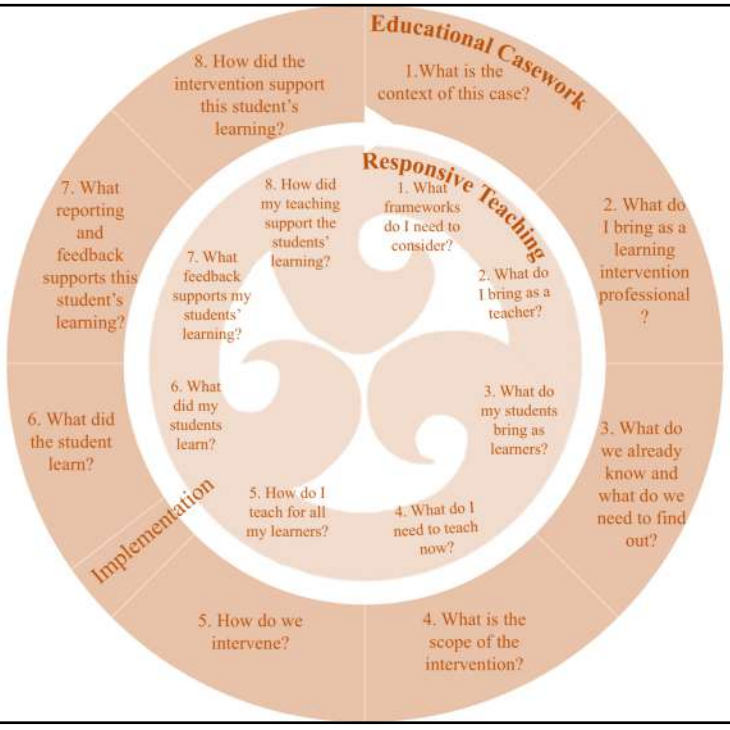
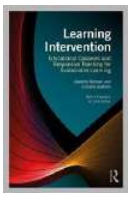
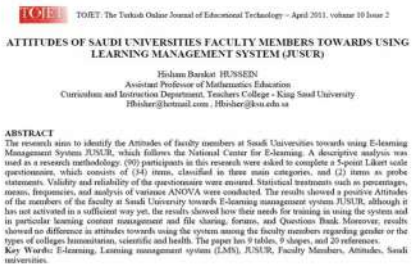
5. How do we intervene?
6. What did the student learn?
7. What reporting and feedback supports this student's learning, the evaluation of the intervention and further learning intervention?
8. How did the intervention support the student's learning?





Evidence based practice

- What sources of evidence support our practice?



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ATTITUDES OF SAUDI UNIVERSITIES FACULTY MEMBERS TOWARDS USING LEARNING MANAGEMENT SYSTEM (JUSUR)

