

TLRP in Wales

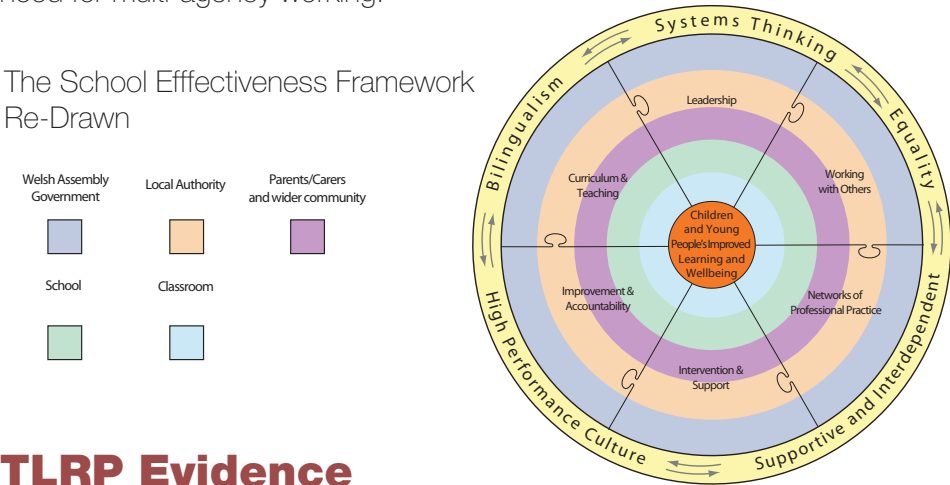
Social Inclusion

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This review of the Teaching and Learning Research Programme (TLRP) examines evidence about how to improve the educational performance of the most disadvantaged sections of the population. These include those from lower socio-economic backgrounds or ethnic minority communities, those with disabilities, and other identities currently disadvantaged in the education system.

From the review of TLRP projects we have identified three key themes for Welsh policy and practice: A whole environment model of education, The inclusive practitioner, and The need for multi-agency working.

The School Effectiveness Framework Re-Drawn



TLRP Evidence

Bilingual Literacies for Learning in Further Education www.tlrp.org/proj/martin-jones.html
Community Based Learning in FE Colleges www.tlrp.org/proj/phase111/gallacher.htm
Facilitating Teacher Engagement in More Inclusive Practice www.tlrp.org/proj/smbdavies.html
Home-School Knowledge Exchange and Transformation in Primary Education www.tlrp.org/proj/phase11/phase2e.html#education
Identity and Learning Programme www.tlrp.org/proj/phase111/ILP.html
Learning in and for Interagency Working www.tlrp.org/proj/phase111/daniels.htm
Learning Lives: Learning, Identity and Agency in the Life Course www.tlrp.org/proj/phase111/biesta.htm
The Historical, Political and Pedagogic Significance of Pupil Voice www.tlrp.org/proj/phase1/phase1esept.html
Understanding and Developing Inclusive Practices in Schools www.tlrp.org/proj/phase1/phase1asept.html

A whole environment model of education	Key ideas	Implications for SEF
The critical resonance between home and school	Cultural tensions can be created by curriculum and assessment processes.	To signify the centrality of this interaction, the School Effectiveness Framework can be re-drawn. An additional ring shows the critical family and community dimension alongside the professional agencies which all affect educational outcomes.
The need for a more fluid boundary between school or college and the community	Family and community processes should be regarded as an asset to school and college.	It is essential to bring the cultural knowledge and practices of the community into school/college life so they enhance the delivery of the curriculum and engage those who may be experiencing exclusion.
Cultural tensions created by curriculum and assessment procedures	National policies of testing and raising standards can conflict with development of local practices of inclusion.	Education which promotes inclusion must celebrate diversity; have curricula which are broad based and build skills for life; eschew an over-reliance on summative assessment; and provide educational programmes which cater across the lifespan for the least advantaged sectors of society.
The inclusive practitioner	Key ideas	Implications for SEF (Networks of Professional Practice)
Reflective practice	Developing inclusive practice requires practitioners to reflect upon and challenge taken for granted assumptions, beliefs, rules and methods.	Reflection on social inclusion must be a key focus of both initial and continuing teacher education.
Action research	Action research can provide a change tool that 'interrupts' existing practice and provides space for reflection and changed professional practice.	The school/college need to understand and value the process of action research for teacher development, and not only focus on the outcome or product.
Sound facilitation and support	Key aspects of school planning and environment such as teacher group selection, size and organisation, links to wider school agendas, pupil participation and a group facilitator with appropriate skills will enable teachers to own the process and collaborate effectively.	The school/college support for the process must pay attention to these factors to enable teacher ownership and 'space' for meaningful collaboration to develop. Management of the process must also ensure that it is embedded in the daily life of the school to increase its impact.
Working together	Key ideas	Implications for SEF (Working with Others)
Effective multi-agency collaboration between the teacher and all agencies impacting on a learner's career (e.g. health, social services, police and probation)	Co-working is deeper than mere partnership and involves agencies 'knotworking' to enhance and develop 'expansive' knowledge. This promotes better understanding of the client's needs and broadens and deepens professional capacity.	An emphasis on 'knotworking' would encourage agencies to develop new ways to share expertise and to challenge and evaluate existing rules and practices. In so doing this would encourage the emergence of more effective, client centred practice.
Changing the ways schools and colleges interact with the full range of agencies and the individual learner who must be placed at the centre	For example, joint working between social workers, educational psychologists and family members can improve collective knowledge and skills and resulting outcomes for learners.	The citizen focus is essential to the achievement of social inclusion and links family, community, school and multi-disciplinary professional practice in a unified and integrated approach to educational attainment.