



Exploring the Impact of a Collaborative Whole-School Model of Continuous Professional Development on the Enactment of Level 2 Learning Programmes in a Mainstream Post-Primary School

by

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Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Education is entirely my own work, and that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

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List of Acronyms

| | |
|----------------|--|
| ASTI | Association of Secondary Teachers in Ireland |
| CAST | Centre for Applied Special Technology |
| ASN | Additional Support Needs |
| CoP | Community of Practice |
| CPD | Continuing Professional Development |
| DES | Department of Education and Skills |
| EBD | Emotional and Behavioural Disorders |
| EPSEN | Education for Persons with Special Educational Needs |
| ETB | Education and Training Board |
| FJC | Framework for Junior Cycle |
| GAM | General Allocation Model |
| GLD | General Learning Disabilities |
| IEP | Individual Education Plan |
| ITE | Initial Teacher Education |
| JCT | Junior Cycle for Teachers |
| L1LPs | Level 1 Learning Programmes |
| L2LP | Level 2 Learning Programme (singular for a student's L2LP as part of their curricular programme) |
| L2LPs | Level 2 Learning Programmes (plural for the L2LPs guidelines as part of the FJC) |
| LOs | Learning Outcomes |
| NABMSE | National Association of Boards of Management for Special Education |
| NCCA | National Council for Curriculum and Assessment |
| NCSE | National Council for Special Education |
| NEPS | National Educational Psychological Services |
| NQT(s) | Newly Qualified Teacher(s) |
| OECD | Organisation for Economic Co-operation and Development |
| PLC | Professional Learning Community |
| PLU(s) | Priority Learning Unit(s) |
| PD | Professional Development |
| PME | Professional Masters in Education |
| PDST | Professional Development Support for Teachers |
| PRL(s) | Personal Reflection Log(s) |
| SACIE-R | Sentiments attitudes and Concerns in Special Education Revised |
| SEN | Special Educational Needs |
| SERC | Special Education Review Committee |
| SET | Special Education Teacher |
| SLT | Senior Leadership Team |
| SNA(s) | Special Needs Assistant(s) |
| SSE | School Self-Evaluation |
| SSF | Student Support File |
| TALIS | Teaching and Learning International Survey |
| TEIP | Teacher Efficacy for Inclusive Practices |
| TLAR | Teaching Learning Assessment and Reporting |
| UDL | Universal Design for Learning |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

Abstract

Exploring the Impact of a Collaborative Whole-School Model of Continuous Professional Development on the Enactment of Level 2 Learning Programmes in a Mainstream Post-Primary School

Margaret Rita Flood

The Level 2 Learning Programmes (L2LPs) aim to provide a broad, balanced, relevant, and meaningful education for junior cycle students with General Learning Disabilities (GLD) in the low-mild to high-moderate range of ability. In mainstream post-primary schools, it is envisioned that the majority of L2LPs' learning outcomes can be included in mainstream subject lessons thus promoting the inclusion of students with GLD. For the effective enactment of L2LPs in mainstream classrooms teachers require continuous professional development (CPD). Research indicates that the current system of transmissive CPD in Ireland, particularly the cascading model used for L2LPs has little effect on enactment of policy initiatives, inclusive or otherwise. This study was concerned with exploring the impact of a collaborative whole-school CPD programme for the enactment of L2LPs in a mainstream post-primary school. Considerations for the CPD model included: contextual factors, relevance to job performance and student outcomes, active participation, meaningful collaboration, continuity and building capacity.

The research took a predominantly case-study approach beginning with an illuminative evaluation of the school's prior engagement with L2LPs to establish a baseline from which to develop the CPD programme. The research focused on teacher CPD; however, an important aspect was the voice of students, parents and Special Needs Assistants (SNAs) when determining the effectiveness of the CPD. The methods of data collection included pre and post-intervention attitudinal scales, interviews, participant observations and document analysis.

The findings evidence improved teacher engagement with L2LPs resulting in enhanced student outcomes. The CPD had a positive impact on teachers' knowledge, practice and beliefs, and inclusive education practices in general. There was evidence of increased collaboration and the development of a whole-school approach to L2LPs. Furthermore, there was evidence of improved student-teacher relationships as the CPD progressed. This research can be used to inform structures to support L2LPs enactment at school and national level. Recommendations are made for CPD design, L2LPs messaging and the inclusion of students, parents and SNAs in the L2LPs planning and review process.

Chapter One: Introduction

This study considers the process and outcomes of a collaborative whole-school model of continuing professional development (CPD) to enact the Level 2 Learning Programmes (L2LPs) in a mainstream post-primary school. The research identifies L2LPs as an outcome of inclusive education policy that acknowledges the right of the student to learn in the same educational setting as their peers. Within this context, the research critically examines the attitudes and beliefs of teachers, parents and students to inclusive education and the L2LPs. It continues from there to explore the question, ‘can a model of collaborative whole-school CPD positively impact the enactment of L2LPs in a mainstream post-primary school?’ and how teachers engage with enacting L2LPs in their school. This thesis has, at its core, a belief that facilitating teachers to engage together in relevant CPD over a sustained period can have transformative results where capacity for professional autonomy translates into agency and positive change to practice; in this instance, resulting in the effective enactment of L2LPs in post-primary schools. Chapter One commences with a discussion of inclusive education in the Irish context including a consideration of the terminology of general learning disabilities (GLD). Subsequently, this chapter critiques the L2LPs as an inclusive education policy initiative as part of the junior cycle reform. Next, it outlines the aims and rationale for this study, as well as the researcher’s positionality. Finally, the chapter ends with an overview of the thesis structure and presentation.

A Concept of Inclusive Education used in this Research

Inclusion discourses should focus on negotiating a meaningful and relevant education for all students instead of relating to inclusion or exclusion per se (Rogers, 2007). From this perspective, the concept of inclusive education is “the vision of all students belonging and learning together as a community in regular classrooms of their neighbourhood schools”

(Erten & Savage, 2012, p.221). However, there is no agreed vision on what inclusive schools should look like and what they should become (Rix et al., 2001). Schools' focus on teaching to state examinations poses challenges for them to meet the needs of students with special educational needs (SEN) (Hastings & Logan, 2013; Shevlin, Winter & Flynn, 2013; Skrtic, 1991). When asking the direct questions of who is in and who is out, the answers can often be found in the categories of disability, race, gender, sexuality, ethnicity and language, and geographic location (Slee, 2001). The array of definitions of inclusion poses a significant challenge to schools and teachers and what inclusion may look like can differ depending on the school or policy context (Florian, 2005; Winter & O'Raw, 2010).

Regardless of the definition, developing an inclusive school is a process. It requires considerable commitment to make significant changes to curricula, delivery and organisation at a whole-school level to meet the learning needs of every student (Ainscow, Booth & Dyson, 2006). The concept of inclusive education adopted in this study is the National Council for Special Education (NCSE) definition that reflects inclusion in the Irish context.

Inclusion is defined as a process of:

- addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and
- removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/her attendance at school (Winter & O'Raw, 2010, p.39).

This definition should be read in association with the principles of inclusive education:

inclusion is a process, inclusion is concerned with the identification and removal of barriers, inclusion is about the presence, participation and achievement of all students, and inclusion

invokes a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement (UNESCO, 2005, p.15). Furthermore, it must be read in the context of the statutory remit of the NCSE as set out in the Education for Persons with Special Educational Needs (EPSEN) Act 2004 (Winter & O' Raw, 2010). This study focuses on the inclusion of one cohort of students with SEN, making the definition of inclusive education in the special education context important. The EPSEN Act 2004 defines SEN as:

a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any condition which results in a person learning differently from a person without this condition (Government of Ireland, 2004, p.6).

Arguably, this definition of SEN takes a deficit or psychological medical perspective of disability that places the barrier within the learner. There is recognition that changes have not sufficiently occurred at the deep structures of Irish schools to result in change in schools' ethos, teachers' attitudes and inclusive practices (Kinsella & Senior, 2008). One reason for this is ascribed to the "entrenched character of the psychological medical model of disability" (McDonnell, 2003, p.262) in the Irish education system that is strongly influenced by the bell-curve perception of ability (Florian, 2014; Gallagher, 2014). The deficit model views learning differences outside the 'norm' as learning deficiencies. This individualises failure within students which need to be remediated rather than viewing barriers to learning as problems for teachers to solve (Mac Ruairc, 2016). A system that promotes the remediation of students' disabilities so they can perform at the average level of their peers is doomed to fail as the normal curve forces students into certain categories that makes it impossible for every student to meet the 'average' or 'above average' threshold (Gallagher, 2014).

A Definition of General Learning Disabilities

Prior to the Special Education Teacher (SET) allocation model (DES, 2017a) resource allocation for students with SEN was based on a categorisation of needs. Mild, moderate and severe/profound GLD lie within the categories of need model and remain the criteria for students to participate in L2LPs and Level 1 Learning Programmes (L1LPs)¹ at junior cycle. The L2LPs are for students with GLD in the low mild to high moderate range of ability (National Council for Curriculum and Assessment (NCCA), 2016). “Like their peers who do not have learning disabilities, students with mild GLD have a wide range of learning styles, varied interests and the same need for affirmation and success” (NCCA, 2007, p 8). Often identified after starting school, students with mild GLD have an IQ between 50-70. Students with moderate GLD have an IQ between 35-50. Their developmental rate is slower than their peers and the developmental level reached will be lower than that of their peers (NCCA, 2007). Students with mild and moderate GLD face multiple barriers to their learning relating to communication, basic literacy and numeracy, attention and retention, adaptive skills and independent vocational skills (NCCA, 2007, 2016). However, they are not a homogeneous group and their diverse learning needs are unique to each student (NCCA, 2007). Students within this cohort have individual strengths, needs and interests and require individualised planning for their education. There is no clear definition of low mild to high moderate GLD, thus assessment of needs will aid education pathway decisions for these students at junior cycle and other levels of their education.

¹ The Level 1 Learning Programmes (L1LPs) (NCCA, 2018) are designed for students with learning disabilities in the low moderate and severe/profound range of ability. They were introduced as part of the FJC and are available to schools and students since September 2018.

Inclusive Education in the Irish Context

Inclusive education is still evolving in Ireland and there has been increased recognition that education should be based on equity of access and participation (Griffin & Shevlin, 2007; Smyth et al., 2014; Winter & O’Raw, 2010). Inclusive education prepares all students for meaningful participation in life and supports all learners to reach their full potential in accordance with their abilities and needs. This is reflected in the considerable government investment in reports and developments in inclusive and special education since the 1990s with a plethora of reports and policy advice coming from the NCSE since 2012.

Reports and legislation for inclusive education in Ireland

The global human rights agenda has influenced governments internationally to move towards an inclusive society. The launch of the Salamanca Statement (UNESCO, 1994) accelerated the inclusion trajectory as evidenced by the convergence of inclusion policy internationally. In the Irish context, the Report of the Special Education Review Committee (SERC) (DES, 1993) reviewed the state of special education provision at the time and made recommendations for the progression of special education provision in Ireland. The SERC Report served as an impetus for the promotion of inclusion in mainstream settings for students with SEN. In the context of post-primary schools, SERC recommended that the NCCA should re-examine curricular structures for post-primary education with attention to students with SEN. Programmes offered at post-primary should be appropriate to the abilities of students with SEN and relevant to their lives in and out of school (DES, 1993). The SERC report’s main implications were the obligation for schools to cater for all learners and the need for student-focused decision making and legislation (Banks & McCoy, 2011).

The influence of the SERC Report (DES, 1993) was evident in the “White Paper on Education, Charting our Future” (Government of Ireland, 1995). The White Paper stated that

“all students regardless of their personal circumstances have a right of access to and participation in the education system according to their potential and ability” (p.26). The White Paper identified the lack of substantive legislation for education in Ireland and set out what future legislation would focus on. Subsequently, a succession of legislation followed that impacted the provision of supports for students with SEN in schools. This is significant in terms of policy. For decades, the only policy governing education was the Irish Constitution (1937) and DES circulars thus, the portfolio of legislation in the past two decades shows noteworthy progress by the Irish government considering the dearth of such policy in the previous decades. The Education Act (1998) addressed the lack of legislation for children with SEN. It aimed to “give practical effect” to Article 42 of the Irish Constitution with respect to the rights of the child to a minimum education, for children with SEN (Government of Ireland, 1998) and legislated for the provision of supports to meet students’ needs. It provided the first definition of disability in the context of Irish education legislation. However, this definition effectively excluded the consideration of emotional difficulties or difficult personal circumstances from the category (Banks & McCoy, 2011).

The EPSEN Act (2004) built on the foundations of the SERC Report (1993) and Education Act (1998). The EPSEN Act was significant in that it marked the shift from general education legislation that included mandates for children with SEN to the Irish government creating education legislation specific to students with SEN. The EPSEN Act re-defined SEN to include any condition that impacts on the person’s learning. It used the term inclusive education and stated that children with SEN will be educated in an inclusive environment with their mainstream peers unless this is inconsistent with the best interests of the child or their typically developing peers (Government of Ireland, 2004). The EPSEN Act gave parents a central role in decisions on education. It focused on the assessment of special

needs to ensure appropriate supports, with emphasis on Individual Educational Plans² (IEP) for students with SEN. The function of the IEP is to address the priority learning needs of students with SEN with educational arrangements in order to enable curriculum access (NCSE, 2006; Ní Bhroin, King & Prunty, 2016). The IEP process is a collaborative, ongoing and measurable process that has the student at the centre (NCSE, 2006; Ní Bhroin et al., 2016) and good practice involves encouraging parental collaboration in the process and engagement in their child's learning (National Educational Psychological Service (NEPS), n.d.). At the time of writing, sections of the Act relating to IEPs were not commenced however, a study of Irish teachers (n=83) indicated that IEP planning and application was an established practice among these teachers (Ní Bhrion et al., 2016). The EPSEN Act (2004) is considered a coherent framework for legislation and policy on inclusive education for students with SEN (NCSE, 2011). Though not fully enacted the NCSE found the EPSEN Act is still “the most effective blueprint for delivering resources” (NCSE, 2014, p.3) to students with SEN.

Discussion, advice and policy documents for inclusive education.

As legislation developed around special and inclusive education government bodies were tasked with providing advice, guidelines and directives to educators on delivering supports to students with SEN. The NCCA undertook the SERC Report's (1993) recommendations and “Special Educational Needs: Curriculum Issues” (NCCA, 1999) was a seminal paper for future NCCA developments in curriculum access for students with SEN (NCCA, 2016). The terminology used in this paper, such as ‘pathways’, ‘individualised programmes’, ‘continuum of provision’ and, ‘whole-school approach’ appear throughout

² The language surrounding planning for students with SEN has developed in recent years with relevant DES documents (DES, 2017a, 2017b) using the term Student Support Files (SSF).

later NCCA and NCSE documents on SEN. The paper emphasised that those principles underlying education for students with SEN are the same principles that underpin education for every student (NCCA, 2016). Furthermore, there was a clear statement that students with SEN “are entitled to access a full educational experience, but the pathways they need to take and the time they need to achieve this may be different from their mainstream peers” (NCCA, 1999, p.18). Content and strategies used to support this “should minimise rather than emphasise difference” (NCCA, 1999, p.25). Circular 02/05 (DES, 2005) outlined the entitlements of students with SEN to support. It introduced the general allocation model (GAM) to meet students’ needs immediately: the rationale being to support the realisation of truly inclusive schools through the continuum of support (staged approach) with guidance for planning the allocation of resources in school. This model allocated ‘high-incidence’ teaching hours to schools based on student numbers in addition to hours for individual students based on their diagnosis or category of need as outlined in Circular 02/05. Subsequently, the GAM model was replaced by the SET resource allocation model (DES, 2017a). Under this model all SET hours are allocated to the school to best meet the needs of the students in their care.

The Inclusive Education Framework (NCSE, 2011) aimed to provide guidance for schools on good practice for including students with SEN through a process of reflection on inclusive practices, a collaborative approach to being inclusive, and a coordinated response to possible challenges around inclusion. The Inclusive Education Framework is underpinned by five principles; ownership by whole-school community, reflective of pupil diversity, supporting engagement, embedded in ongoing whole-school planning, and evidence and practice based. The framework consists of ten structured themes (Figure 1.1) to reflect, evaluate and plan for inclusion.

Figure 1.1. Themes and Sub-themes of Inclusive Education Framework

| Themes | Sub-themes |
|---|--|
| 1. Leadership and Management | |
| 2. Whole-School Development Planning | |
| 3. Whole-School Environment | |
| 4. Communication | |
| 5. Pupil and Staff Well-being | a) Fulfilling Pupil Potential b) Fulfilling Staff Potential |
| 6. Curriculum Planning for Inclusion | |
| 7. Individualised Education Planning | |
| 8. Teaching and Learning Strategies | a) The Learning Experience b) The Teaching Experience |
| 9. Classroom Management | a) Classroom Protocols and Rules b) Curriculum Implementation |
| 10. Support for and Recognition of Learning | a) Informal and Formal Assessment b) External Assessment and Certification (post-primary aged pupils) |

From "Inclusive Education Framework" by NCSE, 2011, p.21.

Guideline documents for schools and teachers for inclusive education and GLD (DES, 2007a; DES 2007b; NCCA, 2007) further promoted the concept of inclusive education in mainstream schools. The aim of these documents was to promote the view that with the right support every student is capable of development and learning in addition to supporting schools and teachers to develop differentiated, broad, balanced, and relevant curriculum experiences for students with SEN including those with GLD. Priority areas in line with the later developed L2LPs were emphasised with practical advice and support for teachers on adapting the curriculum and teaching strategies (Griffin & Shevlin, 2007). These documents continued the message of inclusion in mainstream schools. However, they still followed the deficit perspective where the curriculum for the average learner should be differentiated to remediate the barriers to learning caused by the disability rather than creating a curriculum accessible to everyone, regardless of ability or needs. An NCCA consultation process (2007) identified this gap at junior cycle for some students with mild and moderate GLD (NCCA, 2009, 2016; O'Mara et al., 2012). It highlighted that, even with teachers adapting curriculum

content, using flexible teaching strategies and schools offering flexible programmes, some students who needed targeted support in personal, social, communication, and vocational development were unable to access a complete junior cycle curriculum. Consequently, the NCCA (2009) proposed the development of a framework that would facilitate flexibility and progression, and recognise the learning and achievement of students with low mild and high moderate GLD who could not access the mainstream level three (L3)³ curriculum. This led to the development of the L2LPs with guidelines for teachers first published by the NCCA in 2012 as part of the new Framework for Junior Cycle (FJC).

Level 2 Learning Programmes

The L2LPs were introduced as part of phase one of the new FJC in 2014. The aim of the L2LPs is “to make the curriculum more accessible to students with special educational needs” (NCCA, 2016, p.6), in this instance students with low mild to high moderate GLD. The underlying principle of inclusion is promoted in the L2LPs by advocating a student-centred and flexible approach to planning and assessment. A Level 2 Learning Programme (L2LP)⁴ is designed to meet the strengths and needs of the student in the context of the student’s school. L2LPs consist of five Priority Learning Units (PLUs) (Figure 1.2) that are designed for up to 250 hours of student engagement per PLU (DES, 2015). This constitutes sixty percent of the student’s curriculum programme, facilitating student participation in other curricular and social areas.

³ L3 is used in this thesis to differentiate between L1LPs, L2LPs and mainstream subjects. The term L3 is used as junior cycle subjects are broadly aligned with level 3 qualifications on the National Framework of Qualifications Ireland (<https://nfq.gqi.ie/>), and is commonly used by SETs and mainstream teachers working with L2LPs.

⁴ The term L2LP is used to denote an individual student programme that is designed from the L2LPs guidelines. Students participating in a L2LP will have different programmes depending on their priority learning needs as shown in the guidelines’ case study examples.

Figure 1.2. Level 2 Learning Programmes Overview

Learning programmes

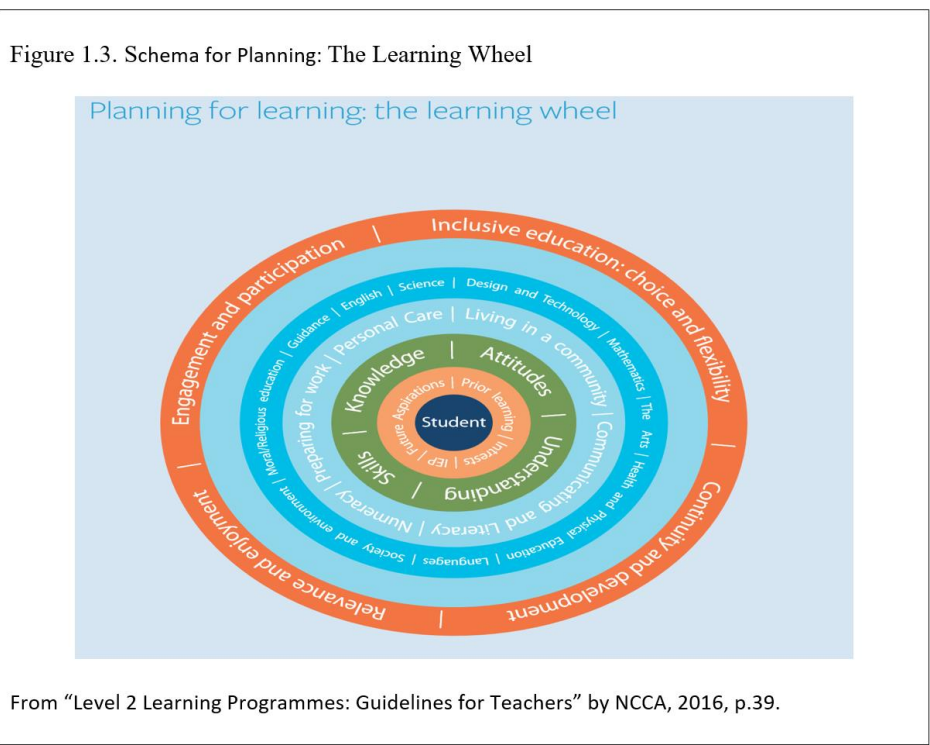
The junior cycle is the final phase of compulsory education and it covers a critically important period in the lives of all young people. It is a time of change, of growth and development for students as they move from childhood towards early adulthood. While recognising that young people in junior cycle can display different degrees of maturity and rates of progress, preparation for adult living often occurs implicitly. The students of Level 2 Learning Programmes need programmes that explicitly identify and develop the key areas of learning needed for adult living. These areas are set out as five Priority Learning Units (PLUs).



From “Level 2 Learning Programmes: Guidelines for Teachers” by NCCA, 2016, p.9.

The L2LPs recognise the foundations for inclusive education established in Irish legislation (NCCA, 2014), building on the work of previous inclusion documents for students with GLD and SEN (DES, 2007a; 2007b; NCCA, 2007). As part of the FJC, L2LPs have embraced the vision set out by the DES to “enable post-primary schools to provide a quality, inclusive and relevant education with improved learning outcomes for all students, including those with special educational needs” (DES, 2012, p.1). Thus, the L2LPs are underpinned by the same principles, statements of learning and key skills that form the structure of the FJC. The intention of the L2LPs is that students participating in L2LPs in mainstream post-primary settings engage with their individual L2LP learning outcomes (LOs) in their mainstream classes and, where appropriate, through small group or one-to-one classes.

Personalising learning is a feature of L2LPs and IEPs or Student Support Files (SSFs) are an integral feature of the L2LPs planning for the learning and teaching process that revolves around the student (NCCA, 2016). Relating a student’s L2LP to their IEP “achieves a better fit between the programme and the student’s prior knowledge, learning achievements, special interests, and future aspirations (DES, 2016, p.13). Additionally, it facilitates a holistic view of the student’s learning and the identification of potential curricular areas to form part of the student’s programme. A review of L2LPs (n=72 teachers) (NCCA, 2019) highlighted the importance of this holistic planning. The review found early indicators of post-primary SETs (n=9) planning for a blended L2LP and (L3) programme for students where appropriate. Figure 1.3 outlines a schema for planning for a student doing a L2LP. The concentric circle represents the centrality of the student in the learning programme and the importance of a holistic view of learning that includes aspects of students learning, learning goal areas, the PLUs, possible curricular areas that could be included in the programme, aspects of assessment and reporting, and some of the principles involved (NCCA, 2016).



Another feature of L2LPs is collaboration. The planning process for IEPs/SSFs and L2LPs promotes collaboration and communication with all stakeholders. Planning for L2LPs requires “a collaborative approach, between students, their parents, subject teachers, learning support or resource teachers, special needs assistants and other relevant professionals” (NCCA, 2016, p.13). In relation to parents, teachers appear to have a lack of understanding of the parent’s role in the IEP/SSF process (Ní Bhroin et al., 2016) which aligns with L2LPs planning. Furthermore, it appears that where parental involvement in the IEP process is reported, it is a tokenistic rather than meaningful activity (King, Ní Bhroin & Prunty, 2018), possibly due to the limited opportunities for teachers to undertake CPD on the IEP process ((Ní Bhroin et al., 2016). Communication with special needs assistants (SNAs) is also a part of the collaborative approach of L2LPs. The SNA scheme at the time of writing supported 34,600 students in Irish schools (NCSE, 2018), a percentage of whom will be participating in a L2LP. The School Inclusion Model (NCSE, 2018) will commence the allocation of SNAs to schools rather than individual students which could result in an increase of SNAs involved in L2LPs. Respectful relationships and consistent communication between teachers and SNAs were identified in a study of Irish and Northern Irish SNAs and classroom assistants (respectively) (n=81) as important for collaboration (Logan, O’Connor & Shannon, 2018). However, poor communication, lack of direct teacher contact and sharing of information with SNAs and professional tensions can negatively impact collaboration (Logan et al., 2018). Like collaboration with parents, limited CPD opportunities for SNAs and teachers is being addressed under the School Inclusion Model (NCSE, 2018).

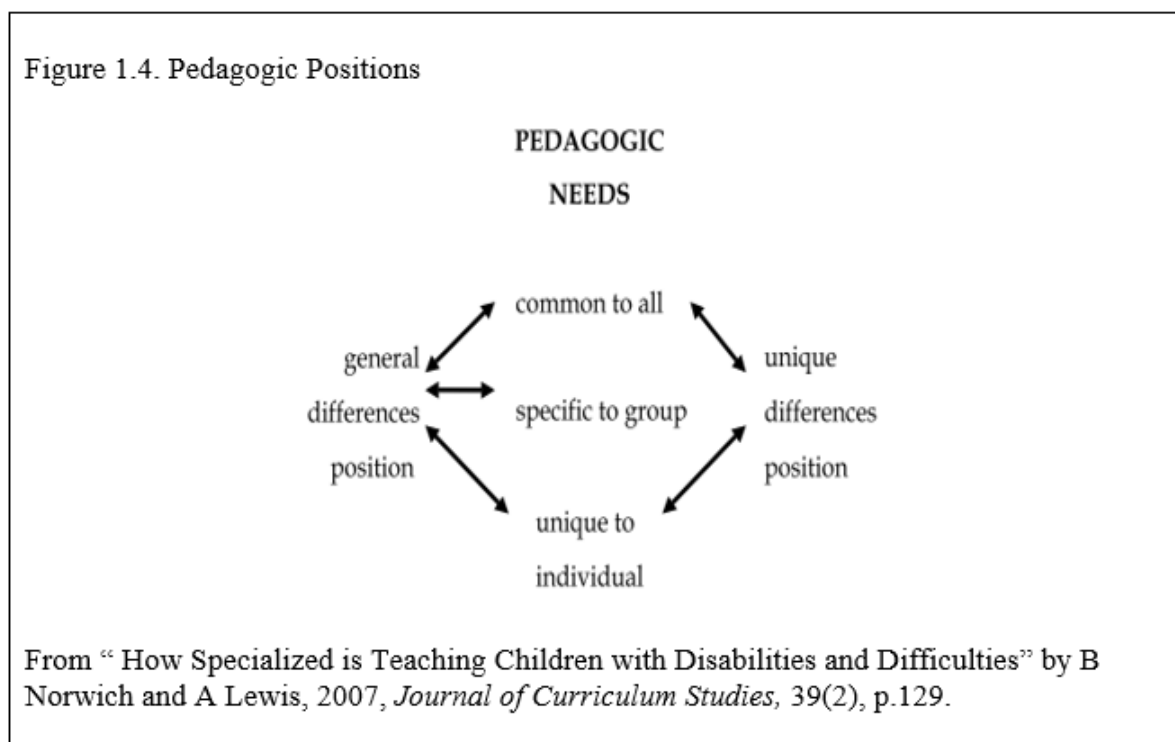
General Learning Disabilities, Level 2 Learning Programmes and Dilemmas of Difference

The inclusive pedagogy and rights-based approaches to inclusion (Florian, 2010; Florian & Black-Hawkins, 2011; Florian, 2014) advocate learning for all where teachers

respond to individual differences within their whole-class teaching. This reflects a move away from specialised responses to SEN (individual difficulties) to extending what is commonly available to all while being cognisant of individual difference to ensure opportunities for meaningful engagement for everyone in the learning community (Florian, 2014). However, this universalist thinking may not allow for a continuum of needs within special education (Imray & Colley, 2017). This is problematic in the context of inclusion of students with GLD as, irrespective of the accommodations put in place, students with GLD will not achieve the same functioning levels as their typically developing peers (Imray & Colley, 2017). Such an argument does not negate the capacity of students with GLD to learn new skills and acquire new knowledge. However, teachers' attitudes, beliefs and actions will have an impact on students' learning. Regardless of a student's learning ability, teachers should be transforming learning rather than predetermining capacity to learn (Hart, 2004). The question for teachers then, is why are we teaching what we are teaching? Does our curriculum and our pedagogical approach support every student to develop the understanding and skills required to enable them to participate meaningfully in society (Rose, 2007).

The relationship between pedagogy and curriculum requires "finding a balance in the different options for curriculum design in terms of curriculum commonality and differentiation" (Imray & Colley, 2017, p.55). A focus on pedagogic strategies asks if students with SEN need distinct teaching approaches to learn the same content as their mainstream peers rather than a distinct curriculum (Lewis & Norwich, 2005). The balance is in recognising that some students with learning disabilities will participate in programmes with different curriculum goals (Lewis & Norwich, 2005; Norwich, 2013). As teachers and policy makers construct their own meaning of inclusion, they may take a general differences position or a unique differences position. Those taking a general differences position advocate a continuum of pedagogic strategies based on categories of needs, to be used within

the class to teach the common curriculum. Pedagogy in this position is informed by needs that are common to all, specific to sub-groups that share common characteristics, and unique to individuals. In this position it is the needs specific to a sub-group with SEN that are in the foreground while common and individual needs, though valued, are in the background (Lewis & Norwich, 2005; Norwich & Lewis, 2007). This may result in the belief that distinct specialised teaching is required and therefore not available in the mainstream setting. The unique difference position advocates an emphasis on unique or individual differences with the common needs in the background. Research (NCCA, 2009; Imray & Colley, 2017) highlighted priority learning areas for students with GLD and other educational needs. However, the requirements of students with SEN vary considerably (O'Mara, Benedicte & Munton et al., 2012). Regardless of one's position, needs common to all learners and needs unique to individuals inform teaching decisions and strategies (Lewis & Norwich, 2005; Norwich & Lewis, 2007; Norwich, 2013) (Figure 1.4). This returns us to the question of what is being taught.



The variety of needs of students with GLD makes it unlikely that distinct teaching approaches based on categories of needs will work for every student within this group (O'Mara et al, 2012). This indicates that skills the individual student needs to acquire should be in the foreground. An indicator of curriculum accessibility would be “sufficient flexibility within curriculum models [and] in particular a recognition that not all pupils should be working towards the same learning goals” (Rose, 2007, p.303). Curricular pathway options are one way to meet the needs of every student with GLD. Pathway options provide curriculum flexibility within one common curriculum with adapted content, materials and teaching strategies as appropriate. Dilemmas for teachers and schools to explore include the consequences of offering students with GLD the same learning experiences as their peers versus giving them learning experiences that meet their needs (Kerins, 2014) and what would offering them a flexible learning programme look like. Thus, an understanding of what a common curriculum means is a requirement, particularly as subject specifications and short courses for junior cycle are designed following the principle of universal design (DES, 2015).

When talking about a common curriculum four separate but related areas were identified (Norwich & Lewis, 2007; Norwich, 2013):

- General principles and aims for a school curriculum
- Areas of worthwhile learning (whether structured in terms of subjects or not) with their goals and general objectives;
- More specific subjects of study with their objectives; and
- Pedagogic or teaching strategies (Norwich & Lewis, 2007, p.135)

By offering five options for clarifying curriculum commonality-difference (Norwich & Lewis, 2007; Norwich, 2013) a framework to map out “diversity within unity” (Norwich,

2013, p.54) is provided. The universal principle of the FJC is perhaps best reflected in design option three (Table 1.1).

Table 1.1.

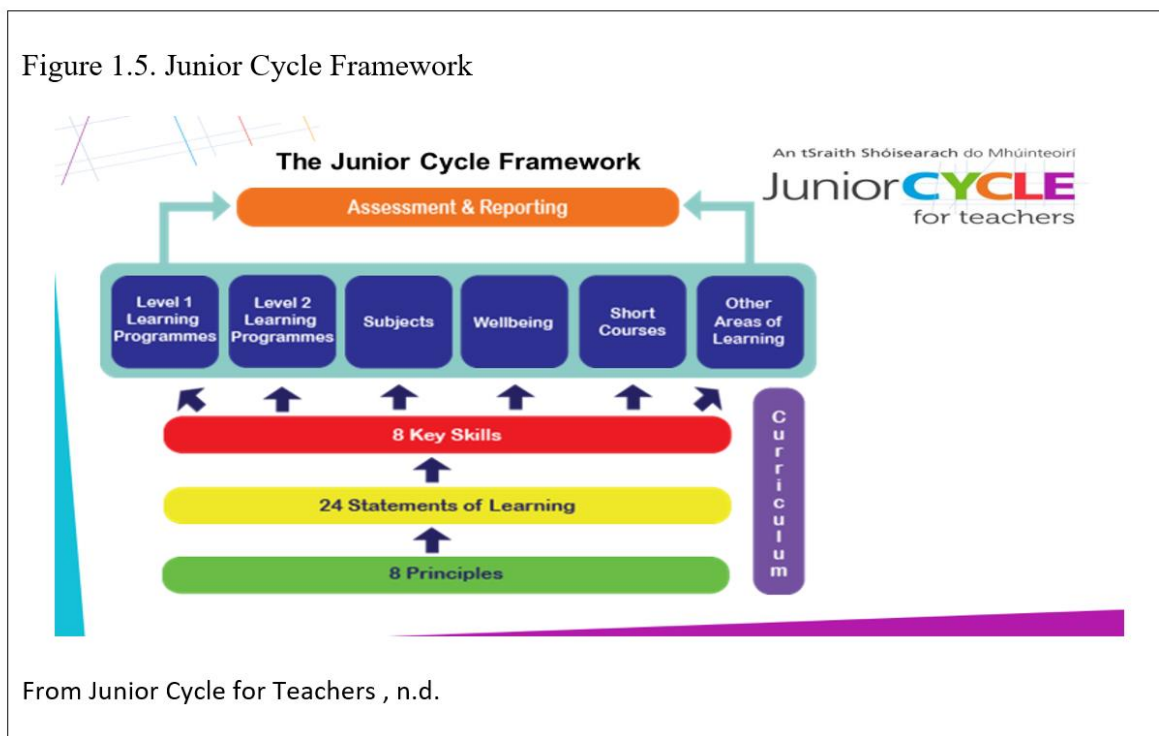
Junior Cycle Framework Reflecting Option Three

| Design | Aims/Principles | Programme Areas/Areas of learning | Specific Programmes | Teaching |
|---------------|------------------------|--|---|------------------------|
| 3 FJC | Common Principles | Common Key Skills | Different Subjects Short Courses L2LPs L1LPs | Different Different |

Note. Adapted from “Special Schools: What Future for Special Schools and Inclusion?” by B Norwich, 2013, *British Journal of Special Education*, 35(3), p.67.

The FJC has common or universal principles and identifies key skills of learning for all students. The routes to achieving these are flexible and can take different pathways (Figure 1.5). The FJC reflects a shift in how education is perceived in Irish schools. The FJC offers students and teachers greater autonomy in their learning and teaching. In addition to L2LPs and L1LPs for students with GLD, short courses based on continuous assessment offer an alternative to traditional exam-based subjects. Learning outcomes are designed to build choice and flexibility into how teachers present their lessons, and students engage with and demonstrate learning.

Figure 1.5. Junior Cycle Framework



Flexibility and choice are a key feature of Universal Design for Learning (UDL), a framework designed to enable teachers to improve and optimise learning and teaching for everyone through adapting the curriculum and designing accessible and challenging learning environments for every learner (Hall, Meyer & Rose, 2012). The UDL guidelines (Centre for Applied Special Technology (CAST), n.d.) assist educators plan to address barriers and variability in the learning environment thus making the curriculum more accessible for every student, a move away from the traditional deficit model that underpins differentiation in special education. Differentiation focuses on individual disability and advocates a retrofitting of lesson planning and instruction to adapt to student differences. Differentiation involves teachers responding to individual student’s need, learning styles or interests through changing the pace, level or approach to their instruction (Heacox, 2002).

The principles of UDL focuses teachers on intentional design and instruction based on variability of learners rather than on individual disability, evaluates the environment,

classroom and culture rather than the student, and aims to remove barriers to learning rather than working around them (Hall et al., 2012; Meyer, 2014; Novak, 2014). Universal Design for Learning advocates supporting affective learning, recognition of learning, and strategic learning through multiple means of engagement, representation and action and expression (Hall et al., 2012; Rose & Meyer, 2002). This is achieved by “thoroughly knowing the concept you’re going to teach and presenting the concept in different ways while engaging the students and encouraging them to express their knowledge in different ways” (Novak, 2014, p.13).

Transitioning from the old curriculum to the new requires a period of adaptation for teachers. This involves interrogating new concepts, readjusting mind-sets, adopting new approaches to teaching, learning, assessment and reporting (TLAR), and building capacity to include all learners. Teachers in mainstream post-primary schools will need professional development (PD) support in enacting this new conceptualisation of a common curriculum for every student, with L2LPs being one part of the framework.

Aims and Rationale of the Research

This study explored the research question: “Can a model of collaborative whole-school CPD positively impact the enactment of L2LPs in a mainstream post-primary school?”

Secondary questions related to the primary research question are:

- To what extent can collaborative CPD affect teacher change in attitudes to the inclusion and teaching of students with SEN?
- To what extent does collaborative whole-school CPD facilitate teacher change in attitudes and practices in relation to the enactment of inclusive education policies, such as L2LPs?

- What factors facilitated and hindered teacher change in attitudes and practices in relation to the enactment of L2LPs throughout this study?

Aims

In seeking to address the research gap relating to supporting the enactment of inclusive education policy initiatives such as L2LPs, this study aims to design and critically evaluate a model of CPD to support teachers' preparedness to engage with L2LPs enactment in their school context.

Personal rationale

Growing up with a sister with a GLD had a significant influence on my belief system, leading me to working in special education in the mainstream system. As a SET in a post-primary school I supported students with GLD and knew the potential for them to succeed in their learning when given the opportunity. I understood the areas of learning to be prioritised to develop the skills required for students with GLD to be participating and valued members of their school and local community. However, I questioned why it was down to individual schools and teachers to *figure out* how best to support these students. With the introduction of L2LPs the DES made significant progress in offering inclusive, flexible and appropriate curriculum pathways with assessment and certification for students participating in L2LPs. I was fortunate to be seconded to Junior Cycle for Teachers (JCT) to deliver CPD for L2LPs. However, my personal beliefs that all post-primary teachers should engage in collaborative L2LPs CPD conflicted with the CPD agenda set forth by the DES and JCT. I was restricted to delivering a model of CPD regarded as having limited potential to develop professional autonomy and teacher agency. My doctoral journey gave me an understanding of the relationship between policy initiatives, CPD and how the initiative is enacted at school and

classroom level. This research afforded me the opportunity to explore this relationship in the context of enacting inclusive education policy initiatives, particularly L2LPs. Furthermore, it facilitated the exploration of different types of CPD through the literature and to examine if this type of CPD triggered the adoption of new teacher practices to enact L2LPs.

Policy rationale

Research on the influence of the incidence and intensity of various kinds of personal development (PD) on learning outcomes for teachers is limited and the extent to which PD triggers or responds to the enactment of new teaching practices is unclear (Organisation for Economic Co-operation and Development (OECD), 2011). Top-down policy initiatives without appropriate professional learning for teachers cannot achieve deep and lasting changes (OECD, 2011). Furthermore, though opportunities for collaboration between teachers supports whole-school engagement with policy initiatives (Teaching Council, 2016) the DES teacher CPD model of choice is the once-off transmissive approach. Past research has called into question the effectiveness of transmissive models of CPD in teacher education (Dadds, 2014; Kennedy, 2005, 2014; Murchan, Loxely & Johnson, 2009).

Junior cycle education reform, the FJC, was introduced in Irish post-primary schools and special schools in September 2014. As part of this reform, and in line with the DES inclusive education agenda, L2LPs were introduced under the FJC umbrella. Offering a programme to meet the learning and development needs of students with GLD in the low mild to high moderate range of ability within the mainstream classroom was a new mandate for post-primary teachers. However, CPD for L2LPs was limited to a small number of teacher representatives from post-primary schools that chose to elect L2LPs CPD, despite evidence that there is a need for professional learning for all teachers in the area of SEN in general

(O’Gorman, 2009).The engagement of all post-primary teachers with L2LPs at whole-school level to effectively enact L2LPs is a significant aspect of this study.

Conclusion

This study aims to design and critically evaluate a model of CPD to support teachers’ preparedness to engage with L2LPs in their school context. Chapter One introduced the concept of inclusive education in the Irish context with attention to students with low mild/high moderate GLD and L2LPs at junior cycle and outlined the aims and rationale of this study. Chapter Two reviews pertinent literature relating to inclusive education policy enactment, the role of teachers and the role of CPD in supporting teachers to do this. Subsequently, it explores models of PD to support teachers’ professional learning. Finally, it considers planning and evaluation for effective CPD. Chapter Three outlines the methodology used for this study, a predominantly qualitative single case study approach. Chapters Four and Five present the findings of phase one and two of the study respectively. Subsequently, Chapter Six analyses and discusses the findings and Chapter Seven sets forth implications and recommendations for practice, policy and further research.

Chapter Two: Literature Review

Introduction

Chapter Two considers several pertinent themes in relation to the enactment of inclusive education policy initiatives, particularly L2LPs. Firstly, it explores the role of policy and the role of teachers as policy actors (Ball, 2003). Subsequently, teachers' attitudes, beliefs and values towards inclusive education, student-teacher relationships, teacher efficacy for inclusive practice, and context are discussed in relation to their impact on teachers' levels of engagement in inclusive education initiatives. Models of CPD and pedagogies to support teacher development are examined in the Irish context. Finally, frameworks for planning and evaluating the impact of CPD are discussed.

Literature Search Strategy

Relevant literature was identified through a search of the following online databases between 2015 and 2019: Academic Search Complete, Sage Journals Online, Education Research Complete, and EBSCO. In general, the search was limited to peer-reviewed articles published between 2005 and 2019. However, key papers published prior to this were included, as were non-peer reviewed national and international policy, curriculum, and research documents including publications from the DES, NCCA, NCSE and UNESCO. The search string included combinations of the keywords, *special education, inclusion or inclusive education; student-teacher relationships, teacher education, professional development or continuous professional development; online professional development; policy analysis; and policy implementation or enactment*. The search was filtered through the education discipline. The same keywords were used to search the library catalogues of Dublin City University and National University of Ireland Maynooth. This produced some key texts and edited chapters in relevant books which were also read.

Policy Enactment for Educational Change

Policy can be defined as one or more decisions explicitly or implicitly made that can prompt or hinder change, guide the implementation of prior decisions or establish guidelines for future decision-making, setting out governments' key priorities and goals (UNESCO, 1995, 2013). Educational policy can refer to curriculum, PD, resources, leadership, and assessment objectives (UNESCO, 2013). The policy planning process begins at the strategic large-scale level and works down to the issue specific level (Hadad & Dempsey, 1995; Priestly, 2014). This process can be categorised into three levels. The macro and meso levels refer to the why (underlying principles and policy goals) and the how (policy formulation and institutional arrangements). The micro-level refers to the act of enactment and what happens to the policy at the point of delivery (Cheng & Cheung, 1998; Hudson & Lowe, 2004; Priestly, 2014). This micro-level is concerned with the delivery stage and the role and impact of individuals (actors) on policy design, enactment and outcome. For effective policy enactment at this level, it is important to make explicit the relationship between the macro-level of the national vision and intentions and the micro-level of individual school and classroom practices. If those tasked with enacting policy initiatives can see the rationale and benefits of the policy, they will be more likely to engage positively with it (Hudson & Lowe, 2004; Priestly, 2014). Thus, it is imperative that teachers as key actors in policy enactment are afforded the opportunity and time to develop their knowledge and understanding of policy goals that affect their learning and teaching beliefs and practices.

The role of teachers as policy actors

When research considers actors, it is often the major stakeholders that are analysed not frontline staff who must engage with, implement and enact the policy (Ball, 2015). Research on teachers as actors and policy enactment (Ball, 2003; Ball, Maguire, Braun &

Hoskins, 2011; Maguire, Braun & Ball, 2015; Spillane, 2004) places teachers at the heart and forefront of policy reform. This focus on enactment in schools recognised the activity of and between policy actors on the ground level that was often overlooked in education policy (Colebatch, 2002; Maguire et al., 2015). Instead of a hierarchical approach to policy work, where policies are ‘done’ in schools with teachers positioned as ‘doers’ or ‘implementers’ (Maguire et al., 2015), enactment is “an understanding that policies are interpreted and ‘translated’ by diverse policy actors in the school environment, rather than simply implemented” (Braun, Maguire & Ball, 2010, p.549). Therefore, examining policy reform through an enactment lens facilitates a more in-depth understanding of teachers’ different roles and needs in interpreting and translating policy into practice.

Different actors at different levels of the policy process undertake different roles (Dolowitz, 1996; Dolowitz & Marsh, 2000; Savage, 2015). This is also the case with teachers as there are different roles teachers can adopt at the micro-level of policy enactment (Ball et al., 2011; Maguire et al., 2015). Teachers as actors can assume any number of policy roles and navigate between roles depending on the context of their situation, position in school, understanding of policy intentions, and attitudes to the goals of the policy. These roles can be categorised into one or more types of policy actor depending on the teacher’s leanings towards different areas of work (Ball et al., 2011) (Table 2.1). In the context of the junior cycle reform (DES, 2015), it can be assumed that most teachers are initially ‘receivers’ as schools and teachers are dependent on the guidance and training provided by external experts such as the NCCA and JCT. As the FJC is phased in and teachers are upskilled these teachers may take on the role of ‘critic’, ‘enthusiast’ or/and ‘entrepreneur’.

Table 2.1.

Typology of Roles

| Policy actors | Policy work |
|---------------|--|
| Narrators | Interpretation, selection and enforcement of meanings, mainly done by headteachers and the SLT |
| Entrepreneurs | Advocacy, creativity and integration |
| Outsiders | Entrepreneurship, partnership and monitoring |
| Transactors | Accounting, reporting, monitoring |
| Enthusiasts | Investment, creativity, satisfaction and career |
| Translators | Production of texts, artifacts and events |
| Critics | Union representatives: monitoring of management, maintaining counter-discourses |
| Receivers | Mainly junior teachers and teaching assistants: coping, defending and dependency |

Note: SLT is the acronym for Senior Leadership Team.

From “ Taking Context Seriously: Towards Explaining Policy Enactment in the Secondary School, by A Braun, M Maguire and K Hoskins, 2011, *Discourse: Studies in the Cultural Politics of Education*, 32(4), p.626.