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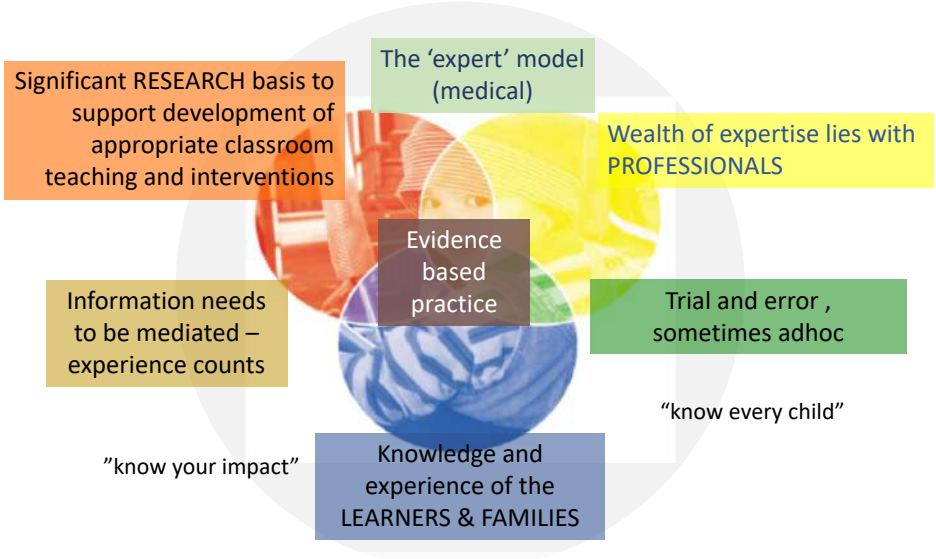
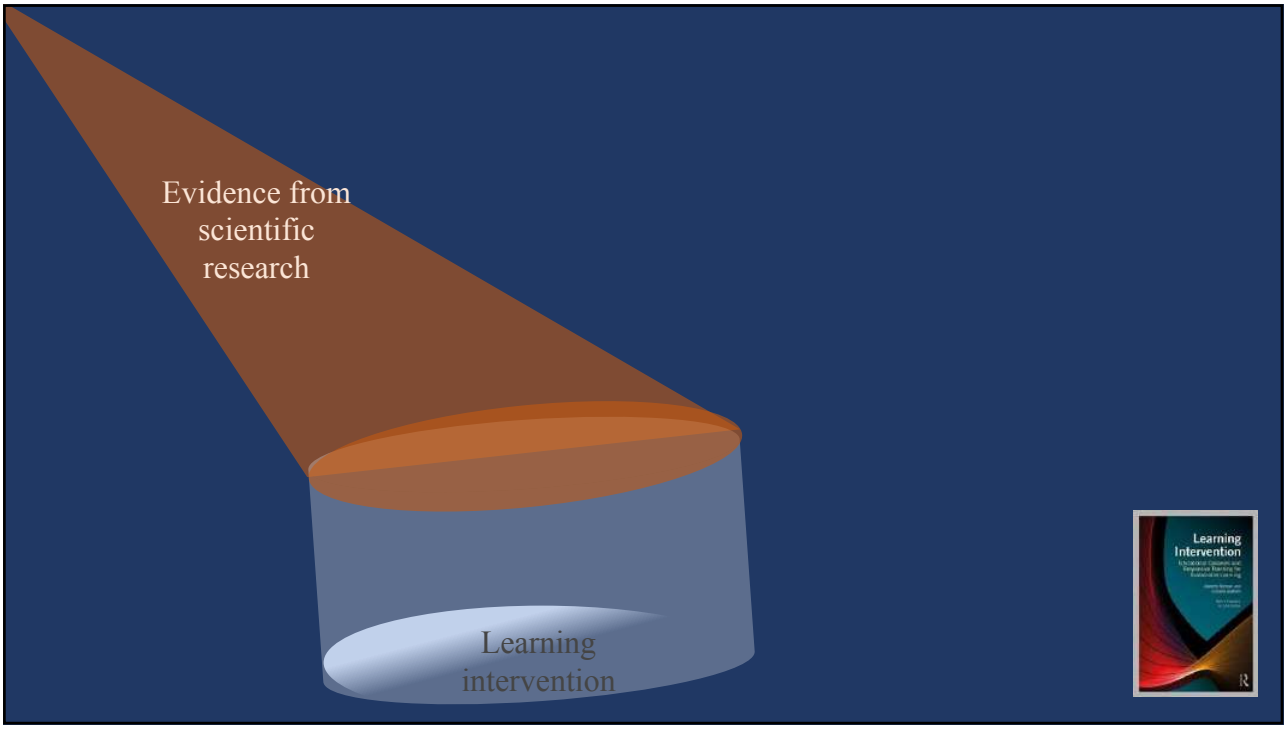
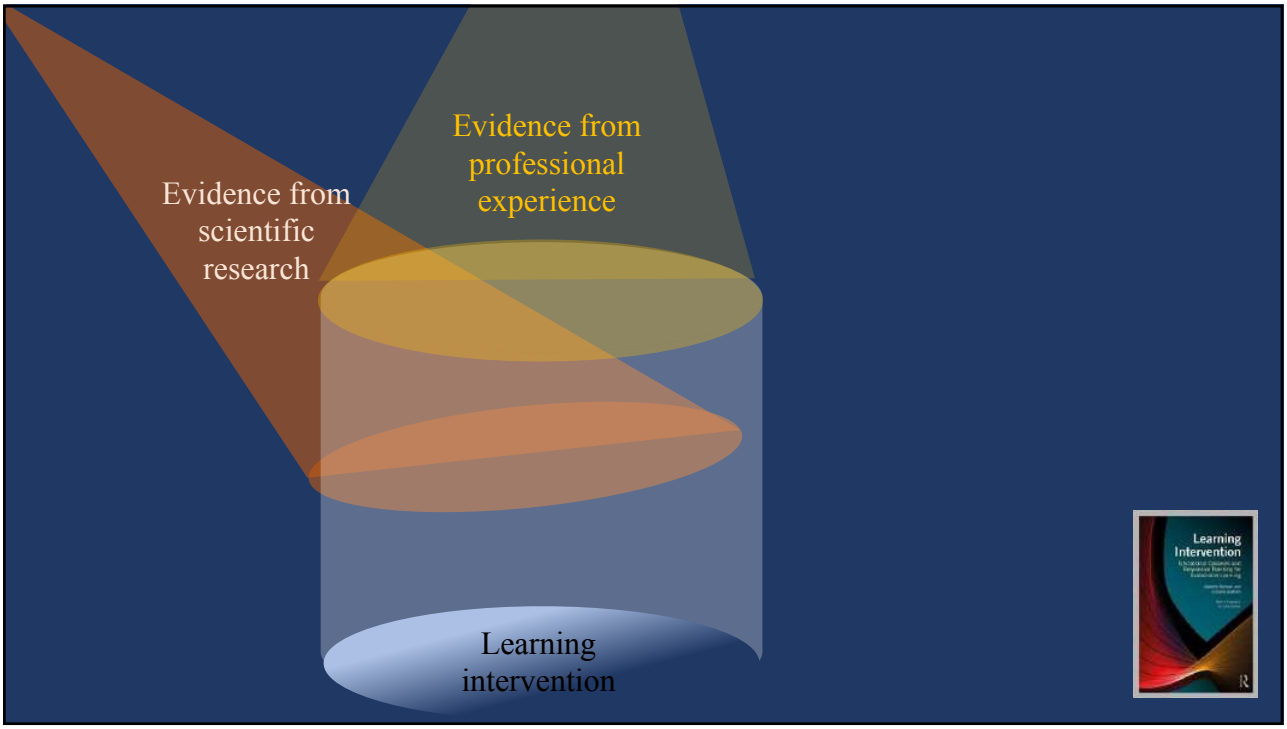
ABSTRACT
The research aims to identify the Attitudes of faculty members at Saudi Universities towards using E-learning Management System JUSUR, which follows the National Center for E-learning. A descriptive analysis was used as a research methodology. (90) participants in this research were asked to complete a 5-point Likert scale questionnaire, which consists of (34) items, classified in three main categories, and (2) items as probe statements. Validity and reliability of the questionnaire were ensured. Statistical treatments such as percentages, means, frequencies, and analysis of variance ANOVA were conducted. The results showed a positive Attitudes of the members of the faculty at Saudi University towards E-learning management system JUSUR, although it has not activated in a sufficient way yet, the results showed how their needs for training in using the system and in particular learning content management and file sharing, forums, and Questions Bank. Moreover, results showed no difference in attitudes towards using the system among the faculty members regarding gender or the types of colleges humanitarian, scientific and health. The paper has 9 tables, 9 shapes, and 20 references.
Key Words: E-learning, Learning management system (LMS), JUSUR, Faculty Members, Attitudes, Saudi universities.



