



MONASH University

Education

**Navigating the boundaries of difference:
Using collaboration in inquiry to develop
teaching and progress student learning**

ERSC Seminar 5 – Teacher education curricula for diversity

Joanne Deppeler



DSM-I DIAGNOSTIC AND STATISTICAL
MANUAL OF MENTAL DISORDERS

DSM-II DIAGNOSTIC AND STATISTICAL
MANUAL OF MENTAL DISORDERS

DSM-III DIAGNOSTIC AND STATISTICAL
MANUAL OF MENTAL DISORDERS

DSM-IV DIAGNOSTIC AND STATISTICAL
MANUAL OF MENTAL DISORDERS

DSM-5 DIAGNOSTIC AND STATISTICAL
MANUAL OF MENTAL DISORDERS

ADHD

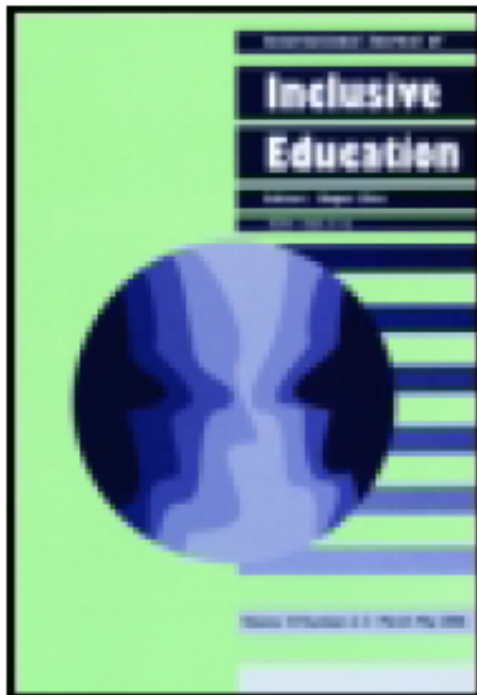
Social and emotional disorder

Behavioral disorder

Autism Spectrum Disorder

Rely on **BEHAVIORALLY DEFINED CRITERIA** for
diagnosis and treatment and the point at which
individual differences in behavior constitutes

ABNORMALITY



International Journal of Inclusive Education

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<http://www.tandfonline.com/loi/tied20>

‘Can I really teach without my magic cane?’ Teachers’ responses to the banning of corporal punishment

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.....majority of teachers conceptualized students’ inappropriate behaviours as ‘intentional’, ‘unacceptable’, ‘deviant’, and not likely to change.



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students to behave inappropriately. The implications of the findings are discussed for identifying suitable teaching practices by which Bangladeshi teachers can address students’ behavioural issues.

Keywords: inappropriate behaviour; disruptive behaviour; regular classroom; teachers’ concern; classroom disturbance.

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Same child with different diagnoses

- Educational psychologist: Dyslexia



- Speech-language pathologist: SLI

- Psychiatrist: Autism spectrum disorder (ASD)



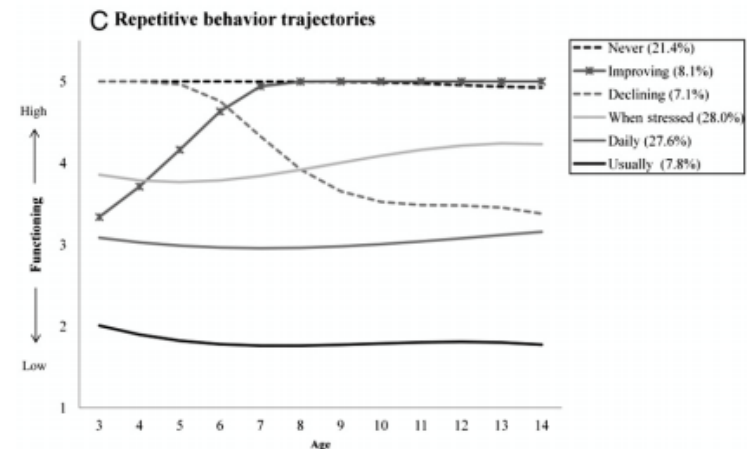
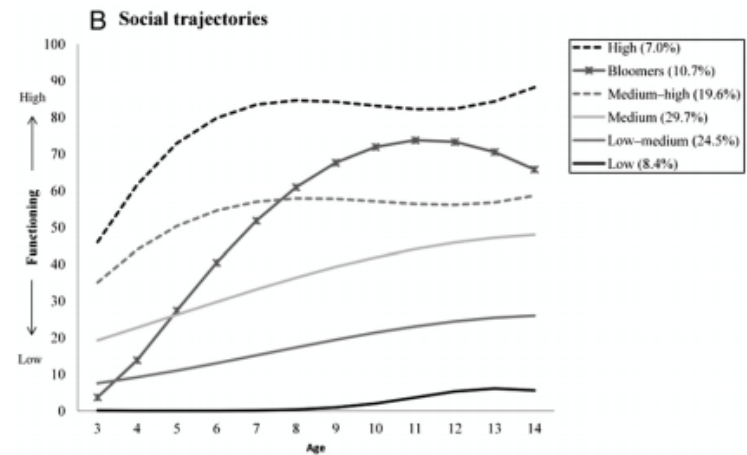
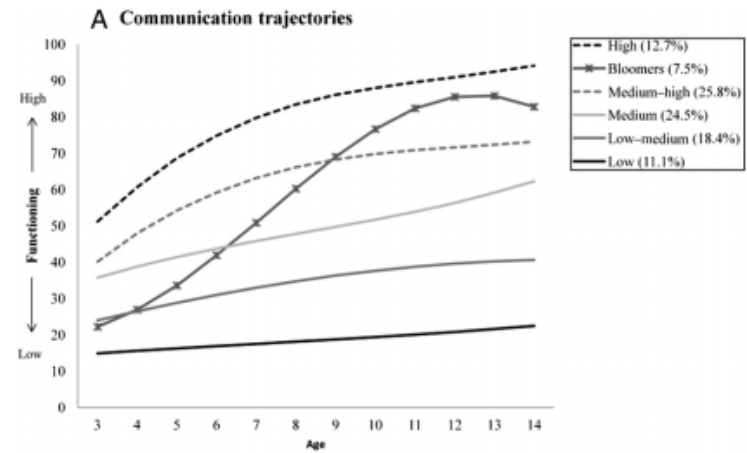
- Neurologist: Developmental co-ordination disorder (DCD)