As one advocate for students with SEN in school, the SET may assume the role of ‘narrator’ in the interpretation and introduction of L2LPs as part of the FJC within the school. They may also assume the role of ‘transactor’ in being responsible for overseeing the allocation of LOs to subject teachers, gathering evidence of achievement, and reporting to parents and school leadership. This example highlights the complexity of actors and their varied roles in enacting education policy, and in this instance L2LPs. The typology of roles (Ball et al., 2011) gives some coherence to this complexity. However, it does not consider the factors that prepare and motivate teachers to assume roles and engage, whether positively or negatively, with policy enactment.

Teacher Engagement with Education Policy

The role of teachers in enacting an inclusive education policy initiative such as L2LPs is critical (Forlin & Lian, 2008) as it is the day-to-day action of front-line staff that determines the effectiveness of the policy (Gilson, 2015; Lipsky, 1981). Teachers’ knowledge, skills, understanding and attitudes impact their own and their schools’ capacity to

create inclusive learning environments (Shevlin, Winter & Flynn, 2013). One principle underpinning junior cycle education is inclusive education (DES, 2015). The L2LPs promote the inclusion of post-primary students with learning disabilities in the low mild to high moderate range of ability within the mainstream subject classroom at junior cycle. Thus, it is important to acknowledge teachers' views, values, motivations and concerns as part of the L2LPs policy enactment process to ensure its effective enactment. Preparing teachers for effective engagement with policy initiatives requires addressing the readiness of teachers cognitively, psychologically and technologically (Cheng & Cheung, 1995; Cheng, 2005). The analysis of teacher readiness to engage with new initiatives offers an opportunity for policy makers to consider the position of those who are tasked with enacting the policy at school level. Recognising what stage of preparedness teachers are at will enable policy makers to plan and put in place the supports required to prepare teachers to positively engage in the policy initiative. Whole-school teacher preparedness was essential for effective enactment of L2LPs as the L2LPs guidelines stated that students can undertake their LOs in mainstream subject classes with their peers (NCCA, 2016). This created an enactment gap as it assumed prior knowledge by all teachers of the L2LPs guidelines and other inclusive education documents. This may not have been the case as teachers were becoming familiar with the FJC and their subject specifications at the same time as L2LPs were introduced, perhaps resulting in a lack of cognitive readiness.

Understanding of policy objectives influences teachers' attitude and willingness to engage with policy enactment (psychological readiness). This, in turn, can affect teachers' technological readiness and competency, and their PD (Cheng & Cheung, 1995; Cheng, 2005). Research (Koutrouba, Vamvakari & Theodoropoulos, 2008) recording the attitudes of Greek secondary teachers (n= 365) towards inclusion found that attitudes were positive when teachers had specialised knowledge, experience and further PD (technological readiness). The

absence of these factors resulted in a lack of confidence and preparedness (psychological readiness). This highlights the necessity for specialised knowledge, experience and PD for all teachers to advance inclusive practices in teachers' classrooms across the school environment. The organisation tasked with preparing and supporting teachers enact all aspects of the FJC, including L2LPs was JCT.

The L2LPs were introduced as part of phase one of the FJC in 2014. English was introduced at the same time, and schools could also choose to introduce short courses for the first time. This new junior cycle was completed for the first time in 2017. Therefore, there was no research at the time of writing into teachers' preparedness to enact the framework, subjects or L2LPs. Furthermore, there was no research on the impact of infrastructures put in place to support L2LPs or the level of enactment of L2LPs in post-primary schools. This research aims to explore developing teacher preparedness through CPD for the purposes of effective enactment of L2LPs in a post-primary school. To begin this exploration, literature on contributing factors to teachers' preparedness was examined. Teachers' attitudes and beliefs, relationships with students, sense of efficacy, and context were identified as key influences.

Teachers' attitudes and beliefs towards inclusive education.

Positive attitudes are considered on a par, if not above, skills and knowledge when identifying the crucial elements for effective inclusive teachers (Forlin & Chambers, 2011; Sharma, Loreman & Forlin, 2007). Therefore, policymakers and CPD designers must be cognisant of teachers' backgrounds and the existing knowledge, values and beliefs they bring with them to teaching (Hochberg & Desimone, 2010; Noonan, 2018). Teachers are more likely to change their teaching approach to accommodate diversity among their students if they have positive attitudes towards inclusion (Cambell, Gilmore & Cuskelly, 2003; Forlin,

2010; Round, Subban & Sharma, 2015). Additionally, teachers who engage in sustained PD in SEN are more disposed to displaying positive attitudes to inclusion than their colleagues who do not (de Boer, Pijl & Minnerat, 2011). Attitudes consist of cognitive, affective and behavioural aspects (de Boer et al., 2011; Eagley & Chaiken, 1993) and refer to teachers' beliefs and knowledge, feelings about, and predispositions to behave in certain ways when tasked with engaging with the concept of inclusive education (de Boer et al., 2011). As such, attitudes will form part of teachers' cognitive and psychological readiness to enact inclusive education policy initiatives. In relation to L2LPs, negative attitudinal aspects may negatively influence L2LPs enactment while positive aspects may result in positive engagement with L2LPs.

Meta-analysis and small-scale research on teachers' attitudes to inclusive education offer contradictory findings. Avramidis & Norwich (2002) and Farrell's (2010) meta-analyses indicated that teachers are generally positive towards the notion of inclusion but "do not share a 'total inclusion' approach towards special education provision" (Avramidis & Norwich, 2002, p.142), and less favourable attitudes can arise when a student with SEN joins a teacher's class (Farrell, 2010). However, de Boer et al. (2011) found no definitive evidence of positive teacher attitudes. In fact, most teachers reported neutral or negative attitudes in relation to including students with SEN in their classroom. Avramidis and Norwich (2002) reported greater levels of teacher acceptance to the inclusion of students with mild learning, physical, or sensory disabilities compared to students with more complex needs such as moderate learning disabilities. Similarly, more negativity towards including students with learning disabilities or emotional and behavioural difficulties than students with physical or sensory disabilities was reported by de Boer et al. (2011). It is envisioned that students participating in a L2LP in post-primary schools will engage with their LOs within mainstream classes (NCCA, 2016). However, if teachers are negatively disposed to including

students with learning disabilities in their classroom it might be assumed that teachers may have negative attitudes and concerns about teaching L2LPs. Conversely, teachers' attitudes could improve if relevant CPD was provided that facilitated teachers developing an understanding of inclusive education, with L2LPs offering a framework for the inclusion of this group of students in the junior cycle. Those 'actors' tasked with designing CPD for L2LPs have a role to play in understanding teacher readiness to engage. Therefore, they should take such findings into consideration and create a CPD that acknowledges and works with the different attitudinal positions of teachers enacting L2LPs.

These meta-analysis studies' findings (Avramidis & Norwich, 2002; de Boer et al., 2011; Farrell 2010) are consistent with small-scale research undertaken in European countries between 2007 and 2013. Greek primary teachers (n=155) with direct teaching involvement with students with SEN had more positive attitudes than their colleagues with little or no direct teaching involvement (Avramidis & Kalyva, 2007). Greek secondary teachers' (n=365) attitudes towards inclusion were positive despite infrastructural and institutional hindrances (Koutrouba et al., 2008). Elementary teachers in Bosnia and Herzegovina (n=194) showed a willingness to teach all students regardless of SEN in their classroom. However, they did have concerns around support, particularly resources, and it was concluded that support in the form of reducing class sizes, assistance from SETs in individualising curriculum for students with intellectual disabilities, and more convenient resources and PD could support teachers' work (Memisevic & Hodzic, 2011). All three studies showed that teachers' attitudes to inclusion were strengthened when provided with knowledge, PD and resources.

Findings in Irish small-scale studies on teachers' attitudes to inclusion share similarities with Avramidis and Kalyva (2007), Koutrouba et al. (2008), and Memisevic and

Hodzic (2011). An exploratory study of teacher, principal and support staff perceptions (n=24) of opportunities and constraints in developing inclusive environments indicated that Irish teachers accept the principle of inclusion but have some reservations about inclusion in practice (Shevlin et al., 2013). Factors that contributed to teachers' attitudes in this study included their knowledge of the meaning (definition) of inclusion, school ethos, training, time, and support (Shevlin et al., 2013). This supports the NCSE (2013) assertion that teacher competency, attitudes, knowledge, and skill support the core principles for inclusive education that values learner diversity and supporting all learners.

Attitudes and concerns about the appropriateness of including some students with SEN in the mainstream class varied depending on the severity of the disability (Shevlin et al., 2013). Like Avramdis & Norwich (2002) and de Boer et al. (2011), students with learning difficulties were among those described as major concerns (Ellins & Porter, 2005; Hastings & Logan, 2013; Shevlin et al., 2013). One cause for this concern was the increasing demands of a subject-specific curriculum for examination purposes at post-primary. A high percentage of respondents (87%, n=71) in a one-school Irish study were willing to include students with SEN in their third and sixth-year classes. Eighty-three percent of participants were willing to adapt the curriculum to suit these students' needs and ninety-five percent were willing to use differentiation in their teaching. However, lack of resources, the pressure of achieving high grades in examinations, and amount of time to teach all subject content to every learner was the primary challenge to inclusion (Hastings & Logan, 2013). Political, media and parental pressure placed on teachers of core subjects to achieve high examination results may cause negative teacher attitudes to students with SEN who are perceived to be lowering the overall standard (Ellins & Porter, 2005). A one-school UK study (Ellins & Porter, 2005) (n=47) highlighted that the subject taught can affect teachers' attitudes to inclusion and their sense of preparedness to meet the needs of students with SEN within their subject. While the results of

one-school studies cannot be considered a complete representation of the teaching population, these studies (Hastings & Logan, 2013; Ellins & Porter, 2005) gave insights into the attitudes of a small sample of teachers and identified implications for further study. Junior cycle culminates with state examinations in several subjects and therefore is considered a high-stakes programme. Students' results influence programmes, subject choices and levels chosen for senior cycle. This pressure of teaching for examinations (Hastings & Logan, 2013) and the differences in culture and attitudes between subject departments can affect the inclusive culture of the school and its members (Ellins & Porter, 2005), and is relevant to the enactment of the L2LPs within the new FJC.

Teachers are often faced with competing and contradictory demands and pressures (Murray & Pianta, 2007). As frontline policy actors, subject teachers must adjust to a new framework, new subject specifications and TLAR changes as part of the new junior cycle. Additionally, they may be asked to include aspects of a student's L2LP into their lessons. Thus, teachers are being asked to make numerous changes simultaneously which may add more pressure to the subject teacher. This may result in negativity towards L2LPs and possibly impact teachers' relationship with their students with SEN. Such negativity would be counterproductive to Ireland's inclusive education agenda which promotes a continuum of support within responsive schools that facilitates all students learning together where possible (DES, 2007, 2017a).

The impact of student-teacher relationships on inclusive education

In the absence of specific literature on student-teacher relationships for students with GLD, research into student-teacher relationships for mainstream students, students from different socio-economic and cultural backgrounds, low-achieving students, students with emotional and behavioural disorders (EBD), and students falling under the general term of 'SEN' and 'disability' were reviewed to use as a foundation for exploring student-teacher

relationships in the context of this research. It is accepted that teachers have a crucial role in the academic, social and emotional wellbeing of their students (Archambault et al., 2017; Cooper & Jacobs, 2011; Murray & Pianta, 2007; Smyth, 1999; Stallard, 2010). Student-teacher relationships are a key contributor to students' engagement in school, which incorporates student behaviour, attitude, and participation in their learning (Archambault et al., 2017). The beliefs, attitudes and behaviours of teachers impact these relationships (Murray & Pianta, 2017). How teachers respond to the principles of inclusive education affect students social, behaviour and academic outcomes (Savolainen et al., 2012). Teachers with negative attitudes to inclusion may behave more negatively towards less academic students than towards high achieving students (Murray & Pianta, 2017). They may provide less emotional support and praise, more criticism and ignoring, and hold lower teacher expectations. Teacher expectations can influence intellectual development and create self-fulfilling prophecies (Chandrasegaran & Padmakumari, 2018; Rosenthal & Jacobson, 1968) and can negatively impact the self-concept of students with disabilities and, in turn, motivation and engagement in school (Murray & Pianta, 2017). This may be why there is an increase of students transferring from post-primary schools to special schools, with emotional reasons being the highest reported reason (68%) by those students (n= 85) who transferred (National Association of Boards of Management for Special Education (NABMSE), 2011).

There is a relationship between self-image and academic performance where the higher the adolescents' self-image the more successful their outcomes, and the more successful their outcomes the higher their self-image (Albert & Dahling, 2016; Rice, 1999). The same applies to academically weak students and students with SEN who have low self-image. Fifty-five percent of students who transferred from post-primary to special schools reported academic reasons for transferring (NABMSE, 2011). Furthermore, if teachers' initial judgements of students are wrong and they underestimate their ability, it is the weakest

students who are most negatively affected because students internalise the labels assigned to them (Chandrasegaran & Padmakumari, 2018). This suggests weaker students achieve less compared to their high-achieving peers when teachers underestimate their ability and achieve more when teachers overestimate their ability (Chandrasegaran & Padmakumari, 2018; Maddon, Jussim & Eccles, 1997; Sutherland & Goldschmid, 1974). Sutherland & Goldschmid purported the greater power of negative over positive self-fulfilling prophecies however, their study was found to be methodologically weak in that it highly underestimated high achieving students and moderately overestimated lower achieving students (Chandrasegaran & Padmakumari, 2018; Jussim & Harber, 2005). Contrasting findings (Maddon et al., 1997) suggested that though low-achieving students were affected by teacher underestimates, positive teacher expectations were more powerful than negative expectations for these students. The pressure on teachers to prepare students for state examinations (Hastings & Logan, 2013; Shevlin et al., 2013) could be a contributing factor to teachers directing more negative behaviours such as low expectations towards their students with SEN. With limited time to cover content teachers may find it difficult to find the time to build relationships with their students and challenge individual students according to their ability level, strengths and interests.

Positive and caring student-teacher relationships support the development and engagement of students with SEN (Archambault et al., 2017; Flynn, 2013; Murray & Pianta, 2007). Studies that explored student-teacher relationships with students with EBD (Archambault et al., 2017; Flynn, 2014) and high-incidence disabilities (Murray & Pianta, 2007) found that positive relationships were characterised by trust, respect, understanding, cooperation, and connectedness. ‘Care’ emerged as one of the most important aspects of the relationship with opportunities to talk with their teachers and have ‘authentic’ responses (Flynn, 2014). According to students, the characteristics of the most caring teachers included

strong classroom management, high expectations, consistent praise and feedback, and personal involvement (Murray & Pianta, 2007). Interactions that involve ‘teacher noticing’ and ‘teacher investment’ develop students’ confidence, sense of belonging and self-concept, and can positively affect students’ emotional functioning and motivation in and out of school (Vincent et al. 2018). Therefore, teachers and students must be provided with opportunities for meaningful interactions.

Teachers need to be provided with PD that facilitates understanding their students’ developmental needs and goals to better provide contexts and opportunities for learning (Vincent et. al., 2018). Teachers make heavy emotional investments in their relationships and teaching, and their sense of self-worth, success and job satisfaction depend on these (Hargreaves, 1998). Teachers’ self-esteem, in turn, affects their teaching practices and student interactions (Şahin, 2017; Humphries, 1993, 2001). Thus, a cyclical relationship is evident. In the context of L2LPs this translates to teachers knowing and understanding the students’ IEP/SSF and being involved in the development and review of students’ individual L2LP plan. Having a rationale for a student’s priority LOs may promote teachers’ active engagement with the L2LP in their classroom leading to teachers providing students with opportunities for success and challenge, building their capacity and confidence and enabling them to access the junior cycle at their level. Subsequently, this will enhance teachers’ understanding of inclusive practices in the classroom and their self-efficacy.

The impact of teacher efficacy on creating inclusive environments

Teacher efficacy is a predicting factor of teachers’ attitudes to inclusive education with low teacher efficacy correlating with concern and negativity towards including students with SEN in their classroom (Soodak, Podell & Lehman, 1998; Urton, Wilbert & Hennemann, 2014; Weisel & Dror, 2006; Vaz et al., 2015). A survey of Irish primary

teachers (n=244) reported low teacher efficacy in terms of creating inclusive classrooms (O'Donnell, 2012). Teachers may have the competency to include students with SEN in their lessons but lack the confidence in their ability to do so. Considering the responsibility of the class teacher in providing their students' education, the notion that teachers are not qualified or need to be a specialist to teach students with SEN needs to be addressed within the profession (Florian, 2008). Advocates for the rights-based concept of inclusion (Florian, 2008, 2014; Rioux, 2014) argue for inclusion based on social justice and moral values, and the placement of students with SEN in the same setting as their peers. Education is considered a human right and a means of achieving rights. From this perspective special education could be used as a strategy to achieve or deny rights with curriculum as one barrier to inclusive education (Florian, 2008, 2014). Thus, it is the responsibility of the education system "to develop and sustain a place of learning that enables every child to exercise his or her fundamental right to education and learning" (Rioux, 2014, p.135). However, this argument does not allow for a continuum of needs within special education.

The argument against this notion of rights-based inclusion is that placement does not equate to inclusion as there may be cases where this overriding right to the same setting placement as their peers cannot be met in the mainstream and a special class or special school placement is required to meet this right (Farrell, 2007; Meegan & MacPhail, 2006). It is acknowledged that specialised support is important for students with SEN, but the question is how to provide this support without placing students with SEN on the margins of education's normative curve (Florian, 2014; Pantic & Florian, 2015). The FJC recognises the right of every student to inclusive education. It is a move away from the frequent conceptualisation of inclusion as fitting students with SEN into existing systems and provisions (Shevlin et al., 2013). The L2LPs are consistent with Ireland's dual system of mainstream and special school/class placements as they are available to any student regardless of placement; as are

L3 subjects, short courses and L1LPs. The L2LPs reflect the unique difference approach (Lewis & Norwich, 2005; Norwich & Lewis, 2007) within the universal design of the FJC. The L2LPs recognise that there are needs specific to students with GLD (NCCA, 2009, 2014) however, these needs are not placed at the forefront before individual needs or needs common to all. Furthermore, there is an acknowledgement that students in junior cycle may be working towards different learning goals within their junior cycle programme and within class lessons. This is a significant change from the previous junior cycle and enacting such an inclusive education initiative requires significant change and support for teachers to enable change in teachers' practice in their classrooms (Sharma, Loreman & Forlin, 2012). Supporting this change and facilitating teacher efficacy to enact L2LPs was a key consideration in undertaking this research.

Studies using the Teacher Efficacy for Inclusive Practices (TEIP) and Sentiments Attitudes and Concerns about Inclusive Education Revised (SACIE-R) scales to examine teacher efficacy (Forlin, Loreman & Sharma, 2009; Forlin, Sharma & Loreman, 2014; Park, Dimitrov, Das, & Giahuru, 2016; Sharma et al., 2012) moved away from the medical/deficit model of needs, instead focusing more on the environment and teaching practices than on the individual student. The TEIP is used to interpret three factors of inclusive efficacy: efficacy to use inclusive instruction, efficacy in collaboration, and efficacy in managing behaviour. SACIE-R measures three constructs of inclusion: attitudes to accepting learners with different needs, concerns about inclusive education, and sentiments about people with disabilities. The TEIP was initially validated by Sharma et al. (2012) and again by Forlin et al. (2014) in a study that also validated SACIE-R. A strong link was found between participant student teachers' (n=67) perceived preparedness (levels of confidence and knowledge, attitudes and concerns about inclusion) and anticipated increased stress levels when students with disabilities were to be in their class (Forlin & Chambers, 2011). Unexpectedly, there was a

lack of increased positive attitudes after engaging with people with disabilities (Forlin & Chambers, 2011). This contrasts with teachers' (n=373) reported decreased levels of concern and increased levels of efficacy relating to teaching students with SEN and inclusive practice after a one-week inclusive education course (Forlin et al., 2014). As teachers' knowledge of legislation and policy improved their teaching efficacy improved also (Forlin et al., 2014), indicating a link between teachers' cognitive and technical readiness and their psychological readiness, and willingness to enact inclusive practices. The contrast between these studies suggest that teachers with experience responded better to inclusive education PD than those with limited experience in the classroom. Initial Teacher Education (ITE) programmes in Ireland include components relevant to developing inclusive practices and SEN. However, there is a disconnect between ITE programmes' stated intentions and student teachers' perceptions of enacting inclusive practices. Student teachers feel prepared in terms of developing their attitudes and values to inclusive education but lack a sense of preparedness in relation to their confidence in their knowledge and skills to enact inclusive practices in the classroom (Hick et al., 2018). This may be a result of lack of direct experience as one group of student teachers taking a major module in SEN indicated that their development as teachers for all benefitted from additional attention to classroom practice. Conversely, there appears to be tension between placement time and time for additional taught content (Hick et al., 2018). This supports arguments that personal context is important, and teacher educators (ITE & CPD) must be mindful of this. By tailoring a CPD to the environment it is taking place in, differing levels of experience can facilitate collaboration among participants and promote a shared confidence to enact inclusive education initiatives such as L2LPs.

The successful development of inclusive education requires strong teacher efficacy in terms of enacting inclusive policies (Forlin et al., 2014). Supports students receive are decided based on their diagnosis or assessment of needs. The translation of these supports in

the classroom is dependent not only on the students' needs but also on the knowledge, skills, and attitudes of their teachers (Park et al., 2016). This relates to the concept of teacher preparedness and raises the issue of how Irish teachers are prepared to enact inclusive policy through initiatives like L2LPs. There is a relationship between self-perceptions, PD and practices. Teacher educators' perception of teachers' confidence and competency will facilitate the connection between the PD teachers receive and how they use their acquired knowledge and skills in their practice (Park et al., 2016). The context in which teachers interpret the policy initiative will also influence teachers' levels of engagement with their CPD. Hence, policy enactment and the importance of school-specific factors should not be overlooked (Braun, Ball, Maguire & Hoskins, 2011). Policy enactment is not a homogeneous activity, rather it is heterogeneous and dependent on context where "time and place play a part in shaping complex ways in which policies get dealt with – or not!" (Maguire et al., 2015, p.490). Thus, teachers interpreting L2LPs through the lens of the FJC and junior cycle reform might engage differently and take on different roles to enact L2LPs than teachers who interpret L2LPs from an inclusive education perspective.

The role of context in policy enactment

Policy designers need to consider four interconnected contextual dimensions that effect teachers' engagement with policy enactment at school level (Braun et al., 2011) (Figure 2.1).

Figure 2.1 Contextual Dimensions

Contextual dimensions

- *Situated* contexts (such as locale, school histories, intakes and settings).
- *Professional* contexts (such as values, teacher commitments and experiences, and 'policy management' in schools).
- *Material* contexts (e.g. staffing, budget, buildings, technology and infrastructure).
- *External* contexts (e.g. degree and quality of local authority support, pressures and expectations from broader policy context, such as Ofsted ratings, league table positions, legal requirements and responsibilities).

From "Taking Context Seriously: Towards Explaining Policy Enactment in the Secondary School," by A Braun, M Maguire and K Hoskins, 2011, *Discourse: Studies in the Cultural Politics of Education*, 32(4), p.588.

'Situated' contexts consider schools' location, enrolment and histories. In Ireland there are a number of types of post-primary school, each with their own ethos and history, and the number of new post-primary schools is increasing (DES, 2018). Thus, while many schools will have an established ethos, developing schools may still be exploring their culture. This does not mean that developed schools cannot change their ethos. Staff turnover, for example, can impact the situational context of a school (Braun et al., 2011). Professional development that provides a rationale for change and supports teachers to engage in the initiative in their context can also bring about a change in school culture. 'Material' contexts refer to the schools' building, budgets, technologies, local infrastructure and staffing levels. 'External' contexts consider the pressures and expectations placed on schools and teachers from national policy, legal and social responsibilities, and the quality of support they receive from their governing body. 'Professional' contexts address the influence of teachers' experiences of policy and their values and commitment to engaging with policy on policy enactment (Braun et al.2011).

There are strong interdependencies between situational and professional contexts and what and how policies are followed (Braun et al., 2011). However, the complexity of school

environments often necessitates simultaneous responses to several policies (Braun et al., 2010) that is sometimes overlooked by policy makers. The FJC is considered one policy reform. However, from schools' perspectives, it may be several policy changes under one umbrella reform title: the introduction of principles, key skills and statements of learning, subject specifications based on learning outcomes, wellbeing, and new TLAR approaches. In addition, the L2LPs and L1LPs were introduced as part of the inclusive education vision for junior cycle education.

When a plethora of new initiatives come in close succession there is an expectation for schools and teachers “to be familiar with, and able to implement, multiple (and sometimes contradictory) policies that are planned for them by others, while they are held accountable for this task” (Braun et al., 2010, p.547). Such competing demands and expectations can result in teachers' uncertainty about their reasons for action (Ball, 2003), whether it is based on their belief that something is worthwhile or because of the visibility of the policy. Policy areas that are considered high stakes - in the public or political domain or as part of the school ethos - garner more visibility. An example of this in the UK was the policy shift to make English and Maths the most important GCSE subjects (Maguire et al., 2015). Here the visibility of English and Maths resulted in more resources for these subject areas. It also added pressure for their respective departments and teachers, and to some extent left teachers with no position to take other than the standards agenda. On the other hand, for those less visible subjects, different values and commitments shaped teaching practice compared to their English and Maths colleagues (Maguire et al., 2015). English is a core subject in the Irish education system and culminates in state examinations at junior and senior cycle. In the preceding and initial years of the junior cycle reform English was very visible in terms of CPD, media coverage and industrial relations issues while it appears L2LPs went under the radar.

Discrepancies in inclusive education policy messaging across key documents pertaining to L2LPs may also have impacted the initial visibility of L2LPs. L2LPs were represented as part of the junior cycle reform in the FJC's first publication (DES, 2012). However, they were omitted from this document's timeframe for the introduction of junior cycle developments (DES, 2012, p.39) and in the final version of the framework (DES, 2015, p.17). Clear links between L2LPs and the framework were absent in the L2LPs initial guidelines (NCCA, 2014) but included in a subsequent version (NCCA, 2016). Furthermore, the L2LPs guidelines (NCCA, 2016) presented an adapted version of the FJC's eight principles, combining some to create four principles and naming others as features of the L2LPs. This contrasts with the L1LPs (NCCA, 2018) where the links between L1LPs and the principles underpinning junior cycle education were explicitly aligned with explanations of how they link. Finally, the introduction of a programme like L2LPs which is grounded in a model of individualised planning in the context of a common curriculum is arguably fundamentally undermined by the failure to commence key sections of national legislation, EPSEN Act (2004), which relate to individual education planning, the IEP. In Circular 14/17 "Special Education Teaching Allocation" and its accompanying guidelines (DES, 2017a, 2017b) attempts were made to address planning requirements for students with SEN through the SSF. However, as recently as December 2018 the Association of Secondary Teachers in Ireland (ASTI)⁵ advised its members not to implement IEPs or SSFs. Such lack of clarity regarding inclusive education goals at the outset presents a challenge for teachers' cognitive readiness and, de-facto, whole-school readiness to enact the L2LPs in a time when the focus was on other areas of junior cycle reform such as assessment of junior cycle state examination subjects.

⁵ ASTI is one of two post-primary teachers' unions in Ireland.

The competing demands of teaching subjects at examination level versus including students with SEN in subject classes is not unique to junior cycle and L2LPs. It was noted that preparing students for state examinations places the focus on covering the content (Hastings & Logan, 2013; O'Mara et al., 2012) while lack of time to respond to the demands of teaching examination subjects was cited as a barrier to developing inclusive practices (Shevlin et al., 2013). This hierarchy of subject visibility may result in teachers overlooking initiatives perceived as less valued. Teachers experience a “values schizophrenia” where they sacrifice their values, commitment and authenticity within practice for impression and accountability (Ball, 2003, p.221). Thus, a shared direction by a school staff is important to balance competing demands. A collective vision formed through collaborative processes serves to represent the values base of the school, a common frame of reference to measure existing inclusive practices and can lead to change in practices to achieve the desired outcome (Knoster, 1993). This collective vision should be inclusive of the whole-school community of teachers, students, parents, and SNAs.

Teacher engagement with policy change and initiatives is complex. The quality and extent of teachers' participation and the roles they assume is influenced by a number of factors. Teachers' beliefs and attitudes, sense of efficacy, student-teacher relationships, and the prominence of context and competing demands in schools' policy decisions and actions contribute to the success or failure of policy change. Acknowledging and addressing these factors when designing policy and the CPD to enact policy change is therefore crucial.

CPD and Inclusive Education Enactment

The position teachers take and how they approach teaching is a critical factor in any policy initiative to improve inclusive education. The quality and strength of learning, teaching, leadership, and curriculum in schools is dependent on the vision, commitment and

capacity of the teachers who bring the curriculum to life (Sugrue, 2011). However, teacher education for inclusion has inadequately prepared and supported teachers to enact inclusive practice in their learning and teaching (Forlin, 2010). Thus, there needs to be a re-orientation of teacher education programmes and CPD to align to inclusive education approaches to ensure teachers have the necessary pedagogical capacities to create inclusive classrooms and be in line with curriculum reform (UNESCO, 2009). Coherent and contextually relevant CPD is essential where teachers are asked to commit to educational policy initiatives, particularly if they require a change in teachers' values and beliefs as well as materials and techniques. The Cosán framework (Teaching Council, 2016) provided teachers with the definition of professional learning as “continuous professional development (CPD) [which] refers to life-long teacher learning and comprises the full range of educational experiences to enrich teachers' professional knowledge, understanding and capabilities throughout their careers” (p.5). For effective learning to take place teachers must be active participants rather than passive recipients of their CPD in order to be motivated to engage with and take ownership of their own learning (The Teaching Council, 2016). However, there is a lack of consideration given to the factors that motivate teachers in their practice and reasons for engaging with CPD (Guskey, 2002a; McMillan, McConnell & O'Sullivan, 2016).

Factors contributing to teacher engagement with CPD

International studies on teachers' PD (European Commission, 2007; Eurydice, 2009; OECD, 2009) indicated that in about half of European countries, teacher PD is considered a professional duty. However, in practice CPD is optional in many of these states (European Commission, 2011). Apart from mandated CPD, such as JCT in-service for junior cycle, teachers engage because they want to be better teachers, to grow professionally, and to have professional job satisfaction. Teachers want to expand their knowledge and skills to be more effective teachers while also gaining practical and concrete ideas that assist in their day-to

day teaching practice (Guskey, 2002a). Indeed, Irish teachers' commitment to altruistic service, the welfare of students, and student-teacher relationships was highlighted by Gleeson (2012), as was the pressure placed on teachers to deliver high examination results.

Understanding what motivates teachers to engage with CPD is important. A study of Irish and Northern Irish teachers' (n=83) motivation to engage with CPD found that intrinsic, contingent and tangential factors influenced teachers' motivation (McMillan, McConnell & O'Sullivan, 2016). Intrinsic (personal) factors such as personal interest, career advancement, potential growth and achievement were the primary motivators for teachers to engage with CPD. Next were contingent (school-related) factors such as interpersonal relations and school policy. Tangential (system-wide) factors, primarily the compulsory nature of CPD, were the final motivating factor. Thus, change starts with the individual, at the personal level, and permeates outwards to reach the school-wide then system-wide environments.

People become motivated when they perceive a link between effort, performance and reward. Therefore, for teachers to be motivated to engage in teacher change they must be able to make a positive emotional connection between the changes required, how attainable it is, and the perceived outcomes of the change. CPD should encourage teachers to explore the rationale for changes in practice, assign meaning to what they are doing, and make associations between teacher's motivations and the policy initiative to be enacted. CPD should be cognisant of a school's mission and plan for teachers to see the relevant connections between their CPD activities and how they support the school's inclusive education development (Knoster, 1993, p.9). This suggests that effective CPD needs to identify with teachers' individual and school-context needs at a personal level to ensure policy enactment at whole-school level. Thus, L2LPs CPD needs to identify with teachers as teachers of subjects in tandem with promoting the concept of teachers of students. Utilising teachers' desires to support every student in their class and facilitating time for teachers to

interrogate L2LPs as a part of their learning and teaching can encourage teachers' investment in L2LPs as part of their inclusive education practices. Ensuring time for teachers to make connections between the policy objectives and what this means in terms of performance output and student outcomes will facilitate teachers to set realistic expectations for enacting L2LPs.

While there is an acceptance of the necessity of CPD, teacher education has often been ineffective (Guskey, 2002a). An OECD (2009) survey of teachers in the Teaching and Learning International Survey (TALIS) countries (n=22) indicated that the proportion of teachers not satisfied with CPD was significant. Thirty-one percent of all TALIS respondents and thirty-eight percent of Irish respondents identified teaching students with SEN as a high priority area for PD (Gilleece et al., 2009; OECD, 2009). The DES responded to these findings with the recommendation that schools, and support services need to consider Irish teachers' development needs in teaching students with SEN as well as general teaching and learning areas (Gilleece et al., 2009).

Legislative and policy reforms to improve inclusive education have drawn attention to teachers and their PD needs (O'Gorman & Drudy, 2010). CPD has an important role in affecting change in the area of inclusive education (O'Gorman, 2009). The inclusive principle underpinning the FJC requires change in Irish post-primary schools and teachers' attitudes and practice to meet the needs of a more diverse range of students in the mainstream classroom; and the level of change required should not be underestimated. The identification of inclusion as an area of learning need in Cosán (Teaching Council, 2016) supports this position. However, CPD in Ireland focuses on building teachers' skills instead of their capacity (McMillan et al., 2016; O'Sullivan, McConnell & McMillan, 2012). This is because the purpose of funded CPD is often the implementation of DES-driven policy where the focus is on curricular change instead of the personal development of the teacher (O'Sullivan et al.,

2012). An examination of teacher PD services (JCT, NCSE, Professional Development Service for Teachers (PDST)) websites support this position. In 2018, CPD for post-primary teachers included FJC specific CPD, the continuum of support and the SET allocation model, School Self-Evaluation (SSE), and subject and programme specific workshops and seminars. Additionally, the absence of research on inclusive education PD for mainstream teachers may promote a de facto perception that teaching students with SEN is the responsibility of a specialist SET. CPD for SETs that focuses on specialist knowledge and techniques may inadvertently lead to this perception of an expert teacher with sole responsibility (O’Gorman & Drudy, 2010).

The need to develop whole-school capacity in inclusive education (O’Gorman & Drudy, 2010) is heightened by the introduction of the SET allocation model (DES, 2017a) and accompanying guidelines for post-primary teachers (DES, 2017b). Under this model, supporting students with SEN is positioned within an inclusive whole-school structure where subject teachers have primary responsibility for the education and development of every student in their classroom (DES, 2017b). This includes those students engaging with L2LP LOs in mainstream classes. Furthermore, the guidelines for teachers state that, “since all teachers have responsibility for teaching students with special educational needs, it is important that all staff members engage in appropriate CPD to develop the capacity of schools to meet the educational needs of all students” (DES, 2017b, p.32). These CPD needs should be reviewed regularly in schools and should include the professional learning needs required by school leaders to develop a whole-school inclusive approach to provision for students with SEN (DES, 2017b). The implication of this is that if schools are to deliver L2LPs as intended it is incumbent upon CPD designers to plan appropriate L2LPs CPD that builds capacity and affects the necessary changes at individual, leadership, and whole-school level.

CPD to Effect Teacher Change

Preparing and supporting teachers to be effective educators poses significant challenges. CPD is not as simple as taking expert skills and knowledge of new policy initiatives transmitted through PD activities and enacting them, without problems, into practice (Dadds, 2014). The aim of CPD for teachers is to effect change in teachers' classroom practices, attitudes and beliefs, and in students' learning outcomes (Guskey, 2002a). Changing teachers' perceptions is a challenging process (Shevlin et al., 2013) and research (Guskey, 2002a; Kennedy, 2005, 2014) shows that PD enterprises often struggle to bring about teacher change. In Ireland, this problem could be attributed to the number of new initiatives introduced in Irish schools concurrently or in quick succession resulting in insufficient time for effective professional learning to enact one new practice before another is introduced. Boud and Hager (2012) stated that "learning is something that individuals do" (p.18); it is a process whereby individuals gain a skill, knowledge or understanding that can be brought to their practice. The teacher, the school and the learning activity are three interdependent and recurring influences on teacher professional learning (Opfer & Pedder 2011a, 2011b). Teacher level influence refers to teachers' perceptions of PD, prior knowledge and experience, their teaching values and beliefs, and how these translate into practice. School level influence includes how learning and teaching are supported, the collective ethos and practice for learning in the school, and the collective agency to achieve shared goals for learning. Professional learning activities is the system of tasks, activities and practices that teachers participate in. These influences share similarities with the contextual dimensions of policy enactment (Braun et al., 2011), indicating that the same considerations are required for policy and PD endeavours.

Opfer and Pedder (2011b) contradicted Guskey's (2002a) linear model of the process of teacher change where change in attitudes comes from teachers' experiencing and

observing improved student outcomes. Rather, change is cyclical as “changes in beliefs lead to changes in practice that bring changes in student learning that bring further changes in practice that result in additional changes in belief and so on” (Opfer & Pedder, 2011b, p. 395). The relationship between change in this stance is reciprocal as change in one aspect is dependent on change in another, and there is potential for change to occur at any stage of the change process. However, change in only one area may not represent teacher learning as change in the three elements of belief, practice and student outcomes is required for learning to occur (Opfer & Pedder, 2011b). Similarly, inclusive education practices can be enhanced through the development of the three dimensions of knowing, doing and believing (Rouse, 2007). If two of these aspects are in place the third is likely to follow. If teachers gain new knowledge and are supported to put this into practice, then their belief and attitudes to inclusive practices will change over time (Rouse, 2007, 2008). If teachers believe in inclusive education and are given the support to enact new practices they are likely to develop new knowledge and skills (Rouse, 2008). In the context of L2LPs as a new initiative, effective CPD will develop teachers’ knowledge and skills and provide opportunities for ‘doing’ and experiencing successful outcomes in order to promote positive attitudes and beliefs towards the programme. Positive belief will, in turn, promote further knowledge development and inclusive practices in school. Effective CPD cannot be separated into different categories of formal and every day on-the-job training but rather should be a continuum of learning that supports and promotes all routes that can affect teacher and classroom change (Rose & Reynolds, 2007). An effective CPD model will support teachers’ professional learning needs through continued learning activities rather than brief, one-off events (Opfer & Pedder, 2011a, 2011b). Furthermore, CPD models that addresses school and system needs is required (Teaching Council, 2016), for example the FJC and L2LPs. Finally, a less top-down form of

CPD, one that is teacher led and gives ownership to teachers is recommended (Guskey, 2002a; Teaching Council, 2016).

Models of CPD

An examination of three models of CPD (Guskey, 1986; Kennedy 2005, 2014; Shulman & Shulman, 2004) highlighted the varying levels of impact CPD can have on teacher learning. Teachers’ identities evolve over the span of their careers; therefore, more flexible and responsive approaches to professional learning are crucial if teachers’ continued growth and development are to be ensured (Noonan, 2018). A spectrum of CPD models (Kennedy, 2014) (Figure 2.2) reflects this notion as it focuses on the purpose of the CPD and outlines three categories that indicate the different levels of potential for professional autonomy and teacher agency, therefore the possibility to develop teacher change. This makes the model relevant in relation to improving capacity and autonomy in inclusive education practices through teacher preparedness and teacher enactment.

Figure 2.2. Spectrum of Models

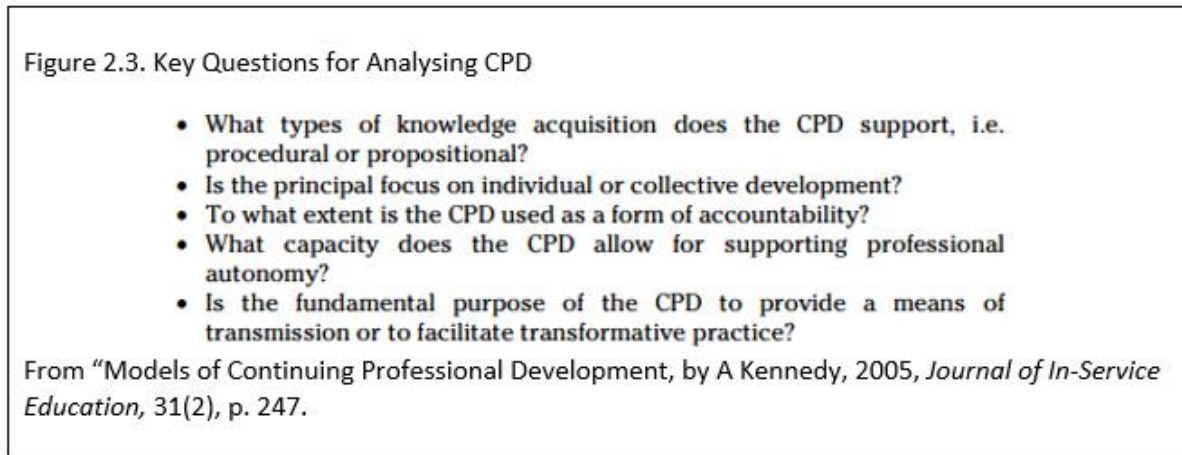
| Purpose of Model | Examples of models of CPD which may fit within this category |
|------------------|---|
| Transmissive | Training models Deficit models Cascade model |
| Malleable | Award-bearing models Standards-based models Coaching/mentoring models Community of practice models |
| Transformative | Collaborative professional inquiry models |

Increasing
capacity for
professional
autonomy
and teacher
agency

↓

From “ Understanding Continuing Professional Development: The Need for Theory to Impact on Policy and Practice” by A Kennedy, 2014, *Professional Development in Education*, 40(5), p. 693.

By describing and comparing the dominant characteristics of types of CPD Kennedy (2005) identified the use of five key questions as a framework for analysing CPD (Figure 2.3).



This framework allows the analyst to place the purpose of the CPD approach in question on a spectrum of CPD models (Figure 2.2). The framework can also be used by CPD designers and teacher educators as they prepare CPD for teachers. The revised spectrum of models (Kennedy, 2014) consists of three broad categories: transmissive, malleable and transformative.

Transmissive models of CPD

Transmissive models of CPD are at the lower end of the spectrum, the purpose of the CPD being to inform teachers of policy changes, transmit knowledge on new skills or approaches to be introduced in schools. Transmissive models of CPD succeed in transferring this knowledge to teachers, but with a lack of attention to teacher autonomy or changing teachers' attitudes or beliefs. Thus, transmissive approaches fail to have a significant effect on classroom practice (Desimone et al., 2002; Murchan, Loxley & Johnson, 2009).

Transmissive models can be delivered in the school context however, they are usually delivered off-site by an outsider, a 'more knowledgeable other' who is delivering a

predetermined message. Transmissive CPD sees teachers as passive recipients of knowledge (Kennedy, 2014).

The transmissive models of ‘training’ and ‘cascade’ are predominately used by JCT for teacher CPD for the FJC. This is despite research findings indicating that transmissive PD results in low levels of curriculum implementation (Murchan et al., 2009). JCT provide centrally designed one-day sessions delivered through Education Centres and nominated schools by subject advisors and associates who are considered specialists in their area. This top-down policy information dissemination may not make strong enough connections between policy and practice for teachers to understand the rationale. A policy can fail because the reasoning behind the policy was not transmitted and connections to existing practices were not shown (Collinson et. al, 2009). The transmissive approach to educational reform, which positions the teacher as an uncritical implementer of external policy initiatives, is not appropriate for developing an effective teaching profession as it neglects to consider teachers’ existing attitudes, beliefs and knowledge (Dadds, 2014).

The training model does not consider teachers’ preparedness to engage, a stage considered important by Shulman and Shulman (2004) that works on the assumption of reflective practice, a key principle that underpins all The Teaching Council’s (2016) categories of learning processes. The training model assumes that teachers will put the knowledge and skills learned into practice and reflect on these practices, a weakness highlighted in other models for teacher change (Guskey, 1986). This makes the training model, as a one off presentation, ineffective for enacting change. However, the ineffectiveness of the training model as a stand-alone approach to CPD and policy enactment does not mean it should be discontinued. It is acknowledged that the training model is an efficient approach for keeping teachers’ skills and knowledge up-to-date and as a means of introducing new knowledge (Kennedy, 2005; Hunzicker, 2011). Thus, in considering the

vision and purpose of a programme of CPD the training model might be one approach used to introduce the vision as part of a continuous suite of support in that area of CPD. For example, before teachers can engage in deep learning⁶ in relation to L2LPs they need to have the necessary knowledge about GLD and the structure of the L2LPs.

At the time of writing, JCT had taken a predominantly cascade model approach to CPD for L2LPs in post-primary schools. Cascading takes the approach of delivering PD to a few to reach the many. Teacher representatives and principals could elect to attend L2LPs CPD with the expectation that they would disseminate the information on their return to school. Cascading supports the prioritisation of knowledge and skills dissemination over changing attitudes and beliefs. Furthermore, it neglects the context of the learning (Kennedy, 2005) and is often criticised for negating the values of education (Nieto, 2003; Solomon & Tresman, 1999) as it focuses on the ‘what’ and ‘how’ questions instead of ‘why’. The cascade model is often used when there are limited resources (Kennedy, 2005). Arguably, it can also be used when teacher educators tasked with developing teachers in an area of policy change do not value that change. This may be a result of the visibility, therefore status, of one programme over another. Arguably, the focus on CPD to support the enactment of L2LPs has been overshadowed by industrial relations issues surrounding the FJC, the emphasis on upskilling teachers in new subject specifications, wellbeing, and the digital strategy within junior cycle education. Circulars outlining CPD for the FJC (DES, 2014, 2016, 2017c) stated the importance of the availability of adequate CPD opportunities for *all* teachers so they were fully informed about the changes to learning, teaching and assessment required as part of junior cycle reform. This commitment to CPD was reflected in the minimum allocation of four days for subject CPD. However, CPD availability for L2LPs was left undefined in the

⁶ Deep learning relates to “understanding pedagogy and the pedagogic content knowledge related to the practice” (King, 2016, p.18) and is necessary in order to sustain change in practice.

circulars. The argument for the difference in CPD availability could be the small cohort of students who will participate in L2LPs. The counter-argument is that these students will be working towards their LOs in subject classes. Therefore, all teachers need to be prepared to include L2LPs in their classes and to collaborate with their colleagues to ensure an inclusive whole-school approach to their students' learning. There are concerns around the loss of collaborative opportunities presented in the cascade model (Rose & Reynolds, 2007).

Collaboration can give teachers a sense of ownership over how they move forward enacting a policy initiative (Cordingley, 2005; Rose & Reynolds, 2007) and cascading removes this process of discussion and consensus.

If the purpose of the cascade model is for teachers to take on the role of policy advocate, then a number of factors must be considered. Firstly, the extent to which old ideas are replaced by new is influenced by the extent to which key actors understand and act upon them (Priestly, Minty & Eager, 2014). The assimilation and understanding of the information given at CPD will be different for each teacher or principal based on their own values, attitudes and context. Thus, the knowledge disseminated to schools through cascading is biased by the individual teacher's understanding, views and willingness, so cannot be an exact transmission of the purpose of the policy change, knowledge and skills delivered at the CPD session. Dissemination of information in this manner may also result in the loss of a whole-school sense of ownership compared to when all teachers are involved in the PD, leaving the responsibility to enact the policy initiative to a few teachers considered experts by their colleagues in the school. This is particularly relevant in relation to inclusive education policy. Teacher education in SEN has an impact on teachers' attitudes to inclusive education and to teaching students with SEN (NCSE, 2013; Shevlin et al., 2013). Therefore, CPD designers need to consider, that in supporting the enactment of inclusive education policy

initiatives such as L2LPs, the method in which the message is delivered is as important as the message itself (Knoster, 1993).