Bourke, R., Holden, B., & Curzon, J. (2005). Using evidence to challenge practice. A discussion paper. Wellington: Ministry of Education, New Zealand.


Evidence from
scientific
research
Learning
intervention


Evidence from
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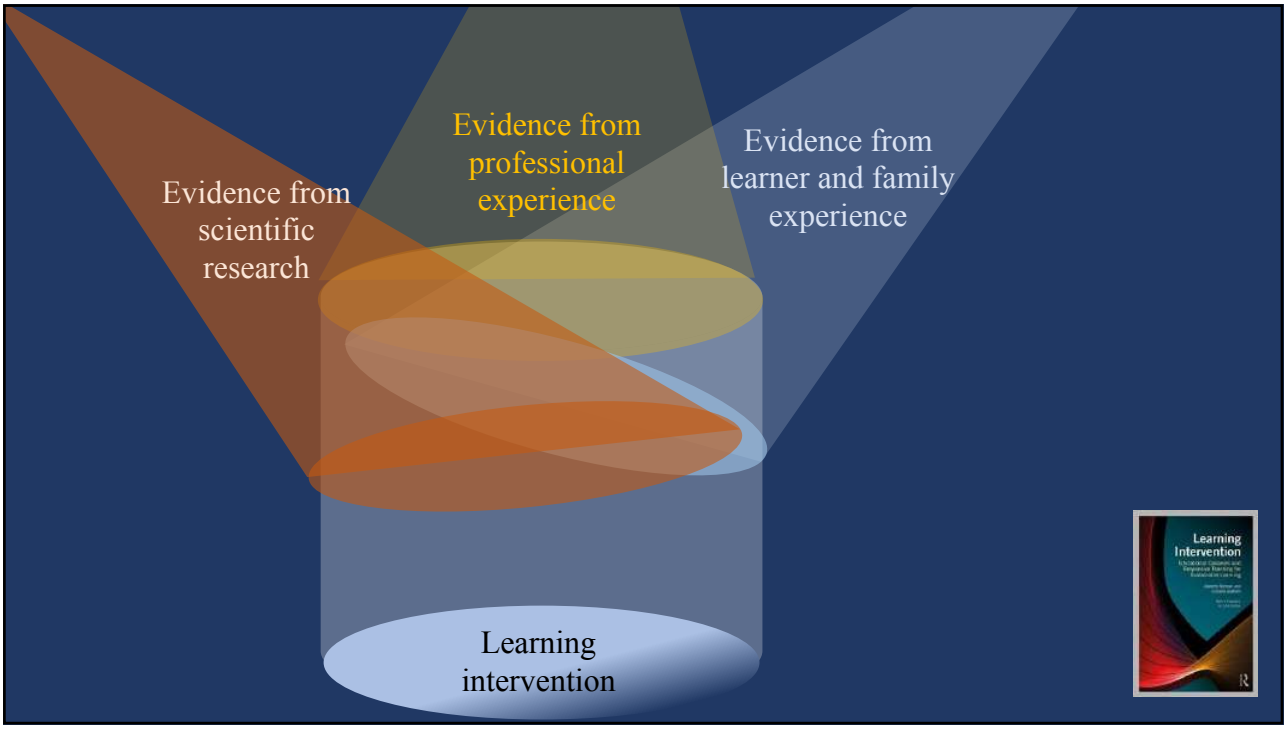
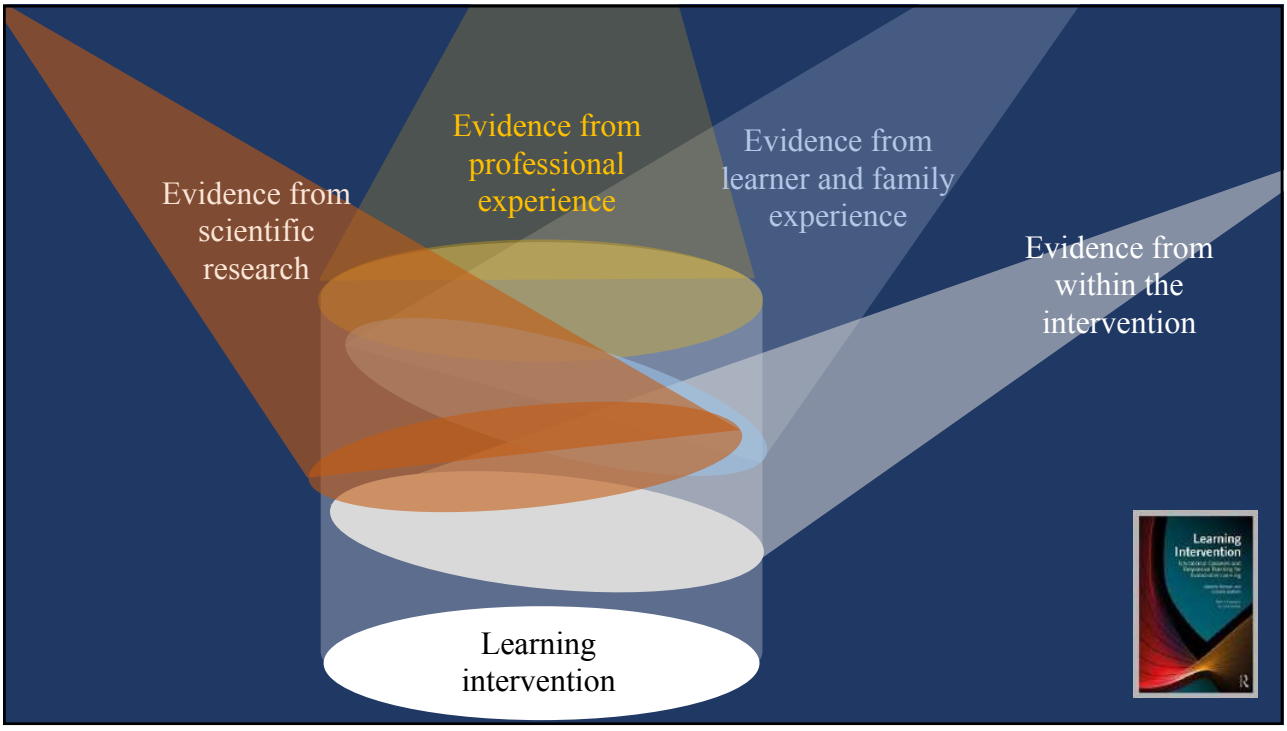
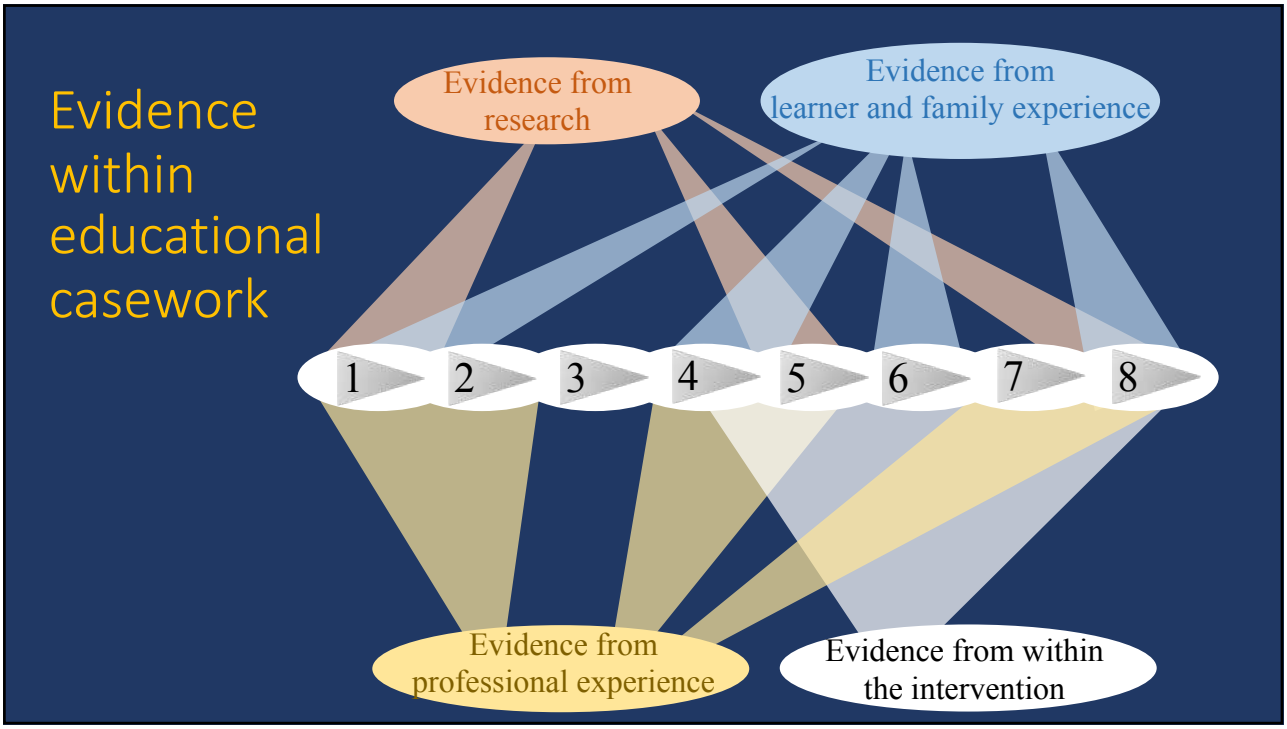

