

LEARNING STUDY HANDBOOK

FOR SCHOOLS PARTICIPATING IN THE 'PROUD TO TEACH ALL' PROJECT



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TO TEACH ALL

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INTRODUCTION

‘Proud to Teach All’ is an ambitious transnational project for supporting teachers and school leaders to effectively work with learners from a variety of backgrounds and with a range of learning differences. It is funded by the European Commission Erasmus+ programme.

Globally, work around the former Millennium Development Goals (2000-15) has led to a significant increase in the percentage of primary-aged children, that are enrolled in school. This means that pupils for whom there may have once been barriers to participation are now in classrooms (eg: children with experiences of conflict or exploitation, religious minorities, girls). In the context of England and Wales, approximately 40 pupils a day are excluded from our schools (House of Commons Select Committee, 2018) and pupils identified as ‘SEND Support’ are 7 times more likely to be excluded from schools than children without special educational needs and disabilities.

It is therefore imperative that research is undertaken, which builds on existing studies in Inclusive Pedagogy (eg: Florian and Black-Hawkins, 2011). **This handbook is for teachers and schools contributing to the ‘Proud to Teach All’ ‘Learning Study’.** It outlines the process for carrying out a Learning Study, the role of the researcher, participant safety/right to withdraw, and the methods of data collection.



WHAT IS LEARNING STUDY?

LEARNING STUDY IS BASED ON LESSON STUDY

Learning Study is based open the increasingly popular approach to professional learning known as 'Lesson Study'.

Lesson Study has been defined as the “collaborative development of a lesson” (Elliot, 2009). It has origins in Chinese Confucianism (Dudley, 2014) and has historically been particularly in East Asian Countries such as China. Lesson Study involves the setting up of a 'Lesson Study Group' within which educators conduct lesson observations that fall outside of formal performance development processes. Between lesson observations, members of the Lesson Study Group meet to engage in joint planning of subsequent lessons, and to share reflections. Usually, within Lesson Study, 'Case Pupils' are the focus of each observation and observers make notes about how an individual 'Case Pupil(s)' experiences the lesson. This shifts the focus of the observation away from teaching, to learning.

Lesson Study has been widely acknowledged as an effective form of CPD for a number of reasons. In the UK context, it is valued for being a programme of activity which takes place over time, as opposed to those single “one-off” training events that tend to take place out of school. When taking part in a Lesson Study, teachers are an equal member of a working group, rather than participants on a course. The starting point for a Lesson Study is pupil need and enhancing schools and classrooms in relation to it.



Learning Study supported through the use of iPads

WHAT IS UNIQUE ABOUT LEARNING STUDY?

As an alternative to Lesson Study, 'Learning Study' is less concerned with "the lesson" but in learning over time. It supports teachers to investigate the range of misconceptions learners may hold in relation to what is being taught and/or barriers to learning. Through this, teachers develop a broader range of strategies to meet learning need, and build understanding.



LEARNING STUDY PROCESS FOR THE 'PROUD TO TEACH ALL' PROJECT

LEARNING STUDY RESEARCH, AND EDUCATIONAL THEORY

Traditionally, 'Learning Study has been based on something called Variation Theory, which is the idea that pupils need to encounter a variety of representations of something in order to understand it. It is therefore typical of 'Learning Study Groups' to talk about creating innovative approaches to represent something, to enhance an overall programme of study. More recently, Tam and Amiel (2020) argued that 'Learning Study' can be used to support teachers to interact with a range of other educational theories and/or research findings. They facilitated 'Learning Study Groups' in which participating teachers learnt some concepts underpinning neuroscience (eg: neurology of schemas) and applied them post-observation dialogues and planning.

THE '10 HABITS OF INCLUSIVE TEACHERS'

As part of the 'Proud to Teach All' project, Learning Study groups will interact with research findings related to the principle of Inclusive Pedagogy and apply these to the teaching of diverse classes. To support this, they will follow a six-stage Learning Study Cycle. They will also work with the '10 Habits of Inclusive Teachers' (a discussion tool) which condenses much of the research related Inclusive Pedagogy, to enable reflection on practice. Details of each of the '10 Habits' are outlined within this booklet, for reference. Please note that participants are not required or expected to necessarily agree with each of the '10 Habits'. They are there to be discussed, debated, and interpreted. One outcome of the overall research is that they may be revised, significantly.