At the time of writing post-primary schools and teachers could choose one or more of the following electives for L2LPs CPD:

- Two-hour school visits (SEN team or whole-school)
- Post-primary cluster days (for SETs or interested teachers who have completed subject CPD days)
- Leadership and L2LPs half-day sessions
- Webinar sessions

JCT figures (JCT, Personal communication, August 22, 2018) indicated an increase in post-primary schools and teachers attending L2LPs CPD in the period 2015/16 to 2017/18 (Appendix A). However, it is still a significantly small number compared to the total number of post-primary schools and teachers in Ireland. In 2017/2018 there were 711 post-primary schools and 27,919 full-time equivalent teaching staff (DES, 2018). In the same school year 164 post-primary schools had teacher representatives (n=407) at L2LPs Cluster CPD. One-hundred and seventy-one principals or deputy principals, accompanied by a SET, attended Leadership and L2LPs CPD (JCT, Personal communication, August 22, 2018). The figures made available did not indicate if the same schools were represented at both sessions. These figures represent less than one quarter (23% and 24% respectively) of Irish post-primary schools attending CPD in L2LPs. As there was no available research evaluating CPD for the FJC at the time of writing reasons for these low figures are speculative. However, the literature reviewed for this research suggests that lack of visibility and value and competing demands in addition to teachers' attitudes, beliefs and context influences teachers' engagement with policy

enactment. As CPD is part of the enactment process for L2LPs the same contributing factors apply.

Critiquing the current JCT CPD model for L2LPs, based on the argument that PD is critical in influencing teachers' attitudes and preparedness to enact inclusive education policy (Farrell, 2010; Shevlin et al., 2013), gaps can be identified. The elective nature of L2LPs CPD in comparison to the requirement of all subject teachers to attend for their subject CPD could result in schools and teachers taking the view that the L2LPs are the responsibility of a few, most likely SETs or those teachers who attended the elective CPD, rather than it being a whole-school concern. This undermines the inclusive vision that students participating in L2LPs will as far as possible do so within their mainstream classes (NCCA, 2016). Furthermore, with the focus on subject CPD for subject teachers, there appears to be a further disconnect from the vision and practice. This is because asking teachers to include L2LPs in their subject class with no prior professional learning may negatively impact on their attitude towards the programme. Thus, to develop positive teachers' attitudes to inclusive education policy enactment, in this instance L2LPs, a programme of CPD must be put in place that meets the needs of all those involved. Therefore, this study aims to develop a collaborative whole-school CPD based on the review of literature to positively impact the enactment of L2LPs.

Malleable models of CPD

Malleable models of CPD provide more opportunities for autonomy and change that effectively impact teachers' learning and practice. However, this is dependent on the principles, purpose and context underpinning the CPD (Kennedy, 2014). The community of practice model (CoP) sits within this malleable category. Teachers identify personal pathways towards achieving shared goals and it is when these pathways overlap that teachers can

decide on a balance of individual learning and collective learning through creating a CoP to enhance their teaching (Kennedy, 2005; Shulman & Shulman, 2004; Teaching Council, 2016). The role of the teacher as learner within a CoP is important as the learning within the community is a result of the collective generative endeavours, contributions and understandings of the group (Kennedy, 2005; Boud & Hager, 2012; Teaching Council, 2016). A CoP has the potential to transform teacher learning and practice through the combined knowledge of the groups' members. However, caution should be taken not to perpetuate uncritical dominant discourses, reinforce ineffective practice, or inhibit innovative practice (Kennedy, 2005, 2014; Rose & Reynolds, 2007). A CoP could support teachers in deepening their learning and developing practices in relation to L2LPs in their school and classrooms. As a whole-school programme, a space to share context specific knowledge and good practice has the capacity to significantly impact on the initial phase of enactment of L2LPs in the school. As teachers become more confident with L2LPs opportunities for collaborative professional inquiry should be introduced.

Transformative models of CPD

Transformative CPD links theory with practice and reflection, change in attitudes and practice, and supports autonomy (Fraser, Kennedy, Reid & McKinney, 2007). Collaborative professional inquiry models (Cochran-Smith & Lytle, 2009; Conway, Murphy, Rath & Hall, 2009; Fraser et al., 2007) refer to a combination of models, or aspects of models, that together meet a variety of diverse conditions that result in transformative practice (Kennedy, 2014). The principle of professional autonomy and flexibility allows teachers to consider their own and their students' changing needs when considering learning pathways (Teaching Council, 2016). Without reflection and inquiry teachers' practices could possibly remain static and teachers may have a lack of confidence or commitment with the process of CPD (Keay, Carse

& Jess, 2019). Professional learning communities (PLCs) (Kennedy, 2014; Stoll, Bolam, McMahon, Wallace & Thomas, 2006; O’Sullivan, 2011) promote critical evaluation of practice by teachers as a group “sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning orientated, growth promoting way” (Bolam et al., 2006, p.223). Collaborative inquiry models such as PLCs facilitate flexibility in the design of CPD programmes to choose a balanced selection of pedagogies that best meet the purpose of the CPD and the learning needs of the teacher as learner. However, it is important to be aware of issues such as power and tension (Kennedy, 2005, 2014). This is an important consideration within the context of L2LPs CPD in an era of competing demands for teachers as part of junior cycle reform. Thus, it is crucial that the CPD for this research aligns L2LPs, inclusive education, teachers’ subjects, and their practice. Collaborative professional inquiry is an orientation to professional learning rather than being a specific CPD model and aligns with models like CoPs and PLCs.

Collaborative inquiry is an effective tool for teacher professional learning (Cochran-Smith & Lytle, 2009; Conway et al., 2009; Fraser et al., 2007). Collaborative CPD is most effective when the CPD is for teachers from the same school, department or year group inquiring into practice specific to their context and promotes ownership (Fullan & Miles, 1992; Opfer & Pedder 2011b). Specific school contexts are considered “important mediating influences on teacher and student learning” (Furner & McCulla, 2018, p.2) as the environment where the professional learning takes place may influence the outcomes (Boylan et al., 2018; Guskey, 2002a). Furthermore, making connections in knowledge and relationships is an important part of teachers’ professional learning journey (Keay et al., 2019). If teachers’ focus is on ‘compartmentalised knowledge’ of their subject or discipline they can become disconnected from their broader community and the education system itself. To effectively engage in this knowledge base teachers will need to work collaboratively with

a variety of learners and colleagues within and across their immediate environment as well as beyond (Keay et al., 2019). Additionally, CPD that is job-embedded engages teachers in active learning strategies that are piloted in their own classrooms and offers opportunities for reflective analysis which are key to building positive beliefs in teachers and capacity to learn (Fetters, Czerniak, Fish & Shawberry, 2002; Hunzicker, 2012). Whole-school L2LPs CPD would allow teachers build a collective knowledge base that informs their understanding of L2LPs within their subject areas and at a whole-school curriculum level (Keay et al., 2019) as they experience L2LPs in their practice. Thus, teachers could make informed decisions collaboratively regarding approaches to L2LPs to meet their students' needs and in consideration of their school, subject plans and classrooms. Furner and McCulla (2018) cited literature that consistently evidenced key aspects of effective school-based PD including PD that was strategic in nature, well-co-ordinated, comprehensive, and sustained. However, in-school CPD has limitations. Different school contexts, ethos and culture will shape how teachers learn, or do not learn (Furner & McCulla, 2018). Furthermore, it does not facilitate collaboration beyond the school setting. This makes it difficult to design general CPD or good practice and solution templates that will be meaningful across a diverse range of school contexts (Furner & McCulla, 2018). For CPD to be transformative and affect deep learning and change a model of collaborative inquiry with suitable pedagogies must be considered at the planning stage of the CPD programme.

Signature pedagogies for teacher professional learning

A goal of teacher professional learning is the development of teachers as lifelong learners who have the professional capital to support the learning of every student (Hargreaves & Fullan, 2010; Parker, Patton & O'Sullivan, 2016). However, more research into which pedagogies have the potential to develop teachers' professional capital and how is required (Parker et al., 2016). A survey of Northern Irish teachers (McElearney, Murphy &

Radcliffe 2019) (n= 318) illustrated that, regardless of career stage, ninety-five percent of respondents reported that learning in groups was important to them when accessing PD. Sixty-nine percent of respondents identified interactive sessions with opportunities to engage, share and discuss as a preferred learning approach in CPD. Teacher reflection and inquiry is one effective approach advocated in teacher education with an increasing emphasis on the value of collaborative practice in relation to reflection (Cochran-Smith & Lytle, 2009). Reflection and inquiry are “key self-organising processes” (Keay et al., 2019, p.132) required by teachers to help sustain the coherent, adaptable and on-going development of their professional learning at an individual and collective level (Keay et al., 2019). Learning communities are co-created by the participants (Boylan et al., 2018) where teachers collaboratively inquire within the community to “generate local knowledge, envision and theorise practices, and interpret and interrogate the theory and research of others” (Cochran-Smith & Lytle, 1999, p.289) hence building new knowledge about their own practice (Cochran-Smith & Lytle, 1999). This collective learning community was identified as a PD signature pedagogy with potential to develop teacher learning and growth learning (Parker et al., 2016), all of which reflect the importance of reflection and inquiry for teacher professional development.

A meta-analysis of twenty-four physical education PD studies published between 2005 and 2015 aimed to develop a common language of signature pedagogies for PD (Parker et al., 2016). The review identified three discrete signature pedagogies for teacher PD: critical dialogue, public sharing of work, and engagement in communities of learners which were discussed through the lens of surface, deep and implicit structures (Table 2.2). Critical dialogue is the “process of acquiring knowledge through communicative interaction” (Parker et al., 2016, p.142) reflective of ‘inquiry as stance’ (Cochran-Smith & Lytle, 2009) at the surface level. It involves creating a safe, supportive setting for teachers to inquire and reflect

on the content and pedagogies of their everyday practice, moving to “deep conversations” (Parker et al., 2016, p.142) that challenge the evidence relating to their practice and students’ learning.

Table 2.2.

Surface, Deep and Implicit Structures of Signature Pedagogies

| Signature pedagogy | Surface structure | Deep structure | Implicit structure |
|-------------------------|--|---|--|
| Critical dialogue | A focus on critical dialogue and reflection of content and pedagogies | Allows teachers to bring their own experience to the table with a focus on inquiry and reflection | Challenges teachers’ professional beliefs and values pushing their thinking about what it takes to become a teacher |
| Public sharing of work | Development and public sharing of artefacts | Supports teachers to create and share concrete representations of their learning | Affirms teachers in the work they do to move the profession forward while developing their leadership capacity |
| Communities of learners | Groups who engage in a process of collective learning around a shared concern or a passion | Provides teachers with the necessary support, focus, time and environment to facilitate learning | Provides a safe social learning environment to explore teaching, values about teaching, and challenge routinized and sometimes long-held teaching and learning practices while also learning new content, pedagogies |

From “Signature Pedagogies in Support of Teachers’ Professional Learning” by M Parker, K Patton and M O’Sullivan, 2016, *Irish Educational Studies*, 16(1), p. 142.

Public sharing of work involves empowering teachers to publicly share their beliefs, values, professional knowledge, practices, and professional artefacts that will be viewed as valuable by their peers (Parker et al., 2016). Characteristics of an effective PLC are:

- shared values and vision

- collective responsibility for pupils’ learning
- collaboration focused on learning
- individual and collective professional learning
- reflective professional enquiry
- openness, networks and partnerships
- inclusive membership
- mutual trust, respect and support. (Bolam et al., 2006, p. i)

Parker et al. (2016) acknowledged that these pedagogies are not the answer to effective and sustainable teacher PD and outlined their characteristics in terms of structure, merits and drawbacks (Table 2.3). However, collectively these pedagogies indicate the potential to foster teachers’ professional growth and learning (Parker et al., 2016).

Table 2.3.

Characteristics of Signature Pedagogies

| | Critical dialogue | Public sharing of work | Communities of learners |
|-----------|---|--|---|
| Structure | • Pairs or small groups of familiar members | • Often unfamiliar audiences | • Groups with well-developed relationships |
| Merits | • Promotes learning through communicative inquiry • Challenges teacher’s professional beliefs and values | • Provides affirmation or work • Results in self-confidence • Allows teachers to view themselves as professionals | • Teachers learn from and with one another, growing a culture of collaboration • Engenders camaraderie and respect |
| Drawbacks | • Facilitation required to maintain focus • Time and opportunities for teachers to meet are required | • Teachers may lack confidence to present in a meaningful way • Preparation requires time | • Time and labour intensive • Requires development of personal and professional relationships • Warrants careful facilitation |

From “Signature Pedagogies in Support of Teachers’ Professional Learning” by M Parker, K Patton and M O’Sullivan, 2016, *Irish Educational Studies*, 16(1), p. 150.

The pedagogies' focus on collaborative knowledge creation is reflective of the continuum of teacher education (Teaching Council, 2011) which promotes school based collaborative inquiry as a constructive model of CPD. Additionally, these pedagogies resonate with the transformative model of CPD (Kennedy, 2014) where collaborative inquiry in PLCs can produce the pedagogies of critical dialogue, public sharing of work, and engaging in communities of learning, in turn promoting transformative teacher learning (Kennedy, 2014; Stoll et al., 2006).

Planning and Evaluating CPD

For change to occur in teachers' attitudes and practice, teachers need to have a sense of experiencing success in the context of the new policy practices they are asked to enact (Dadds, 2014; Guskey, 2002a; Collinson, Kozina, Lin, Ling, Newcombe & Zogla, 2009). Those responsible for designing and delivering PD on a new policy initiative cannot focus solely on the upskilling of implementation procedures and the how to of enacting the policy. The intention of this research was to design and evaluate a CPD that collaboratively generated opportunities for deep learning and development specific to teachers' personal and school needs to positively impact the enactment of L2LPs. King (2014, 2016) examined existing PD frameworks building upon the work of Hall and Ford (1987), Guskey (2002b), and Bubb and Earley (2010) to develop a planning and evaluation framework that further explores the complexities of providing effective PD for teachers.

Planning for CPD

Planning for PD in advance can improve teacher and student outcomes (King, 2014). Effective planning requires a focus on the purpose of the PD (Bubb & Earley, 2010) and includes a backwards task analysis of the PD's intended outcomes (Guskey, 2002b). The importance of establishing a baseline was evident in Guskey and Bubb and Earley's

frameworks and this was further developed in King's (2016) PD planning framework. The design of a PD initiative is critical to the successful enactment and sustainment of new practices. King (2014) identified systemic factors that support teacher change that should be embedded into the planning and evaluation of PD. Teachers reported satisfaction with the format of King's PD initiative (King, 2014, 2016) reflecting the importance of establishing baselines and engaging teachers at their level of prior knowledge and skill (Kervin, 2007). King's (2016) finding that teachers responded positively to collaborative PD correlated with research that cited the superiority of high-quality collective PD compared to PD focused on individual experiences (Desimone et al., 2002). Additionally, teacher agency, openness and willingness to participate and continue with the PD initiative were important contributing factors to the sustainability of the initiative over time (King, 2014, 2016). Teachers were explicit that their motivation to engage with the initiative was its relevance to their own personal and professional context. This reflects similar findings that teachers place more value on PD and new practices that are perceived to have a positive impact on their classroom and students' learning outcomes (Earley & Bubb, 2004; Gleeson, 2012; Morgan, Ludlow, Kitching, O'Leary & Clarke, 2009).

The teacher PD planning framework (King, 2016) (Figure 2.4) was the outcome of qualitative, in-depth interviews of twenty teachers who had participated in a previous PD initiative (King, 2014) to evidence successful and sustainable implementation of practices through CPD. King's study highlighted that embedding the systematic factors that support teacher change into the planning and evaluation of PD needs to be considered. A PD framework incorporating these factors might help schools 'bridge the gap' between teacher PD, enactment and sustainability of adopted practices and improved student outcomes (King, 2014, 2016). Such a framework for L2LPs CPD might narrow the knowledge-practice gap for teachers resulting in the more effective enactment of L2LPs in schools.

Figure 2.4. Teacher PD Planning Framework

| Teacher Professional Development | | |
|----------------------------------|--|--|
| Planning | Key Consideration | Prompt Question |
| Baseline | <i>Individual / School Self-Evaluation</i> | Where are we now? |
| | <i>Targets</i> | What do we want to achieve? |
| Degree and quality of change | <i>Student outcomes</i> | What will the students be able to do: (cognitive, affective and/or psychomotor levels)? |
| | <i>Organisational</i> | What products/processes will help to achieve the outcomes e.g. policies, staff meetings, time, resources... |
| | <i>Staff/Teachers' Practice</i> | What instructional practices (evidence-based) will produce the desired student outcomes? |
| | <i>Diffusion</i> | How can we enable diffusion of the practices to other teachers and students? |
| Systemic Factors | <i>Support</i> | What support will teachers need to enhance teacher engagement e.g. leadership support, internal/external advocates, professional learning community...? |
| | <i>Initiative Design and Impact</i> | Is the PD design structured and research based, feasible and focused? Consider factors of high quality CPD: duration, collaborative, time-bound... Is it evidence-based (producing successful outcomes for students)? |
| | <i>Teacher Agency</i> | Are the teachers open, willing and motivated to engage with change / a new practice? Does it meet their personal or professional needs? Are there opportunities to facilitate teachers' pedagogic and pedagogic-content-knowledge development? |
| Learning Outcomes | <i>Teachers' Practice</i> | What knowledge, skills, attitudes will be needed to implement changes? |
| PD Experience | <i>Activities/Experiences/Model</i> | What activities/training/model of professional development do teachers need to gain the required knowledge or skills? Does the model match the purpose? |

From "Teacher Professional Development to Support Teacher Professional Development: Systemic Factors from Irish Case Studies" by F King, 2016, *Teacher Development*, 20(4), p.589

Evaluating the impact of CPD

Another key factor of successful CPD is understanding how to evaluate the impact of the CPD programme (Earley & Porritt, 2014; King, 2014). CPD must be meaningful and engaging, and impact teachers at three different levels of classroom, personal and interpersonal capacity (Earley & Porritt, 2014). However, there is a concern that current CPD evaluations are still focused on teacher satisfaction and the detail of the programme rather than the impact on teacher attitudes and practice and student outcomes (Earley & Porritt, 2014; King, 2014). In an era of accountability this traditional measurement is insufficient because if we are truly committed to PD that affects change, the change must be evaluated. A critique of early evaluation models (Bubb & Earley, 2010; Guskey, 2002b) highlighted a linear and hierarchical system of evaluation. Furthermore, the successive nature of the levels where one level is built on the success of the previous level is flawed (King, 2014). Additionally, collaborative participation of teachers, a crucial element of effective PD (Desimone et al., 2002; King, 2014), is missing from both models. Another significant critique of both models is the omission of a clear framework to measure teachers' level of engagement with practices in terms of sustainability (King, 2014). Arguably, teachers' level of engagement with CPD impacts the sustainability of practices; ergo teachers' engagement levels will also impact a policy initiative's sustainability.

Bubb and Earley (2010) and Guskey (2002b) recognised the importance of evaluating the impact of PD on student outcomes and this is considered a strength of their models. However, they neglected the importance of understanding the complexities of teacher learning and change to better support the connection between teacher engagement with professional learning and enhanced student outcomes (King, 2014). The relationship between implementation, enactment and outcomes is a significant consideration in the analysis of educational policy effects (Cheng & Cheung, 1995, 1998; Cheng, 2005). Policy initiatives

will result in intended and unintended outcomes (Cheng & Cheung, 1995; Cheng 2005). Arguably, the same is true of the CPD to enact the policy initiative. Specifically, in King's study the outcomes of the CPD evaluated were teachers' implementation preparedness, knowledge, values, and practice. Research into CPD to enact L2LPs requires consideration of the same learning outcomes.

The evidence-based PD impact evaluation framework (King, 2014) (Figure 2.5) adapted and built on Guskey's (2002b) and Bubb and Earley's (2010) models of evaluation to design a comprehensive impact evaluation tool. The PD impact evaluation model was evaluated and revised using a multi-case study qualitative research approach. The PD impact evaluation framework acknowledged the importance of evidence-based CPD design, teachers' motivation and expectations, and systematic factors on the impact of the programme on teacher change and student outcomes. King addressed the omission of attention to levels of teachers' learning by Guskey (2002b) and Bubb and Earley (2010) with the inclusion of an adaptation of the seven levels of use (LoU) (Hall & Hord, 1987) (Table 2.4).

King's (2014) framework responds to the need for teachers' engagement with PD to result in deep learning and sustained practice (Bolam et al, 2005; Priestly, Miller, Barret & Wallace, 2011) through a thorough measurement of implementation that takes account of the degree and quality of change in organisational support, teacher agency and practice, and student outcomes. When teachers are engaging at the critical level of use, deep learning has occurred. This resonates with Guskey's (2002a) process of teacher change which highlighted how teacher change occurs as a result of successful experiences of improved student outcomes. Guskey focused on the 'how-to' while King, though acknowledging the process, focused on 'what happened'. This is critical in evaluating the impact of CPD on a policy initiative enactment.

Figure 2.5. PD Impact Evaluation Framework

| Professional Development Impact Evaluation Framework | | |
|--|---|---|
| Impact | Key Consideration | Prompts |
| Baseline | <i>Motivation</i> | Reasons for engaging with this PD |
| | <i>Expectations</i> | Expectations from engaging with this PD |
| PD Experience | <i>Activities/Experiences/Model</i> | Initial satisfaction with the experience (overall, content, venue, facilitators...) |
| Learning Outcomes | <i>Teachers</i> | Knowledge, skills, attitudes acquired, enhanced or affirmed (useful, personal objectives achieved, omissions...) |
| Degree and quality of Change: Outcomes | <i>Organisational</i> | <i>Process</i> e.g. reported processes arising from engagement with the PD i.e. new or improved systems e.g. creation of a new approach to needs analysis etc. |
| | | <i>Product</i> e.g. products arising from participation in PD i.e. tangible outputs: an improved / new policy etc. |
| | <i>Staff/ Teachers' Practice</i> | <i>Personal (Affective):</i> Beliefs and attitudes towards new knowledge and practices / Teacher Efficacy |
| | | <i>Professional:</i> Quality of use and understanding of new and improved knowledge and skills: Non-use, Orientation, Preparation, Technical, Accepted, Critical or Discontinued |
| | | <i>Cultural:</i> Forms of collaboration: development of PLCs/ peer observation... |
| <i>Student outcomes</i> | <i>Affective:</i> attitudes and dispositions | |
| | <i>Cognitive:</i> performance and attainment <i>Psychomotor:</i> skills and behaviours | |
| <i>Diffusion</i> | <i>Other adults / students in school</i> | |
| | <i>Adults / students in other schools</i> | |
| Systemic Factors | Factors that helped/hindered engagement with / sustainability of new practices | <i>Support:</i> Leadership, Advocate/Change-agent and PLCs <i>Initiative Design and Impact:</i> structure and success <i>Teacher Agency:</i> teacher openness and willingness; teacher motivation; deep learning of the activity (pedagogy) |

From "Evaluating the Impact of Teacher Professional Development: An Evidence-based Framework" by F King, 2014, *Professional Development in Education*, 40(1).

Table 2.4.

Comparisons of Level of Use

| Hall & Lord (1987) | | King (2014) | |
|-------------------------------|--------------|--------------------|--------------|
| | Level of use | | Level of use |
| Users | Renewal | Users | Renewal |
| | Integration | | Critical |
| | Refinement | | |
| | Routine | | Accepted |
| | Mechanical | | Technical |
| | - | | Discontinued |
| Non-users | Preparation | | Preparation |
| | Orientation | | Orientation |
| | Non-use | | Non-use |

Note. Adapted from “Evaluating the Impact of Teacher Professional Development: An Evidence-based Framework” by F King, 2014, *Professional Development in Education*, 40(1). p. 96 and 104-106.

King’s (2014, 2016) frameworks are offered as a tool to support PD planning and evaluation. However, it is acknowledged that further research of the systemic factors identified across varying contexts is warranted (King, 2016). Furthermore, one CPD programme cannot be given sole credit for an improvement in student outcomes. However, good evidence can be collected about whether a CPD programme did impact the planned change (Guskey, 2002a). Comprehensive and continuous PD is vital to support teachers’ professional learning and sustain new practice. King’s framework offers teacher educators clear guidance for designing effective CPD, therefore it was considered a valuable tool for planning and evaluating L2LPs CPD for this study.

Conclusion

Policy makers must support schools and teachers in change processes rather than simply push schools to adapt what are understood by some gatekeepers as being inclusive education policies (Pijl & Frissen, 2009). To achieve the successful enactment of L2LPs the relevant

government organisations need to support teachers' readiness at the cognitive, psychological and technical levels. This chapter reviewed the literature in terms of CPD to enact an inclusive education policy initiative, the L2LPs. Key concepts were considered to present a theoretical framework that underpins this research. There is growing recognition of the role of teachers as actors in policy enactment (Ball, 2003; Ball et al., 2011; Maguire et al., 2015). This role is critical when enacting inclusive education policy initiatives (Forlin & Lian, 2008), particularly as more emphasis is placed on the primacy of the classroom teacher in educating every student in their classroom, including students with SEN (DES, 2017a). A shift in post-primary teachers' mind-sets is required to move from the notion of teachers of subjects to teachers of students if inclusive education policy initiatives like L2LPs are to be enacted at classroom level. Teacher readiness is critical to achieve successful student outcomes as a result of teaching L2LPs at class and whole-school level.

This chapter discussed teacher readiness to enact L2LPs in reference to four contributing factors to teacher preparedness, hence how they will engage with L2LPs. Evidence identified in this chapter demonstrates that teachers' attitudes and beliefs to SEN and inclusion, student-teacher relationships, self-efficacy, and contextual dimensions influence the quality and level of teachers' participation in inclusive education policy enactment. The value placed on L2LPs will influence the outcomes of this initiative. Policy areas considered high-stakes (e.g. state examinations, subject developments, SSE, and digital media strategies) garner greater visibility (Maguire et al., 2015). Therefore, teachers need to be supported to engage with L2LPs on a par with other policy initiatives. This can be achieved through coherent and relevant CPD.

There is growing evidence that the transmissive models of CPD, predominantly used for Irish teachers' professional learning, are ineffective at effecting deep learning and sustaining new teacher practices (Bolam et al, 2005; King, 2014; Priestly et al., 2011). An

examination of CPD for junior cycle education, including L2LPs, through a spectrum of models (Kennedy, 2014) lens highlighted gaps in CPD provision for all teachers to enact L2LPs. This led to a discussion on the potential of transformative models in relation to L2LPs CPD. Transformative CPD that brings about significant change needs to include active teacher participation, opportunities for collaboration, interrogation of policy rationale, job-related experiences and activities, and evidence of potential benefits if enacted to student outcomes. CPD is most effective and promotes autonomy when teachers from the same school collaboratively inquire into policy and practices in the context of their school (Fuller & Miles, 1992; Opfer & Pedder 2011a, 2011b). Thus, teacher educators should attend to the contextual dimensions of participants and adapt to the needs of their environment. Planning and evaluation are crucial for effective CPD to bring about and sustain new practices. Research findings explored in this chapter demonstrate that effective CPD design needs to establish a baseline of levels of readiness and adapt the CPD accordingly to facilitate deep learning (Bolam et al, 2005; Priestly et al., 2011). King's (2014, 2016) planning and evaluation frameworks identified the systemic factors that contribute to effective CPD and offers a guiding template for planning and evaluating CPD.

The findings in this chapter have several implications for future CPD for post-primary teachers in L2LPs. Any future CPD programme must be concerned with teachers' cognitive, psychological and technological readiness to engage with L2LPs. This requires considering teachers' attitudes and prior knowledge in relation to inclusive education in general and contextual dimensions. For L2LPs CPD this will include aligning L2LPs to teachers' job performance, schools' inclusive ethos, and student outcomes. Furthermore, opportunities for collaborative inquiry of L2LPs and reflection on learning are also important. The research in this study hopes to contribute to this area by designing, delivering and evaluating a

collaborative model of whole-school CPD for L2LPs enactment in one post-primary school.

Chapter Three will describe the methodological approach taken for this research.

Chapter Three: Methodology

Introduction

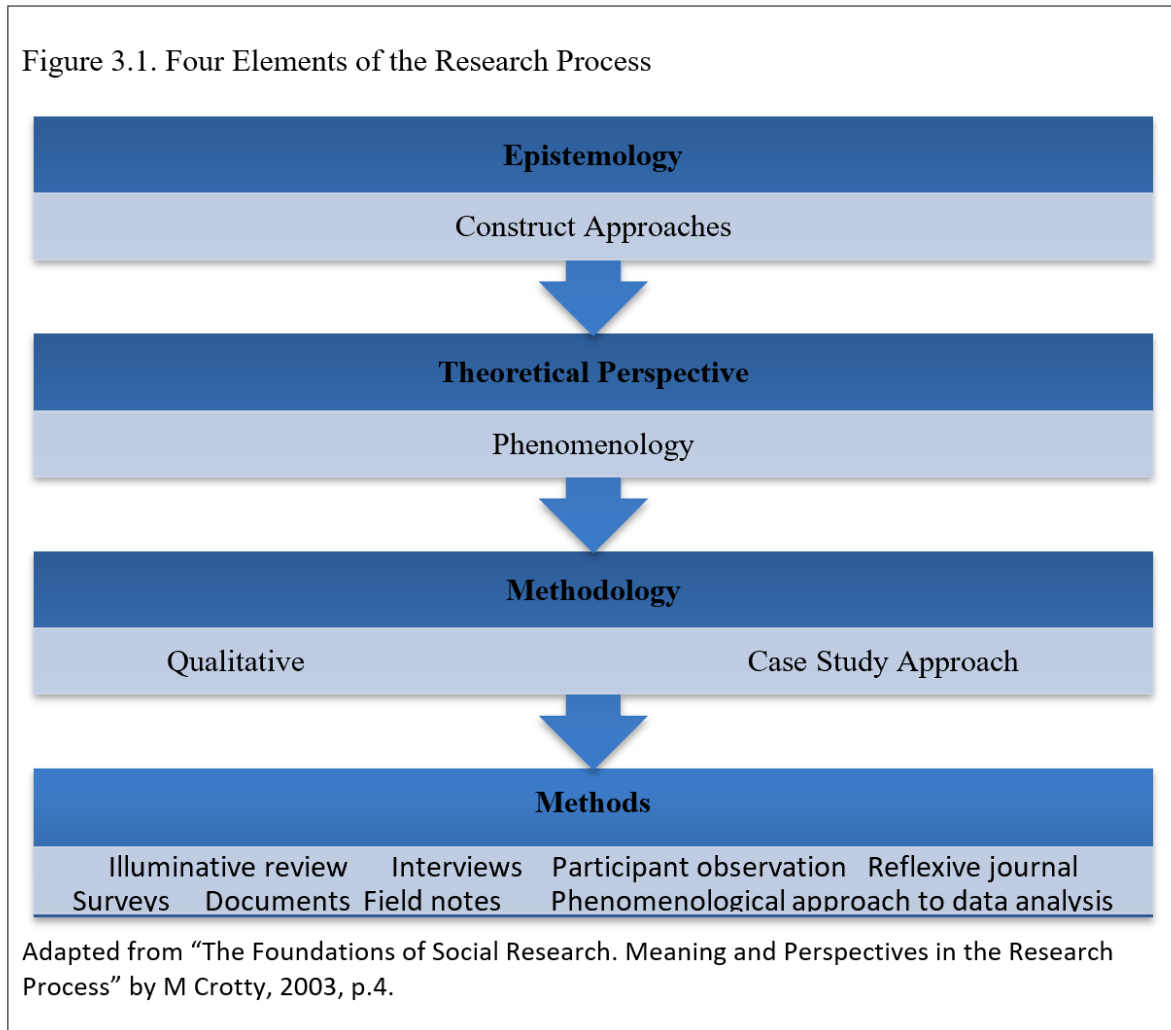
This chapter describes the methodological approach, techniques and instruments used to explore the research question: “Can a model of collaborative whole-school CPD positively impact the enactment of L2LPs in a mainstream post-primary school?” Secondary questions related to the primary research question are:

- To what extent can collaborative CPD affect teacher change in attitudes to the inclusion and teaching of students with SEN?
- To what extent does collaborative whole-school CPD facilitate teacher change in attitudes and practices in relation to the enactment of inclusive education policies, such as L2LPs?
- What factors facilitated and hindered teacher change in attitudes and practices in relation to the enactment of L2LPs throughout this study?

The literature review supported the supposition that more schools might engage with L2LPs if teachers were offered CPD that facilitated collaborative whole-school learning within their own school context. To gain insight into this phenomenon data were required that would offer detailed descriptions and understandings of teachers’ attitudes, beliefs, and practices in terms of inclusion and L2LPs and the value, if any, of collaborative CPD to support teachers introduce L2LPs. The chapter is organised into five sections. Section one discusses the philosophical assumptions underpinning this research. Section two describes the research design employed. Section three addresses credibility and quality measures. Section four explains the approach to data analysis. Section five considers the ethical considerations associated with this research.

Philosophical Assumptions Underpinning this Research Approach

The four elements scaffold (Crotty, 2003) helped to structure the research process and identify the relationship between each element (Figure 3.1).



Philosophical assumptions

Every researcher brings their own assumptions about reality into their work (Crotty, 2003). I believe that we must accept that some things are predetermined therefore, there is one reality (the biological dimension of the person's SEN). However, there is no one

objective truth waiting to be discovered as we create the world around this reality, i.e. the educational and life path of the person with SEN is not predetermined. Construct approaches such as constructivism and constructionism resonate with me epistemologically and inform my theoretical perspective.

Constructive alternativism assumes the existence of one objective reality experienced from different perspectives based on prior knowledge and convictions; people construct their own ideas of how the world works (McLoughlin & Matthews, n.d.). No-one's construction is ever complete as the world is too complicated and individuals have an infinite number of possible alternative constructions. Thus, if one construct is not working, individuals can take another because we presume that all our current understandings of the universe can be questioned, revised or replaced (Pope, 2003). In teaching, this translates to acknowledging that each teacher has a perspective on inclusion and L2LPs that may differ to those of their colleagues, management and policy-makers. However, constructive alternativism does not limit the person to that reality, rather it accommodates changing individual perspectives. Thus, if a teacher reflects that their assumptions are wrong they can change their practice accordingly. As a researcher, it means being open to exploring and changing personal constructions if that is where the research leads.

Social constructionism focuses on the social and interpersonal influences on the world of lived experiences (Gergen, 1985). Social constructionists believe that meanings and knowledge are social constructions made by people as they engage with the world they are interpreting within the constraints of their cultural understandings. Social constructionism researchers often focus on the process of interactions between individuals (Creswell, 2007). Teachers interpret policy documents and initiatives within the bounds of their school context. However, the interpretation of this context is open to challenge and change (Crotty, 2003). Thus, teachers' interpretations of education legislation and policy can change based on the

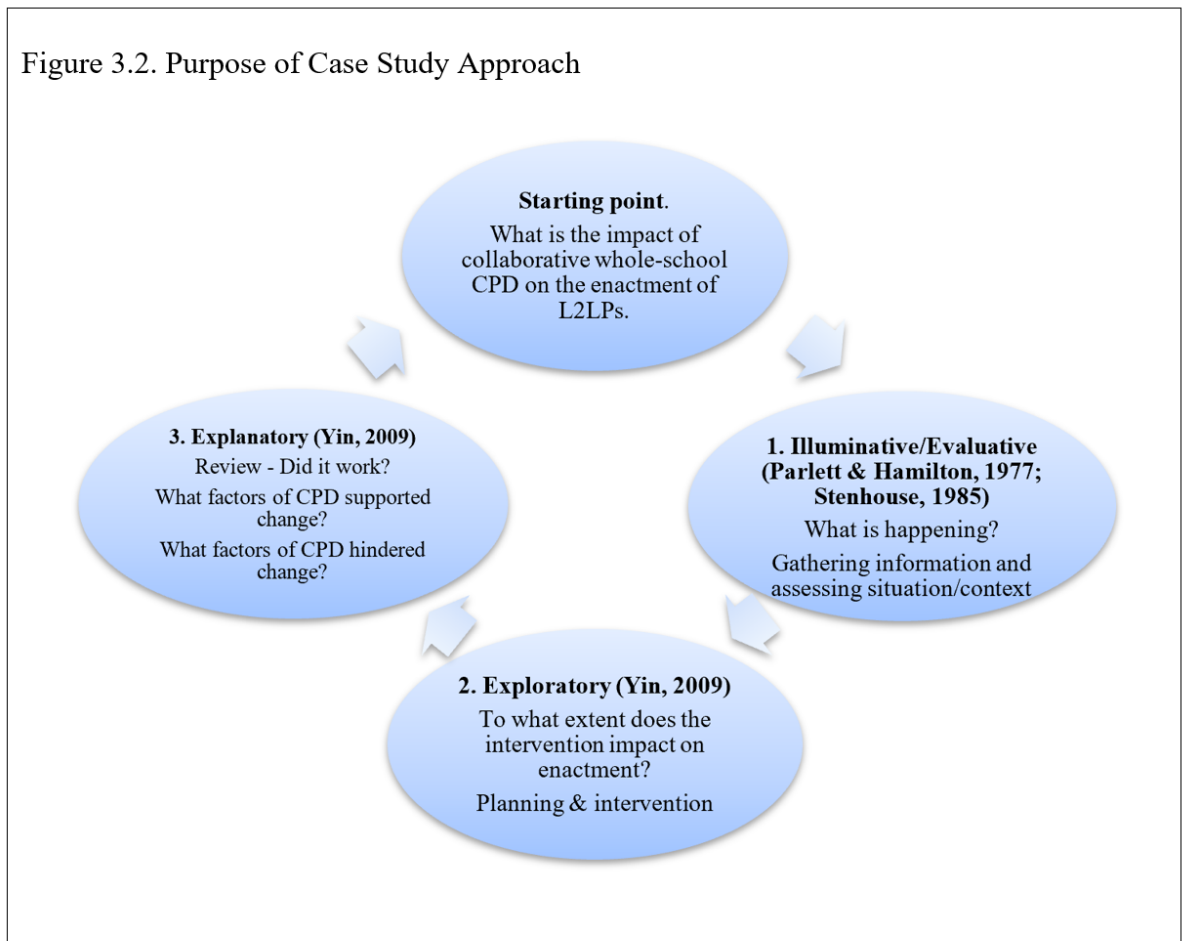
world, i.e. school context and supports, they are interacting with. Where constructive alternativism assumes the existence of infinite constructed realities for the individual, social constructionism assumes the existence of multiple socially constructed realities. Both perspectives had value to this research as it was important to explore the understandings of teachers in this study as individuals, and as community members influenced by the cultural context of their setting.

An interpretivist, in this case a phenomenological, theoretical perspective works best to ground this assumption and guide the choice of methodology used (Crotty, 2003). Phenomenologists are interested in persons as meaning makers, focusing on action guided by motivation and values (McPhail, 1995) that are grounded in their experiences of their social reality (Gray, 2014). Phenomenology requires researchers to allow the reality to speak for itself unmodified by personal preconceptions (Gray, 2014). The goal of the study was to explore can a collaborative model of CPD positively impact L2LPs enactment in a mainstream post-primary school. It aimed to deepen understanding through in-depth description of participants' lived experiences of collaborative CPD to enact L2LPs in their school. It also sought to illuminate previous efforts to enact L2LPs and examine what elements of the CPD intervention worked/did not work to inform future thinking.

Research design

The research question and aims of this study warranted a predominantly qualitative research approach, which is compatible with construct approaches (Viney & Nagy, 2012). Interpretive and naturalistic approaches to inquiry (Creswell, 2007; Denzin & Lincoln, 2003) allowed for multiple methods of data collection. A case study research design was informed by Crotty's (2003) four elements of the research process (Figure. 3.1) and Creswell's (2007) contrasting characteristics of five qualitative approaches (Appendix B). The purpose of the

case study was threefold: to evaluate, explore and explain (Figure 3.2), and various case study approaches were considered (Appendix C).



Illuminative evaluation was an important approach in phase one as it combines innovation with evaluation and decision making. It is a formative process with an emphasis on interpretation and understanding and does not measure success of the innovation on predetermined criteria (Parlett & Hamilton, 1972; Topper & Lancaster, 2016), enabling the researcher to observe all facets of the innovation to inform rather than assess. This combined with its attention to the views of all stakeholders' perspectives (Maxwell, 1984; Parlett & Hamilton, 1972) met the purpose of gaining an insight into the enactment process of L2LPs pre-intervention to inform decisions pertaining to phase two.

Case studies have potential limitations. They can be considered ‘too subjective’ and value laden (Simons, 2009). The generalizability of case study findings is limited due to the unique context in which the study takes place (Cohen, et al., 2011). There is also potential for researcher bias. The researcher as participant observer in the case study can shed doubt on the reliability of the study. Researcher bias was addressed through awareness and reflection on my position within the research through an examination of my ‘self’ in this case study (Simons, 2009).

My position within the research

As the case study researcher, I was the principal instrument for data gathering and analysis. Thus, it was important to recognise and observe how my world view and values influenced my actions and decisions (Simons, 2009). Therefore, I engaged in reflexivity (Creswell, 2007; Simons, 2009). I endeavoured to acknowledge and disclose my own self in the research, to seek understanding of my part in and influence on this research (Cohen et al., 2011). To be reflexive the research process should be viewed as a journey between the researcher and the text to be interpreted and reinterpreted as part of the social process of the research (Bentz & Sharpiro, 1998). This journey recognises the researcher as a person with a “personality, a social context, and various personal and practical challenges and conflicts” (Bentz & Sharpiro, 1998, p.5).

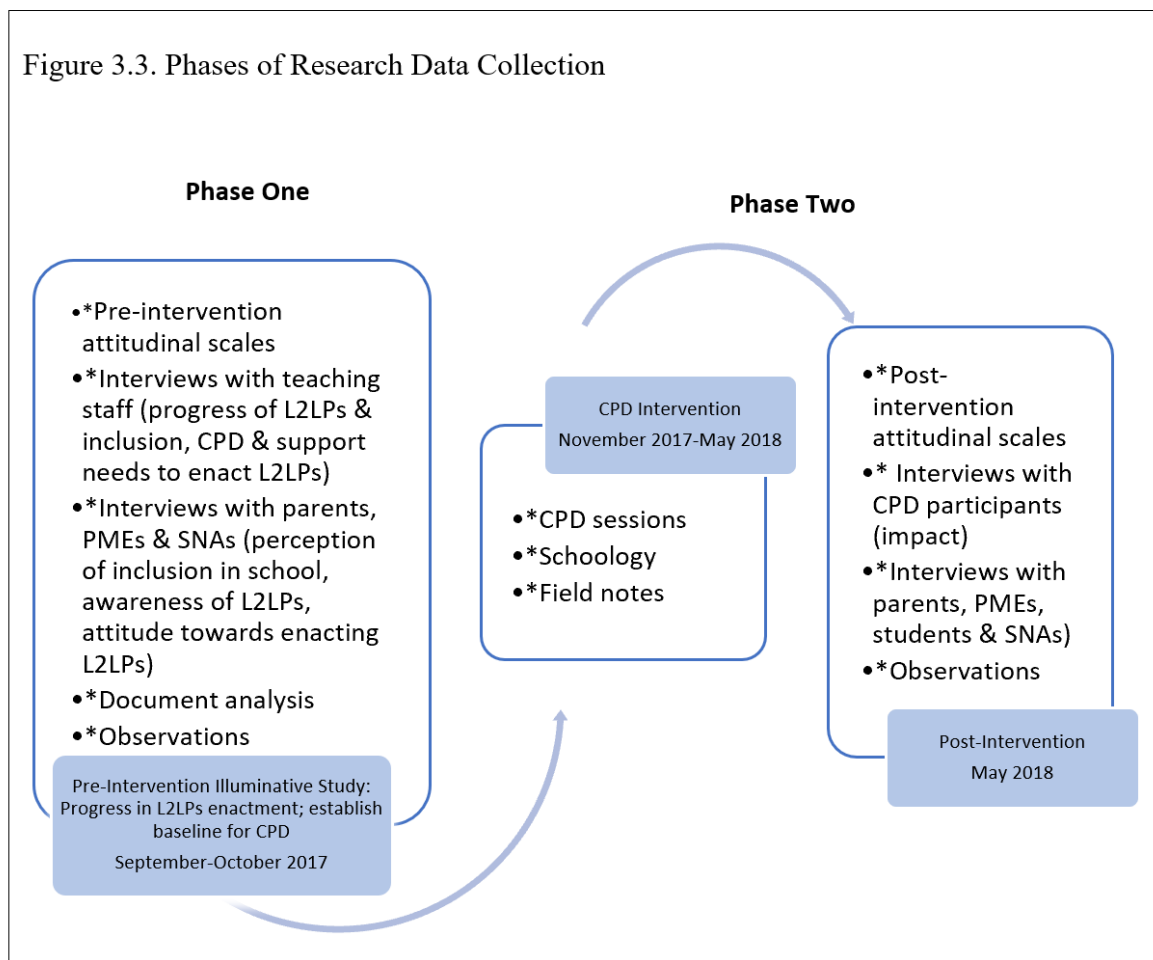
In Chapter One I reflected on the effect growing up with a sister with a GLD had on my belief system and my decision to work in SEN. I reflected on my experiences as a SET. Additionally, it was important to acknowledge and address my roles within the research. Throughout this research I was conscious of my changing positions and took measures to reduce their impact on power relationships (Mercer, 2007). I first engaged with the study school as a JCT Associate to deliver a once-off two-hour L2LPs introduction session. Later I supported staff as part of my Education and Training Board (ETB) SEN Support Officer role.

I developed good relationships with the staff during this time. I had a personal connection with the principal as former colleagues. I believe it was because of these interactions that the principal responded to my request for interested schools. My position with NCCA at the time of writing meant that as I began gathering data, I was working for the organisation that designed the L2LPs. Each role and their impact on my views and practices was reflexively examined throughout this process. It was important to check my decisions, interpretations and reporting of the data against my personal histories throughout the research. I endeavoured not to communicate my own views on inclusion, CPD, or L2LPs to participants. I was cognisant of researcher reaction during my interactions with participants, endeavouring not to convey my opinions on their comments and practices.

Case Study Design: Research Methods

Case studies are predominantly associated with qualitative methods however, the nature of a research question can open the case study to quantitative methods (Yin, 2009). This research encompassed qualitative and quantitative research methods. Interviews, participant observation and reflexive fieldnotes were the key data collection methods. Attitudinal scales were used pre and post intervention to measure any teacher change in attitudes, beliefs and practice. Documents, such as school policies, planning and lesson notes were analysed to illuminate the school's journey. Data were collected sequentially over a school year. Phase one data informed phase two, while data collected in both phases were used to examine the impact of phase two (Figure 3.3).

Figure 3.3. Phases of Research Data Collection



Sampling procedures

The primary research population for this study was mainstream post-primary teachers. However, other actors involved in L2LPs were also considered. Students, parents and SNAs have roles in planning for and engaging with L2LPs (NCCA, 2016) and therefore their views were important to gain an understanding of L2LPs in action before and after the intervention. Professional Masters in Education students (PMEs) on placement were also considered as they held a unique position of engaging in another form of PD, their ITE, while working with teachers engaging in the CPD for this study. The intention of this study was to have a small sample size of one research school. Purposive sampling was used to select this site and participants relevant to the research topic regarding their experience, or lack of, L2LPs.

Purposive sampling lends itself well to qualitative exploratory research with iterative and flexible designs (Creswell, 2007; Denscombe, 2010; Robson, 2011). It does not provide a balanced cross-section sample however, this is balanced by the opportunity it provides for the researcher to focus on occurrences that will best illuminate the research question (Denscombe, 2010).

To source one research site twenty-seven schools within the researcher's ETB were invited to express an interest in participating in the research (Appendix D). The researcher established a set of criteria in the event that multiple schools responded. This criterion included:

- The school has identified a student or students commencing first or second year in September 2017 who meet the criteria as set out by the NCCA for participation in the L2LPs
- The school has decided to engage with L2LPs or is in the early stages of introducing L2LPs in their school
- Students identified to participate in L2LPs will engage with some of their L2LPs LOs in mainstream subject classes
- The majority of teachers in the school are willing to engage with the research
- School leadership will engage in the CPD intervention with their teaching staff
- School leadership will facilitate one on-site CPD session for all school staff.

Three principals responded, however two were unable to put their school's forward due to other commitments. The principal who expressed an interest to participate was from a developing school that opened in August 2016. Previous interactions with the school highlighted the frustrations of the principal and SEN coordinator that progress in L2LPs had "stalled" and teachers were looking for guidance. Following an initial presentation to the

school staff, including SNAs and PMEs on placement, sixteen teachers including the principal and coordinator, three SNAs, and four PMEs expressed an interest in participating in different aspects of the study.

