Responsive teaching and educational casework for inclusive education

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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

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 Īkaipo – 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

Ka Awatea: A model of Māori Student success

(Flourishing learners in thriving learning communities)

Ka Awatea

Ancient world

Today's world

Future world

(Macfarlane, Webber, Cookson-Cox & McRae, 2014)
The Dance of Life

Social: Community strong together

Spiritual: Tree of life

Psychological: Living life

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


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

• 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

• 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 created

• 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
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

Adapted from Graham, Berman & Bellert, 2015
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

Educational casework

Whole class focus

Individual focus

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 & responsive differentiation
Layers of learning intervention

* From prevention to intervention
* From whole class to individual focus

- Responsive small group and individual short term intervention
- Responsive classroom teaching & responsive differentiation

Layers of learning intervention

* From whole class to individual focus
* From prevention to 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

Flexible use of layers of learning intervention
Educational casework process

1. What frameworks do I need to consider?
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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?
Educational casework process

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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?

Evidence from scientific research

Evidence from professional experience

Learning intervention
Matrix for analysis of factors supporting and hindering learning

<table>
<thead>
<tr>
<th>Description of what the student brings to their learning or a characteristic of the learning environment</th>
<th>Explanation of how it is supporting learning (wrt ATRiUM)</th>
<th>Explanation of how it is hindering learning (wrt ATRiUM)</th>
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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.

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What could the goals for this intervention be?

Some examples of matrices
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

Evidence-based teaching strategies for inclusive and special education (Mitchell, 2014)
Effect sizes >0.6 for teaching strategies (Hattie, 2009, 2011, 2015, 2017)

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)

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2. Establishing expectations of sharing that will be needed to reveal the unique differences of the learner and make learning explicit or evident;
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