- Paediatrician: ADHD



Developmental

There is no good evidence for the existence or effectiveness of a special pedagogy specific to a particular diagnostic category



Challenges of Inclusive Schooling

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"We'll also need a DNA sample to test for hidden learning disabilities.
We're very selective, you know."

Accountability and responsibility for ALL ...but

Equity & Quality in Academic Outcomes



Inclusive Education for Students with Disability

A review of the best evidence in relation to theory and practice

Current accountability practices for some students appear to be inequitable and to undermine the assessment of significant outcomes potentially achieved during inclusive education.

Many students do not seem to participate in national testing (students with disabilities & Indigenous students).

Changing Teachers Practices

In the past attempts to address education of students with disabilities & other 'differences' in schools have attempted to change teachers practices through Professional Development.



Overall evidence is that while PD can be successful in changing levels of confidence and attitudes it has been far less effective in changing practices that impact on student learning and participation outcomes

Collaboration in Inquiry

We have engaged school teachers & leaders in networks of schools within school systems – to collaborate and use participatory action research to:

1. Learn more about their school context and their practice(s)
2. Participate in linked learning opportunities
3. Design, implement change initiatives focused on issues that emerged from their own on-going analyses, and
4. Provided support to change and measure practice over time.

Why Collaborate?

Decades of research have revealed that collaboration is **essential for developing practices in schools** and has been linked to:

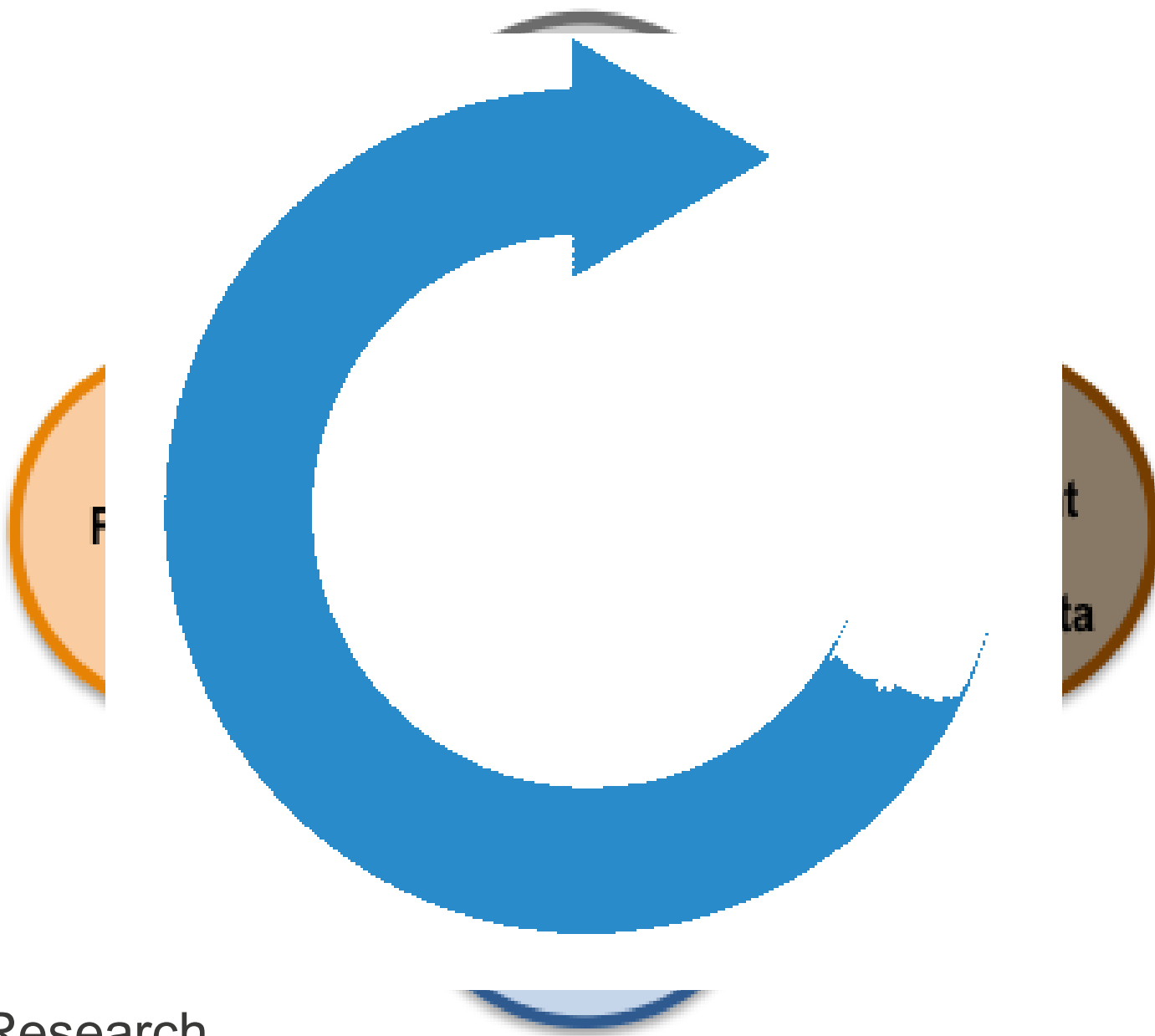
- **Increased student achievement** and well-being
- **Changes in teachers' practices**

Why Inquiry?

Benefits are only realised when collaboration is: **Informed by evidence**, and

- Focused on improving student learning and participation
- Includes appropriate pedagogical content,
- Structured appropriately





Action Research
Cycle

University Partnership Projects

1. LINC Projects – ARC CECV – 2002-2004 & 2005- 2006 -Develop and connect a set of IE standards with teacher professional learning, the achievement of the lowest performing students and the conditions in schools.

Significant positive changes in teacher knowledge, practice, efficacy and student achievement- external evaluations by ACER.

1. CEO 2009- 2012 Literacy Improvement – NAPLAN below standards for like schools Lower Performing Students (lowest 15% regardless of difference) Included funded and unfunded students, refugees, new arrivals and social disadvantage as well as those with diagnosed disabilities and undiagnosed learning and behavioural difficulties



The projects have had significant impact across schools in a number of areas:

Significant positive changes in:

Teacher knowledge,
Teacher practice

Teachers efficacy and teacher confidence

Teachers expectations for students

Student engagement/ attendance

Student literacy achievement

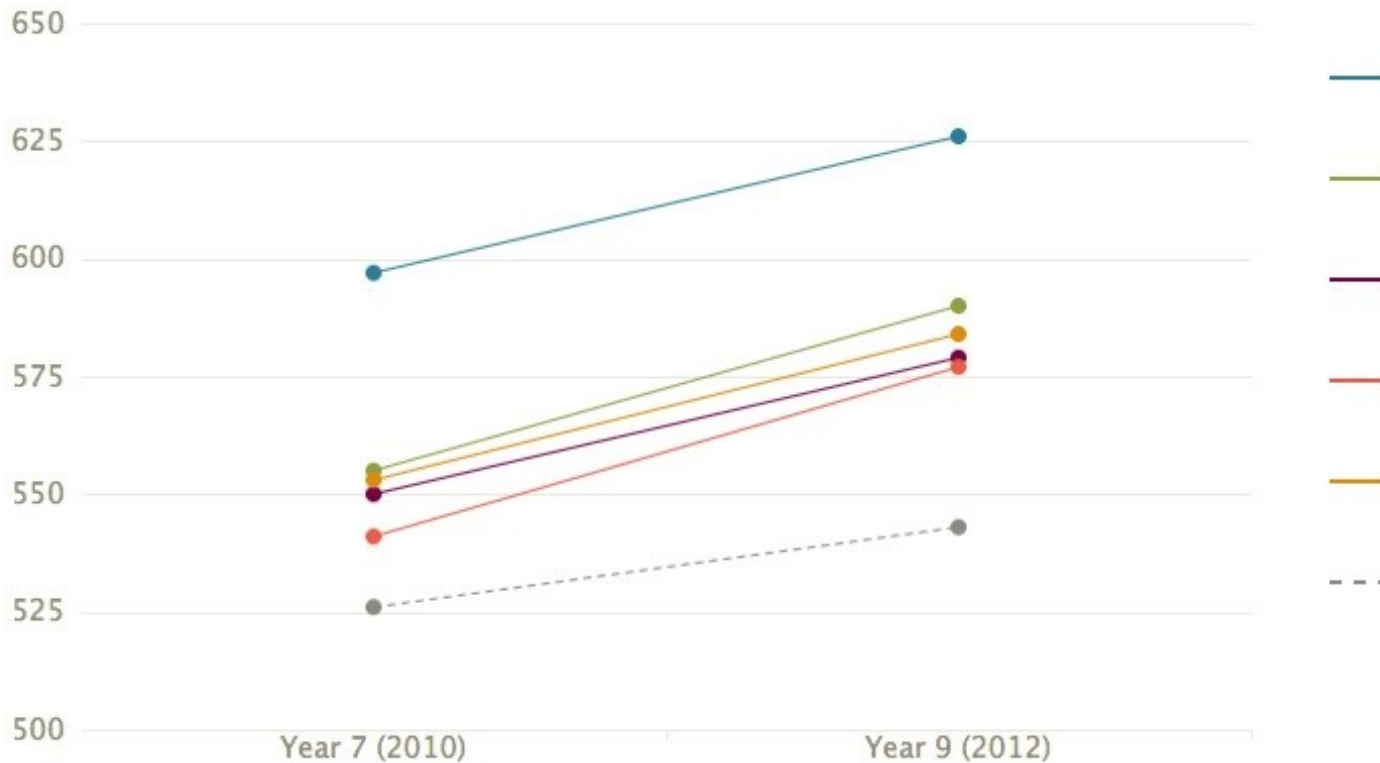
These findings have been reported in several publications.

WRITING

The combined average score in writing by school and by Year. Individual results are shown on separate tabs. Hover on graph to read actual score. The minimum standard is the basic level of skill required in that Year level for students to progress at school. The writing test changed from 2010 to 2011, from narrative to persuasive, which could cause variation in scores.

Combined Year 7 Year 9 Performance Yr 7 Performance Yr 9 Improvement

This graph shows the improvement students have made between year 7 and 9. Students with lower scores have greater capacity for improvement while high-performing schools already score at the top level.





Collaboration Using Inquiry Cycle 1

What does your school NAPLAN data look like?

How is this data used to inform school development? Build capacity?

Who are the lowest performing students on the NAPLAN literacy test? Which components? Which items? Why? When where was this taught?

Is the school learning environment optimal for English as a second language learners? How could this be enhanced? How will you know if any changes you make are appropriate? effective?

Audit context & clarify issues



“Student interviews: I’ve never done it before, because probably you haven’t had time to do it, or I’ll be honest - I never thought the importance of it, it was more about me being a teacher because I was a professional... Actually analysing my test results ... now that we have this multi-kind of assessment ,I would like to compare that to, say, an average test result and to compare my students work to another class to see whether they’re enhanced enough, **whether we’re catering to all the needs that we have there.**”

...the value of data...and what that can do for students. And also the idea of looking at yourself and looking at that in a more organised way, so you’re going beyond just impressions”

“...say for example when we’re trying to work out what our focus question is, we’d have lots of suggestions I think Helen was really good at getting all our heads back focused and on the same wavelength again when we were all thinking different things at the same time.

Collaboration Using Inquiry Cycle 2



•
Thematic Direct & Video
*use the same methods/ criteria to assess
evaluation
k? How do you know? How could we find*

Student voice – interviewing,
*access to the achievement data in our
his groups*

*data used to inform school development?
classroom and other achievement
ty?
s & student work samples
decide what kind of pedagogy to include
in support to teachers & maximise
participation for students with literacy
in our school?*

Collaboration: Developing & Sharing Assessment Practices: Cycle 3



acher assessment practices/
alignment

ific genre based pedagogy &
assessment rubrics

egies - strategic questioning,
criteria, feedback, peer & self
assessment

Cycle 3

I realise how inconsistent we can be in assessing. When you get to look at this list of criteria and you start looking deeper into it, it exposes different flaws you wouldn't necessarily see. Whereas when you're reading quite a few essays the overall fluency factors in more highly than if you were going to get really stuck into looking at criteria. When I first marked I didn't see there was any understanding just the bad spelling and grammar, even though we only give 10% to spelling. This must happen a lot and they [the students] end up with the wrong message.