Sixteen teachers participated in phase one. Eleven teachers completed phase two. The teacher participants' profile is presented in Table 3.1. The three SNAs working in the school expressed an interest in participating in interviews (Table 3.2) as did the four PMEs (Table 3.3). At the time of the study, two students (Alex and Emma) were beginning second year and were identified by their teachers as candidates for L2LPs. Emma's learner profiler⁷ indicated Emma had a diagnosis GLD in the low mild range of ability. She was a talented gymnast, enjoyed speaking Spanish and was described as caring by nature. Alex's learner profile indicated Alex had a diagnosis of Autism with a learning disability in the mild range of ability. He also had Developmental Coordination Disorder. Alex was described as loving football, polite and kind natured, and excellent at teamwork. Alex, Emma and their parents were invited and agreed to participate in the study. Emma and Alex participated in phase one and two interviews and were in phase two classes that were observed. Alex and Emma's parents participated in phase one and two interviews.

⁷ The school used the term 'Learner Profile' for students' IEPs

Table 3.1.

Teacher Participant Profile

| Pseudonym | Gender | Years of Teaching Experience | Subject(s) Teaching |
|------------------------|---------------|-------------------------------------|---|
| Principal | Female | 20 | Principal (Administrative) |
| SEN Coordinator | Female | 6 | SEN |
| Ann | Female | 7 | History, Geography, CSPE |
| Brid | Female | NQT | Home Ec, SPHE, CSPE |
| Carol* | Female | 1 | Science, Maths |
| Derek | Male | 1 | French |
| Elaine | Female | 3 | Business Studies |
| Fay | Female | 9 | Art, SPHE |
| Grainne | Female | NQT | English, Religion, Artistic Performance |
| Helen* | Female | 3 | Spanish, CSPE, SPHE |
| Hanna* | Female | 4 | Music, Coding |
| Joan | Female | 1 | History, English |
| Adam | Male | 15 | Maths, Science |
| Brian* | Male | 3 | PE |
| Colm* | Male | 2 | Guidance Counsellor |
| Frank | Male | 1 | Technology, Technical Graphics |

Note. *Completed phase one only

Table 3.2.

SNA Participant Profile

| Pseudonym | Gender | Years' Experience as SNA |
|------------------|---------------|---------------------------------|
| Mary | Female | 2 |
| Nora | Female | 4 |
| Paula | Female | 8 |

Table 3.3.

PME Participant Profile

| Pseudonym | Gender | Subject |
|------------------|---------------|-------------------|
| Katie | Female | English, Religion |
| Eric | Male | Business Studies |
| Lisa | Female | Science |
| Gary | Male | French |

Pre and post-intervention attitudinal scales

To ascertain did the CPD have an impact on teachers' attitudes, beliefs and classroom practice teachers completed TEIP (Appendix E) and SACIE-R (Appendix F) scales pre and post-intervention. Sixteen teachers completed the pre-intervention surveys and eleven completed the post-intervention surveys. Pre and post TEIP and SACIE-R test were coded in order to compare individual responses. Only the results of those who completed the CPD (n =11) were compared.

Interviews and focus groups

The purpose of interviews in this study was “to understand themes of the lived daily world from the subjects' own perspective” (Kvale & Brinkman, 2009, p. 24). Semi-structured interviews using an open-ended schedule of questions were used to encourage reflection and discussion and reduced the potential of missing important data pertinent to the phenomenon (Miles & Huberman, 1994). The interview questions were developed to encourage good interview interaction and contribute thematically to knowledge production (Kvale & Brinkmann, 2009). The interview schedules (Appendix G) emerged from the research questions guiding this study (Figure 3.4). Phase one was concerned with different participants' experiences of inclusion and L2LPs enactment prior to this study. The detailed information gathered in phase one informed the design of the CPD for phase two. The

purpose of phase two interviews was to gather in-depth information on the impact of the CPD on L2LPs enactment; attitudes and practices, factors that contributed and hindered teacher change, and student outcomes. Individual and focus-group interviews were used, and all interviews took place in school (Table 3.4).

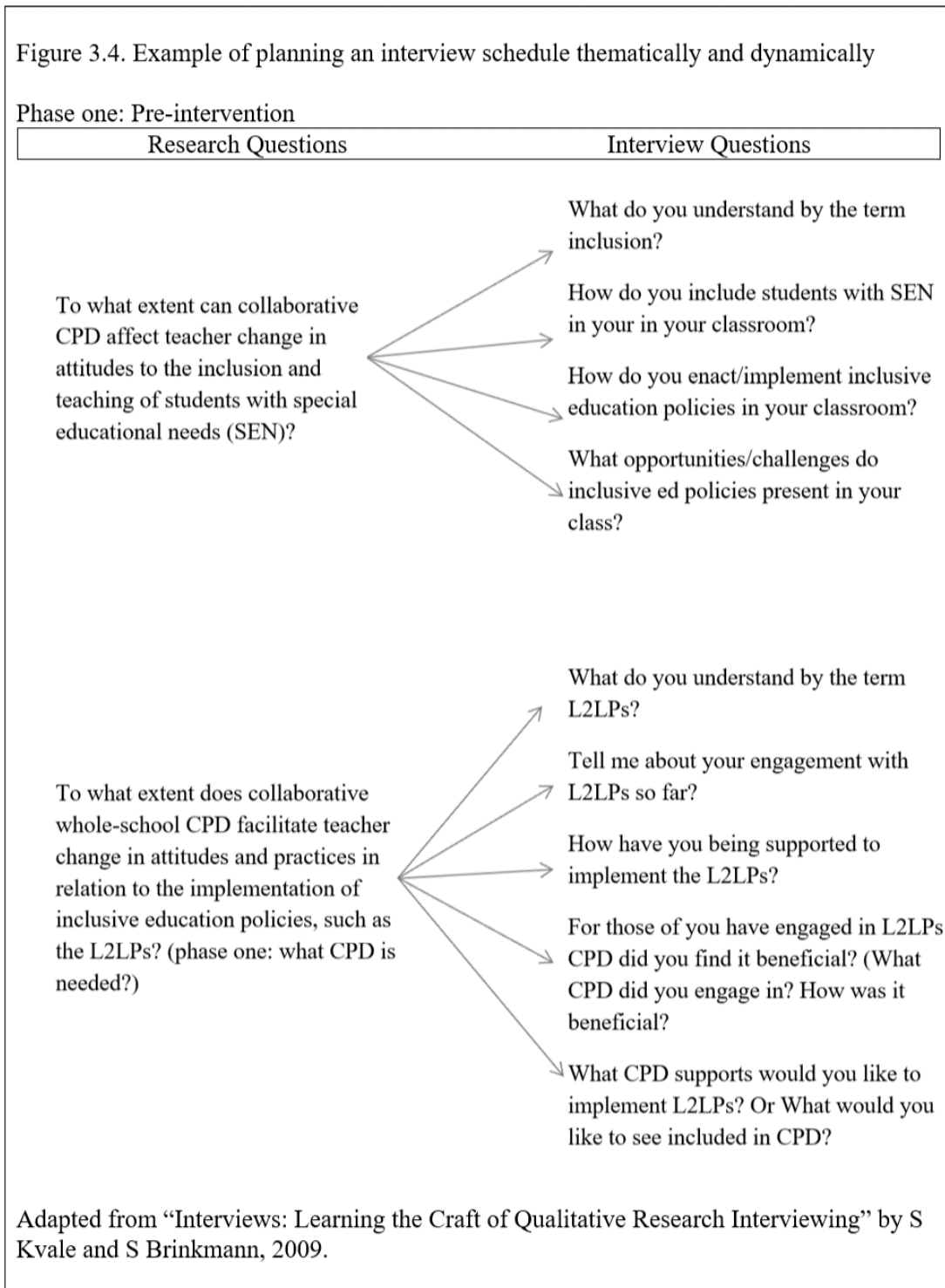


Table 3.4.

Breakdown of research interviews








| Phase one interviews | | Phase two interviews | |
|------------------------------|-----------------------------------|------------------------------|----------------------------------|
| Individual interviews (6) | 2 x parents | Individual Interviews (6) | 2 x parents |
| | 2 x students | | 2 x students |
| | 1 x Principal | | 1 x Principal |
| | 1 x SEN co-ordinator | | 1 x SEN co-ordinator |
| Focus groups (4) | 3 x teachers (11 participants) | Focus groups (3) | 2 x teachers (8 participants) |
| | 1 x SNAs (3 participants) | | 1 x SNAs (3 participants) |
| | 1x PMEs (3 participants) | | 1 x PMEs (2 participants) |
| | | | |

Interviews with student participants occurred in the coordinator’s room. Each student was introduced to the interviewer who explained the process and gained their assent. The interviewer, coordinator and student engaged in general conversation before the coordinator left and the interviews began. Emma did not engage with the interviewer in her phase two interview, so this was completed by the coordinator at a later stage. Alex was anxious at the time of his phase two interview, so his mother was present to reassure him.⁸ The researcher was cognisant that the students had SEN and was guided by the following research when designing research questions and materials: student voice research (Flynn, 2013, 2015; NCCA, 2017), research about interviewing students with SEN (Lewis & Porter, 2002), research involving interviewing and observing students with SEN (Rose et al., 2015; Squires, Kalambouka & Bragg, 2016; Ware, Butler, Robertson, O’Donnell & Gould, 2011; Woods, Parkinson & Lewis, 2010). Visual prompts (Squires et al., 2016; Woods et al., 2010) were

⁸ Phase two interviews occurred the week preceding school exams. The coordinator indicated that the exams were creating anxiety for both students at the time.

used to assist the students engage with the questions when necessary. These visuals were available on students' iPads and in print. Examples of visuals are shown here:

Emoticon Cards: Students were able to select feelings to show how they felt about certain issues. A blank emoji was included to facilitate students to express a feeling not listed.

| | | |
|---|--|--|
|  Happy |  Unhappy |  _____ |
|  Frustrated |  Tired | |
|  Confident |  Cared about | |

A rating scale was used to assist students express their likes and dislikes. Thumbs were used as this was a strategy already in use in the school.

| | |
|---|------------------|
|  | Very Good |
|  | Good |
|  | Bad |
|  | Very Bad |

Observation of participants

Observation was used to gather evidence of teacher change, if any, in attitudes and practice in terms of enacting L2LPs as an outcome of the CPD. Six classroom observations facilitated a more holistic exploration and understanding of enacting L2LPs within the context of this group of teachers' experiences of the process in their school. A strength of participant observation in terms of this research was the opportunity it affords researchers to be present, participate and share experiences with the group (Yin, 2009). Teachers were invited to participate in observations early in the study. Initially all teachers volunteered. Four pre-intervention observations were selected based on teachers' timetables on the day chosen for observations, one was cancelled. Three post-intervention observations were conducted based on the students' timetables on the day chosen for observations. Semi-structured observation was employed. This involved the use of an observation schedule (Appendix H) guided by themes in the Inclusive Education Framework (NCSE, 2011) and levels of use from the PD Evaluation Framework (King, 2014). Fieldnotes (Appendix I) and summary notes (Appendix J) were used to guide the analysis of these observations. These observations were concerned with the extent to which teachers engaged with L2LPs pre and post-CPD. Phase two observations were also concerned with student outcomes.

Document Analysis

Document analysis in case studies can be used to gather specific details, substantiate information from other sources, or as a precursor to interviews and observations (Simons, 2009; Yin, 2009) allowing the researcher to make inferences to direct further investigation (Yin, 2009). Table 3.5 lists the documents analysed within this study. School policies and whole-school and individual level planning documents were used in phase one to gain additional information on the school's stage in the L2LPs enactment process. Teachers' PRLs

and lesson plans were used in phase two to explore the impact of the CPD on L2LPs enactment. Additionally, PRLs informed CPD sessions.

Table 3.5.

List of Documents Analysed in Study

| Phase one documents | Phase two documents |
|--|--|
| Admissions Policy* | PRLs (33) (Appendix N) |
| Additional Needs Policy* | <ul style="list-style-type: none"> • November (4) |
| Subject Planning Checklists (6) (Appendix K) | <ul style="list-style-type: none"> • January (10) |
| Schemes of Work (2) (Appendix L) | <ul style="list-style-type: none"> • February (4) |
| Lesson plans (2) (Appendix M) | <ul style="list-style-type: none"> • March (7) |
| Student IEPs (Learner Profile) (2) * | <ul style="list-style-type: none"> • April (4) • May (4) |

Note.*Documents that may reveal the identity of the school or students were not included in Appendix

Credibility and Quality Measures

Quality assurance in qualitative research is concerned with credibility, dependability, trustworthiness, and generalisability (Cohen et al., 2011). Merriam’s (1998) strategies to achieve validity and reliability were considered a useful guide to establishing credibility. However, with no strategies for construct validity Yin’s (2009) case study tactics for four design tests were also used (Table 3.6).

Table 3.6.

Approach to Credibility and Quality Assurance

| TESTS | Yin | Merriam |
|--------------------|---|---|
| Construct validity | <ul style="list-style-type: none"> ● Use multiple sources of evidence ● Establish chain of evidence ● Have key informants review draft case study report | No strategies |
| Internal validity | <ul style="list-style-type: none"> ● Do pattern matching ● Do explanation building ● Address rival explanations ● Use logic models | <ul style="list-style-type: none"> ● Triangulation ● Member checks ● Long-term observation ● Peer examination ● Participatory/collaborative models of research ● Researcher’s bias ● |
| External validity | <ul style="list-style-type: none"> ● Use theory in single case studies ● Use replication logic in multiple case studies | <ul style="list-style-type: none"> ● Rich thick descriptions ● Typicality/modal category ● Multisite designs |
| Reliability | <ul style="list-style-type: none"> ● Use case study protocol ● Develop case study database | <ul style="list-style-type: none"> ● Investigator’s position ● Triangulation ● Audit trail |

Note. Adapted from “Qualitative Research and Case Study Applications in Education” by S Merriam, 1998, and “Case Study Research: Design and Methods” by R Yin, 2009.

Construct validity

Construct validity is concerned with using the correct operational measures for the study and is a challenging aspect of case studies (Yin, 2009). The aim of this research was to explore the impact of CPD on the enactment of L2LPs in the context of a mainstream post-primary school. In Chapters One and Two the key terms of “SEN”, “inclusive education”, “L2LPs”, “policy enactment”, and “CPD” were defined and discussed. Evidence based themes from the Inclusive Education Framework (NCSE, 2011) were used to guide the development of the observation schedule. Additionally, King’s (2014) evidence-based framework for PD evaluation was used to evaluate the impact of the CPD on L2LPs enactment in the school and factors that supported or hindered teacher learning.

Internal validity

Internal validation addresses the way research findings match reality (Merriam, 1998). Internal validity works with explaining cause and effect however, the role of inferences in case studies is a concern (Yin, 2009) as the interpretations of the researcher will alter the reality to some degree. Several strategies were used in this study to maximise internal validity. Data and methodological triangulation were utilised to reinforce or contradict realities. Data was gathered over an eight-month period (September 2017 to May 2018). This approach increased the validity of findings (Merriam, 1998). During data analysis information was looked for that might contradict the themes established in the findings and rival explanations to interpretations were considered. Throughout each observation, including writing reflection notes, the researcher remained conscious of potential biases and researcher impact (Simons, 2009; Yin, 2009). “Becoming conscious of how your beliefs and values impact in the research enables you to discern when your values hinder understanding or constitute a bias and when they facilitate insight and deep understanding” (Simons, 2009, p.94). Researcher bias was addressed by acknowledging the influence of personal beliefs and values on the research. Member checking was an integral part of this study. Participant clarification was sought throughout the data collection process. The conduct of this research including the analysis of data was audited by the researcher’s supervisors. The supervisors offered constructive guidance through regular written feedback and meetings. Additionally, peer examination was engaged in with critical friends, “a trusted person who asks provocative questions, providing data to be examined through another lens, and offers critique of a person’s work as a friend” (Costa & Kellick, 1993, p.50). In this instance critical friends were a PhD candidate at the same research stage with limited knowledge of L2LPs and a teaching colleague with over twenty years’ experience of inclusive education and experience of L2LPs since its introduction.

External validity

External validity is concerned with the generalisability of the findings beyond the case study (Merriam, 1998; Yin, 2009). Generalisability can be limited due to the small-scale nature of case studies. Including thick descriptions allow readers to make judgements about the generalisability of the study to their context (Merriam, 1998). The report of this study's findings included thick descriptions of the case study and quotes from participants to provide a clear picture enabling the reader to journey with the researcher as interpretations and conclusions were made. Furthermore, it allowed the reader to make their own interpretations. It is acknowledged that the scope of this research is limited due to the sample size and the unique cultures that exist in different schools. Thus, while the report of the findings used the generalisation 'teachers' this was with the acknowledgement that it was the experiences and opinions of a small representation of a large population being discussed.

Reliability

Reliability is concerned with consistency of the research and minimising errors and bias (Merriam, 1998; Yin, 2009). In this study the triangulation process and thick descriptions were used in conjunction with an audit trail to maximise reliability. A systematic and detailed chain of events was established. A full account of activities for the duration of the data collection and interpretation process was kept. Chronological records of events, transcripts and fieldnotes were kept with attached summary and immediate reflections. Records of all decisions made, with reasons for decisions were kept. This process was necessary for clarifying how the researcher arrived at findings (Merriam, 1998) for reliability purposes.

Pilot study

Piloting a case study is the final stage of preparation for collecting the evidence and helps the researcher refine data collection plans and lines of enquiry (Yin, 2009). A pilot study was undertaken in this research to strengthen quality and credibility of the data collection instruments. Interview schedules were piloted with staff, students and parents from the post-primary school where the researcher previously worked. Piloting the interviews highlighted repetitive and ambiguous questions and resulted in the interview time being reduced. The pilot of the focus-group schedule improved researcher facilitation skills, ensuring all voices were heard and time management. The inclusion of an activity to generate discussion was also removed from the schedule as a result of the pilot. The observation schedule was piloted in the same school. TEIP and SACIE-R scales did not require piloting as reliability was established in previous studies.

Data Analysis

Data analysis is about painting a picture and shedding light for the reader by using the information effectively to tell a story (Robson, 2011). The data analysis procedures used in this study emerged logically from the research question and used data comparison, data reduction and display, and data correlation (Onwuegbuzie & Leech, 2006) to look for regularities and patterns in the data to thread ideas together. A phenomenological mode of inquiry was chosen because it allows the data to move from the particular to the general, always evolving (Cohen et al., 2011; Robson, 2011). Data collection and interpretation was sequential as some information gathered was required to inform the next phase. Data collected from each instrument were interpreted separately, and then brought together in common themes for the reader. The use of descriptive accounts of participants' experiences allowed the situation to become apparent to the reader (Denscombe, 2010). Steps

recommended by Miles and Huberman (1994), which include writing summaries, memos and document sheets were taken throughout the collection process to reduce data overload. A thematic approach (Braun & Clarke, 2006) (Table 3.7) was used to analyse the data. Braun and Clarke's accompanying checklist for good thematic analysis (Appendix O) guided the use of this framework into the report writing phase. Appendix P gives an example of the researcher's process.

Table 3.7.

Phases of Thematic Analysis

| Phase | Description of the process |
|--|--|
| 1.Familiarising yourself with the data | Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas. |
| 2.Generating the initial codes | Coding interesting features of the data in a systematic fashion across the entire data set, collecting data relevant to each code. |
| 3.Searching for themes | Collating codes into potential themes, gathering all data relevant to each potential theme. |
| 4.Reviewing themes | Checking the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis. |
| 5.Defining and naming themes | Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme. |
| 6.Producing the report | The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. |

From. "Using Thematic Analysis in Psychology, by V Braun and V Clarke, 2006, *Qualitative Research in Psychology*, 3(2), pg.96.

Firstly, data was prepared for analysis. Interviews and focus groups were transcribed. Fieldnotes and documents were summarised in summary sheets. Brief reflective notes were made on fieldnotes, documents and transcripts on site immediately after interviews, observations, and CPD sessions. These were followed by more detailed notes and memoing when reading and re-reading transcripts and fieldnotes as part of a reflective journal (Creswell, 2007; Miles & Huberman, 1994; Robson, 2011).The gathered data were unitised,

assigned formulated meaning, themed, and compared and interpreted (Robson, 2011). This was achieved by noting interesting points, recurring themes, comments, emotions, or behaviour on the part of the participating teachers. Having reduced the data in this manner, the next stage was to cluster the data in a way that made it meaningful. Relationships between themes raised were put forward to categorise them and identify patterns. This stage required objective consideration of why certain themes were put together and being named as they were. The data was again examined for any contradictions to these themes. A list of the final list of themes is in Table 3.8.

From this point the data was compared, the themes were explored, described, summarised, and analysed in a reflective and critical manner to report the findings (Robson, 2011). An iterative approach was taken to interpretation of the data to describe and explore the case being studied. This allowed space for unexpected themes to evolve when interpreting the data rather than focusing on a set of pre-coded themes. For example, “student-teacher relationships” was an unexpected theme that arose from the data. This iterative approach facilitated the descriptive detailing of the experiences of participants as they engaged in L2LPs CPD at face value before interpreting emerging themes. Furthermore, it facilitated the exploration of emerging themes to support or refute the hypothesis that this model of CPD could have a positive impact on the L2LPs enactment in this school.

A statistical analysis package (SPSS) was used to analyse the TEIP and SACIE-R pre and post-intervention scales. As this was a small convenience sample size, a non-parametric comparison using the Wilcoxon Signed Ranks Test was used for repeated measures (Connolly, 2007). As the results of this test were insignificant the median was used to display a comparison between pre and post scores (Appendix Q).

Table 3.8.

Coded Themes

| Themes | Code |
|--|--|
| Knowledge, Practice and Beliefs | KPB |
| <ul style="list-style-type: none"> • Knowledge and understanding • Practice/skills • Beliefs, attitudes and efficacy • Agency | <ul style="list-style-type: none"> • KPB-KU • KPB-PS • KPB-AE • KPB-A |
| Planning and Practice | PP |
| <ul style="list-style-type: none"> • Policy • Planning • In Practice • L2LPs | <ul style="list-style-type: none"> • PP-PO • PP-PL • PP-PR • PP-L2 |
| Teachers' Learning | TL |
| <ul style="list-style-type: none"> • CPD needs • Factors Hindering <ul style="list-style-type: none"> - Time - Students with challenging behaviour • Factors Supporting <ul style="list-style-type: none"> - Structure and design - Resources | <ul style="list-style-type: none"> • TL-CPD • TL-FH <ul style="list-style-type: none"> - FH-T - FH-CB • TL-FS <ul style="list-style-type: none"> - FS-SD - Fs-R |
| Impact on Enactment Communication and Collaboration | CC |
| <ul style="list-style-type: none"> • Teachers • Parents • Student-teacher relationships • SNAs • Knowledge, Practice and Beliefs | <ul style="list-style-type: none"> • CC-T • CC-P • CC-S/T • CC-S • KPB (as above) |
| Impact on Students Student Outcomes | SO |
| <ul style="list-style-type: none"> • Emma • Alex • General | <ul style="list-style-type: none"> • SO-E • SO-A • SO-G |

Ethical Considerations

Regarding ethical considerations the researcher was firstly guided by Denscombe's (2011) four principles of research ethics:

- Participation should be voluntary and based on informed consent
- Participants' interests should be protected
- Researcher should operate in an open and honest manner with respect to the investigation
- Research should comply with the laws of the land.

Ethical procedures were informed by the 'Ethical guidelines for education research' (British Education Research Association (BERA), 2011) and Dublin City University's (DCU) 'Guidelines on best practice in research ethics' (DCU, 2006). This study was reviewed and approved by DCU Research Ethics Committee (REC). All documents pertaining to meeting ethics requirements are as follows:

- Plain language statement for teachers and SNAs (Appendix R)
- Research information sheet for parents (Appendix S)
- Research information sheet for students (Appendix T)
- Teacher and SNA consent form (Appendix U)
- Parent consent form (Appendix V)
- Student assent form (Appendix W)

Voluntary participation and informed consent, and assent in the case of the two students, was obtained verbally and in writing. The information sheet was read out with students and understanding was checked. The nature of the study, what was being asked of participants, and what the information gathered would be used for was outlined in plain language statements, information sheets and again in consent and assent forms. Participants were informed of their right to withdraw at any stage and the steps to ensure confidentiality were highlighted in all the written consent forms and verbally before interviews. The expected benefits of the study to participants were explained. Potential risks to participants

were identified and addressed. Confidentiality and anonymity were addressed at the outset of this study. Pseudonyms were used for participants. No personal or school details were recorded in the written account of the study findings or in the completed thesis. As the sample size was small it was impossible to guarantee complete anonymity of the participants' identity. However, every effort was made to ensure the identity of participants was protected. Participants were informed from the outset that information could only be protected within the limits of the law. All data was collected by one researcher. It was stored in a sealed container or on a password protected USB stick, which were kept in a secure place. Data collected was not used for any other purpose than that outlined prior to gaining consent (Porter & Lacey, 2005). Access to the data samples was restricted to the researcher and research supervisors. A plan for the disposal of collected data was also outlined.

Attention was paid to the ethical considerations of working with vulnerable young people in this study. Decision-making and interaction with Emma and Alex in this study was informed by the following documents:

- BERA's (2011) section on children, vulnerable young people, and vulnerable adults in its 'Ethical guidelines for education research'
- 'Keeping children safe: Policies and procedures supporting child protection at DCU (n.d.)
- 'The ethics journey in children's research: Checklist (Department of Children and Youth Affairs (DCYA), 2012a)
- 'Guidance for developing ethical research projects involving children' (DCYA, 2012b).

Before students participated in interviews several steps were taken. Firstly, parental consent was obtained. At an introduction meeting time was spent 'chatting' with the

student about school, their hobbies etc. to ensure they were comfortable with the researcher before taking part in the study was broached. The research was explained through the information sheet (Appendix T) and the student was encouraged to ask questions. Students were asked to discuss the study at home and decide if they would like to participate. The student was met with again to ensure the student understood the information sheet and was willing to participate. After time to read the information sheet and assent form with parents at home it was read through again by the researcher, ensuring understanding before the student signed. Throughout the interview there were check-ins with the student to ensure they were comfortable with the questions and happy to continue.

Conclusion

This chapter provided an overview of the methodological approach for this study. The philosophical assumptions of construct approaches were outlined. A predominantly qualitative single case-study design that aligned with these assumptions was outlined. Strengths and limitations were highlighted and addressed. Steps taken to ensure the quality and credibility of the research were explained and ethical considerations were addressed. The following two chapters will report the findings from this research.

Chapter Four: Findings (Phase One)

“Where We Were Then”: An Illuminative Evaluation of One School’s Existing Practices Before Collaborative Whole-School CPD to Enact Level 2 Learning Programmes

The findings of this study are presented, analysed and discussed in three chapters. This chapter presents the findings of phase one of the research to inform the CPD innovation in phase two. Phase two findings are presented in Chapter Five. Subsequently, in Chapter Six the findings from both phases are analysed and discussed in relation to the CPD’s impact on L2LPs enactment. The findings of the illuminative evaluation in phase one established a baseline for developing CPD to engage teachers in relation to their current engagement with L2LPs, knowledge and skill level (Kervin, 2007). This chapter presents phase one data, summarises the key findings, and outlines the CPD design decision-making based on phase one findings.

Presentation of Findings

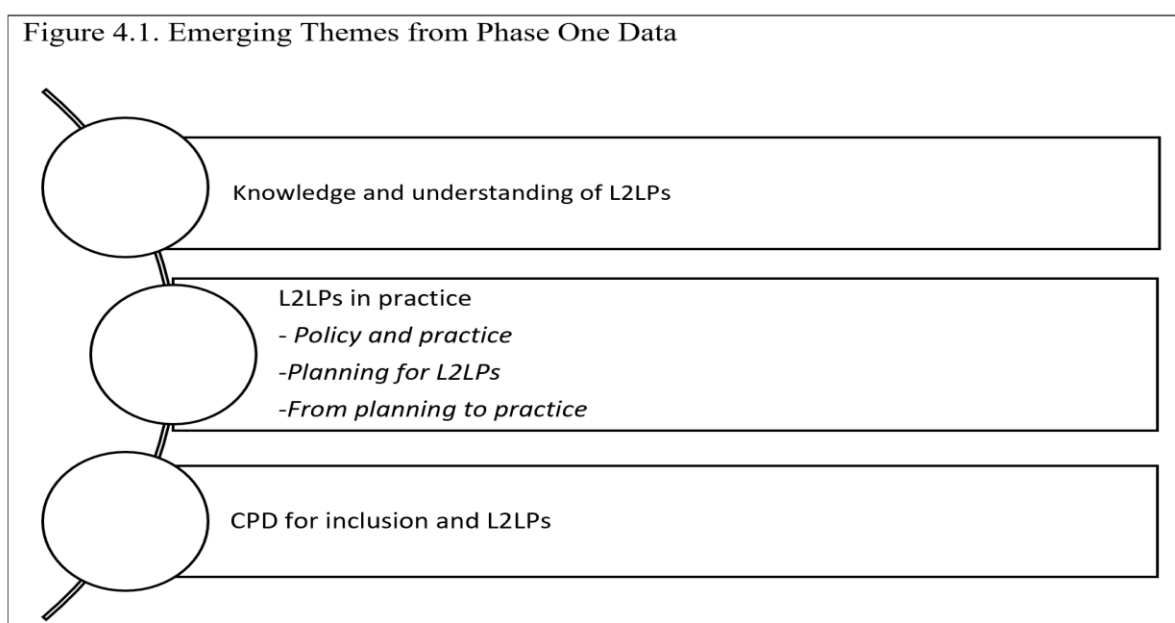
A descriptive approach to the data (Table 4.1) using emerging themes (Figure 4.1) was used to present the findings. All data sources used in this chapter were gathered before the CPD intervention. The small size of focus groups enabled the researcher to confirm participants’ agreement or disagreement with colleagues’ viewpoints through member checking and observing body language.

Table 4.1.

Data Sources for Phase One Findings

| Data Source | Number | Participants |
|--|--------|---|
| Survey: Attitudinal Scale TEIP | 16 | <ul style="list-style-type: none"> Teachers |
| Survey: Attitudinal Scale SACIE-R | 16 | <ul style="list-style-type: none"> Teachers |
| Individual Interviews | 6 | <ul style="list-style-type: none"> 2 parents 2 students Principal SEN coordinator |
| Focus Groups | 5 | 17 participants: <ul style="list-style-type: none"> 3 teachers focus groups (11) 1 SNA focus group (3) 1 PME Student teacher focus group (3) |
| Observation | 3 | <ul style="list-style-type: none"> Brid (Home Economics) Ann (Geography) Hanna (Music) |
| Document Analysis | | <ul style="list-style-type: none"> Teachers in groups Elaine (Business scheme) Hanna (Music scheme) |
| <ul style="list-style-type: none"> Subject planning checklist | 6 | |
| <ul style="list-style-type: none"> Scheme of work | 2 | <ul style="list-style-type: none"> Brid Hanna |
| <ul style="list-style-type: none"> Lesson plan | 2 | |
| <ul style="list-style-type: none"> School documents | | <ul style="list-style-type: none"> Mission statement ASN Policy IEPs for student participants Admissions Policy |

Figure 4.1. Emerging Themes from Phase One Data



Knowledge and Understanding of L2LPs

Findings in relation to knowledge and understanding of L2LPs were drawn from school policies, interviews with the principal, SEN coordinator⁹, parents and students, teacher and SNA focus groups, TEIP responses, and classroom observations. The data suggests a commitment to inclusion with L2LPs forming one part of this. However, the data indicates a significant gap between teachers' perceptions of their understanding of L2LPs and the accuracy of their L2LPs knowledge. The school's commitment to the principles of partnership, accountability, transparency, inclusion, and respect for diversity, parental choice and equality were stated in its mission statement. This commitment was outlined in the school's Admission Policy (2016, p.2) which states:

We, with our partners in education, are committed to be a caring, learning community where each person is valued and accorded respect and dignity. The staff aims to deliver a broad diverse curriculum in a calm, disciplined and safe environment in an atmosphere where all will be encouraged to become confident, responsible learners striving to reach their full potential.

The schools' Additional Support Needs (ASN) Policy outlined the school's intention to be inclusive and "work with students in an equitable manner that respects and develops the students' learning potential and sense of self-worth and dignity" and referenced the school's engagement with external inclusive education policies. The introduction of L2LPs for some students was referred to in the ASN Policy. However, the Admissions Policy and curriculum link on the school website listed junior cycle subjects and short courses available but did not include the availability of L2LPs. The school staff¹⁰ demonstrated an awareness of the diversity of students attending the school and the responsibility of teachers, SNAs and

⁹ The SEN coordinator is referred to as 'the coordinator' in the following chapters.

¹⁰ 'Staff' is used to refer to teachers, SNAs, the principal and SEN coordinator.

leadership to include every learner and provide appropriate programmes such as L2LPs in the school. The coordinator observed that: *“as a group we are getting to grips with just the basic understanding of L2LPs but apart from that we haven’t had a major amount of engagement.”* She noted the collaborative nature of inclusion and L2LPs and the difficulties of getting all teachers to collaborate for this purpose:

So, we want to implement them [L2LPs] and staff as a collective are on board and that’s a massive thing but I can imagine the difficulties to be faced trying to get staff to collaborate because it’s such a collaborative process.

In interviews, the principal and coordinator highlighted their responsibilities for communicating and enacting whole-school SEN policies and planning. The principal and coordinator noted the importance of resources (time, teacher availability, and PD), structures and teachers’ commitment to inclusive teaching approaches like team-teaching to enact the ASN Policy and L2LPs. Additionally, the coordinator focused on the internal dynamics of her role, reporting that: *“I take responsibility for the general implementation across the school, but each individual teacher then takes responsibility in their own classroom, so they are given information but then they have to implement it themselves.”* With respect to school readiness for enacting L2LPs, the coordinator spoke about the school having a lack of knowledge and limited focus on pedagogy and the tools to teach L2LPs. She suggested a lack of awareness, by herself and colleagues, of students who may benefit from L2LPs. The coordinator reflected on the barriers to enacting L2LPs saying: *“it’s just a lack of knowledge and a lack of understanding, because even my interpretation of who was able to access L2LPs has actually changed since September and I’m familiar with this for over twelve months now.”*

Data from teacher focus groups support the coordinator’s concerns about lack of knowledge. Focus group findings indicated that teachers had less knowledge than the principal and coordinator. Elaine’s comment represents her colleagues’ views:

I actually wouldn't know anything about inclusive education policies. Now I know about the students that I have. I have, you know, we've fantastic access to what we need to know from our coordinator which is brilliant like but regarding policies I don't know.

Nine of the eleven teachers who participated in focus groups, the principal, and coordinator spoke positively about L2LPs and the benefits for their students. However, interview data highlighted teacher misconceptions about L2LPs and the student cohort L2LPs are aimed at. The coordinator expressed concern about colleagues' understanding of GLD and what students L2LPs were designed for:

I'm not sure everyone understands the difference between GLD and 'below average' or 'foundation student', I know we shouldn't use that term, but you know what I mean. I was unsure who L2LPs were for for a long time so of course others are too, they expect me to tell them. But there's the example of one teacher saying this student would have done foundation so let's put them in L2LPs. We need a better understanding of GLD and teaching strategies for this group of students, and Autism too.

Staff explanations of L2LPs further exemplified this confusion. Six teachers and the principal spoke about L2LPs in their subjects as if the L2LPs were L3 subjects differentiated down to level 2. "L2LPs are the Level 2 Learning Programmes. So, the junior certificate or junior cycle is placed at level 3 and what I'm saying to Mam is that student X will be doing English at level 2" (Principal). Eight teachers demonstrated an assumption that students participating in a L2LP did mainstream (L3) subjects but learned and expressed their knowledge in different ways:

It caters for different learning styles as much as possible really. It's more about knowing the abilities for each student and how they learn and choosing the subject level, two or three. Not all students learn the same way so trying as much as possible to accommodate that into lessons so that each student is getting as much as possible out of it. Yes, they're getting the best out of the lesson that they can. (Derek)

It's more of like a practical approach to my subject. So, kind of making it more practical and they're more engaged. Myself trying to vary my teaching style. (Hanna)

Furthermore, there was uncertainty amongst teachers about the place of L2LPs in the junior cycle or what this might look like in reality. Adam compared L2LPs to the Junior Certificate

Schools Programme (JCSP) in a mixed ability classroom in that: “*the students would have time throughout the year to look at statements of learning that they have achieved and were exposed to within their mixed ability classes. It was formalised measuring for teachers but for students as well.*” The three SNAs compared L2LPs to Leaving Certificate Applied (LCA). For example, Mary said: “*they’re a different programme. I suppose in my head I think it’s like the LCA maybe but it’s a different way of teaching.*” Classroom observations in Music (Hanna), Home Economics (Brid), and Geography (Ann) supported the notion of differentiation and different learning styles. Summary fieldnotes (Table 4.2) recorded the observation of several inclusive practices in the three classroom observations. However, there was no evidence of including L2LP LOs into the lessons.

Table 4.2.

Summary Fieldnotes of Classroom Observations

| Summary of practices observed |
|---|
| <ul style="list-style-type: none"> • The <u>use of learning outcomes</u> on the board to focus lesson was evident in the three lessons. • <u>Peer-to peer</u> learning was used in all lessons. This was scaffolded with individual teacher support for students requiring it. • <u>Multiple means of representation</u> were evident. All classrooms had key subject terminology on flashcards or posters on the walls. Student work was displayed. Subject related posters, diagrams etc were on display. Written, visual (video clip, chart showing timelines etc) and verbal instruction/explanations were given in Home Economics and Geography. • <u>Differentiated worksheets</u> were used in Home Economics and Geography. • <u>Student check-in</u> evident. There was student questioning in all classes to check understanding. Random selection of students by teacher for questioning was used in Music. It appeared that teacher had pre-selected questions for students with SEN in Home Ec. Students raised hands to answer questions in Geography. Student A reluctant to answer in Geography, teacher moved to another student then returned to student A. • All subject’s <u>theory based</u>. Music theory-based writing in copy. Home Economics theory based with group activities. Geography theory with video and active participation (in earthquake procedures for a school). <p>Note: This is a summary of practices that occurred in at least two of the three classroom visits for Music, Home Economics and Geography in Phase One of this study.</p> |

Parents had limited knowledge of L2LPs. Both parents commented on targeted learning needs, differentiated work, and fewer tests for their child but when probed about the L2LP their child was following they were vague. Emma’s mother replied,

Well, what I was told was that E would still be in the mainstream class with all the other students and they wouldn't particularly notice that she'd be doing something different. I would just assume in simple terms that she would be listening to the same things, but she's be doing much easier work for her capabilities.

Both parents accepted that the school would make the right decision for their children. They considered communication between school and home excellent but more about everyday matters than L2LP decisions. Both students knew they were doing “*easier work*”. They enjoyed working in smaller groups, particularly Spanish. Alex liked classes that he found easy and talked about his teacher who: “*teaches it very well and I feel like we learn quicker in the smaller group. He doesn't say it too fast.*”

L2LPs in Practice

L2LPs in practice emerged as a significant theme in phase one. Findings were drawn from interviews with the principal, coordinator, and teacher and SNA focus groups. Data from TEIP responses, schemes of work, subject planning checklists, teachers' lesson plans, and classroom observations also informed the findings. The findings pertaining to L2LPs in practice are presented under three sub-headings: policy and practice, planning for L2LPs, and from planning to practice.

Policy and practice

Teachers (n=11) and SNAs (n=3) reported a greater interest in day-to-day practical learning and teaching strategies than policy at whole-school or national level. Teachers spoke about sharing information, team-teaching, differentiation, behaviour strategies, and L2LPs. SNAs spoke about the practices they observed and participated in, such as group work, differentiation, and using the physical environment (for example placing a student near the window or using standing desks). Most staff referenced the supportive staff culture in the school in terms of staying informed and getting help with students, activities, and policies. Nine teachers referred to the coordinator as a “*great source of information*” (Ann) and

mentioned looking up student profiles and using the additional needs communal forum on the school's communication system, Schoology. Fay consulted them several times “*to look at what each student needs*” and found the ‘what a teacher can do’ section of students’ profiles particularly helpful. The coordinator was surprised at teachers’ awareness of this communication system as she felt it was not being used due to a reliance on her giving verbal information on request. She expressed concern about the practicality of inclusive education policies such as L2LPs:

We’re always meeting different things that we haven’t come across before because every student is different. So, a policy is grand in a broader sense but then you have to think about the individual needs of the student. Because you want to do the best for each individual student but at the same time you have to consider the whole group and then you’re trying to not generalise because each student is an individual and that’s where policy versus the real world becomes the problem.

Although regarded by her colleagues as a support and ‘go to’ person for information on policies, the coordinator responded “somewhat agree” to the TEIP statement “I am confident informing others who know little about laws and policies relating to the inclusion of students with disabilities”, indicating a lack of confidence and a fear of “*getting things wrong*” (Coordinator, Interview). Fieldnotes of school visits highlighted that this fear was something that the coordinator discussed at various stages throughout the study (Table 4.3).

Table 4.3.

Extracts from Fieldnotes of Interactions with Coordinator

| Visit | Researcher Notes |
|---|---|
| September 27 (Visit for Interviews) | <p>Greeted T (principal) and L (SEN coordinator) on arrival. L appears anxious to get study started as she says, “the guidance will be great for me, to help me get on the right track with this”.</p> <p>Checked in with L after focus group interviews. Particularly interested to see the information sharing system on Schoology. L expressed surprise that teachers were using/knew about this. Felt they relied more on her giving verbal information to them which she felt puts her on the spot and her “getting things wrong in the moment”.</p> <p>End of visit- L chatted at length about teachers’ understanding of GLD and her own understanding of what students L2LPs are for (In interview noted she had a better understanding than last year). Is there a lack of confidence here or is it first day of study nerves?</p> |
| November Check-in for in-school session with coordinator (L) | <p>Confirmed focus on GLD and asked for strategies. Is what she is suggesting right. Concern that she is not ‘selling it’ to colleagues in school. (This is interesting as staff indicated buy-in prior to study and at interview visit – confidence or teachers’ responses to please me?)</p> |
| February Facetime Session | <p>L stayed online after session. L concerned that not enough L2LPs learning outcomes are being covered by teachers. “Am I not putting enough of them in plan?” Reassured her that process should be slow as everyone is learning together. Expresses confidence that L2LPs is working for student A but worried that it’s not for Student B. Talk through this. I’m not concerned as I think L is figuring out that student B can do level 3 subjects only and not L2LPs.</p> |

Planning for L2LPs

Teachers had planning time as part of Haddington Road¹¹ hours to create subject plans that reflected the school's commitment to inclusive education and plan for L2LPs. The principal was clear that she expected differentiation and L2LPs to form part of teachers' planning and that this should be included in the CPD intervention: "*I would like, you know, to see different examples of differentiation- examples of worksheets, questions, tasks that are adapted. Different examples in different subjects.*" Other approaches to inclusion such as UDL were not mentioned in phase one. The principal, coordinator and nine teachers noted the importance of planning for L2LPs and that it "*is seamlessly embedded within your planning*" (Joan). Interviewer observations in fieldnotes indicated that the body language (nodding, smiling) of teachers who did not comment directly about planning for L2LPs suggested their agreement with colleagues' remarks. All eleven teachers and the coordinator stated that more time was needed to plan in a meaningful and collaborative manner. Carol and Joan's comments represent the views of their colleagues:

We don't have the planning time required to successfully integrate L2LPs in anything more than on paper at this stage, the personalised and directed learning that we would need to successfully integrate L2LPs and just the overall resource of time for teachers to plan differentiated lessons, to discuss what's working well, what isn't working well with the students. That time for discussion is just completely unavailable to us in this school and probably every school. (Carol)

We tried really hard to implement them [L2LPs] last year but there's not enough time to do it. Like you're getting 20-40 minutes put aside a week to do your planning and every other student needs to be accommodated for too. (Joan)

¹¹ Haddington Road is a public service agreement between the government and public service unions. This agreement includes teachers working an additional thirty-three hours per annum. These hours can be used in a flexible manner to meet the needs of the school. They include whole-school staff meetings, small group meetings and individual hours.

All teachers expressed the desire to work collaboratively when planning to ensure a whole-school approach, to ensure there was no overlapping or LOs forgotten, and to share strategies and methodologies. For example, Fay noted:

I'd like to sit down with other teachers and say, 'how are you implementing it?' And bounce ideas of one another and try and see what way we can do it as a collaborative process so that everyone is involved in it and not doing it alone.

The principal agreed with her teachers. She discussed teachers' needs to have time to follow-up with each other after CPD or meetings; to check-in, reflect and plan. However, she questioned "*who has the time to do that? Where does this time come from?*"

Schemes of work (Appendix L) and subject planning checklist responses (Table 4.4) revealed the different stages of L2LP planning that teachers were at. The checklists produced positive responses regarding teachers' perceptions of their subject planning. Five groups replied yes to the statement 'common subject plans with links to Level 2 LOs have been devised and written'. Six replied yes to the statement 'expected LOs are set out in written plans.' The response to individual planning was less positive, with three yes responses to 'individual planning is linked to the subject plan and/or L2LPs'. The coordinator felt teachers had "*a great start*" but momentum was lost when they did not know what to do next or where to find support. The principal commented that follow-up from facilitators after CPD would benefit schools engaging with L2LPs: "*I suppose if anything it would be nice to kind of have a bit of feedback from it or a follow up maybe a month later to say, 'how's it going?'*"

Table 4.4.

Summary of Responses to Subject Planning Checklist

| Subject Planning Checklist: Linking L2LPs and SSE | | | |
|--|------------|-----------|--|
| Subject Planning | Yes | No | Comment |
| Common subject plans with links to Level 2 Learning Outcomes have been devised and written | 5 | 1 | Possible PLU outcomes highlighted in plan |
| Expected learning outcomes are set out in written plans | 4 | | |
| Individual planning is linked to the subject plan and or L2LP and incorporates learning intentions developed to address students' learning needs | 3 | 3 | |
| Individual teacher planning incorporates teaching and learning approaches that are clearly linked to expected learning intentions | 5 | 1 | |
| Timeframes are suggested for teaching various elements of the subject across the subject department | 4 | 2 | Corresponding PLU outcomes highlighted in plan |
| There are links made between statements of learning, key skills and learning outcomes | 6 | | |
| Links with other subjects/base class to support the consistent development of students' key skills are incorporated in the subject plan | 5 | 1 | |
| The subject assessment policy is consistent with the whole-school assessment policy | 4 | | |
| The subject assessment policy incorporates formative and summative assessment practices | 5 | | |
| Written plans for assessment and the gathering of evidence align with planned student learning | 3 | 2 | Aspect of L3 portfolio |
| The plan incorporates opportunities for regular collective review of student work where teachers share professional practice | 6 | | Regular department meetings As I have no L2LP students currently in class, I have not found time to incorporate the L2LP fully into plans and schemes |

However, there appears to be a disconnect between teachers' perceptions of their planning compared to the planning documents data. Seven teachers referred to their planning and embedding L2LPs into their schemes of work. Adam reported: *"We are all integrating L2LPs into our unit plans [schemes of work] and our lesson plans, trying to identify the parts*

of the syllabus that suits them [L2LPs learning outcomes].” Grainne said: “Its [L2LPs] now something that I can have down in my scheme or lesson plan that they’re [students] able to do it.” All teachers were invited to submit their schemes of work. Two teachers responded, Elaine and Hanna for first-year Business and second-year Music respectively. Six teachers reported not submitting their schemes because they had insufficient time, or the knowledge to complete the planning:

It’s hard to find the time to do it all and I think a lot of people are juggling planning and practical stuff. It’s going home in the evening and trying to do it because you want to do your best but there’s other commitments. (Adam)

Five teachers looked for more examples and guidance to be better informed on how to incorporate L2LPs into their planning. Ann noted that there is a website that did “*a good introduction of L2LPs for my subject*” and that something similar for planning would:

take a load off your shoulders. The NCCA could do more of that work of kind of like show you like schemes of work that could be rolled out, lesson that could be rolled out into your own lesson planning just to give us ideas because it’s hard not knowing for sure.