Each Learning Study group will also have a focus. This could be a particular learner, or group of learners, a curriculum area, particular activity (eg: story time) or a problem/dilemma (eg: supporting independent learning).

A SIX-STAGE PROCESS

The six-stage Learning Study Cycle includes two sessions with a facilitator, lesson observations, post-lesson reflections, and joint planning meetings with colleagues.

Each of the six stages are as follows:

STEP ONE: INTRODUCTORY SESSION WITH FACILITATOR (1 AND A HALF HOURS APPROX)

This will be a professional learning session with staff, that could (for example) be delivered as a Twilight and/or as part of an INSET day (either online or face-to-face).

The session will:

- Introduce the 'Proud to Teach All' Project and explain its overall aims and objectives
- Facilitate interactive discussions on the principle of Inclusive Pedagogy, for example through a card-sorting exercise on the '10 Habits of Inclusive Teachers'
- Provide a space for participating teachers to identify a focus for the Learning Study and Case Learners.

Following Step 1, Steps 2-4 may be followed between two and four times (depending on the size of the Learning Study Group, context of the school, and the Learning Study focus).

Typically, Steps 2-4 will be completed within schools, independently from the Researcher. However, there may be scope for the researcher to join a lesson observation or meeting, depending on feasibility.

STEP TWO: PLANNING MEETING BETWEEN TEACHERS (30 MINUTE-1 HOUR)

Teachers from 'Learning Study Group' meet to schedule observations and meeting, and consider how they might consider the '10 Habits of Inclusive Teachers' when planning.

The Facilitator/Researcher is not involved at this stage, and teachers within the Learning Study Group lead the dialogues between themselves

STEP THREE: TEACHING AND OBSERVATION OF RESEARCH LESSONS (1 HOUR APPROX)

Teachers in Learning Study group observe lesson being taught by other teacher(s) within Learning Study group. When observing, they use [Proforma 1: Observation Record](#) to make notes about how Case Pupil(s) are experiencing the lesson.

STEP FOUR: REFLECTION MEETING (1 HOUR APPROX)

Teachers within the Learning Study group meet to

- Debrief and reflect on observed lesson(s)
- Collaboratively plan subsequent lessons
- Complete [Proforma 2: Dissemination PowerPoint](#) (in or after final reflection session) to log activity of the group, and capture key learning

STEP FIVE: RESEARCHER SESSION TWO (1 HOUR APPROX)

A second session with the facilitator in which participants share their presentations on what they have learnt and reflect on possible implications for future Inclusive Pedagogy. The researcher will also facilitate a circle discussion to support group reflection and evaluation.

This session will be recorded by the facilitator, with the consent of participants.

STEP SIX: FOLLOW-UP

The facilitator will work with participating teachers to capture the ‘Learning Study’ journey, for example by co-creating resources and/or journal articles.

1/ First Session with Lead Researcher-Facilitator

Establishing a focus for the enquiry (e.g.: a particular class, pupil(s) or area of learning)
Exploring the principle of Inclusive Pedagogy

5/ Second session with Lead Researcher-Facilitator

Coming together and present reflections and new learning, using PowerPoint template provided (as appropriate)

2/ Planning Meeting between teachers

Teachers involved in the Learning Study meet, to collaboratively plan a lesson and/or T+L activities. Teachers to consider ways in which the principle of Inclusive Pedagogy might support their planning.
Teachers to record planning using chosen proforma

3/ Teaching and observation of lessons/learning

Teachers complete and discuss observation proforma, based on case pupil(s)

4/ Post-Observation meetings between teachers

Discussion of observed lesson(s)

Steps 2-4 can be repeated as appropriate

Six Stage Learning Study Process

THE 10 HABITS OF INCLUSIVE TEACHERS

When engaging in the 'Learning Study' participants will be considering insights from research related to Inclusive Pedagogy. To support this, the researcher has developed '10 Habits of Inclusive Teachers', which are broadly based on the findings of research. Learning Study Groups can use these "10 habits" to guide their planning and reflection.