It's almost like a bias. Spelling on our marking criteria sheets is in a separate section. It's only a few points in actual fact. This way we are forced us to stick to the important criteria and they [the students] get more feedback on which bits they are good at and those they are not.

... the activities we've done – reviewing, listening to the others [teachers & other professionals] when we've had the feedback, listening to the processes and that's why with students we did the class looking at our rubric so working out that with the students. I think that was amazing to see how they see things and how different the perceptions are. . .



Collaboration: Sharing Quality Teaching Practices Cycle 4

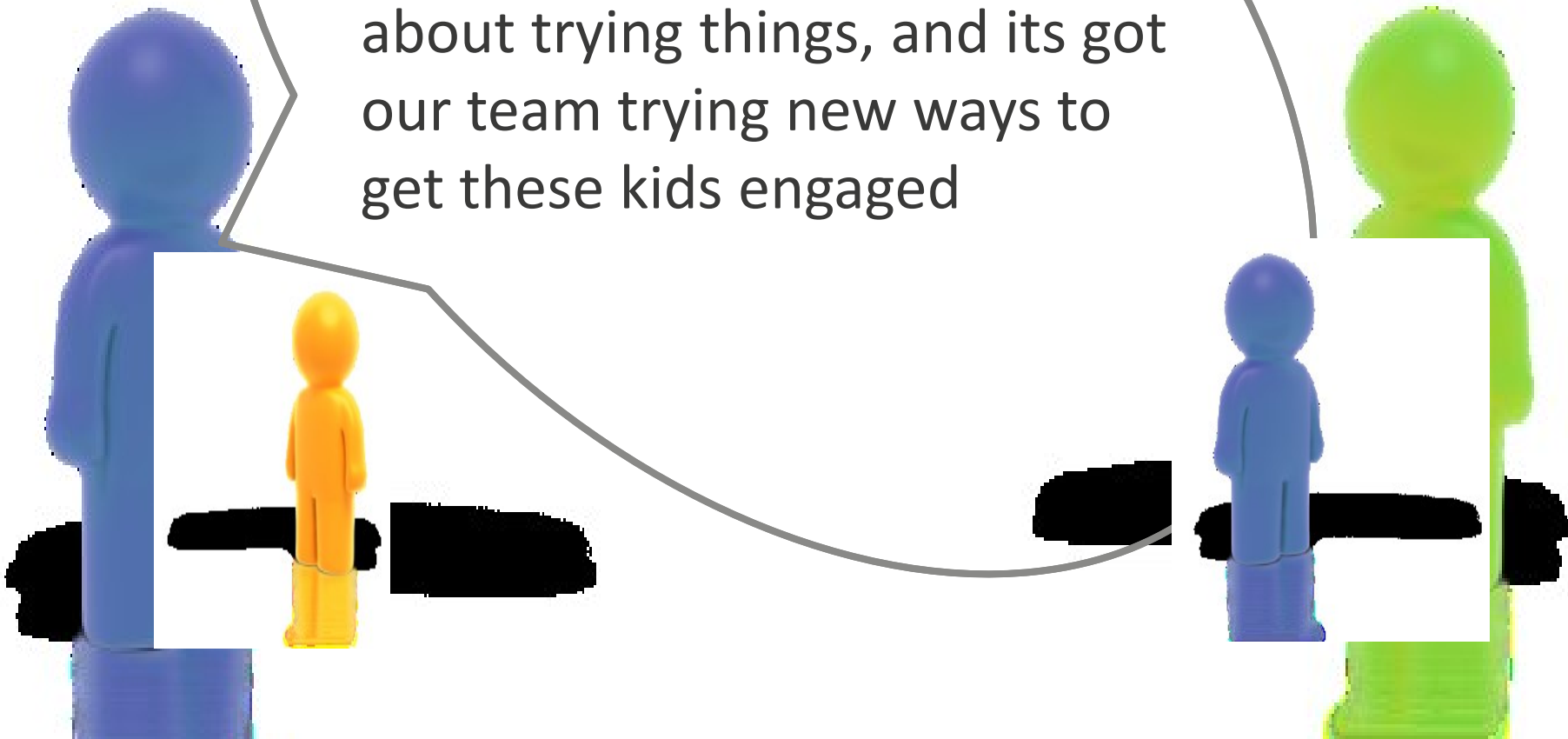


- Protocols for discussing practices using videos
- Video technology for report and procedural writing in Science, Math, drama, PE and English and Master Chef

Needs to be informed by appropriate pedagogy – expertise

Making the most of valuable assets.