Elaine’s Business scheme of work linked Business and L2LPs LOs in ‘Numeracy’, with expected LOs evident in the plan. The scheme also set out differentiated success criteria with L2LPs criteria highlighted in green and L3 criteria in red (Table 4.5). The Music scheme suggested a lack of understanding of planning for L2LPs. The inclusion of ‘literacy’ and ‘numeracy’ could refer to the L2LPs PLUs ‘Communicating and Literacy’ and ‘Numeracy’, or to the literacy and numeracy strategy. L2LPs LOs were not identified in the scheme and success criteria were not differentiated (Table 4.6).

Table 4.5.

Extract from Business Scheme of Work

| Unit of Learning | Learning Outcomes | Success Criteria/Differentiation |
|---|---------------------------|---|
| Level 3 | Level 2 | Students work will show... |
| | PLU | |
| Personal Finance: 1.1 | Numeracy: A4, A5, A6, A7. | Students work will show an ability to differentiate between a person's basic needs and wants. |
| Personal Finance: 1.2 | | Students work will show an understanding of income and its different sources. |
| Personal Finance: 1.3 – Financial lifecycle | | Students work will show an understanding of expenditure and the different types of expenditure within a household. |
| Personal Finance: 1.12 | | Students work will display a knowledge of how a person's needs and wants change throughout the different stages of their lives. |
| | | Students work will show an understand of what opening, closing and net cash are. |
| | | Students work will show their ability to record income in a household budget |
| | | Students work will show the ability to record expenditure in a household budget. |

Note. This table represents the alignment of Level 3 and L2LPs LOs in the Business Scheme of work.

Table 4.6.

Extract from Music Scheme of Work

| Learning Outcomes | |
|---|----------|
| Level 3 | Level 2 |
| 1.2, 2.1, 3.3, 3.5, 3.6, 3.9, 3.10, 3.11, 3.12,3.13 | PLU |
| | Literacy |
| | Numeracy |

Note. This table represents the alignment of Level 3 and L2LPs LOs in the Music Scheme of work.

Lesson plans were requested from four teachers selected for classroom observations. Plans were submitted by Hanna and Brid for second-year Music and Home-Economics respectively (Appendix M). These lesson plans further demonstrated a gap in the teachers' knowledge regarding planning for L2LPs. The plans did not reference L2LPs, or differentiation for students with SEN. Hanna and Brid expressed uncertainty about breaking down L2LPs in this stage of their planning. Brid emailed the researcher:

Any feedback would really benefit me as I haven't a clue where to start with regards to L2LPs and could do with all the help. I know there are better ways to approach my diverse class so as to allow each student to reach their potential. (Personal communication, 2 October 2017).

From planning to practice

Interview data indicated varying degrees of teacher confidence regarding putting L2LPs into practice. Grainne felt they “*were doing it without realising we're doing it [and] it is actually easier to bring it in once we know about them and can confidently do them*”. However, the coordinator was concerned that teachers were unaware of how L2LPs would work for them and their students in the classroom and that more CPD would help. She noted: “*Well, we've only had that one two-hour CPD training, so as far as I'm aware there's no further training, which I think is a shame because individualised training could be beneficial.*” Teacher focus group discussions revealed teachers' awareness of the gap between their planning and classroom practices.

It's very hard to practically implement them within the classroom then like it's all well and good having it on paper but it's not going to work if we can't do it properly and have the time and resources to do it. (Joan)

So, we've like, the best intentions in the world, we all really want to make this successful. We've all the planning basically done; it's integrated into our schemes but just actually putting it into practice I find a challenge now. Where do we go next? Where do we go from here? (Carol)

Confidence was a factor when moving from planning to practice. Grainne's comment that "*it could be a confidence thing*" because there is a question of:

I don't know if I'm doing it right, I don't know if I'm doing what I should be doing or how I should be doing it. So even though it's there, it's in my scheme, I have a plan for how I would do it, it's kind of a case of what next?

This reflected the sentiment of the eleven teachers who participated in focus groups who shared similar concerns or were observed nodding in agreement to statements such as Grainne's. Grainne did not submit her scheme of work therefore, the extent to which she was planning for L2LPs cannot be reported on. All classroom teachers (n=14) volunteered to be observed and four were randomly chosen. Brid, Ann and Hanna were observed in second-year Home-Economics, Geography and Music respectively. Adam cancelled his observation. The classroom observations (Table 4.7) showed no evidence of inclusion of L2LPs into the lesson. Lessons were gauged at L3 with no evidence of differentiated or L2LP work or activities for students participating in a L2LP. However, other inclusive practices, such as seating arrangements, visual cues and peer-to-peer support as well as teacher support were identified.

Table 4.7.

Summary of Classroom Observations

| Phase One Observations: 23 October 2017 | | |
|--|---|--|
| Participant | Subject and year group | Observation |
| Brid | 2 nd year Home Economics | Lesson plan set for level 3 subject with no reference to L2LPs. Classroom arranged to facilitate group work. Students encouraged to ask questions of teacher and each other. Teacher followed up to ensure understanding of students with SEN Activities are gauged at level 3. There is no evidence of differentiation of the lesson activities/materials for students with SEN. There is no evidence of inclusion of L2LPs Learning Outcomes into activities or designing activities to incorporate L2LPs learning outcomes. |
| Josephine | 2 nd year Geography | Lesson plan not made available. Classroom arranged in horseshoe with rows of 4 in the middle. References made to prior knowledge (previous lesson) and built on. Frequently reinforcing student knowledge. Visual and verbal cues in evidence throughout lesson with active demonstrations of learning by students. No evidence of differentiation of activities/materials or homework for students with SEN. No evidence of inclusion of L2LPs learning outcomes into activities or designing activities to incorporate L2LPs learning outcomes into the lesson. |
| Hanna | 2 nd year Music | Lesson plan set for level 3 subject with no reference to L2LPs. Evidence of differentiation for student with SEN in lesson plan (though not in evidence in lesson). Classroom arranged to facilitate group work. Individual attention given to students with SEN. Peer support given to one student. Activities are gauged at level 3. There is no evidence of differentiation of the lesson activities/materials for students with SEN. There is no evidence of inclusion of L2LPs Learning Outcomes into activities or designing activities to incorporate L2LPs learning outcomes. |
| Adam | 2 nd year Maths | Observation cancelled |

CPD for Inclusion and L2LPs

The findings relating to CPD for inclusion and L2LPs were drawn from interviews with the principal and coordinator, teacher, SNA and PME focus groups, and Principal's Reports to Board of Management. Two teachers were NQTs and there were four PMEs on school placement. Most teachers interviewed felt their PD experiences did not adequately prepare them for inclusive practices such as L2LPs in their teaching. Newly qualified teachers (n=2) and PMEs (n=2) spoke about the lack of inclusive education instruction in ITE in their focus groups. Karen (PME student) expressed her interest in "*learning more about L2LPs and inclusion in general as I feel that this was highly under-serviced in my PME course*". Longer serving teachers (n=7) noted a lack of appropriate CPD for them, citing dictated and overly structured CPD as reasons teachers may not engage fully with CPD: "*I think CPD, even the JCT sessions and webinars that I went on, it was like just someone in a building tell you 'this is it' and it was like they had such a structure they were following*" (Grainne). Adam reflected:

It's always the same, you sit in a room with thirty other teachers and the presenter reads the PowerPoint, gives you an activity or two and tells you 'this is how we do it now'. There's no time to think for yourself, to reflect in a meaningful way. Even question time is limited so how is this good learning?

The principal's vision was to have all teachers, PMEs and SNAs in the school prepared to deliver L2LPs and: "*to feel they are capable of teaching those different levels in the room and the two different programmes, and that this should start in teacher training*". Staff were encouraged to engage in PD including PD for inclusion and L2LPs (Principal, Personal communication, 10 November 2017) as evidenced in a summary of the Principal's Reports for the 2016/2017 school year (Table 4.8).

Table 4.8.

Summary of CPD from Principal's 2016/2017 Report

| Staff Numbers | Themes covered in 2016/2017 whole school and individual CPD |
|--|---|
| 9 teachers (including principal) on 22 hours. 5 teachers on part-time hours 1 SNA* | <ul style="list-style-type: none"> • Learning and Teaching • Framework for Junior Cycle: subjects, leadership and L2LPs* • Special Education Needs • Technology Enhanced Learning • Wellbeing* |

Note. * Indicates where SNA was included

The coordinator and principal recognised the school's need for L2LPs and requested support from JCT and their ETB the previous year. Fifteen teachers and one SNA (Principal, Personal communication, 10 November 2017) engaged in a two-hour whole-school L2LPs session provided by JCT in 2016. Teachers interviewed who attended this CPD (n=7) felt the available L2LPs CPD was insufficient and they wanted more opportunities to have discussions and share resources, experiences and practices with colleagues. All teachers, the principal and coordinator wanted to know how the L2LPs would impact on their time in relation to planning and subjects. The coordinator observed:

I think that teachers need to know that if they do this, if they do a particular section of work or a particular body of work that that will be enough for students to reach their targets and that the L2LPs encompass that. Whereas currently I don't think we have that knowledge.

Eleven teachers and the coordinator expressed uncertainty in their interviews regarding their expectations for this CPD intervention. For example, Carol reflected: “*we don't really know what we want yet, only that this [L2LPs] is coming, and we need to know what to do.*” The need for additional support to effectively enact L2LPs was a consistent theme throughout interviews with teachers. Adam noted the need for teachers to understand the rationale for L2LPs and that: “*CPD needs to include some reasoning for subject teachers why we should*

do it". Seven teachers, the coordinator, and principal considered the 2016 CPD insufficient and follow-up support was needed. They favoured CPD that is "*realistic*" (Principal, Ann) "*meaningful*" (Coordinator, Derek, Brid), and "*relevant*" (Coordinator, Brid, Joan). Conversely, Hanna, who had not participated in the 2016 CPD, considered the available CPD and supports enough.

Table 4.8 indicates that the school had started to engage with L2LPs. However, it appears momentum was lost without support following initial L2LPs CPD. Elaine and Ann's comments reflect the views of their colleagues in focus groups: "*we were given a start but nothing else*" (Elaine) and: "*We were so enthusiastic and jumped right in after [the CPD] but then got to a point where there was inertia because we weren't quite sure how to move forward*" (Ann). Furthermore, Brid (NQT) commented that she had "*one lecture a week for a couple of weeks on inclusive education and policies and that was it.*" Grainne (NQT) reflected that in her ITE:

I heard nothing about this [L2LPs] when I did it [PME], nothing at all. I've friends that heard nothing about it. I was at a workshop for NQTs there last week and they asked about it and three people knew about it, two of them were in another school in the area and me.

Gary and Lisa (PMEs) had not heard of L2LPs until the introduction session: "*I was really surprised there was such a programme and that I hadn't heard about it until you [researcher] came in. We hear all about junior cycle reform, should that not be part of that learning at least?*" (Lisa). Taking account of teachers' beliefs that more PD was required to support progression from planning to practice, teachers were asked what they would like to see included in L2LPs CPD. Key themes emerging are outlined in Table 4.9. When given the option to participate in the online CPD sessions at home all sixteen teachers chose to participate as a group after school via the 'Facetime' app.

Table 4.9.

Key Focus Areas for L2LPs CPD

| Key areas for focus | Evidence |
|--|---|
| Opportunities to collaborate with colleagues | <ul style="list-style-type: none"> • Grainne felt it was important for subject teachers to have the opportunity and time to work with other teachers in their subject department and in other schools (Focus group). • Elaine spoke about the collaborative process as opportunities <i>“to have a chat”</i>. • Joan reported how this collaboration was happening with her colleague within her subject department in school (Focus Group). |
| Knowledge and understanding of L2LPs | <ul style="list-style-type: none"> • Teachers (n=8) spoke about understanding different learning styles and needs. • All staff, including PME students interviewed spoke about knowing how to teach L2LPs learning outcomes in their subjects. The SEN coordinator further developed this when she spoke about whole-school responsibility: <i>“I know that right now some teachers think ‘well I’m Maths so I only need to know about Numeracy’ for example. But I know from my sessions that it needs to be all teachers in all subjects, the SNAs, the caretaker and secretary can help too. We need to talk together to make decisions. This is really important for our CPD.”</i> (Interview) • Six teachers spoke about <i>“making sure we pick the right students for L2LPs”</i> (Elaine, interview). The SEN coordinator was concerned about teachers’ understanding of GLD as the criteria for L2LPs (personal communication). |
| Practical examples relevant to students, teachers and subjects | <ul style="list-style-type: none"> • Teachers (n=7) requested strategies for teachers to incorporate L2LPs into action. Derek commented on the value of practical examples and <i>“seeing it [L2LPs in action]”</i> (Focus Group) |
| Support in planning for L2LPs | <ul style="list-style-type: none"> • Ten teachers interviewed, including the principal and SEN coordinator suggested support in planning was something to be considered in future L2LPs CPD: <i>“I would like to see, working with maybe a couple of teachers specifically how they would go about planning their subject lessons.”</i> (Principal) Ann suggested: <i>“Give us ideas of what needs to get done because sometimes you kind of sit there and you’re like I don’t know, you know you’re struggling for ideas or you’re struggling about how to make a lesson for it.”</i> |
| Assessment and gathering evidence for L2LPs | <ul style="list-style-type: none"> • All teachers interviewed and the coordinator expressed the need to learn more about assessment for L2LPs. Ann (teacher) and Mary (SNA) reported the need to <i>“know how these students have reached their goal”</i> (Mary). Ann asked about measuring students’ success without an exam and who is responsible: <i>I know there’s a portfolio but what do I, we, put in it? And who is responsible for marking it?</i> (Focus Groups) • <i>The coordinator reported: “I know gathering evidence was covered in CPD last year, but we focused on the planning and then, I think, put assessment and the JCPA out of our minds. But it’s not like subjects where you sit the exam at the end of third year, its continuous and I think we missed that point as a group. I mean I’m gathering evidence so there’s something there but is it enough and is it just me responsible for saying pass or fail?”</i> (personal communications) |

Summary of Key Findings

Phase one data highlighted a number of key issues that informed the subsequent CPD design:

- Knowledge and understanding of L2LPs: There was evidence of misinterpreting L2LPs as L3 subjects differentiated down to L2 or similar to JCSP or LCA. There was confusion around who L2LPs were intended for. The coordinator's concerns regarding lack of understanding of GLD was noted. The coordinator who attended the full day cluster PD for L2LPs shared her own uncertainties about enacting L2LPs. She noted how her own interpretation of who was able to access L2LPs had changed since her CPD day.
- L2LPs in practice: Teachers' uncertainty about translating L2LPs into practice was evident and was linked with their confidence in doing so. Teachers spoke about their efforts to integrate L2LPs into schemes of work however, this did not translate into individual lesson plans or classroom practice. Lesson plans submitted for pre-CPD classroom observations focused on L3 subject LOs, possibly because of the difficulties they shared in translating their L2LPs overview planning into their lessons.
- CPD for inclusion and L2LPs: Teachers made the connection between PD, gaining knowledge and putting that knowledge into practice. They identified key areas of focus for CPD to support L2LPs enactment.

CPD Design

Planning for PD can improve teacher and student outcomes (King, 2016).

Establishing a baseline for CPD indicated where the school was in its journey with L2LPs

and identified the goals of the CPD. It was evident from the findings that the CPD needed to be responsive and facilitate collaborative discussions, inquiry and decision-making based on acquired knowledge and understanding of students with GLD and L2LPs. Phase one's illuminative evaluation resulted in the following considerations regarding the nature and design of this CPD (Figure 4.2):

- the importance of contextual dimensions in policy enactment (Braun et al., 2011)
- the nature of collective professional inquiry (Kennedy, 2014)
- the characteristics of PLCs (Bolam et al., 2016)
- teacher planning framework (King, 2016).

The researcher's understanding of the school's context resulted in modifications to the CPD design in the initial design stage and in response to arising situations throughout the CPD intervention; moving the CPD from a general to a contextual model. In larger school contexts group activities would initially be according to subjects departments working at making connection within their subject. However, the small size of the research school would have resulted in some teachers working in isolation as, in some instances, there was only one teacher per subject. Therefore, teachers were grouped according to the two subjects they taught, and the researcher guided the participants from the specific subject focused to whole-school understanding of approaches to L2LPs as one group rather than departments. A more student-focused approach was possible as all participants were from the same school as opposed to general CPD where the number of teachers from different schools would inhibit opportunities to facilitate in-depth discussions around specific students and schools. Additionally, the researcher was able to facilitate discussions around issues that arose in-between sessions and adapt the session accordingly to suit the context of a given situation.

Generic resources and templates were adapted to demonstrate their use within the research school's context and teachers were encouraged to create resources to meet their requirements.

Sessions were designed around key areas of focus for L2LPs:

- knowledge of GLD and understanding and rationale of L2LPs
- planning for L2LPs, including LOs at classroom and whole-school level
- assessment and gathering evidence.

The three elements of belief, knowledge and practice (Opfer & Pedder, 2011; Rouse, 2008) were incorporated into each session.

The CPD took a blended approach building in synchronous and asynchronous elements. Teachers met as a group in school and Facetime was used to communicate with the facilitator. This online element, and the role of the researcher as facilitator and data collector, had implications for how the CPD relationships were nurtured and navigated in this study. The researcher addressed this challenge by focusing on her social presence, endeavouring to build a positive rapport with participants to enable affirmative engagement with the group. The researcher ensured initial face-to face contact by visiting the school to introduce herself and her research area to all staff before they consented to participate. She articulated her availability at this point, sharing her email and phone number to all staff and inviting questions, comments and reflections from participants throughout the CPD intervention. Additionally, the first CPD session was held on-site further allowing the researcher and participants to become more familiar with each other and build relationships. It also facilitated the researcher to express her personality and style of interacting face-to-face before moving to online communication and sessions. When on-site, the researcher visited the staff-room on breaks and engaged in non-research related conversations with participants.

The researcher encouraged group connectedness through active participation in the sessions and showing respect, trust and patience to participants. In all sessions the researcher used open friendly communication, addressed participants by name, used non-judgemental and affirming language, and invited feedback in the session and through PRLs afterwards. Furthermore, she listened to participants in sessions, gauging their needs and adapting sessions accordingly. Email or text queries between sessions were responded to promptly.

Gauging when to interrupt or end group activities was an initial challenge for the online sessions. To address this the researcher ensured she could see all participants on the screen, ensuring effective monitoring of activities in addition to individual communication with participants. As the group became more comfortable with the researcher they took ownership of group activities and indicated when they required input from the researcher. Additionally, the researcher would indicate a time frame at the beginning of activities when she would check-in with participants.

The school's online communication system, Schoology, was used to create a forum for asynchronous activities to follow each session. Resources sourced from educational sites such as JCT and Scoilnet and researcher developed templates and examples were used. A folder was set up on Schoology for each session for the purpose of sharing these resources. Opportunities for participants to put new knowledge into practice between sessions and reflect on their outcomes were provided throughout the CPD. Finally, flexibility was built-in to ensure sessions reflected the teachers' needs at that time. Table 4.10 briefly outlines the CPD intervention. A plan for each session is in Appendix X.

Figure 4.2. Considerations for the Nature and Design of the CPD

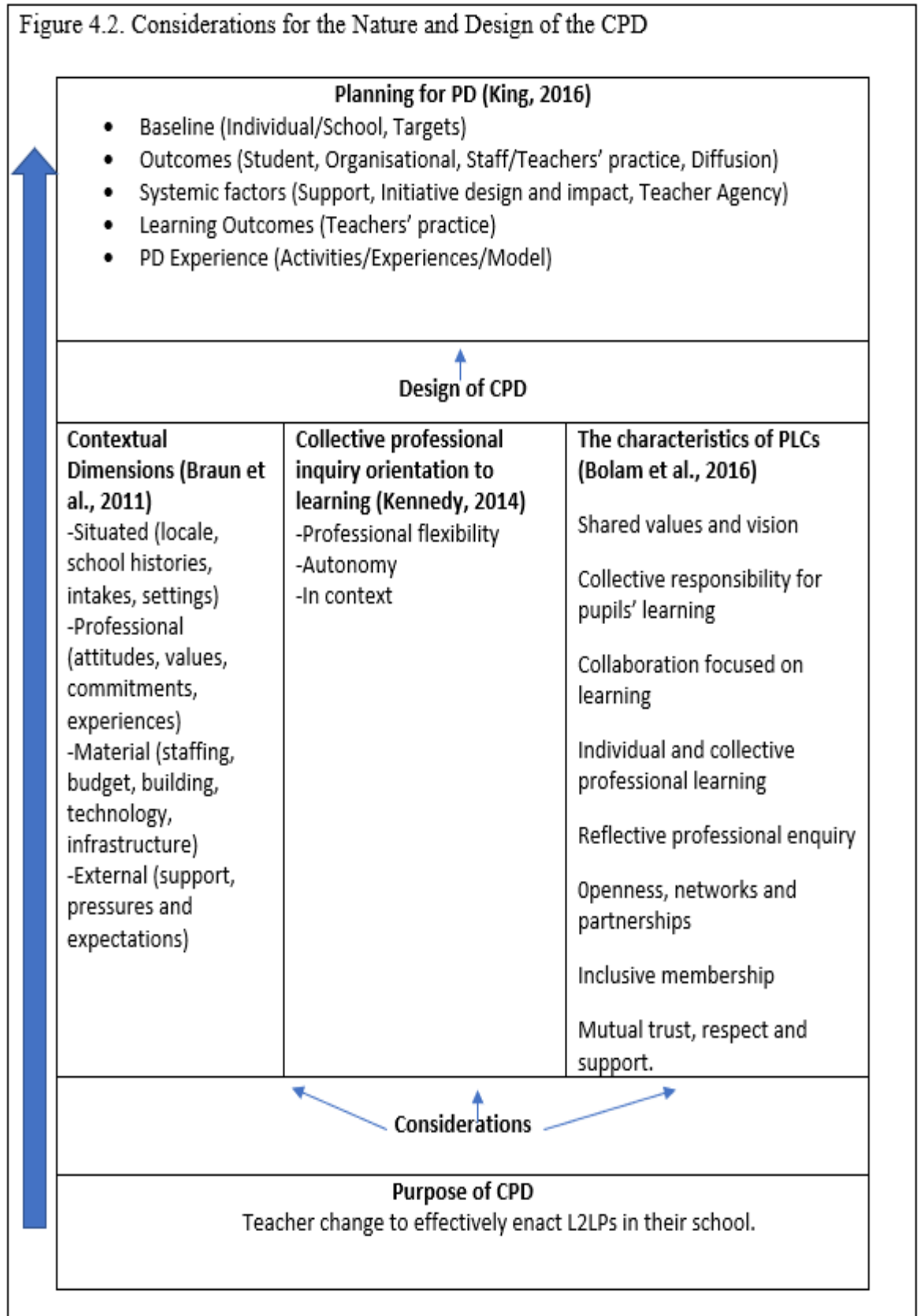


Table 4.10.

Session Outline for L2LPs CPD

| Session | Logistics | Theme | Key resources | Activities |
|-----------|---|--|--|---|
| Session 1 | In-school session 90 minutes. Facilitator led | Inclusion GLD | PowerPoint presentation Guidelines for teachers of students with GLD (overview) (NCCA, 2007) UDL Video | Labelling/Inclusion activity -Have an apple Thinking about your student -what students with GLD need to know/ do and how teachers might develop these skills |
| Session 2 | Facetime 60 minutes Facilitator led | Introducing L2LPs Planning for L2LPs Identifying students | L2LPs booklet (JCT)- for all sessions PLU booklet (JCT)-for all sessions Planning templates | Reflect on subject planning checklist and teacher planning-Discussion Creating an individual L2LP-who are our students? |
| Session 3 | Facetime 60 minutes Facilitator led (reducing input) | Creating an individual L2LP continued PLUs, and learning outcomes | PLU booklet (JCT) PLU checklists (JCT) L2LPs planning templates Practical examples/activities | Reflective discussions Identifying PLU learning outcomes for your subject |
| Session 4 | Facetime 60 minutes Teacher led | From planning to practice | Practicalities of L2LPs in action Differentiation (SESS, PDST) UDL (cast.org) Practical examples/activities | Reflective discussions Planning an activity |
| Session 5 | Facetime 60 minutes Facilitator led to introduce topic then teacher led | Gathering evidence | Teacher observation templates Gathering evidence PowerPoint L2LPs assessment (JCT) | Reflective discussions Dotstormig-how can we gather evidence? |
| Session 6 | Facetime 60 minutes Teacher led | Plan gathering of evidence | Gathering evidence (thematic and learning outcome) templates Practical examples/activities | Reflective discussions Plan activity to gather evidence |

Tools used for CPD : Schoology (school's online communication and data control system), Facetime, www.jct.ie, www.curriculumonline.ie, www.scoilnet.com, researcher developed materials.

Facetime sessions: Teachers chose to work collaboratively and met in one classroom after school to facetime with researcher. Researcher was on interactive whiteboard and teachers were arranged so that the researcher could see all participants.

Schoology: A space was established on Schoology for L2LPs CPD with access granted to the researcher. Each session had a folder with resources added before the session and a section for teachers to add new resources and engage in conversations with researcher/each other in between sessions

Chapter Five: Findings (Phase Two)

“Where We are Now”: One School’s Perspective Of their Journey Enacting L2LPs

Introduction

Eleven participants completed the CPD: the principal, coordinator and nine teachers.

The study aimed to examine three secondary research questions:

- To what extent can collaborative CPD affect teacher change in attitudes to the inclusion and teaching of students with SEN?
- To what extent does collaborative whole-school CPD facilitate teacher change in attitudes and practices in relation to the enactment of inclusive education policies, such as L2LPs?
- What factors facilitated and hindered teacher change in attitudes and practices in relation to the enactment of L2LPs throughout this study?

However, the data pertaining to teachers’ attitudes to and perceptions of inclusion were limited. Consequently, this chapter focuses on the more significant findings of questions two and three. This chapter presents the findings of phase two of the research.

Presentation of Findings

A descriptive approach to the data (Table 5.1) using emerging themes (Figure 5.1) was used to present the findings. The small size of the focus groups enabled the researcher to confirm participants’ agreement or disagreement with colleagues’ viewpoints through member checking and observing body language. Table 5.2 outlines participants’ attendance at CPD sessions. Phase two classroom observations aimed to identify evidence of the impact of the CPD. Individual teachers and examples are used to explore each theme (Figure 5.1).

However, within the scope of these findings these illustrations cannot be taken as representative of the views of all participants.

Table 5.1.

Data Sources for Phase Two Findings

| Data Source | Number | Participants |
|--|--------|--|
| Survey: Attitudinal Scale TEIP | 11 | <ul style="list-style-type: none"> • Teachers |
| Survey: Attitudinal Scale SACIE-R | 11 | <ul style="list-style-type: none"> • Teachers |
| Individual Interviews (pre- and post-CPD) | 6 | <ul style="list-style-type: none"> • 2 parents • 2 students • Principal • SEN coordinator |
| Pre-CPD (phase one) Focus Groups | 4 | 17 <ul style="list-style-type: none"> • 2 teachers focus groups (9) • 1 SNA focus group (3) • 1 PME Student teacher focus group (3) |
| Post-CPD Focus Groups | 4 | 12 <ul style="list-style-type: none"> • 2 teachers focus groups (7) • 1 SNA focus group (3) • 1 PME Student teacher focus group (2) |
| Observation | 3 | <ul style="list-style-type: none"> • Adam and SEN coordinator (Maths) • Frank (Woodwork) • Grainne and Joan (English) |
| Document Analysis <ul style="list-style-type: none"> • PRLs | 10 | <ul style="list-style-type: none"> • Teachers and coordinator |

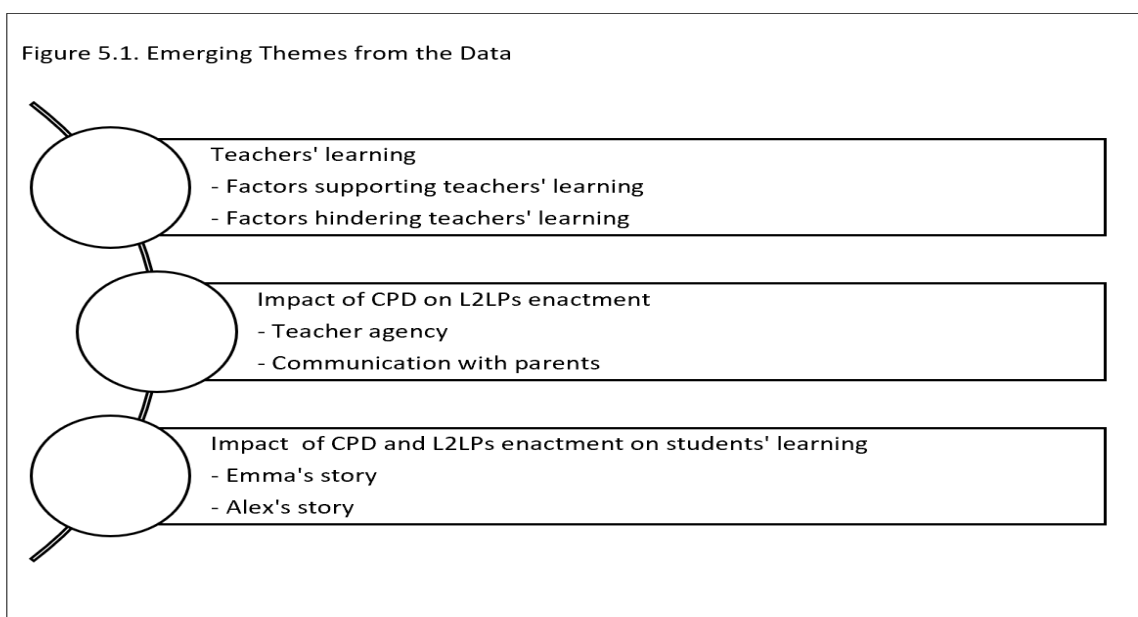


Table 5.2.

Participants Attendance at CPD

| Participants* | CPD sessions attended |
|---------------|---|
| Principal | Session 1, 2, 3, 4, 6 Left early for session 3 |
| Coordinator | All sessions |
| Ann | All sessions |
| Brid | All sessions |
| Carol | Left early for session 4 (NQT workshop) |
| Joan | Session 1, 2, 3, 5, 6 |
| Derek | All sessions |
| Elaine | All sessions |
| Grainne | Session 1, 2, 3, 4, 6 |
| Adam | Session 1, 2, 3, 4, 6 |
| Frank | Session 1, 2, 3, 5 |

Note. * 11 participants who completed the CPD.

Teachers' Learning

Findings relating to teachers' learning were drawn from principal and coordinator interviews, teacher focus groups, classroom observations, PRLs, and SACIE-R responses. These findings are presented under the sub-headings: factors supporting teachers' learning and factors challenging teachers' learning.

Factors supporting teachers' learning.

All nine teachers interviewed referenced knowledge, guidance and practice as motivators for professional learning. Phase two data revealed several factors that contributed to teachers' professional learning in relation to L2LPs. These included the structure and design of CPD, resources, and student outcomes.

Structure and design of CPD

Post-CPD interviews indicated that the structure and design of this CPD was a significant contributory factor to teacher change in this study. Teachers valued the

opportunity to learn and work collaboratively over a sustained period in their own context, and at mutually agreed times. The eleven CPD participants reported positively on the impact of the sustained nature of the CPD on their learning. Five teachers commented on the value of regular check-ins compared to one-off CPD. Elaine reflected:

I like the way it wasn't just once off at the start of the year and you're left to your own devices. It was regular, you know you could try a little bit and check back in, find a bit more and then come back and have a chat about it again. Normally when you do CPD, you learn loads and it's all great and then you go off and you forget about it. There's no checking back in, so that was good here.

Frank remarked on the benefits of regular CPD: “*as you do get feedback when you come back in a month and you're still tackling things, so more sessions is better.*” Ann felt the key thing was: “*that we would be drip fed little bits of information on a regular basis and we weren't like feeling overwhelmed, and sometimes after a CPD day you do feel very overwhelmed.*”

Another important feature of the CPD was its context specific and teacher led design. After each session, teachers were invited to identify in their PRLs what they would like to see in future CPD sessions. Between two and seven teachers responded to this PRL section each month and these responses were considered when planning each session. Analysis of these responses (Table 5.3) illustrates that teaching strategies, planning, L2LPs practical examples and/or implementation, and more discussions about students were important CPD elements for participants. Facilitator reflection notes illustrates the facilitator's consideration of teachers' suggestions. All teachers made positive references to this in interviews. For example, the coordinator felt:

This was specific and tailored to our needs as a school which gave the sessions focus. Often CPD can be general and you are trying to figure out how it will fit for your students or into your school. This worked because we were focused on our specific students.

Table 5.3.

Teacher Recommendations for Future Sessions (PRLs)

| Categories of responses to PRL question "Is there anything you would like for future sessions?" | | |
|---|---|--|
| Recommendations | Evidence from PRL | Researcher Reflections |
| Teaching strategies | <p>November <u>Brid</u>: <i>More classroom strategies for inclusion in the mainstream classes.</i> <u>Joan</u>: <i>I really enjoy Margaret [researcher] sharing her professional knowledge, having just finished the PME, the information provided there [this CPD] was probably some of the best teaching advice I've gotten on inclusion and differentiation. More of this please!</i></p> <p>January <u>Grainne</u>: <i>More practical ways of planning and implementing</i> <i>To create an individual student profile as a group to target learning needs</i> <u>Carol</u>: <i>Some examples of how level 2 LOs could be taught in a class of level 2 and level 3 students</i> <u>Brid</u>: <i>More guidance into successful planning and inclusion of the programmes into mixed ability classes</i></p> | <p>November Practical examples/links a priority next session. Build on activities shown today (tic-tac-toe, styles, UDL representation) Continue to demonstrate advantages of team-teaching.</p> <p>January Give examples of LO covered in number of classes using same language, instructions, visuals etc. Identify L2LPs suggested subject links on JCT website. Facilitate teachers to discuss how they would approach this suggested link Facilitate teachers to discuss are these LOs and/or links relevant for their students.</p> |
| Planning | <p>January <u>Ann</u>: <i>More help with planning for individual students and planning across subjects so we don't cover a learning outcome twice.</i> <u>Grainne</u>: <i>More practical ways of planning and implementing</i> <u>Frank</u>: <i>I would like to make progress planning for students in future sessions</i> <u>Derek</u>: <i>To create an individual student profile as a group to target learning needs</i> <u>Adam</u>: <i>More examples of what we are expected to fill in before we have to do it.</i></p> | <p>January Address any misunderstandings about generalising LOs (Ann's comment). Give examples of LO covered in number of classes using same language, instructions, visuals etc. This will address Carol/Brid's comments . Revisit planning take it away from a paper/administration exercise to student/ teacher/in the classroom focus-Practice. Use example of my first attempt of planning</p> |
| Practical examples and/or L2LPs implementation | <p>November <u>Carol</u>: <i>I would like to see examples of lessons or even activities that are differentiated for level 3 and L2LP students.</i></p> <p>February <u>Ann</u>: <i>More discussion regarding the different L2LP students</i> <u>Grainne</u>: <i>More of the practical advice on implementation of the PLUs.</i></p> <p>March <u>Ann</u>: <i>Continue with advice on how to incorporate L2LPs into our subjects</i> <u>Grainne</u>: <i>Continuing with practical implementation</i></p> | <p>February Time to step further back. Focus on teachers public sharing of work from here to develop confidence and capacity. Start with the examples given by teachers in today's session. Whole-school activities to be incorporated.</p> |
| Discussing students | <p>February <u>Ann</u> <i>More discussion regarding the different L2LP students</i></p> | |

Session pace and facilitator input was guided by the teachers present. All participants commented in interviews that this approach motivated them to continue attending sessions.

For example, Brid considered the facilitator her best resource:

I do think you [researcher/facilitator] were the best resource you could ever have, and the fact we had your support that we could see were we doing this right, that we could ask you things and you were so open to helping us. That was one of the biggest things that kept us.

Adam commented that “*this whole team was facilitated and not dictated. Pretty much every other CPD that I have done is [dictated]*”. Teachers in Grainne’s focus group (n=3) verbally agreed with her summary of the CPD:

And one thing that which I thought was fantastic is totally built into the CPD and the meetings was you’d [the researcher] give us a topic and say ‘ok this is what we’re going to talk about’ and then you’d go quiet and we could have a real discussion about how we were doing that in our school. It was a great chance for all that collaboration to happen.

Elaine and Frank liked that there was a structure but that it was flexible and responsive. They identified being asked what everyone wanted to talk about and collective decision-making as factors that made the CPD collaborative:

And you never told us we were making a haem of this. It’s true like, you were well that’s really good and you can try this and there was always a solution, always. Questions weren’t left unanswered, but you didn’t give us the answer you worked out the solution with us. That doesn’t happen at normal CPD. (Elaine)

There was a structure but at the same time it was so flexible. I remember especially we were struggling with students and you asked did we want to park whatever the topic was and spend time on this. But you didn’t just move to the next topic after, you went back to the one we’d stopped at and followed it into the next session. (Frank)

The approach motivated others (n=4) to follow-up with colleagues if they missed a session or had to leave early: “*So, when we came [after missing some of a session] in we went straight away, well I’d go to Carol and I’d be what did you discuss, or I’d go online and check it*” (Brid). The coordinator liked the: “*balance of taught information and an opportunity to collaborate*” and found: “*it beneficial to staff themselves to run back through some of the*

elements of the CPD and confirm what the next steps would be over the following weeks”.

This indicates a focus on outcomes from the coordinator’s perspective and she often apologised for the lack of formal paperwork or completed templates on L2LPs (Personal communication, 21 February 2018). Mid-session discussions via Schoology were initially built into this CPD for this purpose, however only two teachers engaged with it. The facilitator addressed this in session three and the attendees (n=10) decided it was an unnecessary aspect of the CPD as the discussions were taking place within the school day.

Another contributing factor to teachers’ engagement was the design of the online element of the CPD. Reflections in PRLs noted the challenges and benefits of this online approach (Table 5.4). Internet and technical difficulties created challenges in initial sessions. However, opportunities for flexibility of time and location in addition to the ability to collaborate with colleagues and communicate with the facilitator were identified. Eight teachers commented positively on this online approach to CPD at interview. Derek reported:

It was a very innovative way of doing it to be honest, rather than have to be here by yourself, and by the end of it I think it was working very well where we’d talk to you [the researcher] and we’d take the feedback and questions. Sure, I was very impressed with that to be honest with you.

Four teachers spoke about previous online CPD experiences in comparison to this model. They felt the online courses and webinars they had participated in were ineffective because of the lack of personal contact. Conversely, Grainne reported using Facetime to meet with the facilitator as a group: *“did work effectively because there was constant reassurance then that somebody [facilitator] was there to actually back you up.”* Brid saw the possibilities of this type of CPD for supporting more schools than current models:

I think the online element this way is going to help, because there’s going to be schools down the country that are far away, but then you can do it and literally help them out the same way you helped us, and like it’s not ideal for you to have to go to Donegal, but you could literally do it sitting in your office Facetiming or skyping

whatever. So, there's no excuse for anybody not to do it because it's just there. (May PRL)

The principal also saw the possibilities of this CPD model, stating it was definitely a method she would do again: *“if I wanted to bring in anybody not local about any kind of training it would be really good just to do the Skype link or Facetime if you can get that person on board.”* (Interview).

Table 5.4.

Teachers' Reflections on the Online Element of CPD (PRLs)

| Month | Teacher | Comment |
|--------------|----------------|--|
| January | Grainne | <i>Connecting via Facetime was an issue which unfortunately shortened a very informative session</i> |
| | Frank | <i>The internet issue obviously changed the dynamic of the session and slowed down the progress.</i> |
| February | Grainne | <i>Facetime. Unfortunately, the technology let us down and we were delayed starting.</i> |
| | Derek | <i>The technology delays slowed us down</i> |
| May | Ann | <i>CPD can happen wherever and whenever. It isn't tied to a location or date.</i> |
| | Grainne | <i>It was a great opportunity for collaborative discussions with someone there but not there (if you know what I mean) to help out. Ability to communicate with the instructor throughout the process whether on Facetime, Schoology or through email at times. This gave us a chance to reflect on our experiences.</i> |
| | Brid | <i>The online Facetime and agreeing dates and location together meant it was a lot more flexible, that suited us. Absolutely no problem with live stream, all working really well. More time for reflection and practical application of new information compared to other CPD training.</i> |

Resources.

The provision of practical resources, examples and strategies contributed to the effectiveness of the CPD. Teachers were encouraged to engage with the resources in their classrooms and when collaborating with their colleagues. There was evidence of public sharing of work as teachers shared and accessed L2LPs resources on Schoology. In addition to facilitator resources, participants shared sixteen resources on Schoology. These included

adapted Tic-tac-toe templates and worksheets, a screencast, a PowToon video on L2LPs, examples of UDL, an e-portfolio power-point presentation, and the coordinator and Adam's team-teaching video. In interviews, nine participants reflected on the value they placed on these resources in supporting their enactment of L2LPs and inclusive practices, using them as a point of reference to inform their discussions, planning and teaching:

I really liked that we had the resources up there on Schoology, because it was the case as I said when we were doing our collaborative bit in English, we went up and we looked around and went - oh yeah, we'll pull this down and we'll have a look at something. I really like that it was there. (Joan)

The coordinator considered it important that the facilitator's provision of resources was responsive to teachers' needs:

I think all bases were covered in terms of resources. They were helpful and always relevant and you [the researcher] included any requests the staff had which was brilliant. After each session, you took on board issues that came up and offered us solutions either then or for the next session.

Supporting teachers to practically introduce L2LPs into their subjects appears to be the main reason for teachers to access the resources. Excerpts from Grainne's PRL (Table 5.5) represent her journey as she engaged with the resources provided. Grainne experimented with facilitator resources throughout the CPD and her PRL demonstrates the impact of 'doing' them on her understanding of L2LPs and inclusive practices. Like Grainne, teachers' PRLs reflected on the use of planning templates, examples and activities. Additionally, Carol and Derek wrote about colleagues as resources: "*Listening to other teachers and their subject planning, how they introduce differentiation in their exercises, or talking about UDL principles what works and what does not work*" (Derek, March PRL).

Table 5.5.

Excerpts from Grainne's PRLs

Engaging with resources: Excerpts from Grainne's PRL

November:

I really like the strategies that Margaret [the researcher] went through. Particularly ones that can be used in the mainstream classroom that will help our learners with additional needs as well as other members of the class.

There are many things I would like to introduce into my teaching (like the games/stiles/tic tac toe) but the one thing I will definitely be implementing into my class plans are the 'Thinking about our students' logs.

January:

The planning tools were really useful as it allowed me to see the PLU not as an abstract but as a tangible goal/outcome I can help the students reach.

I will be adding the PLU for reaching targets into Artistic Performance in the coming weeks and will be able to match this with L2LP students.

March:

I have been finding it hard to implement various PLUs in the classroom as I feel they don't work in my subject. But listening to Mags [the researcher] speak about her own experiences as an English teacher on how she introduced Numeracy into her lessons was really engaging as it showed me how I can introduce it. I will be going back to the PLU checklist and JCT links that Mags put up and try again.

April:

I used the tic-tac-toe example and template in my English class for Romeo and Juliet. It worked for everyone! All students were able to choose how to engage and it was brilliant, and I got L2 outcomes covered through the play. I found links to all PLUs for English on the JCT link on Schoology so that was great too.

May:

It [templates] was very productive and helped to see what PLUs we have been assessing. Showing how we assess the PLUs.

Criteria for success for student and matching that to assessment and observation to keep track of for myself and how the student is meeting L2LPs. [example assessment templates]

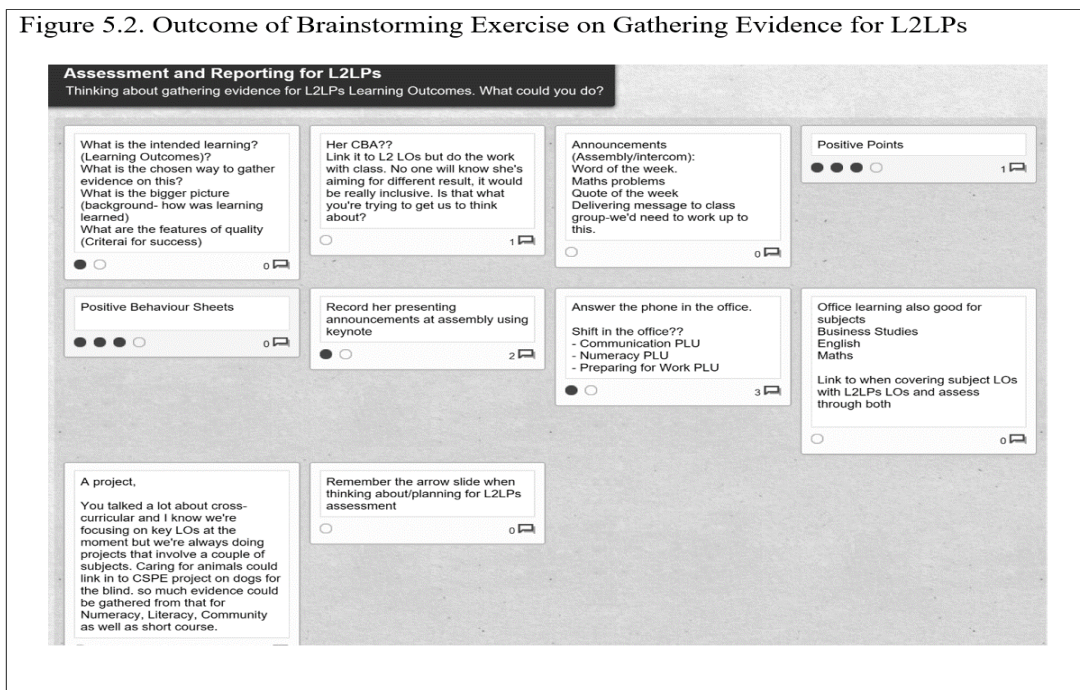
Student outcomes

CPD participants reported that introducing L2LP LOs had a positive impact on the students' engagement in learning, and in turn their own professional learning. The coordinator reported that:

I think one of the greatest aspects to the CPD was a whole-school understanding of the variety of different LOs. For example, with Emma [student], as a staff, we could see that there were huge issues with communication and engagement with staff/students etc. While the negative elements of that behaviour have not been completely eradicated, I can see a huge amount of personal growth in her. I think this comes down to the decisions that were made by staff in our sessions. We all wanted her to work on her communication but the LOs gave us all the same focus and in

moments of doubt, this was a reference point for everyone to come back to and ensure that we were all working towards a common goal. I think it gave everyone confidence that we were all on the same page and working as a team. It also meant that as a staff, we were taking the time to discuss what was working and we weren't trying to force things when they weren't working. In terms of student learning, this meant that Emma could see when she was making progress in situations because staff were acknowledging it to her and encouraging her as much as possible.

Seven teachers commented on their increased consciousness of facilitating students to engage with and express their learning in different ways. This became most evident in the final two sessions where teachers were focused on gathering evidence of student learning for her L2LP portfolio. Elaine reflected on; “*new ways to gather evidence and what tasks the student can do to complete PLUs/LO's*” (PRL, April) while Derek gained; “*awareness of what can constitute the forms of evidence of learning*” (PRL, April). In one activity teachers brainstormed contexts within and outside the classroom where Emma could demonstrate her L2LPs learning (Figure 5.2). Teachers identified making announcements, working in the office, and CBAs as opportunities to assess and gather evidence of Emma’s L2LP learning. Connections between L2LPs, assessment tasks, subjects, and cross-curricular projects were made.



Factors that hindered teachers' learning

Factors that challenged teachers' learning in relation to L2LPs CPD were subject and time pressures, and students with challenging behaviour.

Subject and time pressures

Teachers valued the sustained model of this CPD and opportunities to meet and collaboratively discuss and share L2LPs learning, agreeing there was value in sustaining this in the future. However, more than half of those who completed the study (n=7) highlighted the challenge of attending regular sessions due to other school and home commitments. In interviews, teachers noted the voluntary¹² aspect of this CPD and queried would it be sustainable moving forward considering their other commitments. For example, Frank observed:

It's time and everyone has their own commitments in work regardless. It's not that everyone clocks off at three and goes home. They have something else to do for their class that week and they spend an hour or two on, and if this [L2LPs CPD] doesn't fall into that planning they'll disengage.