A summary of the '10 Habits of Inclusive Teachers' is provided below, for reference. This summary however, remains a work-in-progress which may change in relation to future research and/or insights generated through the 'Rewriting Inclusion' project.

HABIT ONE: INCLUSIVE TEACHERS VIEW ALL PUPILS AS THEIR RESPONSIBILITY

Across the literature on Inclusive Pedagogy, being an Inclusive Teacher seems to start with "owning" the professional responsibility for all pupils within a classroom. An Inclusive Teacher does not deny that it is their role to work with individual learners with complex and challenging needs or claim that they are unable to improve outcomes for a learner because they are "not the SENDCO". Rather than insist that they have "not been trained" (for example) to have a learner with a particular medical condition in the class, they have an "inclusion ethic" and a desire to work with all.

HABIT TWO: INCLUSIVE TEACHERS SEE THE CHALLENGES THAT PUPILS PRESENT AS A LEARNING OPPORTUNITY

Florian (2014) found that Inclusive Pedagogy in classrooms involves teachers having a "sense of efficacy": a positive attitude and commitment to active problem solving, to enhance teaching and learning for all pupils. Inclusive teachers would avoid imagined notions of a "perfectly behaved and high attaining class" and associate them with professional apathy and stagnation: It is the actual reality of diverse classes, and all the dilemmas they bring, that make us better

practitioners; The least inclusive teachers tend to be those that consider the behaviour and needs of some pupils as nuisances that are "stopping" them from doing their job. Inclusive teachers however, see working with any challenges that pupils present with as their job. In fact, Inclusive Teachers embrace the



complexity within their classrooms, and the opportunities for personal and professional growth which they bring.

HABIT THREE: INCLUSIVE TEACHERS SITUATE THEMSELVES AS A LEARNER OF THEIR OWN PUPILS

In research into Inclusive Pedagogy, Florian and Beaton (2018) use Pryor and Crossouard's (2008) distinction between 'convergent' assessment-for-learning and 'divergent' 'assessment-for-learning'. Whereas "convergent" assessment-for-learning is usually very closed (eg: whole class, in a Science lesson, holding up mini-whiteboards saying what colour the solution turns if proteins are present) "divergent" assessment-for-learning is more open (eg: "think-pair-share" dialogues with learners in which they individually reflect on what would happen to the solution with the contents of their lunch, talk with a partner, and then feed back to the whole class).

When teachers use more "divergent" assessment-for-learning practices therefore, they encounter responses from pupils which they could not have possibly anticipated. Inclusive teachers tend to be those that reduce the degree of predictability in their classrooms and are open to unlocking new insights into their learners, that they did not know before.

When planning lessons, Inclusive Teachers think beyond knowledge transfer. Multiple activities are explicitly planned to enable them to have a fuller knowledge and understanding of their pupils: what they understand and already know, where their motivation resides, what misunderstandings or preconceptions they hold, and their particular barriers to learning.

HABIT FOUR: INCLUSIVE TEACHERS AVOID "MOST/SOME" PLANNING



The 'Bell-Curve'

Florian and Linklater (2010) contrast Inclusive Pedagogy with an "additional needs" approach to teaching and learning. This "additional needs" approach assumes that "most" pupils in the classroom can access the same core activity and that differentiated tasks may be required for "some".

According to the seminal 'Learning without Limits' study (Hart, Dixon, Drummond & McIntyre, 2004) the most inclusive classroom practices are based on a rejection of this "bell curve view" of human ability: the view that most

pupils are broadly within the same "mid" ability range, and that small numbers may be outside of this range, either because they are "low ability" or because they have been identified as "gifted and talented".

Inclusive Teachers therefore tend to avoid an over-reliance on learning outcomes to be identified for “some”, “most” and “all”. They view learners as individuals rather than as part of a perceived homogenous category. Teaching and learning activities are often open, and can be responded to in a variety of ways, removing any ceiling on pupil achievement.

HABIT FIVE: INCLUSIVE TEACHERS HAVE FAITH IN THEIR LEARNERS

Inclusive Teachers view children and young people in a positive way. They assume that all pupils are motivated to learn, and will learn, if the right conditions are in place for them to do so.