Evidence from professional experience
Evidence from learner and family experience
Evidence from scientific research
Learning intervention


Evidence from professional experience
Evidence from learner and family experience
Evidence from scientific research
Evidence from within the intervention
Learning intervention



Matrix for analysis of factors supporting and hindering learning

Description of what the student brings to their learning or a characteristic of the learning environment	Explanation of how it is supporting learning (wrt ATRiUM)	Explanation of how it is hindering learning (wrt ATRiUM)	Evidence – how do you know this?	Generation of implications for intervention
	A			
	T			
	R			
	iU			
	M			

Table 10.3 p.196

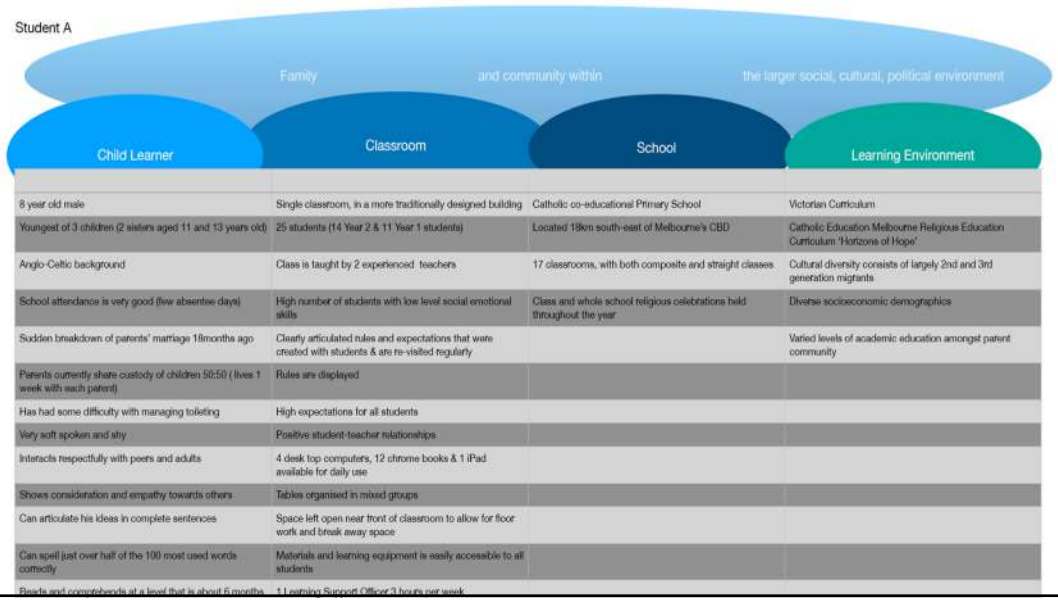
Chris according to ATRiUM capabilities

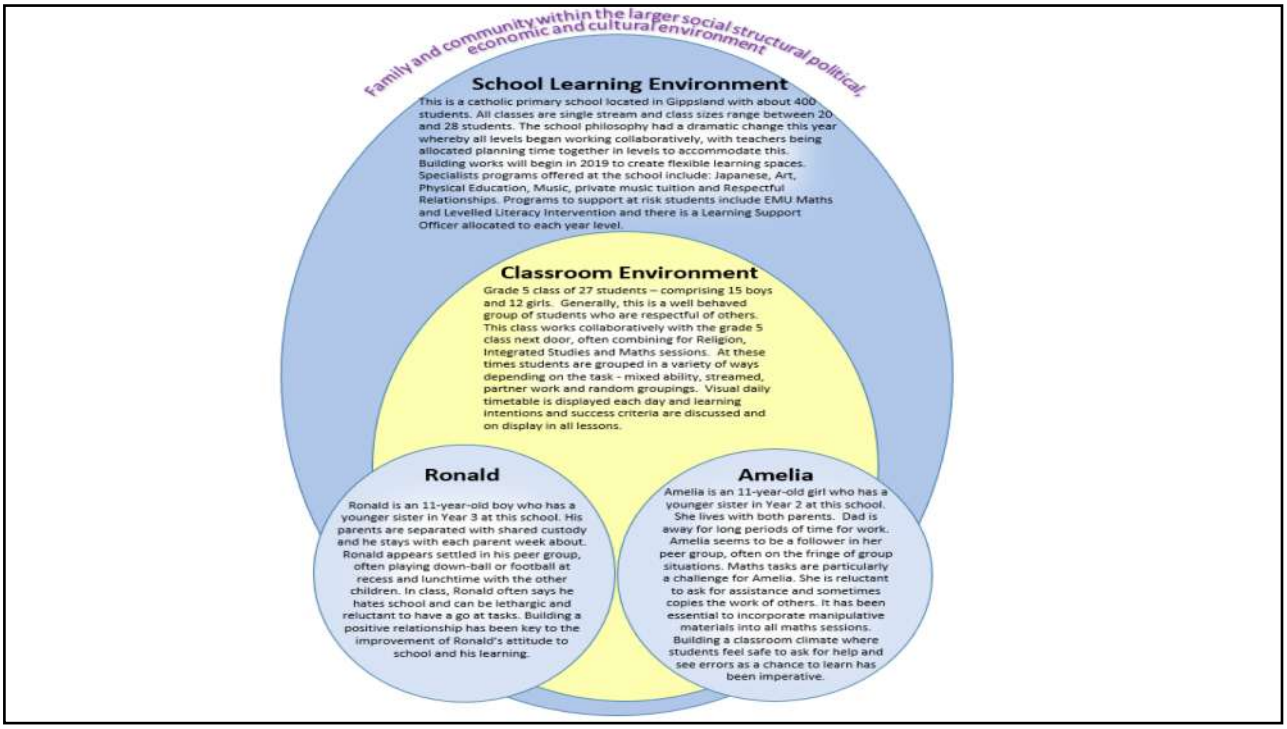
- You will be given information from preliminary and baseline assessment for Chris.
- Organise the information in terms of this matrix. You decide on age, gender and year level of Chris; likes and dislikes; and aspects of school, classroom and community context.