Frank and the coordinator additionally noted that time to have meaningful discussions to support all their students with SEN should be planned into the calendar (Personal communications, May 2018). Seven teachers spoke about time constraints regarding competing obligations in/for school and competing initiatives. Ann and Elaine reported the pressure of enacting their junior cycle subjects which were much more in the public's mind than L2LPs. Adam believed that he was speaking on behalf of his colleagues when he expressed his concern that for schools trying to stay on top of one initiative or the other, and

¹² Apart from the in-school session, teachers volunteered to participate after-school. Participating teachers could count these sessions towards the ten Haddington Road hours allocated by the principal to individual PD.

with the level of accountability within schools now: “*it would be easy to brush aside something that you know won’t be missed outside of the school*”. Adam continued:

As part of my post-grad I did one assignment on L2LPs, and the vast majority of people didn’t know what I was talking about. They’re not discussed in their schools; the lecturer was pleasantly shocked because no-one else had an assignment like it.

Brid and Grainne shared a similar experience about one of their compulsory NQT sessions. They left the CPD early to attend an NQT session on SEN. The facilitator asked had anyone heard of L2LPs and the room was silent:

I would have loved if it [L2LPs PD] had come before my NQT sessions. I would have much preferred that because it was, well more. I remember, it was actually really funny, we had our L2LPs one with you; then left early to do our NQT differentiation one and your woman was like has anyone heard of L2LPs and everyone around the room was silent and we were like, do we talk up and then I have to explain to everyone or just be quiet . So, me being me, I say we’ve just come from CPD on it and she and the group are like ‘oh really’. We’re getting so much more benefit out of it [this L2LPs CPD] than anyone at NQT sessions. (Grainne)

Responding to teachers’ feedback the principal committed to scheduling one whole-school L2LPs/SEN meeting per semester for teachers and SNAs the following year. The coordinator was confident in her capacity to facilitate these meetings stating:

the layout of the CPD sessions on Schoology will guide me initially, but I also want to build on the teachers’ shared resources to have a bank of examples, strategies, and activities that we can pull from. Continuing to share our observations and experiences and ask questions will also be important. This will all help new staff as the school grows.

Students with challenging behaviour.

Teachers reported mostly positive student outcomes. However, data indicates that challenging behaviour contributed to reduced teachers’ efficacy for inclusion. Specific to students participating in a L2LP, six teachers noted times that they felt disheartened by Emma’s (student) lack of engagement or were unsure of her progress. Emma had a history of challenging behaviour that appeared to impact teachers’ motivation. Adam’s comment

reflected the feelings expressed by his colleagues: *“the challenge of staying motivated for this particular student because they can very quickly make you not want to be motivated for them. There’s that personal battle over the professional battle.”* This conflict was observed in one teacher’s journey. At the beginning of this study Frank was very positive about L2LPs and including students with SEN in his classes. He taught two candidates for L2LPs Woodwork, Spanish lessons and subject support. In early correspondence Frank remarked on how hard Emma tried in his classes and how he was looking forward to supporting her with the L2LPs (Personal communication, 4 October 2017). Initially, Frank was very engaged in CPD discussions and activities, but his engagement declined in latter sessions as Emma’s behaviour became more challenging¹³. Frank’s responses to certain SACIE-R and TEIP statements related to behaviour were less positive post-CPD. For example, Frank agreed with the SACIE-R statement ‘students who are inattentive should be in regular classes’ pre-CPD but disagreed post-CPD. He strongly agreed with the TEIP statement ‘I am able to calm a student who is disruptive or noisy’ pre-CPD but replied ‘somewhat agree’ post-CPD.

Impact of CPD on L2LPs Enactment

Data pertaining to the impact of this CPD on L2LPs enactment were drawn from principal, coordinator and parent interviews, teacher, SNA and PME student focus groups, PRLs, TEIP responses, and classroom observations. The findings illustrate that teachers who participated in the CPD used their learning to meaningfully include students participating in L2LPs in their classrooms. The impact of the CPD on L2LPs enactment is discussed under the sub-heading’s teacher agency and communication with parents.

¹³ Emma’s increased challenging behaviour appeared to coincide with more theory-based aspects of Woodwork. This is explored further as part of Emma’s story.

Teacher agency

The findings indicate that teachers as actors in policy enactment developed their roles beyond being ‘receivers’ of a policy deliverable. Teachers taking ownership of the L2LPs enactment process at classroom and whole-school level was observed throughout the CPD. Teachers became facilitators of their own learning and shared-practice in communication and collaboration, profiling students for L2LPs, exploring concepts of inclusive practice (differentiation/UDL), and planning and teaching for L2LPs.

Communication and collaboration

The CPD attempted to respond to teachers’ requests for time to collaborate and to promote whole-school communication and collaboration. Eight teachers, the coordinator and principal spoke enthusiastically in interviews about the collaboration that occurred within and between sessions. Adam commented: “*the collaborative nature of the CPD I think is key to success aswell*”. He did caveat this with the observation that they were a collaborative and motivated staff to begin with and hoped that this would continue as the school grew. Derek also commented on this and wondered would this model of CPD be more successful in a bigger or smaller school.

Participants collaborated throughout the CPD to make decisions affecting their students’ junior cycle programme, approaches to inclusive education to meet their school context, and for planning and teaching. Joan and Grainne spoke about their experience collaborating in English. They identified connections between L2LPs and English LOs, and co-prepared and shared resources and made joint decisions about their students’ learning and progress. Elaine and Joan felt they collaborated more as tutors to set targets for the students participating in L2LPs while there was a consensus among interviewees that teachers were talking more about the students. The principal observed that:

What was very interesting to me was conversations I heard between teachers in classrooms, on corridors – with no students around- and over tea breaks going ‘is student x a candidate, is student y not’’. People were sitting there for their whole lunch hour discussing different students as to whether they were or weren’t eligible and just picking up little new answers that they would not have gotten had they not been at that training.

The principal expected PME’s to also engage with L2LPs in the school. There is evidence that collaboration between teachers included these PME’s. Eric and Lisa (PME’s) felt they were more aware of L2LPs. Lisa expressed her enjoyment of working on specific LOs with students in team-teaching classes and spoke about her new interest in UDL as a result of listening to teachers talk about it and observing it in class. Eric (PME student) reflected positively about his exposure to L2LPs:

Although I didn’t participate in any L2LPs sessions I noticed it a lot in the school. Many teachers have given me a short overview of what the programme is. I have seen first-hand the dedication teachers put into implementing this programme. L3 and L2 outcomes are on the board and there’s always, well nearly always, options for students when they have to do a task.

In interviews, seven participants referred to improved collaboration and communication in the school generally since commencing the CPD. For example, the coordinator reflected:

I think collaboration amongst staff and looking at the best way to implement this for the best interests of the students has become a major thought during all of this. We are now figuring out what systems work best and how we go about communicating as a staff to effectively reach our goals.

The coordinator noted in her interview that she had identified “*issues with communication procedures*”. She addressed these issues throughout the year and intended to create formal procedures for the following year. The coordinator would continue to: “*address the type of information I provide mainstream teachers and to consider what information is important, necessary etc.*” Though there is limited data, one area where collaboration and communication appeared weak was between teachers and SNAs. Teachers did not mention

SNAs in their interviews and the three SNAs felt they knew little more about L2LPs at the end of the year than at the beginning. Paula's comment reflects the views of the three SNAs:

I wasn't part of any discussions or didn't have any idea of what the teachers were doing or trying to implement. The only reason I knew that you [the researcher] were talking to them was because I saw the group emails. I had no involvement in implementing L2LPs.

Profiling students for L2LPs

In March, April and May sessions teachers were observed making clear collective decisions about students, their LOs, and their assessment of learning. Session fieldnotes recorded these observations. For example, March fieldnotes recorded that:

- *Participants brought up questions about Alex. Differentiated L3 work wasn't working but choice given for L2LPs working. However, one teacher brought up concern that Alex is more capable and should be possibly doing L3 subjects. All teachers joined this conversation (note that conversation showed that some had been discussing this already in staff room etc.) with same thoughts. Session topic paused for decision-making process about Alex (15 mins). Decision L2LPs supported Alex, gave Alex confidence to do more, showed teachers the need to challenge him. Alex will do L3 but certain L2 LOs will be used to support/scaffold him. Choice of how he presents his work will be important.*
- *Focus on Emma. Finding the 'thing that interests' Emma (and interests change) and build a relationship. Decisions made on whole-school LOs in 'Communicating and Literacy' and 'Personal Care'. Teachers will collaborate outside of session on in-class learning outcome decisions (principal will give time at next staff meeting).*

Reflection: This is the first session where I have seen teachers take ownership of session and decision-making. Learning from earlier sessions and knowledge of students appears to be connecting. It's evident that learning in sessions being brought back to class otherwise discussion about Alex would not have happened. Participants taking on different L2LPs roles-transactors (accounting, reporting monitoring)? entrepreneurs (advocacy)?

Participants continued to discuss both students in April and May. They focused on developing a 'common language' for all teachers to use with both students in April and agreed on gathering evidence activities for Emma in May. Their collective decision that Alex do a L3 junior cycle was a key moment in teachers' agency for L2LPs, indicating a greater

understanding of how to profile students based on evidence as opposed to perceptions based on a diagnosis. Frank's description of making these decisions represents the experiences shared by teachers in post-CPD interviews:

From the first session a lot of us were probably a little unsure, as you probably heard from the earlier questions, were unsure of what L2LPs were and what the exact I guess criteria nearly would be for students. Once we developed our own understanding of that, then we were in a position where we could make, you know, educated decisions that students were L2s or not, and after a few weeks of being in the study and then you're in your own classroom and you're observing a student, you kind of realise they're not L2 for this, they're level 3. And we fed this back in one group session and when one person said it, everyone else was like – yeah no I see that too, I see that too and that's just the way it went on, so yeah- But it was definitely the knowledge that changed that decision or made it easier for us.

Derek reported that: *“It was a combination of feedback, I think. Not from everybody but everybody was asked so-it wasn't just one particular subject. It was a combination of everybody's feedback which made the decision, which was good.”* Grainne, Alex's tutor, described the decision-making journey for her:

At the start of the study I'd have looked at Alex and I would have said-yeah probably that student would have to go [do L2LPs] but you know it would be grand. As we were going through it, because we were going through it so thoroughly, I would look at it and we were learning more and more, no, this student is well capable, that student can do that, and he doesn't need to focus on this. I spoke with other teachers and they were feeling the same. But it wasn't until you [researcher] picked up on this at a session that we really named our feelings and made the definite decision that he was not doing L2LPs -and I think it also means you're not typecasting certain students.

Reflecting on this decision-making process the principal said:

So, I left that to people who are professional and who are teaching them every day. [coordinator] spoke to me about the staff's thoughts and reasoning and I supported their decision. They had taken the time to be sure and I 100% trusted them. And she [coordinator] had every box ticked before meeting the parents. She's the SEN expert and I trust her to guide me and she's great.

For the principal this was a key moment in the school's enactment of L2LPs and broader inclusive practices: *“It showed you that schools, particularly our school are not using this*

[L2LPs] as a way of labelling kids, that we are looking for that child to achieve their best.”

Adam’s comment reflects the views of the principal and his colleagues:

I think its [CPD] shifted the focus of our monitoring away from just-is this student higher than what level, to monitor it a bit more closely to the students with less ability academically. In my class I had a couple of candidates who as a result were monitored more closely than they would have been alternatively, and I was able to better assess them as a result and their progression along with the L2LPs students.

Teachers also reflected on their collective agreement on LOs to be enacted at whole-school level. In interviews all participants reflected on the benefits of this approach across all areas of school life. Joan’s reflection is representative of her colleagues’ feedback on whole-school LOs:

The fact that, remember we said that we were all going to focus on certain learning outcomes as a school with that student. I really found that helpful because for one of them it was her communication, and I think that’s why her CBA was as good, because we all knew the learning outcomes and we all knew her topic and she went out and she practised with loads of different people and she practised communicating every day in different situations.

Exploring concepts of inclusive practices: UDL vs differentiation

Teachers began using different language when discussing including students in their learning. In pre-CPD interviews the principal, coordinator, teachers, and SNAs spoke about differentiation for students, for example adapting worksheets and reducing written work. From session three (February) participants, particularly the coordinator, Joan, Grainne, and Brid began talking about UDL in sessions, PRLs and in personal communications. Session fieldnotes noted UDL discussions in March, April, and May:

Beginning of session focus on UDL vs Differentiation. What should they be using in learning and teaching to be inclusive of L2LPs and L3 subjects for every student? Guidance given then I went quiet to allow group to discuss. Decision UDL. (Fieldnotes, March CPD)

March fieldnotes noted participants talking about the importance of choice in how Alex could engage with and present his work. April fieldnotes noted participants observations that incorporating UDL (choice) into learning and teaching was helping Alex. After the March session Brid wrote:

I've looked up the ICEP and CAST courses on UDL that you mentioned, thanks. I want to focus on my representation of content and would love to chat more to you about this when you're next in. I love that this [UDL] is not about fixing the student but making changes to remove barriers. (Personal communication, 21 March 2018)

Participants collectively discussed using UDL instead of differentiation in their assessment planning (April and May sessions) and in post-CPD interviews the coordinator, six teachers and two PMEs spoke about UDL. For example, Joan reflected that:

Using UDL and building in choice from the beginning made my life easier. I mean it took time initially but, in the end, it was quicker than making my plan and then looking at my class and thinking "oh it won't work for him and her" and having to, as you [researcher] said, retrofit my plans. It worked beautifully with my CBA. Tic-tac-toe. All students got to choose how they engaged with preparing for and demonstrating their knowledge and no one stood out for doing something different regardless of if they had a SEN, were doing L2LPs or were the high achievers in my class.

Planning and teaching for L2LPs

There was evidence of teachers engaging with L2LPs at a deeper level and taking responsibility for LOs in their subjects. For example, Joan recalled using one of the CPD resources with Grainne to set targets for students in their English class while there was evidence of Grainne's growing confidence in enacting L2LPs into her Artistic Performance class. Excerpts from six participants' January PRL showed teachers' focus on planning for L2LPs after the session (Table 5.6). Teachers noted the need to observe students, plan, align strategies with goals, and incorporate L2LP LOs into subjects.

Table 5.6.

Excerpts from January PRL: Planning for L2LPs

| Teacher | Reflections on planning for L2LPs |
|---------|--|
| Frank | <i>I further understood the requirements for a department and each teacher in regard to planning for L2LPs. I was able to identify how a L2LP planning document looks and understand how it works and might work in practice for teachers and the selected student. I will observe the selected students in my class for potential ways they can achieve LOs in my subjects.</i> |
| Derek | <i>The idea of linking the student learning to other subjects is something that I would reference in class, but a more consistent approach would be better. Focus more on aligning the strategies with goals to try and meet the need of each particular student.</i> |
| Carol | <i>It made me realise that there is a great deal of planning to do for L2LP students in order to incorporate the learning outcomes properly into my teaching.</i> |
| Grainne | <i>I will be adding the PLU for reaching targets into Artistic Performance in the coming weeks and will be able to match this with L2LP students. Observation needed.</i> |
| Ann | <i>Through the teacher checklist it has given me some steps to introduce it and plan for it in my subjects. I am incorporating these planning checklists into my planning and will observe the possible L2LP students.</i> |
| Adam | <i>Observe candidates under L2 guidelines in classroom.</i> |

Discussions in February and May sessions supported teachers' comments that they were engaging with planning templates except for the students' Learner Profile. However, completed plans were not submitted. The coordinator and principal were conscious that a lot of planning was "*still in our heads*" (Coordinator, Personal communication, 20 May 2018) and this would be a focus for the year ahead. The principal noted that:

We have to move forward now. I'm happy that the practice is there, and an inspector would see that if they came in. But we need to get our planning on paper. Any teacher should be able to pick up a department or lesson plan and know our L2LPs and differentiation plan too.

Each CPD session incorporated time for participants to reflect on the previous month. This became, in part, a check-in space for teachers. Learning and teaching of LOs was also evident in post-CPD lessons observed. The five teachers observed demonstrated use of UDL, positive behaviour strategies, and collaboration to include students participating in L2LPs in their classes, but also other students who needed additional support. An example of this was

Joan and Grainne’s English class (Table 5.7). Grainne and Joan’s growing ownership of their learning and changing roles as policy actors in relation to enacting L2LPs was observed in this English lesson. The main conclusion drawn from this observation was that the lesson was co-planned and team-taught with consideration of L2LPs and English LOs throughout. Additionally, students worked on individual and group tasks, choice and flexibility was built into the lesson, teachers’ roles interchanged, and students were given opportunities to demonstrate their knowledge and skills.

Table 5.7.

Fieldnotes on Classroom Observation: English Class

Field notes: Classroom Observation 8/6/18

Teacher(s): Grainne and Joan
Student observed: Emma
Number of students: 22
Classroom layout: Tables arranged for group work. L2LP and English LOs on the board (different colours but not identified as L2 or L3)
Topic: CBA Preparation

- Lesson is a continuation from previous lesson, preparation for English CBA.
- Whole-class instruction given by Joan with Grainne checking-in with individual students between instructions (repeating instructions, looking at student notes/work, identifying materials, notes Joan is referring to).
- Choice built into lesson (option of pair, group or individual tasks).
- Tic- tac-toe used to support students choose their approach to tasks.
- Students working on tasks.
- Joan circulates the classroom then sits with groups or individual students (possibly identified as needing support while circulating).
- Grainne works with Emma on exercises she had successfully completed in Artistic Performance. Grainne spends time supporting Emma to identify how Artistic performance could help in this English class.
- Grainne and Joan swap roles.
- Students practice CBAs or continue working together on tasks. Emma practice-one-one with Joan. (This is done quietly at side of room). Breathing exercises (modelled by Joan) observed.

Comments from teacher(s) after lesson.

- Tic-tac-toe design intentionally designed differently based on students’ ability and stage in preparation process. For example, Emma had more options of one-to-one work with teacher than other students but still had pair and group work also.
- Grainne felt it was important to bring Emma’s success from Artistic Performance into English. *“If she sees this like drama, acting a character she is less self-conscious and critical. It helps”*
- Grainne and Joan appreciate the support offered through team-teaching (getting to more students, different strengths and talents of the teachers used).

Reflection: Evidence of strategies given in sessions in use in class. Tic-tac-toe seems to be an established system as students choosing from remaining options on their charts (only some needed guidance on using). While L2LPs on board I didn’t hear them identified to Emma though there was evidence that she was focusing on her communication “participation in a performance or a presentation” LO and managing stress “practice a range of relaxation techniques in real life circumstances.” Participants L2LPs changing roles= translators (production of texts, artifacts and events)? Enthusiasts (investment, creativity, satisfaction, career)? Entrepreneurs (advocacy, creativity, integration)? Learning=critical LoU

Communication with parents

Good communication between school and parents was evident in general but limited relating to L2LPs. Parents of L2LP candidates (n=2) displayed a limited knowledge of L2LPs and what LOs their children were doing pre and post CPD, supporting the coordinator's view that communication with parents could be developed. The data suggests that the parents were informed about L2LPs decisions being made in school regarding their child's academic and social development from the outset. One parent commented on how approachable the school was throughout the year; quick to respond and always keeping her up to date. Another commented that: *"I can't compliment the school enough. I have every confidence that everything that is decided for Emma is in her best interest."* However, it was unclear how much input the parents had in the decisions made. In May, the coordinator spoke about the positive impact of teachers communicating with parents about their child's L2LPs:

Elaine was Emma's tutor and after some initial contact with her mam from me about L2LPs, Elaine was really happy to continue contact with her about some of the communication LOs we were working on. Elaine felt that this would also improve her relationship with Emma who would see her giving praise and not just passing on news of poor behaviour and I thought this worked really well in terms of developing trust and showing a collaborative effort.

Conversely, she also noted that communication with parents is an area the school *"lacks a little bit in"* and *"does not include the parents enough but that is something to learn and develop from."* The coordinator spoke about her plan to work with more tutors to develop a system of communicating with parents regarding their child's SEN. She felt this would:

develop the sense of school ownership in relation to these students' learning plans and support tutors feel confident to talk to parents about these plans, progress made, where support is needed etc. And also help teachers to see themselves as able to engage with additional needs at a deeper level.

Impact of CPD and L2LPs Enactment on Students' Learning

At the outset of this study, teachers identified two possible candidates for the L2LPs. This section explores the impact of the L2LPs on these two students while also identifying evidence of the study's impact on the wider school community. Findings are drawn from principal, coordinator, parent and student interviews, focus groups with teachers, learner profiles, and classroom observations.

Emma's story

Teachers identified Emma as a possible candidate for L2LPs as she was not achieving at L3 subjects. This was impacting on her wellbeing, relationships with others and her learning. In September Emma communicated negative perceptions of school and her ability to learn. She liked nothing about school except seeing her friends. Getting a junior cycle certificate was important for Emma: *"because everyone will be proud of me. My mam, my teachers and everyone in my family."* Emma's mother expressed concerns in September that Emma would not be able to achieve her junior cycle : *"She does find it hard in school, she finds the subjects really hard and I think students do notice. She's starting to suffer a bit and needs that extra help."* Another concern was Emma's mental wellbeing. Emma's mother worried that Emma's difficulties learning at the same level as her peers was *"starting to get her down, she can't follow normal textbook things that the rest of the students are doing"*. Therefore, she was delighted when the school approached her about L2LPs and this study as it had *"taken a load off"* for her and Emma was happier knowing she would be learning at her level. Emma recognised that she *"struggled a lot"* and wanted help to learn. In September Emma did not know what L2LPs were. However, Emma knew *"something was going on"* and that her mother was talking to the school and that: *"I don't exactly know why but I'll be getting an easier one [programme] than all the others"*.

Findings indicate that several PLU elements and LOs were chosen by teachers participating in the CPD for Emma's L2LP. These were to be achieved through different subjects and learning experiences in second year. Other LOs were prioritised by the teachers as whole-school targets and were the focus of discussion in CPD sessions. Teachers began creating an individual L2LP for Emma in their January session. Decisions were finalised in their March session and Emma's L2LP plan was written by the coordinator and uploaded to Schoology. Emma's whole-school L2LP (Table 5.8) shows that four of Emma's nine identified LOs related to communication as did all the success criteria/ assessment approaches. Three LOs related to managing emotions and stress. These LOs reflect teachers' decisions to focus on communication and relationships for Emma.

Teachers discussed Emma's progress at each session, but key moments came towards the end of the year. Joan felt that Emma's English CBA¹⁴ was a "*turning point*" for Emma. In May Joan described how Emma complained for weeks before-hand and repeatedly said she was not doing her CBA. Joan and Grainne negotiated with Emma and adapted their assessment plan to suit Emma's needs. Instead of presenting in front of the class Emma presented to Joan and Grainne. After Emma's CBA Joan sent a personal communication (May 27, 2017) sharing Emma's achievement: "*Emma did well. It took some convincing to present. Her presentation was well laid out and visual. She spoke with passion and was enthusiastic to share her story. She spoke clearly and very well-wouldn't allow us to record her.*" This moment had an impact on Grainne as a teacher: "*I know, like I'm not going to lie. I was in absolute floods of tears after that CBA. It's[L2LPs] working, in some sense it's absolutely fantastic.*" Teachers used emotive words such as "*heart-warming*" (Elaine) and

¹⁴ Joan and Grainne used the CBA as an opportunity to gather evidence of L2LP LOs achieved by Emma.

“*very proud of her*” (Joan) to describe Emma’s progress throughout the year. Grainne described Emma’s change as “*improvement and slow and steady.*”

Table 5.8.

Emma’s Whole-school L2LP Plan

| PLU | Element | Priority LOs | Success Criteria for priority LOs- Progress will be measured by: |
|-----------------------------------|---|---|---|
| Communicating and Literacy | 1. Reading to obtain basic information. 2. Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener. 3. Using non-verbal behaviour to get the message across. 4. Using expressive arts to communicate. | 1. Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disappointment or joy, tone of to seek assistance/complain. 2. Participate in a performance or presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents. | 2. Throughout day to day interactions with staff and students-monitor and be aware of inappropriate behaviour. 3. The completion of the English CBA or presentation during tutor time. |
| Numeracy | 1. Developing an awareness of length and distance | | |
| Personal Care | 1. Being able to manage stress 2. Knowing how to stay safe 3. Recognising emotions | 1. Describe school/personal/community situations that are stressful. 2. Recognise some of the signs of stress. 3. Identify some ways to relax, e.g. go for a walk, watch a movie. 4. Demonstrate a relaxation technique, e.g. taking a deep breath. 5. React in an emotionally appropriate way in a given situation, e.g. a friend receives bad news. | Be able to tell teacher or SNA (verbally, gesture or visual cue) that relaxation is needed, and use learned strategies. |
| Living in a Community | Developing good relationships | Identify situations where people speak differently depending on audience, e.g. Peers, teachers, parents, other adults. | Throughout day to day interactions with staff and students. Change in behaviour between speaking to staff and speaking to peers. |
| Preparing for work | - | | |

Note. The above L2LP plan is a snapshot of one aspect of Emma’s Learner Profile. The LOs listed here are those identified as a whole-school priority to support Emma’s learning. Other LOs were engaged with in individual subjects and learning experiences.

Another key moment for Emma and her teachers was the last day of school. After unsuccessful attempts to complete an interview with Emma in May, Emma agreed to answer questions with the coordinator. When asked how successful she thought she was this year Emma responded, “*I don’t know*”. According to the coordinator, Emma began complaining about her teacher Frank, resulting in a key learning and teaching moment. The coordinator’s notes from Emma’s interview demonstrated how she and Emma worked together with Frank to resolve an issue in Woodwork. The coordinator approached the situation by talking about emotions, utilising Emma’s prior learning, taking the focus off any negative behaviour instead using Emma’s previously positive relationship with Frank. An extract from the coordinator’s interview notes with Emma follows:

Q. We talk about success and achievement in school all the time. I know teachers and Mam think you have been successful this year. How does that make you feel?

Coordinator’s reflection on a ‘success moment’ during the interview.

At this point E [Emma] started discussing that she felt teacher X [Frank] was grumpy with her and she was worried that she would get a negative report (which would disappoint her mam as she had received such a glowing report from him at the parent teacher meeting and because it is also her favorite subject). This created an excellent moment and reflected some of what she has achieved this year – she told me that they are doing theory work in Woodwork and she doesn’t like it. I prompted by asking if that makes her grumpy going into the class as this is sometimes her demeanor going into classes she doesn’t like. She said she is grumpy and doesn’t like having to do theory. I then presented the idea to her that the class as a whole were having difficulty doing theory – she agreed and said that none of the group had done the work they were supposed to. We established that teacher X had tried to teach them theory elements before each step of the practical work to break up the theory and also help with the practical work the group would be completing. E then said the group never studied the “stuff on Schoology” so now they had to go back over it all. I also asked E how it would feel if she put a lot of work into something and then people ignored her or didn’t appreciate everything that she had done for them. We then decided to go down to teacher X and have a chat with him – big moment! Without prompt, E apologised for not listening in class and learning her theory work and told him she knew that he had tried to make it easier for the group, but they hadn’t done what they were supposed to. She also said that she really wants to do well in Woodwork next and promised to try harder. Two very shocked and speechless adults on the last day of school!

E left the classroom smiling with a table she had made and was excited to bring it home to her mam. I asked if she felt better after the chat – “Yeah I’m proud of myself”.

The coordinator shared this key moment immediately after (Personal communication, 1 June 2018) expressing how emotional she was and sharing Emma's mother's response when she heard: *"When I rang her mam, she was afraid she'd [Emma] done something wrong and when I explained she was so emotional too. The perfect end to the year for her"*.

A focus on relationships and communication LOs to promote Emma's engagement is evident in Emma's L2LPs plan (Table 5.8) and in lessons observed (Table 5.9). In all three lessons Emma was observed engaging with her L2LP LOs though not always with the class task set by the teacher. In Woodwork: *"Emma did not engage in the student task. She was distracted and was asking other students what to do"* (Woodwork observation fieldnotes), while in English she: *"was initially reluctant to begin work"* (English observation fieldnotes). There was evidence of Emma using her stress management and communication strategies in all three lessons. In Woodwork Emma: *"appeared to use counting to ten and breathing as relaxation strategies"* (Woodwork observation fieldnotes). During team-teaching classes observed (English and Maths) Emma looked to teachers she knew well for support. In English: *"Emma looked for reassurance from both teachers throughout the lesson"* (English observation fieldnotes) while in Maths it was noted that: *"Emma communicated with the SEN coordinator when unsure"* (Maths observation fieldnotes). Emma appeared more comfortable in lessons where there were two adults. She asked more questions and for help directly to more familiar teachers (her tutor or the coordinator). Emma saw Joan and the coordinator everyday so it can be assumed that she built stronger relationships with them than with teachers she saw less frequently. This supports Frank's observations in post-CPD interviews about trust and relationships:

I think that trust issues have been identified [for Emma]. Its [the study/L2LPs] allowed us to identify aims like you know PLUs and we're all on the same page and at least we're all looking for those small specific aims that we're all trying to achieve in our classrooms to help that student along. Whereas if we weren't on the same page

and we hadn't had this programme and we weren't part of this study, we'd all be attacking different aims and it wouldn't really be helping or benefitting the student.

Table 5.9.

Classroom Observations: Summary of Emma's Engagement in Lessons

| Lesson | Lesson topic | Learning Outcomes | Engagement |
|----------------------------------|--|--|--|
| Woodwork (Frank) | Tools: Students were tasked with drawing and labelling tools, naming their functions and safety rules | Read to obtain information Priority LOs as in L2LPs plan | Emma did not engage in the student task. She was distracted and was asking other students what to do. At one point she raised her hand slightly but took it down within seconds (before teacher saw it) Emma did express her needs to teacher when asked and appeared to use counting to ten and breathing (fieldnotes reflections) as relaxation strategies. |
| English (Grainne and Joan) | Preparing for CBA | Participate in a performance or presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents. Priority LOs as in L2LPs plan | Emma was initially reluctant to begin work (finalising presentation) but after encouragement and 'time to settle' she began her work. When practicing CBA presentations Emma refused to talk in front of the class but worked with Joan (her teacher and tutor) separately before practicing with a small group. Emma looked for reassurance from both teachers throughout the lesson. |
| Maths (Adam and SEN coordinator) | Students were tasked with measuring different surfaces in the classroom and working out dimensions. Knowledge of measurement was required. | Use appropriate vocabulary to describe the units in length and distance, e.g. Kilometre, metres and centimeters. Use a ruler to draw and measure different lengths of lines. Priority LOs as in L2LPs plan | Emma engaged with the task and worked with her peers. She responded to the visual cues of her teachers to guide her. She communicated with the SEN co-ordinator when unsure. |

Emma's mother also saw positive changes in Emma throughout the year: "*I've noticed she has developed more confidence and has progressed towards the end of the year in every aspect. I do think she will achieve more going the alternative route.*" Emma's mother noted that Emma was happier going to school but still finds it difficult. Even with difficulties Emma was sharing more successes with her mother. Emma was proud of herself when she did well or achieved something. Making people proud of her is very important to Emma as indicated in all her interviews.

The findings indicate that Emma did not always see the progress she made, finding it hard to accept praise from adults. Emma was visibly surprised and embarrassed when the researcher told her that her teachers praised her CBA. She recognised that teachers were helping her with communication but didn't know how this was happening, or how it made her feel. She described the year as being hard because she "*was terrible.*" Assurances that teachers did not think she was terrible resulted in Emma raising her voice, tensing her body, and saying: "*they're lying, they're just saying that to make me feel better*". Emma talked about being bored and getting angry in subjects. She didn't remember her relaxation strategies when asked. Emma's interview with the coordinator was more positive. She identified feelings of happiness and pride after her CBA. Emma recognised the improved relationships with her teachers and acknowledged teachers' feedback that her communication had improved. An indication that teachers have engaged effectively with L2LPs is that they identified Emma's lack of confidence. Teachers in the same interview group verbally agreed with Carol's statement that she: "*really tries and does everything teachers ask of her, though sometimes there's still a battle because of confidence*". These teachers identified Emma's confidence as a priority area for the following year. Elaine noted: "*we need to work on our [Emma's] acceptance of praise now.*"

Alex's Story

Teachers identified Alex as a possible L2LPs candidate because he was struggling to achieve in his L3 subjects and first year summer exams, indicating their gap in knowledge about the criteria for participating in L2LPs. Alex was enthusiastic about starting his second year. He liked learning different subjects with different teachers. In September, Alex demonstrated an awareness of his level of ability. He knew he was “*getting extra help*” but did not know what the L2LPs were and asked was it a lower level. He noted that if he is falling behind a SNA or teacher will help him. He liked small group classes that supported him in English, Geography and Maths because: “*Sometimes we do be doing work that the class only get that day or the day after that. Then it's already in our brains, we already know a bit about it so then we wouldn't be behind in class.*” Alex did not like “*looking different to my classmates.*” Alex thought getting a junior cycle certificate was important. However, he lacked confidence in his ability to achieve in exams, pointing to ‘not very confident’ in exams on the rating scale provided.

Alex's mother was happy with the support Alex was receiving and felt he was happy in school. She reported that he was included in the school and knew that discrete help was there when he needed it. She thought Alex knew he was different, but that inclusion meant he didn't feel it: “*He's absolutely included, he kind of feels no different. Now I think he knows he's different, but he feels – no. I know that sounds a contradiction, but you know.*” The priority for Alex's mother was his wellbeing. However, she expressed her academic concerns in May for Alex after third-year and what would happen when he is in senior cycle:

My only fear, and I'm guilty of this all the time, is what will happen when he gets to leaving cert level. He obviously wouldn't be able for a mainstream leaving cert but obviously that's years ahead but it's my concern.

Teachers began creating an individual L2LP for Alex in their January session. Decisions were finalised in their March session when teachers present (n=8) collectively agreed that Alex could achieve his junior cycle at L3. Therefore, his L2LP was unsuitable as a main focus but would scaffold his learning. This was a key moment in Alex’s journey. Alex’s final L2LP plan was written by the coordinator and uploaded to Schoology in March. Table 5.10 shows aspects of Alex’s Learner Profile where L2LPs are used to support his learning. The plan highlights a focus on supporting his social interactions and awareness. Three of Alex’s six priority elements related to communication and relationships as did two of the three success criteria. Generalising skills, in this instance measurement, in several subjects was another target for Alex.

Table 5.10.

Aspect of Alex’s Learner Profile Relating to L2LPs

| Priority Learning Elements | |
|---|--|
| <ul style="list-style-type: none"> • *Requires structure, routine and reassurance • Developing good relationships • Reading to obtain basic information • Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener • Knowing how to stay safe • Developing an awareness of length and distance | |
| <p style="text-align: center;">Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe ways of making and keeping friends, e.g. identify traits which are/are not desirable in a friendship 2. Identify the units of length and distance on a ruler, meter stick and measuring tape 3. Recognise when personal safety is threatened, e.g. bullying/harassment | <p style="text-align: center;">Target will be achieved when/progress/success will be measured by:</p> <ol style="list-style-type: none"> 1. Recognising traits in others which are not desirable and seeking relationships with others who offer positive relationships. 2. Use ruler correctly in Woodwork/Science/Maths and identifies correct measurements 3. Highlighting to staff or others when appropriate behaviour occurs towards himself or others |

Note. The above plan is a snapshot of one aspect of Alex’s Learner Profile. The L2LP LOs listed here are those identified to support Alex’s learning at L3 by supporting his communication and social skills (relationship building).

*Not a L2LP element.

In May, nine teachers and the coordinator indicated a change in Alex's confidence in class, approach to work, and attitude in school at the end of the year. Carol noted: "*He's not moaning anymore about not being able to do things*". They were pleased Alex was not always trying to please people, including themselves; that he was acting like the other second years. Ann's comments reflect her colleagues' feelings:

What can I say? This is going to sound really bad, but you'll know what I mean, and I think it's fantastic-his attitude [nods and smiles from the group]. We're going through this second-year struggle at the moment, second year slump and I think it's great-I do. And I know that sounds terrible but I'm saying it and it might be and I've spoken to his mam and his mam is worried about it and I said don't, they're all like that. It might be a little more exaggerated with him, but you get the eye rolls like you always do. You get the 'I hate this place' but you get that from everybody. He's literally, he's connecting with the rest of his peers, his attitude and all.

The coordinator confirmed the impact of the L2LP LOs on Alex's confidence. Furthermore, this evidenced key teacher learning as Alex's increased confidence may have helped him and his teachers recognise his ability:

They [L2LP LOs] became like building blocks, like a scaffold for Alex and his teachers. It was like the key skills or subject LOs further broken down and once he achieved at that level-well then, he was willing to try the next, harder step. And we realised, Alex included, that he has more ability than he/we thought and now we need to foster that and continue to challenge Alex at level 3. His confidence is just growing and growing. And he's holding his own. (Coordinator, Personal communication, 18 May 2018)

Alex's engagement in learning was observed in two lessons (Table 5.11). There is evidence of scaffolding and choice to support his learning. There appeared to be an understanding on Alex's part that he would find help on his iPad and teachers did not have to direct him to it. There was evidence of Alex's ability to generalise his learning, particularly the use of his ruler in both classes. Alex appeared confident in his ability to complete the tasks in both lessons. He appeared comfortable interacting with his peers while knowing when to stop talking and start/return to a task. This suggests that the priority elements "developing good

relationships” and “speaking appropriately for a variety of purposes” in Alex’s L2LP plan (Table 5.10) supported Alex’s inclusion in school.

Table 5.11.

Classroom Observations: Summary of Alex’s Engagement in L3 Lessons

| Lesson | Lesson topic | Engagement |
|--------------------------------|--|---|
| Woodwork (Frank) | Tools: Students were tasked with drawing and labelling tools, naming their functions and safety rules. | Alex took his seat. He chatted with a classmate until Frank called for the students’ attention. Alex took out his materials, which included his ruler, and began the task. Alex referred to his iPad more than the board as his Frank had task broken down further for him on Schoology. Alex asked and answered questions. |
| Maths (Adam & SEN coordinator) | Students were tasked with measuring different surfaces in the classroom and working out dimensions. Knowledge of measurement was required. | Alex engaged with the task and worked independently, and as part of a group. He used his ruler correctly to measure surfaces and was observed at one point assisting a classmate. Alex referred to visuals in the classroom throughout the lesson. He worked on a differentiated worksheet (on iPad) for independent work. This was an active class and Alex was observed talking and laughing with his peers while doing his work (practical tasks of measurement) |

Excerpts from observation reflection fieldnotes:

- Alex following instruction in both lessons. Work assigned completed and evidence of Alex independently and successfully using scaffolds in place (different worksheets, visuals) instead of asking teacher. (asked for teachers help twice in Woodwork and once in Maths)
- Visuals evident in both classes (diagrams/ photos on wall and on iPad-Schoology and iTunes) Several students observed referring to the visuals.
- Evidence of Alex interacting more with peers. At one point in maths I observed him ‘good-humoredly jostling’ with another student. He appeared to be able to read and follow the social cues in this interaction (mock angry face and injured gestures). He also noted Adam’s (teacher) glance and both students stopped immediately but smiled at each other when Adam looked away.

Alex’s mother observed noticeable changes in Alex as the year progressed, particularly in his attitude and him becoming rebellious. However, she felt reassured by his teachers’ assurances that this was the norm for second-year. Alex’s mother found the decision for Alex to focus on L3 subjects for junior cycle difficult, but she was confident that his

teachers' support would "get him through it". In May, she noted the benefits of Alex engaging with L2LP for part of second-year: "*I feel knowing he had another option was a great help. He wants to do what everyone else is doing so it was excellent that there were no differences noticed.*" Alex's mother was present for Alex's interview in June at Alex's request. She expressed her joy at hearing him speak so positively about school. She found it interesting, and good, to look at the year from Alex's perspective, which "*reduced my concerns for him.*" Alex reported: "*it was a good year-it wasn't a bad year. First year was probably worse because it was harder to get points*" (the school's points system for positive behaviour, attendance, performance in class, homework etc.). Alex was "*happy and proud*" that teachers and his parents thought he was successful. Like Emma, Alex was unable to talk about his L2LP experiences and his mother indicated that he was not fully aware of L2LPs. Alex did talk about decision-making with his mother and the coordinator in school:

The talks were good because we talked about a lot of things like school, homework and classwork. [the coordinator] helps me and mam. I can ask her; I can ask my teachers or the SNAs if I don't understand or if something is wrong.

This statement reflects earlier observations about the importance of building relationships with students to support their learning. Planning forward, teachers noted that supporting Alex in communicating if he was struggling would be important. The coordinator intended using aspects of L2LPs ('Personal Care' and 'Living in the Community') to support Alex's social skills and development moving into third year (Personal communication, 20 April 2018).

Alex and Emma's' stories reflect the impact of this study on their learning but also points to an indirect wider whole-school impact. In May the principal reflected:

The individual students I felt gained more confidence. I could actually physically see that in them over the course of a year if you were to put a slow cam on them. Definitely more confident in themselves and in their abilities. And, if they're more confident in their abilities, they're happier in class so they're behavioural issues are reduced, which had a knock-on effect with the amount of teaching and learning that went on in that class at that time, because the student wasn't being disruptive because

of their frustration. So, that to me is huge and if you were to multiply all those two minutes in every class for 167 days, that's a lot of time. So, that has a huge effect for the whole school.

Increased student confidence and improved attitudes and behaviour were recurring themes when discussing student learning in May. Eric (PME student) did not participate in the CPD due to college commitments but he remarked that:

From my perspective I feel the students are much more confident within the classroom compared to September. I could see small changes in individual students who were attending this programme [L2LPs] but also changes in the overall learning atmosphere in the classroom. Students' attitudes and beliefs also increased throughout the year. Especially the individual students but also, I saw teachers using L2LPs work with non-L2LPs students-reading to obtain information was a big one it was mentioned in lots of classes-but also, I think the social one, communication, speaking appropriately and relationships seemed to spread out-and this was a good thing. Differentiation too and UDL, teachers started talking about UDL and really, I think more students than just the L2LPs students worked better.

The coordinator felt that the school's participation in the study meant individual students' needs were "being considered more on a whole-school level", resulting in "a more cohesive approach to it now that supports all students' learning." This view was reiterated by six teachers in post-CPD focus groups:

I think we're all taking a universal approach which I think is good, it's given consistency and then-again- we're going back to the whole idea of what's working for you and all your students, and what's not. And everyone is involved so it's definitely that student learning has been impacted, definitely, the whole-school approach to it.
(Brid)

This consistent approach appeared to be made up of observations, dialogue, common strategies, and reflection; and there was agreement with Derek's observation that there was improved engagement and student learning when agreed upon strategies were used in different classrooms.

Summary of Key Findings

Phase two data highlighted the following key findings:

- Teachers' learning: The structure and design of the CPD and sharing of resources

were contributing factors to teachers' learning. There was evidence of public-sharing of work (Parker et al., 2016) and collaborative inquiry (Cochran-Smith & Lytle, 2009; Kennedy, 2014) as the CPD progressed. Positive student learning outcomes influenced teacher engagement with L2LPs, and one unexpected finding of this study was the emphasis placed on the importance of student-teacher relationships. However, time and subject pressures, and students with challenging behaviour were shown to hinder teachers' learning.

- Impact of CPD on L2LPs enactment: Teachers' knowledge, practice and beliefs regarding L2LPs developed throughout this research. Increased teacher agency was evident as teachers took more ownership in their role in enacting L2LPs in their school. There was increased teacher collaboration and communication for L2LPs and inclusion generally within departments and at whole-school level. Teachers appeared to more actively observe or profile their students before making collective decisions on the appropriate junior cycle pathway for the student. However, this did not appear to include SNAs, and communication with parents seemed to be at a general level rather than specific to L2LPs.
- Impact of CPD and L2LPs enactment on students' learning: Alex and Emma experienced success and became more confident learners through their participation in their L2LP.

Chapter Six: Discussion of the Research Findings

Introduction

This study explored the impact of a collaborative whole-school model of CPD on the enactment of L2LPs in a mainstream post-primary school. The CPD model for this study was based on the transformative model of CPD (Fraser et al, 2007; Kennedy, 2014). Contrary to the teachers' previous experiences of transmissive models of education this CPD model offered opportunities for teachers to engage at subject, classroom and whole-school level with L2LPs using collaborative enquiry and evidence-based, context specific and solution-focused approaches. This chapter analyses and discusses the key findings from this CPD: beliefs, knowledge and practice to enact L2LPs, communication and collaboration, and factors of this CPD that contributed to teachers' learning. Examples from different teachers' experiences are used throughout the discussion to highlight findings and unless stated do not necessarily represent the views of all participants.

Belief, Knowledge and Practice to Enact L2LPs

Teacher education has struggled to prepare and support teachers to enact inclusive education approaches such as L2LPs in their classrooms (Forlin, 2010). Teachers, including two NQTs and PMEs, reported that previous teacher education relating to inclusion did not prepare them for inclusive practices in the classroom, or to teach L2LPs. Phase one findings indicated NQTs and PMEs in the school had not heard about L2LPs in their ITE, and the other participants had limited exposure to L2LPs CPD. Only the coordinator had attended full day L2LPs CPD. This seems to reflect a rather piecemeal approach to junior cycle reform with a priority placed on L3 subjects. Furthermore, the dependency of JCT on the cascading model and the optional two-hour transmissive session to deliver L2LPs CPD may have contributed to the gap in teachers' knowledge and practice regarding L2LPs identified in

phase one. This gap in knowledge and practice despite the school's inclusive beliefs highlights the argument that change is reciprocal (Opfer & Pedder, 2011b; Rouse, 2008); that the three dimensions of knowing, doing and believing (Rouse, 2008) are interdependent. Indeed, change in just one dimension may not represent teacher learning as change in the three elements is required for learning to occur (Opfer & Pedder, 2011b). Phase two findings demonstrated that if two of these aspects are in place the third is likely to follow (Rouse, 2008) and deep learning can occur.

Teacher Belief

Participants engaged with the CPD because of their shared values about inclusion and their vision to be inclusive of L2LPs. L2LP and student learning decisions were driven by teachers and supported by leadership. A factor that could negatively impact teachers' value of L2LPs is the dilemma teachers face due to the competing demands of different initiatives (Braun et al., 2010) and their visibility in the public domain (Maguire et al., 2015). In the first cycle of L2LPs, 2014 to 2017, schools had to introduce five new subject specifications, new assessment and reporting procedures including new grading, and a wellbeing programme (DES, 2016), resulting in changes to school structures. Additionally, the interim report on the Literacy and Numeracy Strategy (DES, 2017c), the implementation of the Digital Strategy for Schools action plan (DES, 2015a), and the introduction of the SET allocation model (DES, 2017a) resulted in more change and new targets for teachers. With such a plethora of initiatives Adam's observation that the lack of public 'outside knowledge' of L2LPs could result in schools or teachers choosing not to engage with L2LPs in favour of more prominent initiatives holds some weight. Insider knowledge and capacity could also contribute to such value-driven decisions.

Conversely, teachers' desire to see student progress may have positively influenced their initial beliefs. The impact of students' outcomes on teachers' belief are evidenced throughout this discussion. Finally, the findings showed it was important for teachers to recognise the connection between what they were learning and their initial beliefs. These were the foundations for change in the school, thus this CPD focused on building teacher capacity through developing the other two dimensions of knowledge and practice.

Teacher Knowledge

Knowledge is a key factor in policy enactment. Thus, it is crucial that teachers as key policy actors are given the opportunity and time to develop their knowledge and understanding of policy initiative goals that affect their beliefs and practice. Phase one findings evidenced teachers' misconceptions about the nature of L2LPs and student eligibility for L2LPs, resulting in a fundamental lack of understanding of planning for teaching. Irrespective of differentiation (of L3 subjects), students with low mild to high moderate GLD will not achieve the same functioning level as their typically developing peers (Imray & Colley, 2017). These students require concentrated support in specific learning areas of personal, social, communication, and life skills (Imray & Colley, 2017; NCCA, 2016). However, they are not a homogenous group, therefore individual planning for specific learning areas is critical. Thus, the challenge for teachers is to balance this learning while providing the same learning experiences of their peers (Kerins, 2014). For this to occur in the context of L2LPs teachers need specialist knowledge of GLD and the structure of L2LPs within the junior cycle before deep learning can occur.