In a study by Florian and Linklater (2010) pupils are given a choice of three alternative tasks, allowing them to respond at a range of different levels. Teachers do not avoid giving pupils this “work choice” out of a fear that they would gravitate towards the task which they can do most easily and quickly. They believe that all pupils want to be the best they can be, and build a positive classroom culture accordingly.

HABIT SIX: INCLUSIVE TEACHERS FOCUS ON TEACHING THE CHILD, RATHER THAN THE CURRICULUM/ACCREDITATION

A shift in emphasis away from being a teacher of a subject, to a teacher of a child or young person may appear very subtle yet can potentially be very powerful. It frames the job of the teacher away from that of transferring a body of subject knowledge, to that of nurturing individuals to work confidently with both knowledge and skills. It also suggests that “work” in schools could be centred less around an abstract pre-preparation of learning materials, towards situated formative assessment processes through which teachers interact with real-life points of learning.

HABIT SEVEN: INCLUSIVE TEACHERS PLAN AND PREPARE FOR SURPRISE

Teaching that is not inclusive tends to assume a degree of predictability: Learning intentions are set, which pupils follow and “meet”. Tasks are devised to enable pupils to indicate that they have “met” these learning intentions. The teacher then moves on to teach the next lesson (and on it goes...)

In my own professional experience, inclusive teaching and learning is an adventure in the unknown. Pupils respond in a multiplicity of unique and wonderful ways, including ways in which the teacher could not have possibly anticipated. In turn, the teacher is themselves a learner of their own pupils. Through effective formative assessment in the classroom, they gain a deeper knowledge of the range of ways in which something can be understood and increase the range of approaches they have for securing quality learning outcomes for all.

HABIT EIGHT: INCLUSIVE TEACHERS VIEW PUPIL BEHAVIOUR DEVELOPMENTALLY

Any disruptive or challenging behaviours therefore, reflect priority needs to be addressed, rather than any disposition towards “laziness” or “defiance”. Inclusive Teachers also consider the developmental stage of learners when interpreting how learners behave: Getting upset when not winning a game, for example, may reflect that a pupil genuinely needs support to handle losing; giggling during a lesson may reflect vulnerability to peer pressure, nervousness and/or difficulties with self-regulation.

HABIT NINE: INCLUSIVE TEACHERS ARE COMMITTED TO CONTINUAL PROFESSIONAL LEARNING

Whilst being open to specialist pedagogies, developed for pupils with particular special educational needs and disabilities (SEND), Inclusive Teachers are able to select and/or reject them in relation to the unique profiles of each individual. They may speak with a SENDCO for example, around strategies to support pupils on the autism spectrum, yet appreciate that there will be pupils without a diagnosis of autism who would also benefit from them and/or pupils with a diagnosis who need something more bespoke or nuanced. Inclusive Teachers are able to use their own professional judgement to personalise learning for all and are therefore committed to continual professional learning, through which this judgement can adapt to new situations and be refined. Inclusive Teachers will draw upon “experts” in SEND and engage with specialist approaches such as ‘Attention Autism’, yet interact with learner responses in the classroom, as the ultimate basis upon which to refine classroom strategies.

HABIT TEN: INCLUSIVE TEACHERS TAKE RISKS

Logically, inclusive classroom practice is contingent on teachers who are brave enough to give things a try, without knowing what will happen. Rather than “play it safe” (for example, by keeping learners sat at their usual tables or completing familiar differentiated activities) an authentically inclusive teacher is required to take risks, and then learn from what happens as a result. By doing this, they are able to maximise the extent to which learners surprise them, rethink any assumptions they hold about an individual’s level of ability, and remove any ceilings to what can possibly be achieved by particular pupils. For this to happen, inclusive teachers need to think beyond daily classroom survival; They need to prepare for things to “go wrong” some of the time and feel comfortable with a degree of chaos and uncertainty.

In a study by Florian and Linklater (2010) there are numerous rich examples of trainee teachers taking risks, in order to deliver inclusive pedagogy when on their school placements. Despite being “nervous about taking it further” one trainee teacher for example, decided to only speak in French to pupils in her Modern Foreign Language lesson, even though they were all in their first year; Rather than alienate the

pupils, they rose to this challenged (and showed great maturity when she used a French phrase which sounded like a rude word!); The trainee teacher reflected that it “is such a missed opportunity if you don’t try and do it, if you’re too scared”.