Description of what the student brings to their learning or a characteristic of the learning environment	Explanation of how it is supporting learning (wrt ATRiUM)	Explanation of how it is hindering learning (wrt ATRiUM)	Evidence – how do you know this?	Generation of implications for intervention

What could the goals for this intervention be?

Some examples of matrices





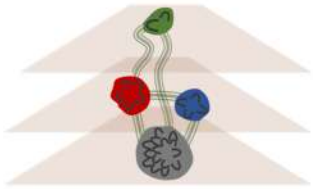
Student One - 'Ronald'				
What the student brings to their learning	**Supports Learning (ATRiUM)**	**Hinders Learning (ATRiUM)**	**Evidence**	**Possible implications for teaching**
Ronald is an active student who would much rather be outside playing sport than be stuck in the classroom. He is often unmotivated to complete schoolwork tasks particularly in mathematics.	Active Learning Once he understands a concept Ronald is capable of completing most work tasks.	Active Learning Ronald has had a fixed mindset. He believes that he is 'dumb and no good at maths.'	Student Voice: Ronald often says that he is dumb and hates school. Some sessions he would only write his name or a heading on a piece of work. Teacher Observation: He often wastes a lot of time getting organised to avoid having to complete a task.	* Build a positive teacher-student relationship. * Create a safe classroom environment where mistakes are seen as an opportunity to learn. * Check in with Ronald to be sure he understands what is required for a particular task before he sets to work.
Ronald has a good recall of number facts but needs assistance to apply this knowledge to problem solving situations.	Thinking Ronald has a good memory of basic number facts to 20.	Thinking Ronald becomes frustrated when he perceives a task to be too difficult for him.	Teacher Observation: Ronald has been known to tear up his work, yell at teachers and walk out of the classroom when he becomes frustrated with challenging tasks.	* Encourage Ronald to utilise problem solving strategies to help him to apply prior knowledge to new situations.
Ronald has many friends in the class	Relating to Others Ronald enjoys	Relating to Others Ronald is worried	Teacher Observation: Ronald easily finds a	Teachers need to be aware not to put

The aim of learning intervention is to provide optimum opportunities for learning that respond to students' identified learning needs.

- What learning opportunities (tasks, instructions and materials) are appropriate?
- What arrangement and intensity of learning opportunities is appropriate?
- Who should mediate the learning opportunities?
- What layers of learning intervention are appropriate?
- How are these learning opportunities to be resourced?

What layers of learning intervention are appropriate?

- School-wide and whole class intervention
- Making adjustments to class teaching
- Short term small group or individual intervention (Layer 2)
- Longer term small group or individual intervention (Layer 3)
- Enriching and extending learning opportunities for gifted learners



Who should mediate the learning opportunities?

- Teachers
- Peers
- Teaching assistants
- Parents
- ICT

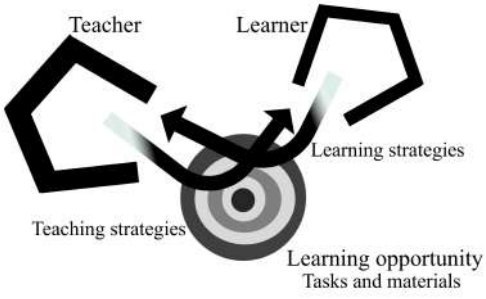
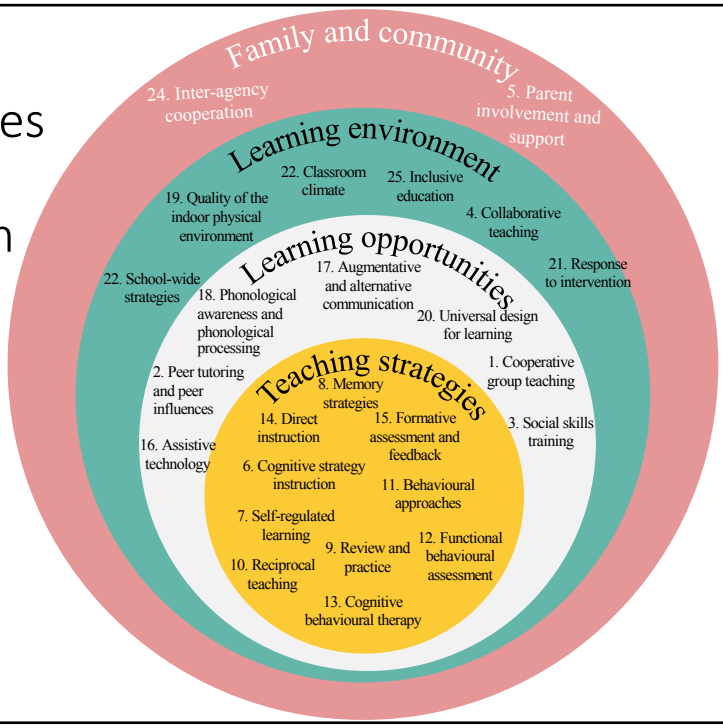