How teachers use specialist knowledge to inform their teaching, approach group work, and attend to diversity in their classrooms is important when developing inclusive classrooms (Florian, 2014). Knowledge of GLD and how this presents for individual students

will be important for teachers as they work to identify and plan for students eligible to participate in the L2LPs. It will also help inform how these teachers enact L2LPs into their lessons. Hence, a clearer understanding of GLD would benefit the teachers. This lack of knowledge raises questions about the transmissive model of CPD (Kennedy, 2005) predominantly used by the DES support services, such as JCT, in Ireland. Desimone et al., (2002) and Murchan et al., (2009) argued that the transmissive model has limited impact on classroom practice. However, there is no evidence specific to JCT's CPD model to support or refute this statement.

The lack of knowledge discourse also brings into question the cascading approach (Kennedy, 2005) used by JCT in relation to L2LPs delivery. The coordinator who attended the full day cluster training for L2LPs shared her own uncertainties about enacting L2LPs. She noted how her own interpretation of who was able to access L2LPs had changed since her CPD day. This is concerning as cascading relies on those attending CPD to disseminate the knowledge on their return to school. Thus, it is the attendees' understanding, or misunderstanding, of the information that colleagues in school receive. Furthermore, cascading removes the opportunity for collaboration (Rose & Reynolds, 2007) that can give teachers a sense of autonomy when interacting with policy initiatives (Cordingly, 2005; Rose and & Reynolds, 2007). Subsequent research (Vincent et. al., 2018) suggested that teachers need to be provided with PD that facilitates understanding their students' developmental needs and goals to better provide contexts and opportunities for learning. This would include understanding the developmental needs and goals of students with GLD and how to utilise L2LPs to support the students' learning. Session one sought to address immediate knowledge gaps about students with GLD and the nature of L2LPs to better prepare teachers to engage with L2LPs meaningfully. Subsequent sessions sought to develop this knowledge into

capacity in the areas of planning, teaching, and assessing L2LPs at classroom and whole-school level.

Teacher Practice

Findings from both phases indicated participants made connections between CPD, gaining knowledge and putting that knowledge into practice. Their understanding of this relationship is important as teachers' knowledge and understanding of inclusive approaches, in this instance L2LPs, will impact both their, and their schools', capacity to create an inclusive learning environment (Shevlin et al., 2013) and enact L2LPs as part of this environment. As teachers engaged in job-embedded activities and tasks in CPD sessions their confidence to identify and plan for students, and practices to include L2LPs in their classrooms increased, a consequence of teachers' experiencing successful student outcomes as a result of introducing new practices (Guskey, 2002a).

Arguably, teachers' knowledge gaps may have contributed to Alex initially being identified as a L2LP candidate. However, phase two findings show that as teachers engaged in observing their students and trialling activities from the CPD sessions their perceptions of Alex's needs, and ability, changed. Phase two findings, particularly Alex's story, indicate a development in teachers' practice moving towards profiling students' current level of performance based on observation and evidence as opposed to perceptions based on diagnosis. This developing practice and the collective decision-making processes outlined in Chapter Five mirrors the good practice recommended in the SET allocation model guidelines for teachers (DES, 2017b). The guidelines outlined the continuum of support for students and the process for teachers, in collaboration with parents, students and other relevant stakeholders, to identify the student's needs, set targets, and monitor and review the student's outcomes. This is the same process required for L2LPs, thus, a focus on L2LPs and

developing practice in planning for L2LPs will support practice for planning for other students with SEN.

Misconceptions about L2LPs possibly contributed to the gap in teachers' perceptions of their planning and the reality in phase one. Most teachers interviewed in phase one reported positively on their planning and felt ready to move from planning to practice. However, though participants implied they were planning for inclusion and L2LPs, only two teachers shared their subject plans. Phase one findings regarding planning suggested a lack of understanding for planning for diversity, and perhaps a deflection of responsibility for developing practice here. Arguably, using NCCA and/or JCT examples of L2LP subject connections and seeking similar templates for schemes of work and lesson activities suggests an early dependency on outside experts to provide 'one size fits all' templates for L2LPs planning and teaching that neglects the diverse range of students doing a L2LP. Evaluating this CPD, using the PD evaluation framework (King, 2014), indicated that most participants developed the degree and quality of their practice from nonuse to critical level of use.

Three lesson plans submitted in phase one were at the nonuse level of practice (King, 2014), focusing solely on their subject LOs. As all participants volunteered to be observed it was surprising that L2LPs were absent from these lesson plans. However, Brid's¹⁵ request for any feedback on her lesson plan because she did not know where to start illuminates the situation. There was a lack of confidence and ownership to progress L2LPs enactment from the school's initial steps the previous year. Therefore, teachers like Brid willingly submitted lesson plans without reference to L2LPs to receive outside expert guidance, evidencing her learning was at the orientation level of use as she acted to seek more information and support

¹⁵ Brid's experience is focused on here because she was one of three teachers who submitted lesson plans, enabling the researcher to illustrate a teacher's journey from the initial planning stages and demonstrate successful learning resulting from the CPD. It is noted that the CPD did not result in successful learning for every teacher.

on L2LPs (King, 2014). Brid's observed engagement in sessions, PRLs, use and sharing of resources, and interview comments showed her deep learning as she progressed from orientation to critical level of use (King, 2014) demonstrating her pedagogic content knowledge and critical engagement with L2LPs. Brid's continuous engagement with the CPD, researcher and L2LPs demonstrated her belief in L2LPs. As Brid gained new knowledge, she put this knowledge into practice with successful outcomes. This is consistent with the literature that asserts the cyclical rather than linear nature of teacher change (Opfer & Pedder, 2011; Rouse, 2008). When the two elements, knowledge and belief, were in place the third element, practice or 'doing', followed (Rouse, 2008). Furthermore, Brid's degree of change is consistent with findings that increased efficacy for inclusive practices is a result of successful outcomes in teachers' classrooms leading to sustainability of new practices (King, 2014). However, it is acknowledged that the CPD did not result in successful learning for all participants and two teachers disengaged after the second session.

Teachers demonstrated their increasing agency and autonomy as they assumed new roles as policy actors as part of the process, aligning with literature on typology of roles for teachers as actors (Ball et al., 2011, p.626).

| Policy actors | Policy work |
|---------------|--|
| Narrators | Interpretation, selection and enforcement of meanings, mainly done by headteachers and the SLT |
| Entrepreneurs | Advocacy, creativity and integration |
| Outsiders | Entrepreneurship, partnership and monitoring |
| Transactors | Accounting, reporting, monitoring |
| Enthusiasts | Investment, creativity, satisfaction and career |
| Translators | Production of texts, artifacts and events |
| Critics | Union representatives: monitoring of management, maintaining counter-discourses |
| Receivers | Mainly junior teachers and teaching assistants: coping, defending and dependency |

Research on policy enactment and teachers as actors (Ball, 2003; Ball et al., 2011; Maguire et al., 2015; Savage, 2015; Spillane, 2004) recognised the activity of and between teachers' as

policy actors on the ground level for policy enactment in schools. This CPD placed teachers at the heart and forefront of L2LPs to enable them to take ownership of L2LPs enactment in their school. At the outset of this study most teachers were enthusiastic but in the role of ‘receiver’ (Ball et al., 2011), looking for external support to cope with L2LPs and SEN support in their school. However, as teacher agency increased participants navigated between higher order roles depending on the context. All participants had assumed the role of ‘enthusiasts’ by the end of the intervention with others becoming ‘entrepreneurs.’ All eleven participants demonstrated an investment in L2LPs through their engagement in CPD sessions and their creative use of resources in their teaching and assessment.

Collaboration and Communication

This study’s focus on CPD positioned the teacher at its centre. However, the voice of students, parents and SNAs were sought to better inform the design of the CPD and evaluate its impact on L2LPs enactment. Therefore, this section discusses collaboration and communication from four aspects: teacher collaboration and communication, student-teacher relationships, communication with parents, and working with SNAs.

Teacher collaboration and communication

Teachers’ desire for collaborative CPD was an important finding in phase one and supports the research (Kennedy, 2014; McElearney et al., 2019; Parker et al., 2016) purporting the role of collaborative CPD in affecting teacher change. Teacher collaboration supports whole-school engagement with policy and initiatives (Teaching Council, 2016) as the collaborative process serves to form a collective vision, create a common frame of reference, and lead to change in practices (Knoster, 1993). The collaborative nature of this CPD appeared to be a significant contributory factor to teachers’ engagement. This aligns with the principle of ownership by the whole-school of the process and shared understanding

of inclusion (NCSE, 2011), in this context L2LPs, as teachers learned through collegial conversations (Furner & McCulla, 2018). Collaboration within subjects and sharing of student information was established in the school at the early stages of the collaborative continuum where teachers came together in loose informal groups to discuss shared interests or concerns (McElearney et al., 2019). Teachers found value in their subject cluster days with JCT and used these experiences as a reference point for collaborative practices. However, despite having a shared goal there was no evidence of cross-curricular planning and teaching or critical examination of their practices at this point. Furthermore, there was a dependency on the coordinator to communicate student information verbally to individual teachers on request for information and through Schoology. This may have reduced opportunities for concerted conversations in relation to planning to support students with SEN and those participating in L2LPs.

Developing a knowledge-base that makes connections and informs understanding “within subject areas, across the whole school curriculum and beyond the school to the ‘real’ world of learning, including the ever-changing policy arena” (Keay et al., 2019, p.134) is an important element of a teacher’s learning journey. Therefore, the CPD began with a focus on connecting L2LP LOs to teachers’ subjects and real-world examples before challenging teachers to work collectively to link PLUs at a cross-curricular and whole-school level, thus taking a more holistic approach to L2LPs. Collaboration is a widely accepted contributor to enacting inclusive education (Ainscow, 2016; Pijl & Frissen, 2009). Thus, teacher collaboration was considered when planning the CPD and opportunities for collective reflection and sharing were built into sessions. This collaborative aspect supported teachers to realise they were not alone in challenges they experienced with L2LPs or inclusive practice. Their common goal and public sharing of work, resources, experiences of students, and practice as learning resources represented a deep level of collaboration (McElearney et al,

2019). Furthermore, teachers' understanding and use of new L2LPs knowledge and inclusive practice skills aligns with King's (2014) critical level of use, indicating that collaboration greatly enhanced the teachers' understanding of L2LPs. Finally, public sharing of work can result in affirmation and improved self-confidence (Parker et al., 2016). This was evidenced as teachers began to take on the role of 'translators' and 'enthusiasts' as they took shared ownership of L2LP LOs at a cross-curricular and whole-school level and have confidence in their collective decision-making.

Student-teacher Relationships

The findings illustrated the centrality of student-teacher relationships in enacting L2LPs in this school. Teachers' reflections about Emma and Alex's progress throughout the year demonstrated the development of mutually respectful, caring student-teacher relationships, consistent with research citing trust, respect, understanding, cooperation, and connectedness as the characteristics of positive relationships that support the development and engagement of students with SEN (Archambault et al., 2017; Flynn, 2013; Murray & Pianta, 2007). Observations of Emma seeking help and asking questions of the teachers she interacted with most frequently highlighted the importance of this relationship building. Emma's relationship with these teachers substantiates the recommendation for schools to "establish and maintain a core team of teachers" (DES, 2017, p. 5) to support students with SEN. Core SET teams do not negate the primacy of the classroom teacher in the education and care of all students in their class (Government of Ireland, 1998; DES, 2017). However, subject teachers might only interact with students once a day, and in some cases once a week, in a large group setting. Conversely, SETs could work with specific students to build trusting relationships through daily contact, resulting in being a support for the student and the teacher. The relationship between 'familiar' teachers and students was harnessed in the CPD to support collaborative decision-making with the wider set of teachers and enable the

coordinator and tutors to confidently lead discussions relating to specific students such as Emma. Additionally, teachers used the CPD to affirm their own positive teacher relations and these relationships were used to support practices of team-teaching already emerging prior to this study. Findings of effective team-teaching in this research demonstrated how the subject teacher and SET worked collaboratively to communicate with and meet the needs of every student in the classroom. The ‘more familiar’ teacher supported Emma to participate and demonstrate her learning while also supporting relationship-building with the subject teacher. This supports the recommendation to use team-teaching as an approach to support students with SEN learning with their peers in the mainstream classroom (DES, 2017).

The benefits of developing student-teacher relationships were evident in Alex’s journey. Initially, Alex was identified as a candidate for L2LPs. In the January session teachers were asked to observe Alex and Emma to identify their strengths, needs and progress throughout the intervention. This resulted in all teachers involved realising that they had underestimated Alex’s ability. A change in teacher practice for profiling and inclusive approaches, working with Alex and challenging him through L2LP LOs, resulted in successful outcomes thus, building Alex’s confidence to attempt more difficult work. Through this process teachers’ expectations of Alex increased as did Alex’s self-image, resulting in Alex taking L3 subjects for his junior cycle. This brings up other questions relating to L2LPs practice. As teachers realised students do not have to complete a ‘full’ L2LP for certification they began to consider the elements of L2LPs that would support Alex’s social inclusion and learning at L3 as part of his wider learning plan.

The teachers’ intentions to communicate with students when planning LO priorities and reporting progress did not translate into practice. There was little evidence of including Alex and Emma in decision-making or progress review processes. Alex and Emma were unable to talk about their L2LPs experience or reflect on their progress throughout the year.

Teachers' comments regarding developing Emma's ability to accept praise indicates that there was some form of feedback. However, questions arise as to the effectiveness of the feedback in terms of student understanding, and L2LP TLAR as outlined in the L2LPs guidelines (NCCA, 2016). This brings into focus the role of schools in student voice and including students in decision-making processes regarding their education. Student voice is considered a feature of L2LPs planning (NCCA, 2016) and student consultation is recommended when creating an educational plan for any student requiring additional support (DES, 2017b).

Evidence of teachers demonstrating good classroom management, high expectations, consistent praise and feedback, and personal involvement are consistent with the characteristics of trust, respect, understanding, cooperation, and connectedness for a caring teacher purported by Murray and Pianta (2007). Subsequent research (Flynn, 2014) suggested that opportunities to talk with their teachers and have 'authentic' responses (Flynn, 2014) are important for students with SEN while Vincent et al. (2018) proposed that noticeable 'teacher noticing' and 'teacher investments' were important in student-teacher interactions. Emma and Frank's¹⁶ journey exemplifies the importance of the previous research. When there was trust and respect between Emma and Frank, Frank was invested in L2LPs, engaged in the CPD and held positive attitudes towards inclusion. On Emma's part, Frank was her "*favourite teacher*". When Emma displayed increasing challenging behaviours in Frank's class his engagement declined, and he was less positive towards inclusive practices. This mirrors the literature that teachers are generally less inclusively inclined when students with emotional and behavioural challenges are placed in their class (de Boer et al., 2011). Frank had

¹⁶ Frank's experience with Emma is focused on here as it gives a unique perspective on their teacher student-relationship. Other teachers' stories, such as Emma's interactions with 'familiar teachers' demonstrates the positive outcomes of good student-teacher relationships for both student and teachers. However, Frank's portrays the negative outcome of a deteriorating student-teacher relationship on teacher change.

commenced the CPD with a belief in inclusion, and with knowledge of L2LP the practice to enact them followed (Rouse, 2008). However, when the practice did not result in successful outcomes Frank's efficacy for L2LPs was lessened.

Communication with Parents

The findings portrayed good relationships between parents and school personnel. Parents felt there was open and effective communication between home and school. The parents had confidence in the decisions being made by the school for their child. However, parents' comments on this topic, though positive, reflected a transmissive model of communication rather than a shared decision-making process. This raised doubts about the school's understanding of the collaborative role of parents in planning a L2LP for their child. The provision of an IEP/SSF applies to students participating in L2LPs (NCCA, 2016). Though IEPs/SSFs are not fully implemented in the education system, the students in this school did have individual learner profiles. Good practice involves encouraging parental collaboration in the IEP/SSF process and engagement in their child's learning (NEPS, n.d.), practice not evident in this instance. This finding aligns with research indicating that while teachers agree with the concept that parental involvement in the IEP process is essential, the practice reflects symbolic rather than meaningful engagement (King et al., 2018). There was no change in parents' limited knowledge of L2LPs as a result of the CPD and parents were unaware of the LOs that their child was doing.

The focus on L2LPs for this study may have highlighted a wider range of practices for the school regarding communication. The coordinator's critique of communication with parents suggested a new awareness of the gaps in home-school communication resulting in insufficient parental inclusion. This could be due to teachers' lack of understanding of the role of parents in IEP/SSF and L2LPs processes; an outcome of limited opportunities for

CPD on the IEP process (Ní Bhroin et al., 2016), even though research (King et al., 2017) showed that almost all participants indicated a need for IEP CPD for all teachers. Insufficient data on all teachers' communication with parents means conclusions cannot be drawn on them. However, CPD in this area could support the coordinator's plan for improved communication between parents and teachers. CPD on IEPs could be delivered in conjunction with L2LPs, FJC, subjects, and other inclusive education CPD or be embedded in all CPD. This would increase teachers' confidence when discussing areas specific to students' additional needs, IEP/SSF or L2LP as teachers will have the knowledge to connect the students' needs within the context of their subject, L2LP LOs, or whole-school targets for the student.

Working with SNAs

Communication between teachers and SNAs with respect to L2LPs appeared weak in this study. This is consistent with research (Logan et al., 2018) indicating that poor communication and collaboration between teachers and SNAs was a manifestation of lack of information sharing or limited direct contact with SNAs. SNAs were not involved in planning of Emma or Alex's L2LP plans. This is in contradiction to the recommendation for SNAs to contribute to the collaborative L2LP planning process (NCCA, 2016). Several factors may have contributed to this lack of collaboration. The SNAs were not directly assigned to Alex and Emma though they supported them at class and school community level. This indicates the school was utilising SNAs in a manner consistent with NCSE (2017, 2018) recommendations within a new school inclusion model. The NCSE recognised the need for schools to give assistance to students who need the support without the requirement of a diagnosis, as was the case with Emma and to a lesser extent Alex. The NCSE recognised the evolving role of SNAs in post-primary schools from care duties to promoting independence and meaningful participation and inclusion in school life. Considering this evolving role and

the focus of L2LPs on inclusion in the mainstream classroom, social, vocational, and independence skills it is unfortunate that the value of SNA contributions was untapped.

SNAs were present at the introduction meeting, participated in the first CPD session, and were members of the L2LPs Schoology page. However, teacher incentives were given by the principal for participation (Haddington Road) that did not apply to SNAs, even though the principal wanted the SNAs prepared to support L2LPs. The SNAs exclusion from the CPD is consistent with the traditional system of CPD in Ireland. PD on inclusive education offered through support services such as NCSE (SESS) were not available to SNAs at the time of this study, nor are SNAs entitled to attend CPD regarding curriculum changes or other DES initiatives introduced in schools. Some schools, predominantly special schools, availing of whole-school L2LPs CPD from JCT did include SNAs in the session. However, SNAs were not eligible to attend JCT cluster or general L2LPs CPD days (JCT, Personal communication, 22 August 2018).

Factors Contributing to Teachers' Learning

Considerations in planning this CPD mirrored those identified for planning PD in general (Kennedy, 2014; King, 2014, 2016; Parker et al., 2016). Phase two findings revealed several factors contributing to teachers' learning in relation to L2LPs. These included the structure and design of the CPD, resources and student outcomes, and are consistent with King's (2014, 2016) systemic factors that support teacher learning and aligned with frames three and four of the framework for the analysis of educational policies; readiness of concerned parties and resources and policy effects (Cheng & Cheung, 1995, 1998).

Structure and design of CPD

The CPD structure and design was a significant contributing factor to teacher change in this study. Each session included opportunities for collaborative inquiry and reflection. Cross-curricular opportunities and the whole-school nature of L2LPs were at the forefront of sessions and tasks set for teachers. This resulted in teachers developing their understanding, belief and practices for L2LPs. The participants' continued collaboration outside of CPD sessions supports effective PD research purporting the capacity of collaborative PD to impact teacher change (Fraser et al., 2007; Kennedy, 2014; Parker et al., 2016). Context was another element of the CPD design valued by teachers. Contextual dimensions that affect policy enactment at school level (Braun et al., 2011) were considered for this CPD, particularly situated, professional and external contexts. These dimensions align with research on effective PD that is situational (Boylan et al., 2018) and job-embedded (Fetters et al., 2002; Hunzicker, 2012; King, 2014, 2016).

The CPD provided opportunities for participants to experience success in the context of the initiative they were being asked to enact (Dadds, 1997; Guskey, 2002a; Collinson et al., 2009). This provided context for the teachers to meaningfully engage, share practices and make joint decisions. The CPD acknowledged and responded to teachers' values, commitments, previous experiences of L2LPs, the pressures of the broader junior cycle reform, and other policy initiatives occurring in the school. These influences and pressures were addressed by identifying connections between L2LPs and new subject LOs, providing examples and resources for teachers to use until they developed their own, and introducing approaches to inclusion such as UDL into the CPD. This generated deep learning and development that was instantly relatable to the teachers' personal and school needs (King, 2014, 2016) and supports the literature on what teachers' value most in CPD (Morgan et al., 2010).

The blended nature of the CPD over a sustained period was valued by all participants which supports literature advocating on-site PD (Cochran-Smith & Lytle, 2009; O’Gorman & Drudy, 2010). Research argued that CPD is most collaborative and promotes ownership when participants are from the same school inquiring into context specific practices (Opfer et al., 2011). The on-site element of the CPD enabled teachers to engage in collaborative inquiry and reflection and share practices in their own context. Additionally, findings support research on the benefits of online or blended PD (Salmon, 2011; Means et al., 2013). In this case, Facetiming made it possible for the facilitator and teachers to be available at synchronised times and in places that would not have worked with an on-site only model of CPD. However, the teachers’ preferred to remain in school and participate as a group with the facilitator online rather than participate individually from different locations; making this CPD unique in its delivery style.

Resources

Participants made several references to the resources provided by the researcher and shared their experiences of putting these resources into practice in their classrooms. Findings show that the resources were often used as a point of reference to inform discussion, planning and teaching for L2LPs, and inclusion generally. Experiences such as Grainne’s reflect the benefits of a scaffolding approach to CPD through practical and relevant ideas in order to enact new initiatives and develop new practices. This supports the view that one reason teachers undertake CPD is to get practical resources that are relevant to their teaching and students (Fullan & Miles, 1992) and research asserting the necessity of considering teachers’ needs when designing the CPD (Bubb & Earley, 2008; Collinson et al., 2009; Guskey, 2002a; King 2016). External facilitation and support were considered key contributory factors to teachers’ learning in this CPD. Participants viewed the external facilitator as their best resource and support, and significant to the success of their L2LPs enactment journey. The

findings suggest that for teachers to effectively engage with policy enactment, external support may be necessary in their initial phase of CPD. This substantiates research advocating that CPD to facilitate teacher professional learning in schools should draw on external expertise (O'Sullivan, 2011; Parker et al., 2016; Stoll et al., 2006). Additionally, the responsiveness, flexibility and diminishing input of the researcher supported the increase in collaborative inquiry and capacity for professional autonomy (Kennedy, 2005) to hopefully sustain the development of the professional learning group and inclusive practices after the intervention, an aspiration of this study. This is consistent with research that identifies professional learning communities and collaborative professional inquiry that meets a diverse range of needs as potentially transformative models of CPD (Kennedy, 2014).

Student outcomes

The positive impact of the CPD and L2LPs on the students' learning was possibly the main impetus for teacher change and the effective enactment of L2LPs in this school. This is evidenced in the development of positive student-teacher relationships, the change in belief and practices when participants experienced successful student outcomes, and diminished belief, teacher change and student-teacher relationships when successful student outcomes were not observed. Having observed the success of L2LP LOs at classroom level, participants expanded their L2LPs knowledge and practice at a cross-curricular and whole-school level. This mirrors research indicating that teachers place more value on CPD and new practices when they perceive them to have a positive effect on their students' learning outcomes (Earley & Bubb, 2004; Gleeson, 2012; Morgan et al., 2009) and are more likely to sustain these practices when they identify an influence on student outcomes (King, 2014).

Conclusion

This chapter provided an analysis and discussion of key research findings to address the research question “can a collaborative whole-school model of CPD positively impact the enactment of L2LPs in a mainstream post-primary school?”. The impact of the CPD on teachers’ belief, knowledge and practice to enact L2LPs was explored. This was followed by an analysis of the collaboration and communication that took place as part of the CPD and L2LPs enactment. Finally, key findings relating to factors contributing to the teachers’ learning were analysed. Chapter Seven will draw key conclusions and implications from this discussion and make recommendations for future CPD and policy enactment.

Chapter Seven: Conclusions and Recommendations

This chapter identifies the study's limitations, synthesises the key conclusions, briefly reflects on the L2LPs generally, and outlines the recommendations for future practice, policy, and research.

Limitations of the Research

This was a single site case study that employed purposive sampling drawn from a small number of teachers, students, parents, SNAs, and PMEs. Therefore, it is limited to time and place and cannot be generalised to the wider population (Cohen et al., 2011). Furthermore, only a small number of teachers in this sample submitted schemes of work and lesson plans. Nevertheless, the small sample size facilitated a detailed exploration of a phenomenon thus, the research findings can offer key recommendations for policy enactment in the school context and the wider policy field. Context was a significant consideration in this study. Thus, the extent to which results may be applicable to other settings is largely dependent on the reader's understanding of similarity and applicability to their own circumstances and how the results might be applied to a different school context. This was addressed by explicitly detailing the characteristics of the school and engagement with L2LPs prior to CPD in order to facilitate meaningful comparison by others to comparable situations (Cohen et al., 2011). Furthermore, the context specific nature of this study can add value to discussions on the importance of context in policy enactment (Braun et al, 2011; Maguire et al, 2015) and its influence on professional learning (Boylan et al., 2018; Furner & McCulla, 2018; Opfer & Pedder, 2011b) through its detailed narrative of the school's journey through the CPD and policy enactment process.

Time constraints impinged on teacher engagement with the CPD with some participants missing either part, or all, of a CPD session. However, there was evidence of

informal collaboration between sessions where teachers followed-up on missed aspects of sessions and engaged in further discussions regarding L2LPs. This indicated a commitment to the CPD and ensured teachers were up-to-date for the following session. However, participants reported difficulties in having planned time for collaboration for L2LPs and SEN planning and discussions, and this was a concern for teachers moving forward.

This CPD did not address collaboration with students, parents or SNAs in any session. This was because the researcher's understanding and knowledge of L2LPs led to the assumption that communication and collaboration with students, parents and SNAs was implicit. Furthermore, the researcher understood 'whole-school' to mean all members of the school community and approached L2LPs from this perspective. This was a limitation of the CPD design. However, findings in this area are useful in demonstrating that CPD carries assumptions about core knowledge, skills and belief that need to be explicit and clearly addressed. Additionally, CPD designed to meet the needs of a school community rather than the needs of the school's teachers may address this limitation in future designs. Thus, a revised design of this CPD would include an explicit session on the role of students, parents and SNAs in L2LPs, and planning for learning and teaching.

The attitudinal scales did not display statistically significant changes in participants' efficacy and beliefs. This may relate to the school context and the inclusive ethos of the school community or be due to the small sample size and short duration of the CPD. This may also be the reason that limited data emerged to authoritatively answer the research question pertaining to teacher change in attitudes to and perceptions of inclusion. Arguably, both the attitudinal scales and this question could have been omitted from the study. However, it was decided to retain them for the purpose of integrity and transparency.

While measures were applied to counteract threats to credibility and reliability, the values of the researcher and her pre-existing relationship with the study school could inhibit potential transferability of the findings. Participants were aware of the aims of this study from the outset and this may have influenced their behaviours (Cohen et al., 2011; Robson, 2011). Giving participants time to habituate to the researcher's presence as an observer and taking care not to share her views minimised this influence. Furthermore, the researcher's knowledge of the participants or context may have influenced her judgements. This was addressed through acknowledging researcher bias, reflective journaling, member checking, and remaining open to different or disconfirming findings and interpretations (Merriam, 1998).

Summary of Key Conclusions

The overarching purpose of this study was to design and critically evaluate a collaborative whole-school model of CPD to enact L2LPs in a mainstream post-primary school. The main conclusions are briefly outlined in relation to the research question: "Can a collaborative model of CPD positively impact the enactment of L2LPs in a mainstream post-primary school?" and its secondary questions:

- 1) To what extent can collaborative whole-school CPD affect teacher change in attitudes to the inclusion and teaching of students with SEN?
 - Data pertaining to change in teachers' attitudes to and perceptions of inclusion were insignificant. Therefore, Chapters Four, Five and Six focused predominantly on questions two and three.
- 2) To what extent does whole-school collaborative CPD facilitate teacher change in attitudes and practices in relation to the enactment of inclusive education policies, such as L2LPs?

- An evaluation of the CPD indicates an increase in participating teachers' agency, autonomy and practice (King, 2014) to enact L2LPs as teachers began engaging with L2LPs at a critical level of use. This suggests the potential of the CPD to support sustainable practice, however the short duration of the research means this is not conclusive.
 - Through individual and collective reflective professional enquiry and learning, responsibility for students' learning and collaborative decision-making the three elements of knowledge, belief and practice (Rouse, 2008) fell into place for individual teachers. However, there were instances where developments in knowledge, belief and practice did not occur, or teacher efficacy lessened due to changes in context.
 - Teachers valued the collaborative nature of this CPD which appears to have been a significant contributory factor to their engagement. There was evidence of collaboration and team-teaching within subject departments and whole-school L2LP LOs were agreed on for Emma's L2LP and to support Alex's social and communication skills. However, there was no evidence of cross-curricular planning and teaching, though this did begin to emerge in the final CPD session when teachers agreed on gathering evidence approaches that began to cross subjects.
 - The findings suggest a connection between student-teacher relationships and teacher efficacy. The positive impact of the CPD on the students' learning was possibly the main impetus for teacher change and effective L2LPs enactment.
- 3) What factors facilitated, and hindered, teacher change in attitudes and practices in relation to the enactment of L2LPs throughout this study?

- The findings suggest that the design and structure of the CPD, including the role of the facilitator/researcher were contributing factors to teachers' professional learning.
- Time to attend CPD and plan for L2LPs was a challenge for teachers. Thus, it was interesting that they chose to attend CPD sessions together in school while Facetiming the researcher rather than engage through an online medium individually at home.

Reflection on Level 2 Learning Programmes

This study afforded the researcher to gain new insights into the L2LPs. An interrogation of the L2LPs to support the CPD intervention reaffirmed for the researcher the programmes fitness for purpose. The L2LPs support the priority learning areas for students with low mild to high moderate GLD while also advocating the meaningful access, participation and challenge within mainstream subject classes in post-primary school. Furthermore, it recognises that this cohort of students have strengths and talents that may enable them to engage with some of their learning at level three. However, though the L2LPs sit within the FJC they are not fully aligned with the framework. This is possibly a consequence of L2LPs being developed prior to the FJC and retrofitted to fit the framework. This can be addressed by redesigning the structure of the L2LPs document to align with subject documents that include; an introduction to junior cycle, overview links to statements of learning for PLUs, and links between key skills and PLUs. Additionally, the current L2LPs principles and features should be replaced with the FJC principles. Guidelines for developing short courses and accompanying templates should be consistent across levels 1 to 3 as opposed to the current separate guidelines and templates for L2 and L3, which do not align with the FJC.

Regarding the visibility and status of L2LPs, the guidelines would benefit from a clear statement outlining schools' obligations to offer L2LPs to students who will benefit from. Clarity around the primary responsibility of subject teachers for the progress and care of all students in his/her classroom, including students with SEN and therefore L2LPs, in the document would increase the L2LPs value and more emphasis should be placed on the whole-school nature of L2LPs . The SET model goes some way in supporting this and identifies L2LPs as an alternative programme for students with SEN. However, until the remaining aspects of the EPSEN Act (2004) in relation to IEPs are enacted the planning and collaboration elements of L2LPs will be undermined. Finally, the contribution of SNAs in enacting L2LPs in a school cannot be underestimated. Clarity around their role and the importance of consistent communication and collaboration between teachers and SNAs for L2LPs delivery needs more prominence in L2LPs documents.

Recommendations for Practice, Policy and Future Research

The research findings have implications for practice, policy and future research. Drawing from these findings, recommendations are made for the research school, L2LPs enactment in schools, teacher education, and future research.

The research school.

At whole-school level.

This CPD aimed to develop the capacity of teachers in order to sustain effective engagement with L2LPs in their school. Having completed the CPD it is recommended that the school formalise the inclusion of L2LPs as part of the curricular programme available to its students. The Admissions Policy and school website should include L2LPs where it

references subjects and programmes offered to students. The ASN Policy requires updating to reflect the collaborative whole-school nature of L2LPs. The SET allocation model (DES, 2017a, 2017b), which recommends L2LPs for students with GLD, gives guidance on inclusive practices to support inclusion (2017b); this could be referenced when updating the ASN Policy. In terms of inclusive approaches, the ASN Policy's current references to differentiation will need amendments to include UDL as the school moves in this direction. Finally, clear guidelines on assessment and gathering evidence of classroom level and whole-school level LOs, that includes storage procedures, are required.

It is also recommended that time for sustained collaborative planning for TLAR, collective evaluation of practices, and decision-making regarding L2LPs be formalised and written into the relevant school policies. Based on the findings of this study using Haddington Road hours to facilitate this would support and sustain the development of L2LPs, and teachers continued professional learning for inclusive practices generally.

Finally, L2LPs are underpinned by collaboration between teachers, parents, students, and SNAs and structures need to be in place to facilitate this. Learning outcomes should be planned, monitored and reviewed with the student and parents at regular intervals. Due to SNAs working with more than one student it may not be possible for them to attend all meetings, therefore structures should be established for to allow teachers and SNAs to communicate before and after meetings to share feedback on students' progress and update SNAs on meeting outcomes. SNAs should also be invited to Haddington Road meetings regarding students with SEN and participate in all school development days if they are to support students and teachers during curriculum change, inclusion initiatives, and other policy change.

At classroom level.

Based on the findings, teachers will need to redevelop subject department schemes of work to include L2LPs connections. However, schemes need a clear statement that these connections are suggestions and that L2LP LOs chosen for students are based on their individual L2LP. Teachers' lesson plans and lesson activities should reflect these individual LOs.

L2LPs enactment in schools.

At school level.

The SET allocation model recommends L2LPs as a programme for students with GLD, thus every school should offer L2LPs if this best meets the needs of a student with a low mild to high moderate GLD. This will require schools to evaluate their support structures at classroom and whole-school levels and develop their inclusive practices to include L2LPs. This work could be aligned with schools' SSE (DES, 2016b) plans, the enactment of L2LPs being one SSE goal. The SSE (DES, 2016b) provides a structured approach to planning, enacting and evaluating actions for improvements in schools and is consistent with FJC enactment in terms of the learning, teaching and assessment practices required when engaging with junior cycle (DES, 2015b). The SSE process considers individual and school contexts, allowing schools to select what is most relevant to their needs and situation, giving schools the flexibility to decide what to focus on. Additionally, schools should utilise the Inclusive Education Framework (NCSE, 2011) as a school reflection and planning tool to support the SSE process relating to L2LPs enactment. Schools could focus on the themes of whole-school planning, communication, teaching and learning strategies, and classroom management (curriculum implementation). These themes align with the SSE four domains the 'teaching and learning' statement of practice: learner outcome, learner experiences, teachers' individual practice, and teachers' collective/collaborative practice.

At national level.

Schools can only do so much and the realisation of new curricular programmes such as L2LPs needs support at national level. Findings indicated that the visibility of a programme can impact the value schools and teachers place on it. Therefore, it is recommended that the DES deliver a clear message on the status of L2LPs as a programme for schools. The SET model (DES, 2017b) goes some way in highlighting schools' role in providing L2LPs where appropriate for the student. However, the FJC document (DES, 2015) and related circulars (DES, 2014, 2016, 2017c) appear to portray a hierarchy in terms of priority with L3 subjects receiving most support. Thus, it is recommended that DES communications regarding the FJC provides further clarity on aspects of the junior cycle pertaining to L2LPs, particularly in the areas of professional time and support for schools. Additionally, DES representatives engaging with the public regarding junior cycle, inclusion or L2LPs/L1LPs should have an appropriate level of knowledge and understanding of each element and how they connect with the others. This is particularly relevant for the Inspectorate. In the context of this study, it is recommended that all primary¹⁷ and post-primary inspectors should be provided with PD on L2LPs in order to support their engagement with schools.

Teacher education.

Development of CPD for L2LPs.

In terms of CPD a move away from the transmissive and cascading models of CPD predominantly favoured by DES is recommended. This requires the DES teacher education

¹⁷ Special schools fall under the remit of the primary sector. Therefore, primary inspectors need to be knowledgeable in post-primary programmes delivered in special schools. At the time of writing these programmes were the L2LPs and L1LPs.

support services to restructure CPD delivery to focus on the quality of the programme delivered rather than the quantity of schools and teachers. Contextual dimensions relevant to policy enactment and effective professional learning should be considered as part of the CPD design. Therefore, it is recommended that the DES acknowledge the need for every teacher to engage with L2LPs CPD to support students in their classes doing a L2LP. Finally, L2LPs CPD is recommended for teachers, SNAs and other members of the school community in line with the School Inclusion Model (NCSE, 2018). This will require CPD support services to reconsider who CPD is available to and how best to offer relevant support to teachers and SNAs on inclusive practices that they will be engaging in together.

Based on this study's findings it is recommended that CPD for L2LPs should take place within the school, allowing for real-time job-embedded experiences specific to the school's context. This aligns with research advocating on-site CPD because collaboration and developing a sense of ownership is most effective when participants are from the same school inquiring into the same contexts (Cochran-Smith & Lytle, 2009; Opfer et al., 2011). The challenge to this is recognised; designing a general CPD programme and good practice and problem-solving templates that are meaningful across school context will be difficult for teacher educators (Furner & McCulla, 2018). Furthermore, on-site CPD does not facilitate collaboration beyond the school setting, something teachers in this study considered a beneficial aspect of their JCT subject cluster days. Therefore, L2LPs CPD that moves from the particular school context to subject department PLCs within the school, progressing to PLCs outside the school may be worth investigating. The development of school and subject PLCs to support teachers develop inclusive practices could be incentivised within the Cosán framework (Teaching Council, 2016) and a mixture of blended and online approaches should be considered. The decision of participants to collectively Facetime the researcher from school was an interesting choice which warrants further investigation. In an era of online and

blended teacher education programmes an examination to evaluate if this delivery approach is fit for purpose on a national scale could impact education providers', such as JCT, and CPD design and delivery model.

Development of teacher education generally.

One of the key findings of this study was the importance of being able to contextualise knowledge and skills in the work environment. This has implications for ITE and CPD designers. Teacher education needs to provide the foundational knowledge and skills for inclusive education to facilitate this contextualisation. ITE for post-primary teachers should generalise this across disciplines and provide opportunities for students to reflect on how this knowledge is translated into practice on school placements. Furthermore, consistency across providers in the quality of inclusion modules and the permeation of inclusive education is required. Core elements of inclusive teaching: assessment and profiling, collaborative skills, teaching approaches, and monitoring and reviewing should be a mandatory element in all teacher education programmes including, ITE, subject CPD and all JCT CPD. The permeation of inclusive education practices across subjects and increased input on subject specific strategies for inclusion is relevant to CPD and ITE providers. Therefore, opportunities for teacher educators to engage in professional learning for inclusive practices is essential; a point that emerged as a significant issue in the NCSE (2018) review of ITE from an inclusion perspective.

Future research.

The small-scale and contextual dimensions of this study mean its findings may not be generalisable. A large-scale study encompassing different school contexts to evaluate the impact of this model of CPD on L2LPs enactment would be informative and shed light on the transferability, or not, of this study. Furthermore, a large-scale study might give insights into

the impact of this model of CPD on teachers' attitudes to and perceptions of inclusion that the small-scale nature of this study did not capture.

Research using this model of CPD for other areas of teachers' professional learning would also add to these findings. Longitudinal research to assess the sustainability of inclusive practice based on this CPD model could inform future CPD design for inclusive practice. It would be interesting to revisit the study school when they have completed a full cycle of L2LPs to see if their PLC and inclusive practices are still operational and at what level of use.

Finally, research should focus on eliciting the voice of other actors in the L2LPs process. The influence of student-teacher relationships was an unanticipated finding in this study and the researcher found no research specific to relationships between students with GLD and their teachers. Therefore, research into this area would add new knowledge on inclusion of students with GLD in schools. Limited information was sought from students, parents, and SNAs in this study thus there is an aspect of L2LPs enactment yet to be explored.

Concluding Remarks

This study demonstrates the capacity for a collaborative whole-school model of CPD to impact teacher change for inclusive practice and the enactment of L2LPs. The study offers interesting findings on L2LPs enactment in a mainstream setting and the role of CPD in the development of teacher professional learning for change. The influence of contextual dimensions on professional learning and policy enactment became evident throughout the study. Furthermore, the study highlighted the potential of teachers to develop greater levels of knowledge, skills and experience of inclusive practice. The importance of this was evident in teachers evolved decision-making processes after developing an understanding of the nature of L2LPs and who it was designed for. Of particular note was the emergence of student-teacher relationships as a key motivator for teachers to engage with CPD and policy change.

This research can provide a foundation upon which future research may be conducted. In addition to the knowledge base in terms of teacher CPD and professional learning for L2LPs, this study is significant in that it focuses on collaborative whole-school CPD for the first Irish curricular programme designed for students with SEN as part of an overarching inclusive curriculum framework. In a time of educational review and reform, this study is important as it can inform future teacher education programmes for subsequent inclusive curricula. These are: the L1LPs introduced in September 2018, the Primary Language Curriculum designed with progression continua to support the inclusion of every pupil being introduced in September 2019, and the Primary Maths Curriculum in development, also with progression continua to support inclusion. Additionally, it can be assumed the Primary Redevelopment and Senior Cycle Review process will result in further inclusive curricula or programmes for students with SEN. Each of these inclusive education initiatives will be accompanied by an expectation for teachers to be prepared to enact them in line with the SET allocation model and any future DES directives on inclusive education. Hopefully this study will reduce barriers to accessing CPD for inclusive practices at whole-school level, inform teacher educators and programme designers, and benefit teachers and school leaders who wish to engage in collaborative and reflective approaches to inclusive education policy enactment in their school.

Epilogue

Contact with the research school continued after the CPD concluded, and one year on I returned to see first-hand how they were engaging with L2LPs. It was a busy time of year with house exams and preparation for their first junior cycle state examinations, yet teachers found the time to share their experiences of L2LPs that year. Alex and Emma were doing well in their respective programmes. The principal summed up their experiences of L2LPs:

We now have students experiencing for maybe the first time that deep sense of fulfilment, of success or knowing they can do this and feel the same as other students in their class; of not sitting there expecting to have the lowest grade or that dreaded feeling when they get their work back. That dread has turned to anticipation.

Conversations with teachers demonstrated that new practices developed within the CPD were sustained afterwards, and indeed still developing as the school's engagement in L2LPs continued. The coordinator spoke about different approaches to assessment and profiling now in place. Teachers talked about planning with every learner's experiences in mind. All department schemes of work now include L2LPs LOs. It was emphasised that these were identifiers of what could be achieved in a subject and teachers would look at them on an individual basis when planning lessons in line with a student's Learner Profile and L2LP plan. Teachers also reflected on their concerns about including L2LPs LOs and gathering evidence in their classrooms prior to the CPD. Brid reflected: "*it definitely isn't as intimidating and difficult to implement as we first thought. We were concerned that students would find it too difficult to achieve LOs in the mainstream classroom, but teachers found this easier than we first expected.*" Time for whole-school collaboration was a continuing concern. However, monthly meetings as part of Haddington Road were formalised for the following school year and weekly SNA meetings with the coordinator were taking place.

An unexpected legacy of the CPD is the school's engagement with UDL to the extent that it has brought about the emergence of a UDL committee and strategic plan for the

introduction of UDL practices as a whole-school initiative. My school visit ended with a tour of the new building where new journeys will begin, and the parting words of the principal:

We will be eternally grateful to you for bringing us this opportunity to be involved in a unique and innovative programme of CPD, not only in content but in delivery. It has resulted in our development of L2LPs and UDL but most importantly it has led to students' sense of success, achievement, value, and belonging.

As I left the school, ending this journey, I reflected on those final words and my learning within this story. I began my doctoral journey as a SET striving to achieve that sense of success, achievement, value, and belonging for every student in my school. As a SEN Support Officer and JCT Associate I realised the influence of CPD on student outcomes as a result of teacher learning. However, if CPD is not designed to be transformative and available to every teacher system-wide change cannot occur. Seeing the 'bigger picture', I realised that having inclusive programmes such as L2LPs is insufficient if the infrastructure to enact them is not in place. My studies unveiled the multi-layered and interconnected facets of education, policy enactment, and teacher learning. I interrogated L2LPs in a new light, which informed my CPD design and my new role as an NCCA Education Officer. I realised the importance of the written document and how it can be interpreted from different perspectives. I transferred this learning into my approach to trialling L1LPs and communicating its key messages, value, and status to stakeholders. As I engage with colleagues, teachers, and other stakeholders as part of primary redevelopment and senior cycle reviews I am cognisant of the new 'big picture' perspective I bring with me. As I reflect, I think of my sister. We still give out to her at home, as siblings do, for not taking responsibility, depending on others to help her out, and everything else in between. Mostly really, I think what if? But I also think what can be for students with GLD or any SEN today and in the future if we embrace inclusive programmes such as L2LPs and support every teacher to build capacity in inclusive practices. Thank you to this school for showing what can be.

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Appendices

Appendix A L2LPs CPD from 2015-2018

Number of teachers and schools who attended L2LPs CPD from 2015-2018

| School Year | CPD | Attendance* |
|--------------------|---|---|
| 2015/2016 | Whole-School CPD (school closure days) | 56 Special Schools <i>705 teachers & SNAs</i> |
| 2016/2017 | 2-hour sessions in post-primary schools (SEN team or whole school) | 26 schools <i>126 teachers</i> |
| | L2LPs Elective: Post-primary Cluster Day | 124 schools <i>292 teachers</i> |
| | Special Schools | 56 schools <i>613 teachers & SNAs</i> |
| | Level 2 & 3 Special Schools (in conjunction with Whole School Team) | 13 schools <i>113 teachers</i> |
| | Principal's Overview & Information Session (1 session) | 8 schools <i>15 Principals with SEN/Learning Support Coordinator</i> |
| 2017/2018 | Leadership and L2LPs | 15 venues/171 schools <i>342 teachers and Principals (principal plus 1 SET per school)</i> |
| | Post-Primary Cluster Days: Getting to Grips with PLUs | 44 clusters/ 164 schools <i>407 teachers</i> |
| | Special Schools | 57 schools <i>668 teachers</i> |
| | Post-Primary School Visits | 27 Schools |
| | Elective Workshops: Webinars | 83 teachers |
| | 1.Introduction to L2LPs | 120 teachers |
| | 2.Practicalities of implementing L2LPs | 62 teachers |
| | 3.Sourcing & Resourcing L2LPs | |

*Numbers based on sign in sheets, some teachers may have been present at several CPD sessions throughout this period.