FREQUENTLY ASKED QUESTIONS:

HOW WILL DATA BE COLLECTED AND USED?

Insights from the Learning Study will be developed with the researcher, based on the situations and dilemmas encountered by teachers as part of the Lesson/Learning Study. These will be disseminated in a number of ways (for example in presentations at teacher conferences, and in academic publications).

Insights may also be captured using other means, such as sound recordings of joint planning meetings, examples of pupil work (anonymised), or photographs. No such additional data will be collected and/or generated without your prior consent and the consent of all relevant stakeholders within your school.

WILL IDENTITIES AND DATA BE PROTECTED?

There is a need for research to safeguard people and communities. All sensitive information will therefore be anonymised, with specifics such as place names will be omitted, so that you and your school cannot be identified by those reading the research paper. In some circumstances however, where information is not sensitive, teachers and schools may choose to have their names featured in the research, to showcase the role they have played in it.

CAN I SHARE INFORMATION ABOUT MY PARTICIPATION IN THE 'LEARNING STUDY' ON SOCIAL MEDIA?

Yes! Participants are encouraged to actively disseminate learning, and celebrate their involvement in the research study. Participants are asked however, not to give any identifying details of their school, pupils, or other participants in their social media posts. Participants also need to abide by General Data Protection Guidelines (GDPR) respect the rights of others to anonymity, and maintain confidentiality in relation to information of a personal and sensitive nature.

HOW LONG SHOULD THE LEARNING STUDY CYCLE TAKE?

The length of time that a Learning Study group will take, to follow the cycle will depend on a range of contextual factors, including a school's timetable, term dates, individual preferences and the focus for the study. As a guide, the minimum amount of time it may take to follow the cycle will be 1 week. As the process is a cycle, it can continue for any amount of time, but a maximum of 8 weeks is recommended, to enabling key professional learning to be captured.

WHAT HAPPENS IF I CHANGE MY MIND ABOUT BEING INVOLVED?

Yes. You can withdraw your consent at any time. At your request, your involvement in a Lesson/Learning Study group can discontinue. You can also withdraw your consent for any “Case Stories” involving you to be used in the study (at any point up until publication and/or May 2021)

WILL ALL OF THIS MEAN EXTRA WORK?

Participants will be spending time observing colleagues lessons, attending the two sessions with the researcher and engaging in planning and reflection meetings. The process has been designed however, to support participants to receive as much as they give! Participating in a Learning Study is an investment in a teacher’s professional development. It can also enhance the overall quality of teaching and learning in a setting, and make a significant contribution to whole school improvement.

Participants are requested to share any planning with the researcher and complete a ‘Learning Study Observation Record’ (Appendix 1) for any observation they undertake. Participants are also requested to produce a set of approximately 6 PowerPoint slides to share with colleagues at the second meeting with the researcher. As participation in the Learning Study is entirely voluntary, participants are under no obligation to carry out any particular task or activity associated with this study.

WHO BENEFITS FROM THE LEARNING STUDY?

In the experience of the ‘Proud to Teach All’ project team, Lesson/Learning Study has made a powerful impact on teacher professional learning, school improvement and pupil outcomes. This research therefore offers something to participating teachers and schools, and to children, young people and families. The research design will also equip participants to further develop both Lesson/Learning Study and inclusive practice sustainably, beyond the actual duration of the study.

WHO CAN I CONTACT IF I HAVE ANY FURTHER QUESTIONS OR COMMENTS?

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APPENDICES

PROFORMA 1: LEARNING STUDY OBSERVATION RECORD

PROFORMA 2: POWERPOINT TEMPLATE FOR DISSEMINATION

PROFORMA 3: PARTICIPANT CONSENT FORM

PROFORMA 4: CARD SORT ON '10 HABITS OF INCLUSIVE TEACHERS'

POWERPOINT TO SUPPORT INTRODUCTORY SESSION BETWEEN RESEARCHER(S) AND PARTICIPATING SCHOOLS

