

Demystifying 'Quality First Teaching' and strengthening its impact on schools' inclusive practices: The SENCO perspective

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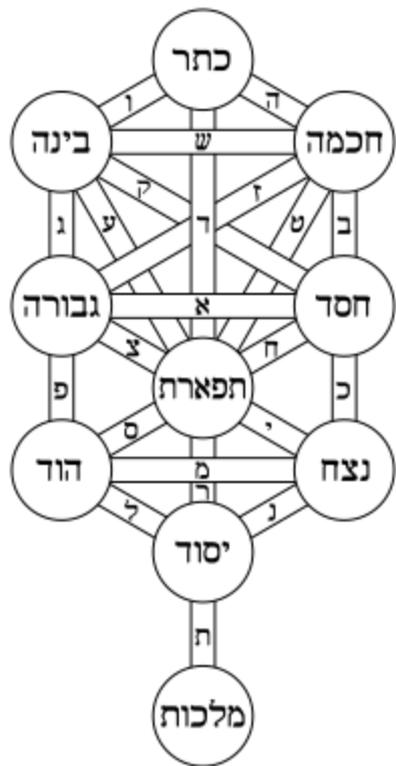
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Session outcomes (hopefully, you'll be enabled to...)

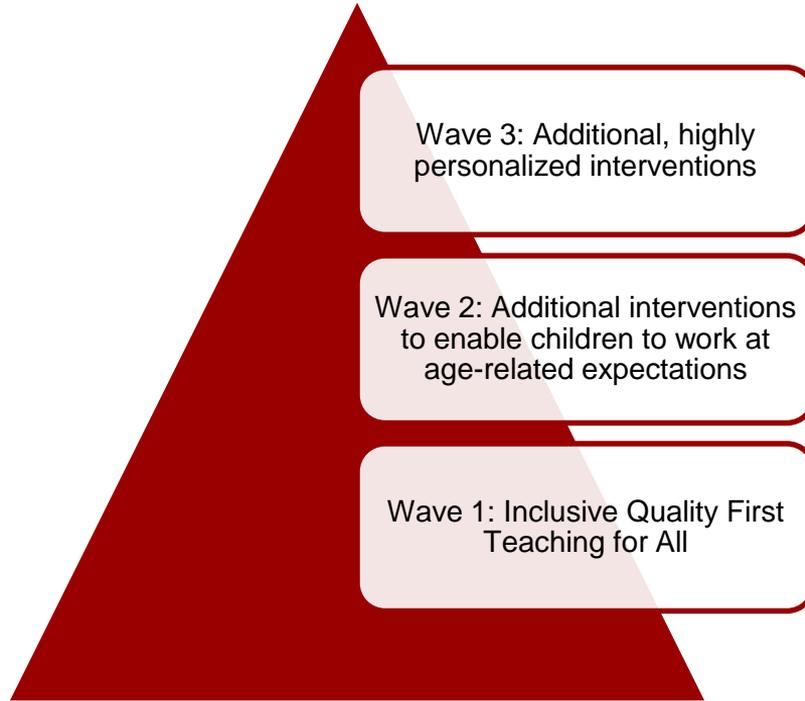
- Provide a rationale for the focus on 'Quality First Teaching' - QFT
- Demystify the term
- Apply the notion to particular settings
- Suggest research approaches for assessing QFT impact
- Identify mechanisms for mainstreaming your school's approach to QFT.

Rationale

Code of Practice: Special educational provision in schools

6.37 **High quality teaching**, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of **good quality teaching**. Schools should regularly and carefully **review the quality of teaching** for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered (DfE and Doh, 2015: 99)

So what does this mean for you?



Challenges associated with a 'taken for granted' notion of QFT

There is some evidence that an understanding of what constitutes effective pedagogy the method and practice of teaching may not be so widely shared, and even where it is widely shared it may not actually be right (Strong et al, 2011; Hamre et al 2009). Hence, it is necessary to clarify what is known about effective pedagogy before we can think about how to promote it. Unless we do, that there is a real danger that we end up promoting teaching practices that are no more - and perhaps less – effective than those currently used. (Coe et al, 2014 p.8)

(The impossibility of) **Defining the field**

- Learning from wider research – Universal Design for Learning (UDL)
- Regional factors impacting on perceptions of ‘QFT’ – The Local Offer (dependent on the extent to which this is fit for purpose.....)
- Local factors to consider (phronesis Thomas, 2011)
 - Nature of the setting
 - Size and location
 - Students concerned

One take on QFT: Universal Design for Learning

- Multiple means of engagement
- Multiple means of action and expression
- Multiple means of representation

(Gordon et al, 2014)

Three step process: Determine meaning, Research and verify its implementation, Mainstream its adoption.

1. Determine shared meaning – Affirmative inquiry (Kadi-Hanifi et al, 2014), what are we doing well? Map to UDL (Novak and Rodriguez, 2018), Local Offer and other relevant frameworks
2. Lesson Study (Pete Dudley, Yollen and Norwich, 2014)
 - What children tell us is effective
 - How peer observation insights reflect on our effectiveness
 - What research tells us about effective practice.
3. Mainstream its adoption – build in learning to performance management (Education Endowment Foundation, 2018)

Figure 1
The Lesson Study cycle –
used in the Lesson Study –
Moderate Learning
Disability project.



Teachers use their (professional- and research-informed) knowledge and understanding of the focus area and pedagogy.

The process is informed by whole school conditions and senior leadership support.

Lesson Study – A (longer term) structured approach to research informed practice

Outcomes

- Clear understandings of what is meant by the term
- What processes it entails
- Its intended impact on learning outcomes – especially for disadvantaged cohorts of pupils and children identified as having special educational needs
- How these processes and actions might be verified.

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