...[Otherwise] I wouldn't have made the time.... I really learn from that discussion.... teachers describing their practice...it's led me to think about trying things, and its got our team trying new ways to get these kids engaged



DEECD 2010 & 2011-2012

Inclusion Support Programs

Autism Spectrum Disorder –
Special & Mainstream
collaboration and then

ASD -highlighted the differences
among special interest groups,
psychologists and other health
professionals and special
education support and
mainstream teachers.

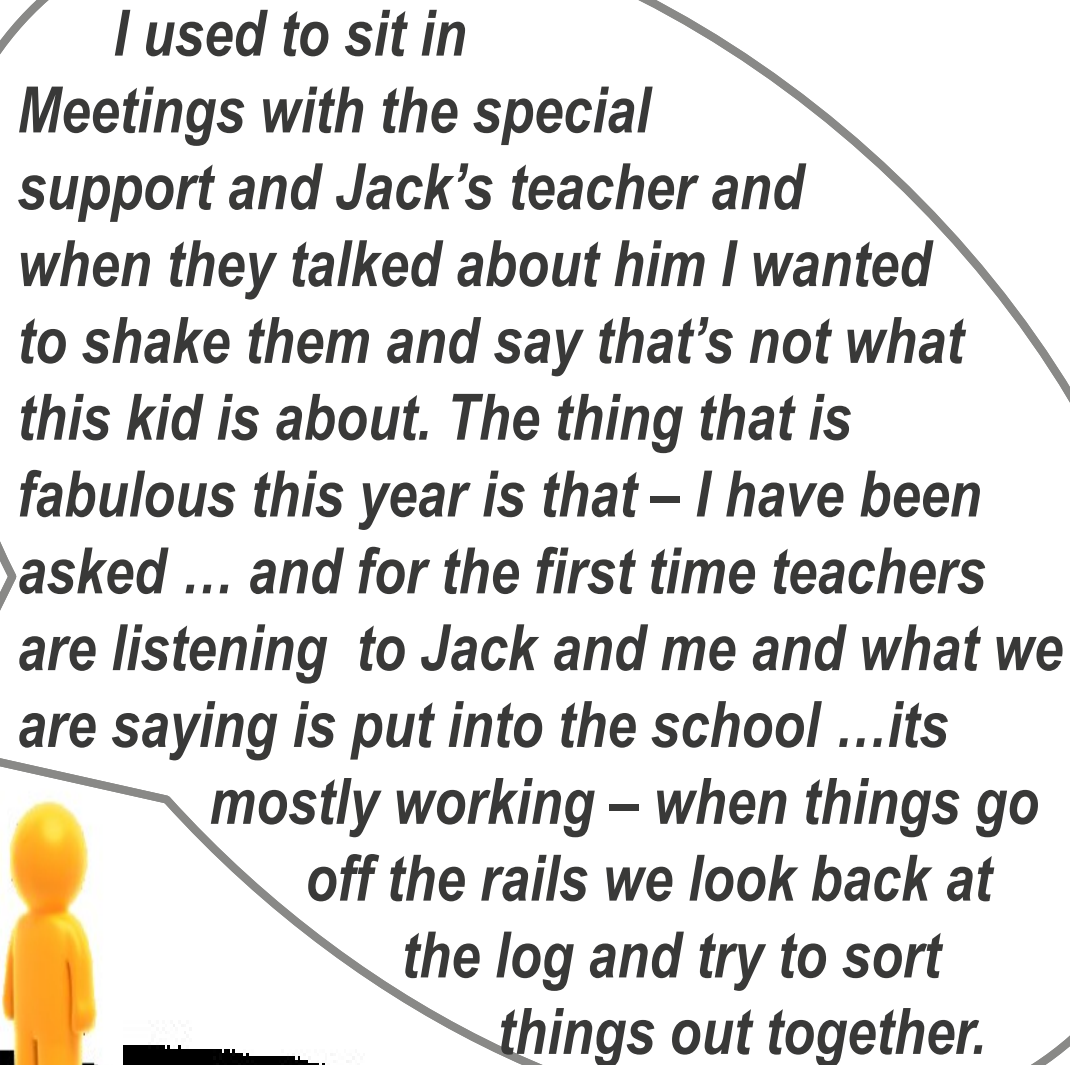




Ben –Wanted to improve his ability to concentrate in Year 10 maths class.