Figure 10.1 p.185

Evidence-based teaching strategies for inclusive and special education (Mitchell, 2014)



Berman, J. & Graham, L. (2018). Learning intervention: Educational casework and responsive teaching for sustainable learning in inclusive schools, London: Routledge. Derived from Mitchell, D. (2013). What really works in special and inclusive education: Using evidence-based teaching strategies, London: Routledge.

Effect sizes >0.6 for teaching strategies (Hattie, 2009, 2011, 2015, 2017)

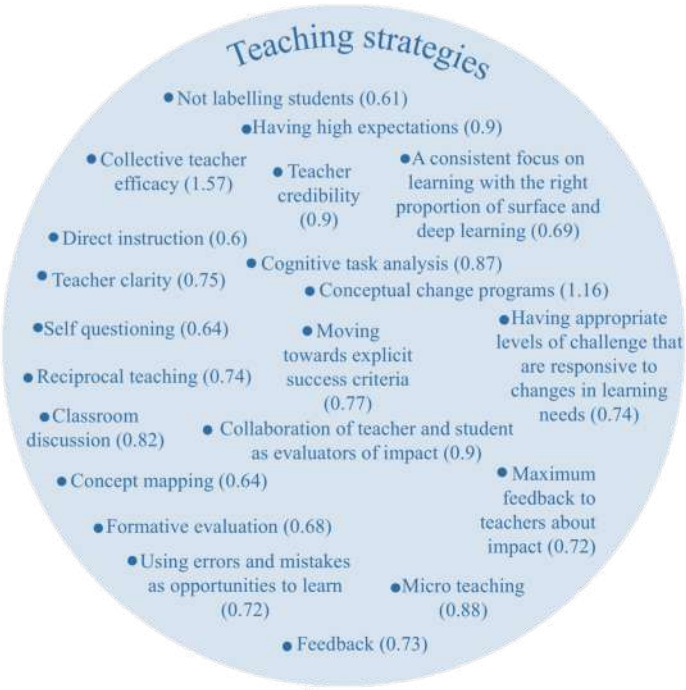


Figure 10.3 p.188

Deliberate Actions of Responsive Teachers (DARTs)

- These seven deliberate actions of responsive teachers are based on the key dimensions of effective mediated learning (Skuy, 1997). Further, they align with evidence-based teaching strategies for inclusive and special education (Mitchell, 2014), as well as with high impact aspects of teacher expertise (Hattie, 2017), and with teaching strategies derived from direct instruction (Liem & Martin, 2013).

Deliberate Actions of Responsive Teachers (DARTs)

1. Setting and maintaining expectations about the intention of the intervention;

Deliberate Actions of Responsive Teachers (DARTs)

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5. Interpreting and sharing meaning;

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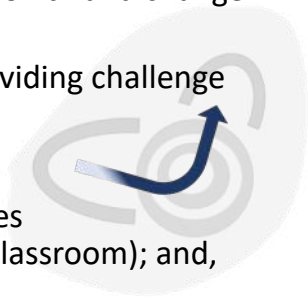
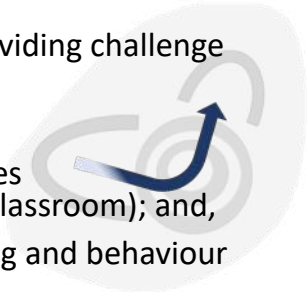
4. Explicitly tuning into current competence as well as providing challenge for developing competence;
5. Interpreting and sharing meaning;
6. Highlighting the relevance of the learning for other times and in other situations (particularly for learning in the classroom); and,



Deliberate Actions of Responsive Teachers (DARTs)

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5. Interpreting and sharing meaning;
6. Highlighting the relevance of the learning for other times and in other situations (particularly for learning in the classroom); and,
7. Developing consciousness and self-regulation of thinking and behaviour in learning.