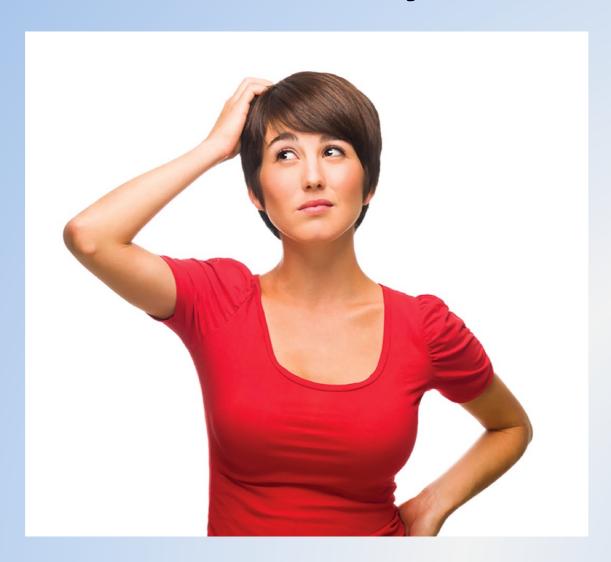
How prepared are beginning teachers to teach students with disability in mainstream classrooms?

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Appropriate question for a PhD Study?



What I know...



Inclusive Education in Australia



- Disability Discrimination Act (1992)
- Salamanca Statement & Framework for Action on Special Needs Education (1994)
- Disability Standards for Education (2005)
- United Nations Convention on the Rights of Persons with Disabilities (2006)
- Melbourne Declaration on Educational Goals for Young Australians (2008)



The Australian Curriculum

A student with disability should have access to the same opportunities and choices in their education that are available to a student without disability

Students with disability are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian curriculum and set in age-equivalent learning contexts



Students with disability in mainstream classrooms

- In 2014, there were just over 3.5 million students attending school in Australia
- Somewhere between 7% & 11% (depending on state/territory) of these students will be identified as having a disability
- Most students with a disability (65%) attend regular classes in mainstream schools



Staff in Australia's Schools (SiAS) Survey, 2013



Australia-wide survey to collect information from school teachers & leaders about their background & qualifications, their work, their career intentions, & school staffing issues.

SiAS Results:

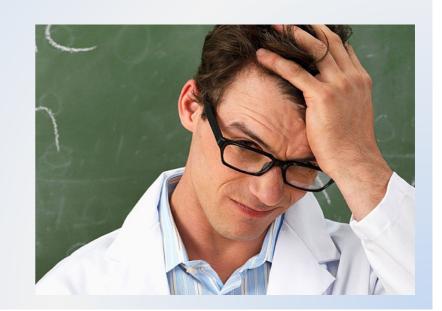
Over 40% of early career primary teachers perceive a need for more professional learning in:

Supporting students with disabilities

Teaching students with a wide range of

backgrounds & abilities

Dealing with difficult student behaviour



SiAS Results:

Over 40% of early career secondary teachers perceive a need for more professional learning in:



Dealing with difficult student behaviour

And over 35% expressed need in regards to:

- Supporting students with disabilities
- Teaching students with a wide range of backgrounds and abilities

SiAS Results:

Principals' perceptions of the preparation of recent teacher graduates:

- Felt that only 5.6 % of primary and 14% of secondary teachers were very well or well prepared for supporting students with disabilities
- Just over 11% of both primary and secondary teachers were very well or well prepared for dealing with difficult student behaviour

Teacher Education Ministerial Advisory Group



Finding:

Teacher education programs are not consistently equipping beginning teachers with the evidence-based strategies & skills needed to respond to diverse student learning needs.

Recommendation 14:

Higher education providers deliver evidence-based content focused on the depth of subject knowledge & range of pedagogical approaches that enable preservice teachers to make a positive impact on the learning of all students.

What the research suggests...

Teaching self-efficacy for pre-service teachers in inclusive classrooms can be improved through:

- Raising confidence in teaching students with disabilities
- Providing opportunities for authentic face-toface interactions
- Practical teaching experiences with students with disability in inclusive settings

What the research suggests...

General education teachers feel that they are not provided with enough time to implement inclusive learning & need more time to:

- Plan instruction
- Collaborate with others
- Use cooperative teaching

What the research suggests...

For successful inclusive education classroom teachers need:

- —Planning time
- A differentiated approach to classroom instruction
- In class supports (e.g. teacher aides)
- Administrative support
- Opportunity for collaboration with other professionals

What we don't seem to know...

WHY are beginning teachers not fully prepared to teach students with disability in mainstream classrooms...

Is it because of:

- Pre-service teacher education experience
- Initial teacher education program
- Courses available / taken
- Attitude / desire / acceptance
- Previous experience
- Uncertainty as to what to do & how to do it in a classroom environment



What we don't seem to know...

- What beginning teachers know and understand about teaching students with disability in general education classrooms.
- What beginning teachers DON'T know and or understand in regards to teaching students with disability in general education classrooms.

Seems to be little research focused on beginning teachers while a reasonable amount on initial teacher education students (e.g. attitudes, self-efficacy, confidence).

Data Collection?

Data to be collected through:

- Focus group/s
 - Get an idea of what/where the 'problem' is
- Survey
 - Informed from the focus group data, to collect a wider indication & ascertain trends
- Focus group / one-on-one interviews
 - To clarify understandings and develop recommendations



Data collected from?

- Beginning teachers
- 1, 2, 3 years experience?
- Principals
- Heads of Special Education
- Queensland only?
- Compare states/territories?
- Go wider... compare Countries?



Your turn... What do you think?

- Clarifying my thesis question
- Methodological considerations
- Scope/depth of proposal
- Possible supervisors