BEHAVIOUR OBSERVED	SUGGESTED STRATEGIES TO IMPLEMENT
Easily distracted by environment	<ul style="list-style-type: none">• Ben could sit at a table by himself facing away from the class – preferable at a table that is pushed up against a blank wall to minimise distraction <p>NOTE: This is not a punishment but a support and should be implemented as soon as Ben arrives to class.</p>

BEHAVIOUR OBSERVED	SUGGESTED STRATEGIES TO IMPLEMENT
Constant Interruptions/inappropriate talk	<ul style="list-style-type: none">• ONE verbal warning e.g. "Ben you need to put your hand up OR " Ben that is not appropriate", followed by a tally of minutes on the board that Ben will be expected to make up during recess or lunch in the classroom or in the student support.• Each time Ben interrupts or talks inappropriately no further verbal instruction is given- instead a minute is added to the board, or written somewhere Ben can see (usually aim to keep it under 10 minutes)• If at any stage during the session, Ben refrains from interrupting and /or talking inappropriately for an extended amount of time (approx. 5 minutes) a minute can be deducted• The longer Ben shows appropriate behaviour, the more minutes he earns back with the aim of him having 0-10 minutes owed at the end of the session.



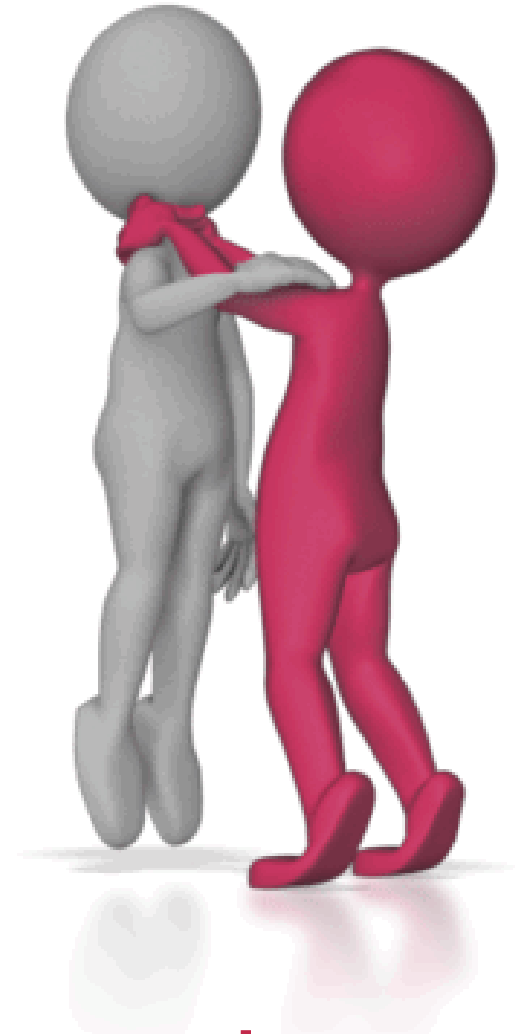
I used to sit in Meetings with the special support and Jack's teacher and when they talked about him I wanted to shake them and say that's not what this kid is about. The thing that is fabulous this year is that – I have been asked ... and for the first time teachers are listening to Jack and me and what we are saying is put into the school ...its mostly working – when things go off the rails we look back at the log and try to sort things out together.

Benefits of Collaborative Inquiry

- Context based
- Empowers those who participate in the process – Teachers no longer uncritically accept and adopt strategies, and programs from others based on recommendations, face value – or latest fad **evidence infor**
- Provides evidence of **quality teaching & student learning** in responding to Standards & Accountability



No one approach is likely to be appropriate



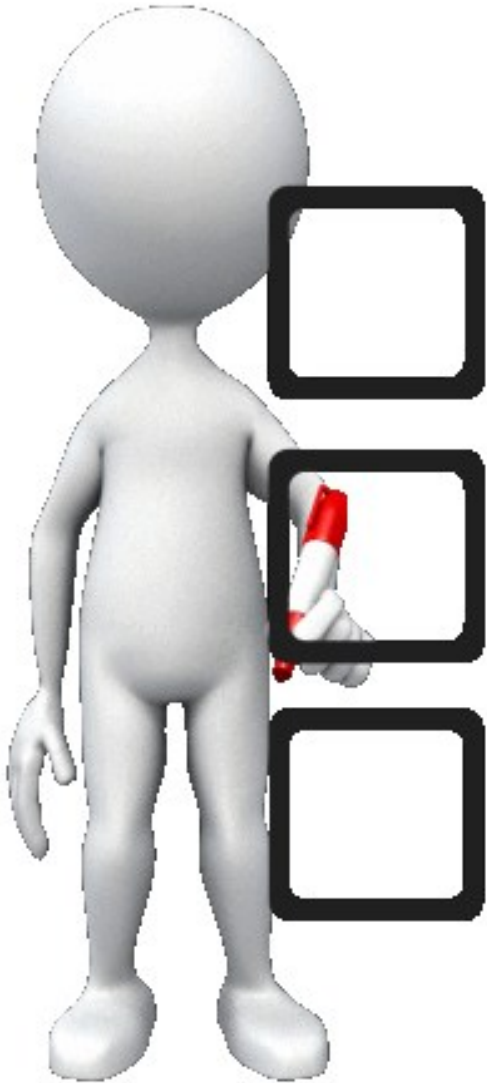
Or agreed upon

Lesson 1: *Teachers' understanding of student learning & diversity cannot be easily separated from their understanding of pedagogy.*

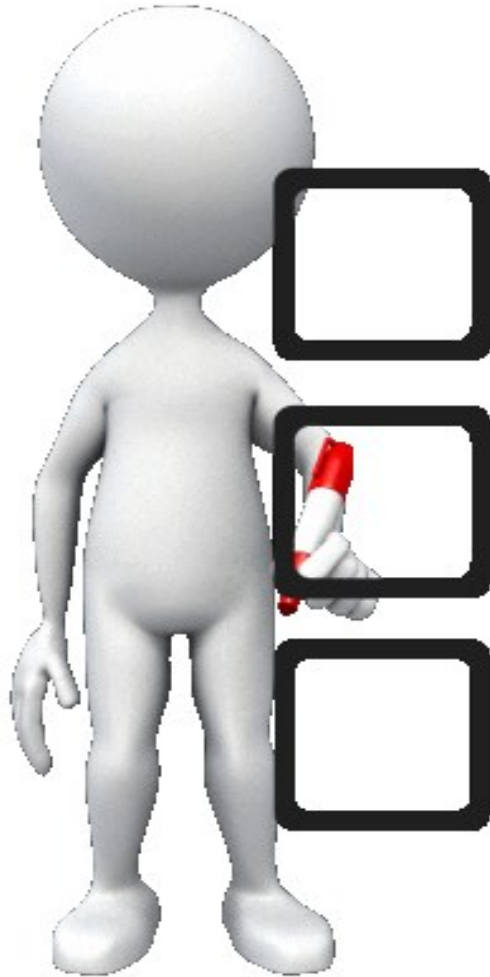
Application: Teacher learning needs combination of:

1. **Expert input followed by**
2. **Collaborative and evidence-informed investigation**
3. **Critical discussion.**

combination supports the development of common language and skills with which teachers can talk about and use evidence.



Lesson 2: Understanding what students need to learn & how expertise develops can have positive effects on student participation & achievement.



- **Application:** Teachers need in-depth understanding

What individual students have to learn within specific area,

The general pattern of progress and

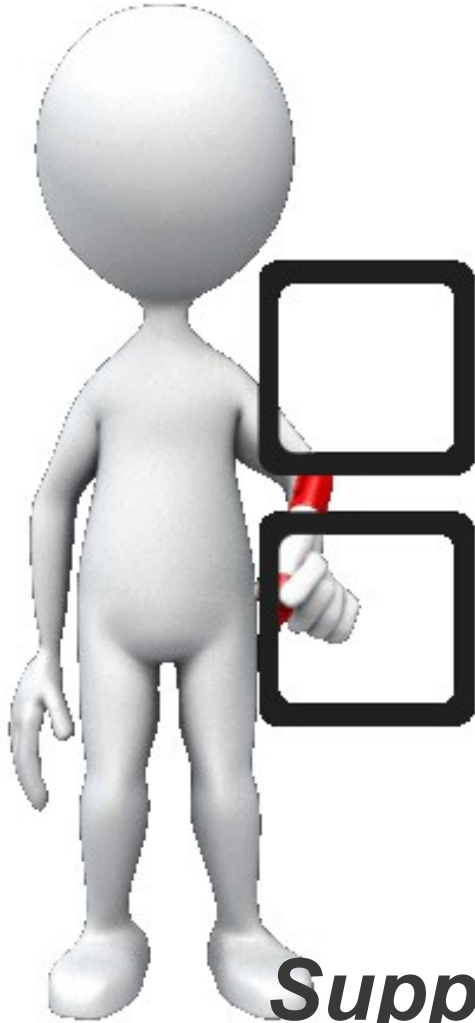
How best to teach it

Co

t with teaching practices

Lesson 3: Leadership and organisational structures are critical for the success of collaboration in inquiry.

Implications: Collaboration in Research



Should provide clear direction and support for the collaborative work in inquiry - as a key priority and integral part of school activities.

Attention must be given to the organisational structures & resources (including expertise) that support opportunities for teachers to work together to share and improve teaching and learning.

Supporting Collaboration & Inquiry

Navigating the boundaries of difference

**Educational
Success** –

What counts? And
for whom?



Equity – valuing
difference



Quality -
Sensitive &
appropriate



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