Appendix B Contrasting Characteristics of Five Qualitative Approaches
(Creswell, 2007)

| <i>Characteristics</i> | <i>Narrative Research</i> | <i>Phenomenology</i> | <i>Grounded Theory</i> | <i>Ethnography</i> | <i>Case Study</i> |
|--|--|---|---|---|---|
| Focus | Exploring the life of an individual | Understanding the essence of the experience | Developing a theory grounded in data from the field | Describing and interpreting a culture-sharing group | Developing an in-depth description and analysis of a case or multiple cases |
| Type of Problem Best Suited for Design | Needing to tell stories of individual experiences | Needing to describe the essence of a lived phenomenon | Grounding a theory in the views of participants | Describing and interpreting the shared patterns of culture of a group | Providing an in-depth understanding of a case or cases |
| Discipline Background | Drawing from the humanities including anthropology, literature, history, psychology, and sociology | Drawing from philosophy, psychology, and education | Drawing from sociology | Drawing from anthropology and sociology | Drawing from psychology, law, political science, and medicine |
| Unit of Analysis | Studying one or more individuals | Studying several individuals who have shared the experience | Studying a process, an action, or an interaction involving many individuals | Studying a group that shares the same culture | Studying an event, a program, an activity, or more than one individual |

| <i>Characteristics</i> | <i>Narrative Research</i> | <i>Phenomenology</i> | <i>Grounded Theory</i> | <i>Ethnography</i> | <i>Case Study</i> |
|--------------------------|--|--|--|---|--|
| Data Collection Forms | Using primarily interviews and documents | Using primarily interviews with individuals, although documents, observations, and art may also be considered | Using primarily interviews with 20–60 individuals | Using primarily observations and interviews, but perhaps collecting other sources during extended time in field | Using multiple sources, such as interviews, observations, documents, and artifacts |
| Data Analysis Strategies | Analyzing data for stories, “restoring” stories, and developing themes, often using a chronology | Analyzing data for significant statements, meaning units, textual and structural description, and description of the “essence” | Analyzing data through open coding, axial coding, and selective coding | Analyzing data through description of the culture-sharing group and themes about the group | Analyzing data through description of the case and themes of the case as well as cross-case themes |
| Written Report | Developing a narrative about the stories of an individual’s life | Describing the “essence” of the experience | Generating a theory illustrated in a figure | Describing how a culture-sharing group works | Developing a detailed analysis of one or more cases |

| <i>Characteristics</i> | <i>Narrative Research</i> | <i>Phenomenology</i> | <i>Grounded Theory</i> | <i>Ethnography</i> | <i>Case Study</i> |
|----------------------------|---|--|---|---|---|
| General Structure of Study | <ul style="list-style-type: none"> • Introduction (problem, questions) • Research procedures (a narrative, significance of individual, data collection, analysis outcomes) • Report of stories • Individuals theorize about their lives • Narrative segments identified • Patterns of meaning identified (events, processes, epiphanies, themes) • Summary (adapted from Denzin, 1989a, 1989b) | <ul style="list-style-type: none"> • Introduction (problem, questions) • Research procedures (a phenomenology and philosophical assumptions, data collection, analysis, outcomes) • Significant statements • Meanings of statements • Themes of meanings • Exhaustive description of phenomenon (adapted from Moustakas, 1994) | <ul style="list-style-type: none"> • Introduction (problem, questions) • Research procedures (grounded theory, data collection, analysis, outcomes) • Open coding • Axial coding • Selective coding and theoretical propositions and models • Discussion of theory and contrasts with extant literature (adapted from Strauss & Corbin, 1990) | <ul style="list-style-type: none"> • Introduction (problem, questions) • Research procedures (ethnography, data collection, analysis, outcomes) • Description of culture • Analysis of cultural themes • Interpretation, lessons learned, and questions raised (adapted from Wolcott, 1994b) | <ul style="list-style-type: none"> • Entry vignette • Introduction (problem, questions, case study, data collection, analysis, outcomes) • Description of the case/cases and its/their context • Development of issues • Detail about selected issues • Assertions • Closing vignette (adapted from Stake, 1995) |

Appendix C Summary of Types of Case Study

| Stenhouse (1985) | | | |
|---|---|--|---|
| Ethnographic | Evaluative | Educational | Action Research |
| In depth single case study. Cultural/Anthropological. Participant observation with interview. | Single or multiple cases. Evaluating merit of an innovation to inform actors or decision makers. | Single case. Development or refinement of educational theory. | Single or multiple cases. Revision or refinement of an intervention/action based on feedback of information on the action. |
| Stake (1995) | | | |
| Intrinsic Single case. Particular situation. Interest for interest sake. | | Instrumental Multiple cases. Understanding of an outside concern. | |
| Yin (2009) | | | |
| Exploratory Single or multiple cases. Develop hypothesis/propositions for further study. Discover theory through direct observation of the phenomenon. | Explanatory Single or multiple cases. Cause and effect relationships. | Descriptive Single or multiple cases. In-depth description of the phenomenon within its context. | |

Appendix D Plane Language Statement to Principals

Dear Sir/Madam,

My name is Margaret Flood and I am a Doctorate student with the School of Inclusive and Special Education in Dublin City University. As part of my studies I am undertaking a piece of research titled “Post-primary teachers’ preparedness for the enactment of the Level 2 Learning Programmes (L2LPs) in their school. The impact of a collaborative model of continuing professional development (CPD) in one school”

The purpose of the study is to examine if a collaborative model of CPD that includes all teachers positively affect the enactment of L2LPs in a mainstream post-primary school. I am looking for one school to participate in this study.

I would like to invite your school to participate in this research. Your school’s participation will involve you, the SEN coordinator, and those subject teachers who are teaching a student who is participating in the L2LPs.

- Your participation in a maximum of three interviews/focus groups (1.5 hours duration each) in your own time.
- Your participation in an in-school CPD session on L2LPs
- Participation in an online CPD element over a 6-month period in your own time
- Participation in classroom observations
- The sharing of policy and planning documents for analysis purposes
- The introduction of inclusive education strategies to support the student participate in the L2LPs in your classroom
- A maximum of ten short reflections as part of the online CPD element

In addition to staff participation I would like the opportunity to interview the parents of students participating in the L2LPs, and the students themselves. These interviews will be focused on their perceptions of inclusion and curriculum options to suit the needs of students with SEN.

Before commencing the study, I need your written permission to indicate your willingness to allow your school to participate. I want you to know that participation is voluntary and that you may withdraw from the exercise at any time without giving any reason for the decision to withdraw. I can offer you an oral or written summary of my analysis of the findings on completion of the research.

I will take all necessary precautions to ensure that your confidentiality is respected. In reporting my work, I will use a pseudonym for you and the school. No personal details, no details of the school and no identifying features will be recorded in my written account of the findings or in my completed assignment. However, as this is a small research project, I cannot guarantee full anonymity. Finally, it is important to note that information can only be protected within the limits of the law- i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

All data collected will be securely stored in a sealed container/ on a password protected usb stick in a locked press in my office. Data pertaining to this research will be destroyed after the minimum period of time as directed by Dublin City University.

The intended benefits of this study to you are:

- The development and sustainment of a community of practice to support and share ideas about the L2LPs and other inclusive practices.
- Improved outcomes for your students with special educational needs.

I would be very grateful if you would agree to assist me in my studies and facilitate me by participating in the study. Ethical approval for this study was granted by the Research Ethics Committee, Dublin City University. If you have any further queries you can contact me at Margaret.flood9@dcu.mail.ie or 0876292554.

Signature:

If participants have concerns about this study and wish to contact an independent person, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, email rec@dcu.ie

Appendix E Teacher Efficacy for Inclusive Practice (TEIP) Scale

Please circle the response that best represents your opinion about each of the statement. Please attempt to answer each question.

| | | | | | |
|-------------------|----------|-------------------|----------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Strongly Disagree | Disagree | Disagree Somewhat | Agree Somewhat | Agree | Strongly Agree |

| | | | | | | |
|---|---|---|---|---|---|---|
| I can make my expectations clear about student behaviour | 1 | 2 | 3 | 4 | 5 | 6 |
| I am able to calm a student who is disruptive or noisy | 1 | 2 | 3 | 4 | 5 | 6 |
| I can make parents feel comfortable coming to school | 1 | 2 | 3 | 4 | 5 | 6 |
| I can assist families in helping their children do well in school | 1 | 2 | 3 | 4 | 5 | 6 |
| I can accurately gauge student comprehension of what I have taught | 1 | 2 | 3 | 4 | 5 | 6 |
| I can provide appropriate challenges for very capable students | 1 | 2 | 3 | 4 | 5 | 6 |
| I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs | 1 | 2 | 3 | 4 | 5 | 6 |
| I am confident in my ability to get parents involved in school activities of their children with disabilities | 1 | 2 | 3 | 4 | 5 | 6 |
| I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated | 1 | 2 | 3 | 4 | 5 | 6 |
| I am able to get children to follow classroom rules | 1 | 2 | 3 | 4 | 5 | 6 |
| I can collaborate with other professionals (e.g. teachers for deaf pupils, speech therapists) in designing educational plans for students with disabilities | 1 | 2 | 3 | 4 | 5 | 6 |
| I am able to work jointly with other professionals and staff (e.g. other teachers) to teach students with disabilities in the classroom | 1 | 2 | 3 | 4 | 5 | 6 |
| I am confident in my ability to get students to work together in pairs or in small groups | 1 | 2 | 3 | 4 | 5 | 6 |
| I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests, performance-based assessment, etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities | 1 | 2 | 3 | 4 | 5 | 6 |
| I am confident when dealing with students who are physically aggressive | 1 | 2 | 3 | 4 | 5 | 6 |
| I am able to provide an alternate explanation or example when students are confused | 1 | 2 | 3 | 4 | 5 | 6 |
| I am confident in adapting school wide or statewide assessment so that students with all disabilities can be assessed | | | | | | |

Thank you for taking the time to complete this questionnaire.

**Appendix F Sentiments Attitudes and Concerns about Inclusive Education Revised
(SACIE-R)**

Please circle the responses which best applies to you.

| | | | |
|--------------------------|-----------------|--------------|-----------------------|
| SD | D | A | SA |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

| | | | | | |
|----|---|----|---|---|----|
| 1 | I am concerned that students with disabilities will not be accepted by the rest of the class. | SD | D | A | SA |
| 2 | I dread the thought that I could eventually end up with a disability. | SD | D | A | SA |
| 3 | Students who have difficulty expressing their thoughts verbally should be in regular classes. | SD | D | A | SA |
| 4 | I am concerned that it will be difficult to give appropriate attention to all students in an inclusive classroom. | SD | D | A | SA |
| 5 | I tend to make contacts with people with disabilities brief and I finish them as quickly as possible. | SD | D | A | SA |
| 6 | Students who are inattentive should be in regular classes. | SD | D | A | SA |
| 7 | I am concerned that my workload will increase if I have students with disabilities in my class. | SD | D | A | SA |
| 8 | Students who require communicative technologies (e.g. Braille/sign language) should be in regular classes. | SD | D | A | SA |
| 9 | I would feel terrible if I had a disability. | SD | D | A | SA |
| 10 | I am concerned that I will be more stressed if I have students with disabilities in my class. | SD | D | A | SA |
| 11 | I am afraid to look directly at a person with a disability. | SD | D | A | SA |
| 12 | Students who frequently fail exams should be in regular classes. | SD | D | A | SA |
| 13 | I find it difficult to overcome my initial shock when meeting people with severe physical disabilities. | SD | D | A | SA |
| 14 | I am concerned that I do not have the knowledge and skills required to teach students with disabilities. | SD | D | A | SA |
| 15 | Students who need individualised academic programmes should be in regular classes. | SD | D | A | SA |

Appendix G Phase One and Two Interview and Focus Group Schedules (1-10)

1. Phase One Interview and Focus Group Schedule

This schedule was for the principal, coordinator, teachers, SNAs and PMEs

Preamble: Thank you for agreeing to take part in this interview/focus group about inclusion and the L2LPs. The interview/focus group will take approximately 40 minutes. With your agreement I will record this to be transcribed at a later stage. I will check my prompts during the interview.

1. What are teachers' feelings, attitudes and practices in relation to inclusion and the L2LPs?
 - a) Tell me what you think inclusion means?
 - b) Tell me about you include students with SEN in your school/classroom?
 - c) Can you tell me about implementing inclusive education policies in your school/classroom? *Prompts: roles/responsibilities, opportunities, challenges.*

2. L2LPs
 - a) What do you understand by the term L2LPs?
 - b) Tell me about your engagement L2LPs journey so far
Prompts: preparation moves forward, barriers.

3. Supports for implementing the L2LPs
 - a) For those of you who have engaged in L2LPs CPD did you find it beneficial? *Prompts: what CPD did you engage in? How was is it beneficial/ why did you find it not beneficial?*
 - b) What would you like to see included in CPD for the enactment of L2LPs?

Is there anything else you would like to say about inclusion and the L2LPs that I haven't asked about?

Thank you for your time.

2. Phase One Interview Schedule Parents

Adapted from Project IRIS –Inclusive Research in Irish Schools (2015)

Introduction: Thank you for agreeing to take part in this interview/focus group about inclusion and the L2LPs. The interview/focus group will take approximately 40 minutes. With your agreement I will record this to be transcribed at a later stage. I will check my prompts during the interview.

Preamble

Tell me a little bit about your son/daughter.

Provision

1. Tell me what you think inclusion means for this school?

2. How accessible is the school for your child?

Prompt: not just physical access or physical environment, feeling included in the curriculum/subjects, being socially included.

3. Tell me about the support your son/daughter receives in school. *Prompt: How adequate is the support provided for your child? Does this help?*

4. Tell me about how the school works with you as a parent?

Prompt: Principal, SEN Coordinator, Year Head, class tutor etc?

5.a. Does the school have an IEP (or other planning document) for your son/daughter?

5.b. Tell me about the planning process? *Prompt: who involved*

Experience/Curriculum

6. How is the curriculum differentiated to address your son/daughter's needs?

Prompt: Can you tell me about what your son/daughter does in school? Subjects, curriculum, programmes. (Junior Cycle, JCSP, L2LPs, other)

7. Tell me about your son/daughter's participation in extracurricular/after school activities.

Prompt: Can you give an example

Is there anything else you would like to say about inclusion and the L2LPs that I haven't asked about?

Thank you for your time.

3. Phase One Interview Schedule Students

Adapted from A study of the Experiences of Post Primary Students with Special Educational Needs (2016)

Introduction: As outlined in Consent.

Sometimes I like to use picture cards to help me answer a question. I've brought some with me today (show cards, explain how to use, answer questions). I'd like to use them today if that's ok.

Warm up: So, do you like school? -general feelings. *What's good? What's not so good? What do you like? What don't you like?*

What year are you in?

Curriculum

1. What subjects are you doing this year? *Prompt: You can use the subject cards on the table to help if you like.*

2. Tell me about why you chose these subjects? *Prompt: Did someone talk to you/help you choose subjects.*

3. Can you sort the cards into subjects you like and subjects you don't like. What do you like/not like about ...?

Awards

4. At the end of junior cycle, you get a certificate. What do you think about this? *Prompt: Is a certificate important for you? Why?*

5a. Do you have any help in exams?

5b. How do your teachers check to see how well you are doing? *Prompt: Are all your exams written? Do you get marks for projects or tasks? What do you think of how teachers check your learning? Rating scale (thumbs up, middle, down)*

Support

6. I think you get some help in school, is that right?

7. What subjects do you get help in? *Prompt: subject cards.*

8. Does this help work for you? *Prompt: Use the rating scale (thumbs up, middle, down) on the desk to show how helpful the support is.*

9. I think sometimes you go to Ms. X in a smaller group for help, is that right? What do you learn with Ms. X? Does this help you? How/How not?

10. Can you tell me about how you feel about the help you get in school. *Prompt: Emoticons*

Knowledge of L2LPs

11. Does teacher give students the same or different work to do in class? How do you feel about this? *Prompt; Emoticons*

12. There's a Junior cert programme called the L2LPs. Have you heard about it? *Prompt: Visual of L2LPs and PLUs.*

12a. If yes, can you tell me what you know about it? Is this a programme you are doing in school?

12b. If yes, tell me what you like/ don't like about the programme. Here are a few things sentences to help but you can add your own too. We can sort them into like and dislike bundles.

Prompt

I am able to do the work by myself

I can achieve my work in the same classroom as my friends

I have to leave class to do my work

I don't have to sit 'big' tests at the end of 3rd year

I know when I am doing well or when I need help/need to try again

It makes me feel different to my classmates

I feel like I am learning

I worry less about not knowing things in class

Thank you for taking the time to talk to me today. This will really help me with my work.

4. Phase Two Teacher Focus Group Schedule

Preamble: Thank you for agreeing to take part in this interview/focus group. I would like to hear your views about this study's CPD intervention and the enactment of L2LPs in your school. The interview/focus group will take approximately 40 minutes. With your agreement I will record this to be transcribed at a later stage. I will check my prompts during the interview.

Expectations

1. What were your expectations of the study? (what did you expect to gain from participating?)

Teacher change

2. Tell me about the impact, if any, of this study on your learning as a teacher? (e.g., new experiences, thinking about inclusion/L2LPs, awareness of SEN)
3. Has engagement in this intervention/study influenced your teaching? If so in what way? (e.g. integrating L2LPs into teaching and learning, planning, inclusive practices)
4. Do you think your collective engagement has had an impact on the school at whole-school and organisational level? If so in what way? (e.g. Policies, processes, procedures)
5. Thinking ahead to next year, what aspects of your learning will you bring forward with you?

L2LPs

6. Tell me about the impact of this study, if any, on the enactment of L2LPs in your school.
7. Have your attitudes towards L2LPs and other inclusive education practices changed since starting this study?
8. Do you feel more confident/capable/equipped to include L2LPs in your subjects and teaching? If so to what extent?
9. Do you feel more confident addressing the SEN off all students in your classroom? If so to what extent?

Student learning

10. How do you think your participation in this study has impacted on student learning a) in your class b) at a whole-school level?
11. As part of your journey as a staff decision were made about students' participation in L2LPs and/or L3 junior cycle. Tell me about students' engagement in their learning? (e.g., changes you noted -good/bad/none, progress made).
12. Do you think the study supported you to make these decisions with confidence?

Model of CPD

13. What did you think about this type of CPD?
 - A collaborative learning community
 - Online facilitation

14. How do you think this form of CPD compares to other types of CPD you have engaged in?
15. What are your thoughts on the process taken? (frequency of meetings, duration, delivery style, me as a facilitator, resources).
16. Do you think this is something you would consider continuing/facilitating yourselves in the future?
17. As a staff you decided to meet together for online sessions. Tell me about this decision (why, benefits, challenges)? Do you think it was effective?
18. Overall, what are your thoughts on the CPD structure? Was it effective? How could it be improved?

5. Phase Two Interview Schedule for Principal

Preamble: Thank you for agreeing to take part in this interview/focus group. I would like to hear your views about this study's CPD intervention and the enactment of L2LPs in your school. The interview/focus group will take approximately 40 minutes. With your agreement I will record this to be transcribed at a later stage. I will check my prompts during the interview.

Expectations

1. Tell me about why you participated in this study.
2. What were your expectations of the study? (what did you expect to gain from participating?)
3. Were these expectations met?

Teacher change

4. Tell me about the impact, if any, of this study on your learning as a teacher/principal? (e.g., new experiences, thinking about inclusion/L2LPs, awareness of SEN)
5. As principal, how do you think engagement in this intervention/study influenced your teaching staff? (e.g. integrating L2LPs into teaching and learning, planning, inclusive practices)
6. Do you think the approach of collective engagement has had an impact on the school at whole-school and organisational level? If so in what way? (e.g. Policies, processes, procedures)
7. Thinking ahead to next year, what aspects of this study will you bring forward with you?

L2LPs

8. Tell me about the impact of this study, if any, on the enactment of L2LPs in your school.
9. Have your attitudes towards L2LPs and other inclusive education practices changed since starting this study? Have you noticed a change in teachers' attitudes to L2LPs?
10. As principal, do you think participation in this study has impacted your teachers' approach to implementing the L2LPs? What are they doing the same? What are they doing differently? Have teachers approached you to discuss the L2LPs in the context of this study?
11. Tell me about the changes, as principal you have made as a result of the study?

Student learning

12. How do you think your participation in this study has impacted on student learning a) in your class b) at a whole-school level? For A & E?
13. Tell me about students' engagement in their learning? (e.g., changes you noted - good/bad/none, progress made).
14. As part of your journey as a staff decisions were made about students' participation in L2LPs and/or L3 junior cycle. How did those decisions come about? How did you feel about making them? Were you confident? What gave you confidence?
15. Tell me about the impact, if any, of this study on parents? What is their involvement in decision making? How informed are they on the L2LPs?

Model of CPD

16. What did you think about this type of CPD?
17. A collaborative learning community
18. Online facilitation
19. How do you think this form of CPD compares to other types of CPD you have engaged in?
20. What are your thoughts on the process taken? (frequency of meetings, duration, delivery style, me as a facilitator, resources).
21. As the principal, do you think this is something you would consider continuing/facilitating yourselves in the future? Would you consider extending it at school level? If yes how?
22. As a staff you decided to meet together for online sessions. Tell me about this decision (why, benefits, challenges)? Do you think it was effective?
23. Overall, what are your thoughts on the CPD structure? Was it effective? How could it be improved?

Is there anything else about the study that you would like to add?

6. Phase Two Interview Schedule for Coordinator

Preamble: Thank you for agreeing to take part in this interview/focus group. I would like to hear your views about this study's CPD intervention and the enactment of L2LPs in your school. The interview/focus group will take approximately 40 minutes. With your agreement I will record this to be transcribed at a later stage. I will check my prompts during the interview.

1. Expectations
2. Tell me about why you participated in this study.
3. What were your expectations of the study? (what did you expect to gain from participating?)
4. Were these expectations met?

Teacher change

5. Tell me about the impact, if any, of this study on your learning as a teacher? (e.g., new experiences, thinking about inclusion/L2LPs, awareness of SEN)
6. Has engagement in this intervention/study influenced your teaching? If so in what way? (e.g. integrating L2LPs into teaching and learning, planning, inclusive practices)
7. Do you think your collective engagement has had an impact on the school at whole-school and organisational level? If so in what way? (e.g. Policies, processes, procedures)
8. Thinking ahead to next year, what aspects of your learning will you bring forward with you?

L2LPs

9. Tell me about the impact of this study, if any, on the enactment of L2LPs in your school.
10. Have your attitudes towards L2LPs and other inclusive education practices changed since starting this study?
11. Thinking about your position as the AEN Co-ordinator, has participation in this study impacted your approach to implementing the L2LPs? What are you doing the same? What are you doing differently? Has the study impacted your confidence as the L2LPs lead teacher?
12. Can you tell me about any positive experiences and challenges in your L2LPs journey this year?

Student learning

13. How do you think your participation in this study has impacted on student learning a) in your class b) at a whole-school level? For A & E?
14. As part of your journey as a staff decision were made about students' participation in L2LPs and/or L3 junior cycle. Tell me about students' engagement in their learning? (e.g., changes you noted -good/bad/none, progress made). How did those decisions come about? How did you feel about making them? Were you confident? What gave you confidence?
15. As the AEN co-ordinator how did you communicate these decisions to parents?
16. Tell me about the impact, if any, of this study on parents? What is their involvement in decision making? How informed are they on the L2LPs?
17. With respect to A, considering Mam's concerns in September do you feel she is happy with the decision for him to do L3?
18. With respect to E how were LOs agreed upon and engaged with by teachers?

Model of CPD

19. What did you think about this type of CPD?
20. A collaborative learning community (PLC)
21. Online facilitation
22. How do you think this form of CPD compares to other types of CPD you have engaged in?
23. What are your thoughts on the process taken? (frequency of meetings, duration, delivery style, me as a facilitator, resources).
24. As the AEN Coordinator, do you think this is something you would consider continuing/facilitating yourselves in the future? Would you consider extending it at school level? If yes how?
25. As a staff you decided to meet together for online sessions. Tell me about this decision (why, benefits, challenges)? Do you think it was effective?
26. Overall, what are your thoughts on the CPD structure? Was it effective? How could it be improved?

Is there anything else about the study that anyone would like to add?

7. Phase Two Interview Schedule for SNAs

Preamble: Thank you for agreeing to take part in this interview/focus group. I would like to hear your views about this study's CPD intervention and the enactment of L2LPs in your school. The interview/focus group will take approximately 40 minutes. With your agreement I will record this to be transcribed at a later stage. I will check my prompts during the interview.

1. As you know a number of teachers in school have undertaken CPD with m this year in L2LPs. Can you tell me of the changes, if any, you have seen to include L2LPs in the classroom/school? Have you discussed the CPD with teachers?
2. I'd like to talk about your understanding of the L2LPs as a result of changes in the classroom/school? (prompts- were there discussions with teachers, Learning Outcomes for students explained, opportunities to ask questions)
3. Thinking about E now, what are your thoughts on the impact of the L2LPs, if any, on her inclusion in school? (prompt-have you seen a change in her this year as a result-attitude, confidence, work ethic, communication and other)
4. Moving forward, what supports do you feel are needed to support the school, teachers, SNAs & students undertaking the L2LPs.

8. Phase Two Interview Schedule for PMEs

Preamble: Thank you for agreeing to take part in this interview/focus group. I would like to hear your views about this study's CPD intervention and the enactment of L2LPs in your school. The interview/focus group will take approximately 40 minutes. With your agreement I will record this to be transcribed at a later stage. I will check my prompts during the interview.

1. Can you tell me what you know about the schools' (teachers') engagement in this study this year?
2. When we spoke in September you expressed a limited (or no) knowledge of the L2LPs before joining this school. Do you feel your knowledge and attitudes to L2LPs have changed since we spoke? Why? How (if they have changed)
3. Tell me about the impact, if any, of this study, on the enactment of L2LPs in your school.
4. Has the school's engagement in this study impacted on your learning g as a PME student (e.g., new experiences, thinking about inclusion/L2LPs, awareness of SEN) t? If so, how?
5. From your perspective how do you think your school's participation in the study has impacted on student learning?

9. Phase Two Individualised Schedules for Parents

A) Post interview schedule Parent for student E

Thank you for taking the time to answer these questions for me. It has been a privilege with the teachers to enact L2LPs in the school and I hope that you have seen the benefits. This interview will last approximately 30 minutes. I will be asking you to reflect on (student (student's name)) learning this year and your views on L2LPs in the school.

1. Can you tell me how the year has been for (student's name)? (prompts- her progress, attitude, happiness in school, confidence)
2. How do you feel about (student's name)'s participation in the L2LPs this year? Do you think it was beneficial? If yes/now, in what way? (prompts- engagement in school, successes and challenges)
3. In September you spoke positively about the support and communication from the school. Can you tell me about your experience as (student's name) moved to L2LPs with some Level 3 subjects this year? (prompts- frequency of contact/updates, feedback on L2LPs focus for year, achievements at Level 2 and in Level 3 subjects)
4. Are you happy with the decisions made in relation to (student's name)'s learning programme? (learning outcomes chosen, 13 subjects).
5. (student's name) being included in school was very important to you when we spoke in September. Can you tell me if or to what extent her participation in the L2LPs has supported her inclusion? Does (student's name) tell you about school? Has she shared her successes with you? Has she shared any challenges she experienced with you?
6. Is there anything else you would like to say about (student's name)'s participation in the L2LPs?

Thank you for your time

B) Phase two interview schedule for pare of student A

Thank you for taking the time to answer these questions for me. It has been a privilege with the teachers to implement L2LPs in the school and I hope that you have seen the benefits. This interview will last approximately 30 minutes. I will be asking you to reflect on (student (student's name)) learning this year and your views on L2LPs in the school.

1. Can you tell me how the year has been for (student's name)? (prompts- her progress, attitude, happiness in school, confidence).
2. How do you feel about (student's name)'s participation in the L2LPs this year? Do you think it was beneficial? If yes/now, in what way? (prompts- engagement in school-move to L3)
3. By March the decision was made that (student's name) was able to do his junior cycle through level 3 subjects and did not need to continue with the L2LPs. Can you tell me how you felt about this? (Prompts-were you confident he could manage, anxious, worried etc) Are you happy with the decisions made about his learning programme.
4. In September you spoke positively about the support and communication from the school. Can you tell me about your experience as (student's name) moved to L2LPs with some Level 3 subjects this year, and then to all L3 subjects (prompts-frequency of contact/updates, feedback on L2LPs focus for year, achievements at Level 2 and in Level 3 subjects)
5. (student's name) being included in school was very important to you when we spoke in September. Can you tell me how his participation in the L2LPs until March has supported his inclusion? Does (student's name) tell you about school? Has he shared his successes with you?
6. Is there anything else you would like to say about (student's name)'s participation in the L2LPs?

Thank you for your time

10. Phase Two Individualised Interview Schedules for Emma and Alex

A) Post Interview Schedule for student E.

Thanks for agreeing to talk with me again. Today will be a chat about how this year in school went for you. It will last about 20 minutes. Is that ok with you.

1. How did you feel after doing you CBA in English?
In September we talked about you getting help in school and doing some easier work in classes. Has this happened? Tell me about it (Prompts-different tasks, two teachers in class, going out of class, jobs in school). Where you able to choose the different tasks and jobs with teacher or by yourself.
Do you know when you are working on your L2LPs work?
2. How did teachers explain the different work to you?
3. Did you choose with teachers the important things to work on this year?
4. Your teachers tell me you worked really hard getting better communicating with people this year. Can you tell about what kind of things you did? Did it help?
5. Have you done anything this year that in September you thought 'I could never do that'? (prompt-assembly, expressing emotions to teacher, saying hello).
6. We talk about success and achievement in school all the time. I know teachers and Mam think you have been successful this year. How does that make you feel (prompt cards-emotions)? How successful do you think you were this year?
7. Is there anything else you would like to tell me about school this year?

B) Interview schedule for student A.

Thanks for agreeing to talk with me again. Today will be a chat about how this year in school went for you. It will last about 20 minutes. Is that ok with you.

1. How have things been in school this year?
2. I know for a while you were working in some classes on L2LPs. This work made teachers and Mam decide that with a little help you could do all Level 3 subjects instead. How do you feel about this decision?
3. Who spoke with you about these decisions? Did you meet with Mam and teacher together or just teacher/Mam? Tell me about what you had to say/what you thought.
4. Do you think your work on the L2LPs has influenced your other subjects? Has it helped, made things harder, made no difference at all?
5. We talk about success and achievement in school all the time. I know teachers and Mam think you have been successful this year. How does that make you feel? How successful do you think you were this year?
6. You will be going into 3rd year next. How do you feel about that?

Is there anything else you would like to tell me about school this year?

Appendix H Observation Schedule

The purpose of this schedule was to guide the researcher's observations. Thus, observations were not limited to the 'Evidence in practice' descriptors

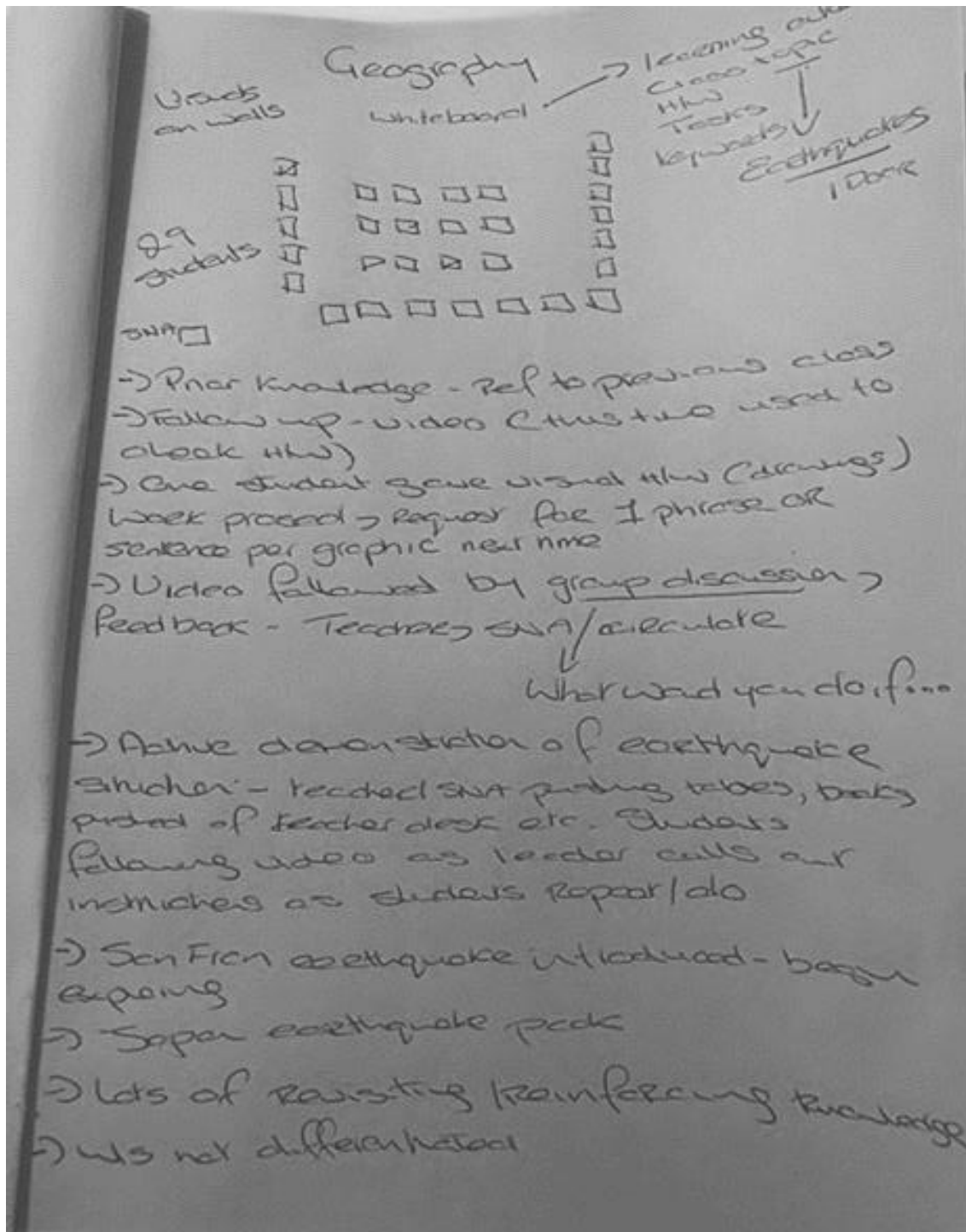
| Evidence in practice | Description of teacher practice | Inclusion (Lou) | L2LPs (LoU) |
|--|---------------------------------|-----------------|-------------|
| <p>Curriculum planning for inclusion:</p> <ol style="list-style-type: none"> 1. Differentiation of curricular content, processes and outcomes. 2. Maximising student engagement while maintaining the integrity of the subject matter & providing meaningful access to a wide, rich & age appropriate curriculum. 3. Teachers hold & communicate high expectations for all students. | | | |
| <p>Teaching & learning strategies:</p> <ol style="list-style-type: none"> 1. Students with SEN are engaged in educationally meaningful & appropriately challenging tasks. Engagement is fostered through independent & co-operative learning both in the classroom & in co-curricular activities. 2. Learning is success orientated and equips students to manage educational setbacks and develop successful coping skills. 3. Teachers focus on creating learning experiences that are positive, success orientated, & foster learning through authentic learning activities. | | | |
| <p>Classroom management (curriculum implementation):</p> <ol style="list-style-type: none"> 1. Teaching periods are well prepared with a range of evidence-based teaching methods, approaches & materials employed to enhance learning opportunities for students with SEN. 2. Objectives and expectations are outlined at the start of lessons and learning outcomes are summed up at the end. 3. Teaching periods are suitably challenging & enjoyable to the greatest possible degree. | | | |

Appendix I Example of On-site Fieldnotes

23 October 2017

Geography Class: 2nd year

Teacher: Ann



Appendix J Summary of Lessons Observed

Observation of Practice: Summary of Lessons

Phase One Observations: 9 & 23 October 2017

| Participant | Subject and year group | Observation/ Description of teacher practice | LoU Inclusion | LoU L2LPs |
|-----------------------|---|--|----------------------|------------------|
| Brid 9/10/17 | 2 nd year Home Economics | Lesson plan set for level 3 subject with no reference to L2LPs. Classroom arranged to facilitate group work. Students encouraged to ask questions of teacher and each other. Teacher followed up to ensure understanding of students with SEN Activities are gauged at level 3. There is no evidence of differentiation of the lesson activities/materials for students with SEN. There is no evidence of inclusion of L2LPs Learning Outcomes into activities or designing activities to incorporate L2LPs learning outcomes. | Orientation | Non-use |
| Josephine 23/10/17 | 2 nd year Geography | Lesson plan not made available. Classroom arranged in horseshoe with rows of 4 in the middle. References made to prior knowledge (previous lesson) and built on. Frequently reinforcing student knowledge. Visual and verbal cues in evidence throughout lesson with active demonstrations of learning by students. No evidence of differentiation of activities/materials or homework for students with SEN. No evidence of inclusion of L2LPs learning outcomes into activities or designing activities to incorporate L2LPs learning outcomes into the lesson. | Preparation | Non-use |
| Hanna 23/10/17 | 2 nd year Music | Lesson plan set for level 3 subject with no reference to L2LPs. Evidence of differentiation for student with SEN in lesson plan (though not in evidence in lesson). Classroom arranged to facilitate group work. Individual attention given to students with SEN. | Orientation | Non-use |

| | | |
|------|-------------------------------|---|
| Adam | 2 nd year Maths | Peer support given to one student. Activities are gauged at level 3. There is no evidence of differentiation of the lesson activities/materials for students with SEN. There is no evidence of inclusion of L2LPs Learning Outcomes into activities or designing activities to incorporate L2LPs learning outcomes. Observation cancelled |
|------|-------------------------------|---|

Phase Two Observations: 10 & 18 May 2018

| Participant | Subject and year group | Observation/ Description of teacher practice | LoU Inclusion | LoU L2LPs |
|------------------------------------|---------------------------------|---|----------------------|------------------|
| Joan and Grainne (Emma) 10/5/18 | 2 nd year English | Preparation for CBA 1. Students were asked to finalise work on CBA presentation and practice presenting. English (L3) and L2LP LOs on board Team-teaching approach. Teachers took turns leading lesson and interchanged roles to suit the situation throughout. There was no set of students assigned to either teacher and they checked-in with and supported students at varying levels throughout. UDL: Choice of engagement and presenting work. Students using tic-tac-toe, evident this is ongoing as squares already marked off. Students directed to sample videos and students own work on video as guide. Choice of working in pairs, small groups effectively used, and Emma given time to work independently and one-to-one with teachers before joining group. Prior knowledge used with all students. Joan built Emma's confidence by relating work and skills in this lesson to prior knowledge and success in Artistic Performance. Emma was initially reluctant to begin work (finalising presentation) but after encouragement and 'time to settle' she began her work. Emma looked for reassurance from both teachers throughout the lesson, particularly Joan. | Critical | Critical |

| | | | | |
|---|---|--|-----------------|-----------------|
| <p>Coordinator and Adam (Alex and Emma) 18/5/18</p> | <p>2nd year Maths</p> | <p>Students were tasked with measuring different surfaces in the classroom and working out dimensions. Knowledge of measurement was required. Maths (L3) and L2LP Los on board. Coordinator supported a number of students prepare for task (materials, notes, etc). Team-teaching. Adam led the lesson with interaction between himself and the coordinator when explaining terms, instructions etc. Instructions were given verbally to whole class by Adam who indicated they were available for students to view in their Maths folder (Schoology). The coordinator demonstrated task to some students including Emma and Alex. Emma engaged with the task and worked with her peers. She responded to the visual cues of her teachers to guide her. She communicated with the SEN co-ordinator when unsure. Alex engaged with the task and worked independently, and as part of a group. He used his ruler correctly to measure surfaces and was observed at one point assisting a classmate. Alex referred to visuals in the classroom throughout the lesson. He worked on a differentiated worksheet (on iPad) for independent work. This was an active class and Alex was observed talking and laughing with his peers while doing his work (practical tasks of measurement)</p> | <p>Critical</p> | <p>Critical</p> |
| <p>Frank (Alex and Emma) 18/5/18</p> | <p>2nd year Woodwork</p> | <p>Tools: Students were tasked with drawing and labelling tools, naming their functions and safety rules. Lesson intentions on the board. L2LP LOs on the wall (poster on good communication) Students asked to initially complete task independently but then had choice of working in pairs/groups or independently to check work. Students had choice of drawing tools by hand on paper, drawing on their iPad or using online pictures of tools. Students could ask for tips (maximum of three) by ‘pinging’ teacher. This appears to be a common approach as students nodded at teacher when he gave this instruction. Teacher interacted with students but did not observe Emma raising her hand before she took it down.</p> | <p>Critical</p> | <p>Critical</p> |

Emma did not engage in the student task. She was distracted and was asking other students what to do. At one point she raised her hand slightly but took it down within seconds (before teacher saw it). Emma did express her needs to teacher when asked and appeared to use counting to ten and breathing (fieldnotes reflections) as relaxation strategies.

Alex took his seat. He chatted with a classmate until Frank called for the students' attention. Alex took out his materials, which included his ruler, and began the task. Alex referred to his iPad more than the board as his Frank had task broken down further for him on Schoology. Alex asked and answered questions.

Appendix K Subject Planning Checklist: Linking L2LPs and SSE

Subject Planning Checklist: Linking L2LPs and SSE

| Subject Planning | Yes | No | Comment |
|--|-----|----|---------|
| Common subject plans with links to Level 2 Learning Outcomes have been devised and written | | | |
| Expected learning outcomes are set out in written plans | | | |
| Individual planning is linked to the subject plan and or L2LP and incorporates learning intentions developed to address students' learning needs | | | |
| Individual teacher planning incorporates teaching and learning approaches that are clearly linked to expected learning intentions | | | |
| Timeframes are suggested for teaching various elements of the subject across the subject department | | | |
| There are links made between statements of learning, key skills and learning outcomes | | | |
| Links with other subjects/base class to support the consistent development of students' key skills are incorporated in the subject plan | | | |
| The subject assessment policy is consistent with the whole-school assessment policy | | | |
| The subject assessment policy incorporates formative and summative assessment practices | | | |
| Written plans for assessment and the gathering of evidence align with planned student learning | | | |
| The plan incorporates opportunities for regular collective review of student work where teachers share professional practice | | | |

Appendix L Subject Department Schemes of Work (Business and Music)

Business 1st year

| Unit of Learning | Learning Outcomes | | Success Criteria/Differentiation | Activities/Resources | Teaching Approaches |
|------------------|---|---------------------------|--|--|---|
| | Level 3 | Level 2 PLU | Students work will show... | | |
| Resources | Personal Finance: 1.1 Personal Finance: 1.2 Personal Finance: 1.3 – Financial lifecycle Personal Finance: 1.12 | Numeracy: A4, A5, A6, A7. | <p style="color: green;">Students work will show an ability to differentiate between a person’s basic needs and wants.</p> <p style="color: green;">Students work will show an understanding of income and its different sources.</p> <p style="color: green;">Students work will show an understanding of expenditure and the different types of expenditure within a household.</p> <p style="color: red;">Students work will display a knowledge of how a person’s needs and wants change</p> | Keynote Presentation iBook Worksheets in class Placemats Keywords copy Anticipation Task Exit Posts Ranking Ladder Samples of prepared budgets. Poplet Traffic Light Cards | <p><u>Starter:</u></p> <ul style="list-style-type: none"> Placemat activity: “What is your understanding of needs & wants”. Anticipation Task: Agree or Disagree statements based on income and its different sources. Ranking Ladder: Steps involved in completing a budget. Poplet: Create a poplet as a revision guide for income and expenditure. <p><u>Middle:</u></p> <ul style="list-style-type: none"> Whiteboards: Group activity. Students discuss what needs and wants are and in groups make list of what they are. Think Pair Share: Sources of income. Discussion in class about sources of expenditure and what different types there are. Matching activity in book based on types of income. |

| | | | | | |
|--|--|--|---|--|--|
| | | | <p>throughout the different stages of their lives.</p> <p>Students work will show an understand of what opening, closing and net cash are.</p> <p>Students work will show their ability to record income in a household budget</p> <p>Students work will show the ability to record expenditure in a household budget.</p> <p>Students work will show the ability to complete a household budget and show and understanding of opening, closing and net cash calculations.</p> <p>Students must complete a household budget. Student must be able to advise the household where possible can they make changes and rid themselves of debt. (i.e. make savings.)</p> | | <ul style="list-style-type: none"> Record income/expenditure in budget form. Complete a household budget together in class. <p>Closing:</p> <ul style="list-style-type: none"> Post Topic review in iBook. Exit post: review of what was learned in class and what the student may still need clarification on. Ticket to leave: Students must answer a question based on a key term to leave the classroom. Traffic lights: Use of the students traffic light cards as we recap on the learning intentions of the class. |
| | | | | | |

Music 2nd year

| Unit of Learning | Learning Outcomes | | Success Criteria | Activities/Resources | Teaching Approaches |
|--|---|--------------------------|--|---|---|
| Aug- Dec 2017 | Level 3 | Level 2 PLU | | | |
| Irish Music Approx. 2 classes per topic | 1.2, 2.1, 3.3, 3.5, 3.6, 3.9, 3.10, 3.11, 3.12,3.13 | Literacy Numeracy | <ul style="list-style-type: none"> Recognise a jig and a reel Identify differences in time signatures Recognise different Irish instruments by sound Recognise by sound typical Irish music features Write short essays on the following topics <ul style="list-style-type: none"> - Fusion -Harping Tradition -Irish Musical instruments -Features of music | <ul style="list-style-type: none"> Keynote Presentation Keywords copy Exit Posts Poplet Thumbs Up/Middle/Down Group Work Think-Pair-Share Worksheets Name the note Whiteboard Memory match cards Boom Whackers Percussion Instruments Listening | <p>Starter:</p> <ul style="list-style-type: none"> Irish Music Card Sorting Activity- Melody and Rhythm Name the instruments <p>Middle:</p> <ul style="list-style-type: none"> Regular listening and theory tests after each topic Show me boards Peer assessment Exploring Instruments- Listening activity. Discussion and keynote activity on musical instruments. Irish Dances- Listening activity. Perform <p>Closing:</p> <ul style="list-style-type: none"> Recap on Instruments and Dances Features of Irish Music |

| | | | | | |
|---|---|--|---|--|--|
| <p>Dictation</p> <p>Weekly Activities</p> | <p>1.2, 2.1, 3.5, 3.6, 3.12</p> | | <ul style="list-style-type: none"> • Complete a 4-bar rhythmic dictation <ul style="list-style-type: none"> • Identify features in the following songs: <ul style="list-style-type: none"> - Yesterday - Wanderer's Night Song - Amhran na Cuignne - Click Go the Shears - The Verdant Braes of Skreen | <p>exercises</p> <ul style="list-style-type: none"> • Dancing as a tool • Demonstrations <ul style="list-style-type: none"> • Exam Paper Questions • Recorder | <p><u>Starter:</u></p> <ul style="list-style-type: none"> • Clapping exercises <p><u>Middle:</u></p> <ul style="list-style-type: none"> • Short listening exercises <p><u>Closing:</u></p> <ul style="list-style-type: none"> • Fill in missing rhythm exercises <p><u>Starter:</u></p> <ul style="list-style-type: none"> • Listening exercises <p><u>Middle:</u></p> <ul style="list-style-type: none"> • Keynote |
| <p>Set Songs</p> | <p>1.1, 1.2, 3.1, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13</p> | | | | |

| | | | | | |
|---|--|--|---|--|---|
| <p>Approx. 2 classes per song</p> | <p>1.1,1.2,3.1, 3.5,3,6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13</p> | | <ul style="list-style-type: none"> • Identify key features such as <ul style="list-style-type: none"> -key signatures -rhythms -instruments -structure • Peer Gynt Suite No.1 Edvard Grieg | | <ul style="list-style-type: none"> • iMovie • Performance- Singing, Recorder Boom whackers • Listening Activities <p>Closing:</p> <ul style="list-style-type: none"> • Thumbs Up/Down/Middle • KWL |
| <p>Set Works</p> <p>Approx. 6 classes</p> | | | <ul style="list-style-type: none"> • Practice performing in front of their class in preparation for their music practical - will aim for one student to perform each week. | | <p>Starter:</p> <ul style="list-style-type: none"> • Listening exercises <p>Middle:</p> <ul style="list-style-type: none"> • Keynote • iMovie • Performance- Singing, Recorder, Boom whackers • Listening Activities <p>Closing:</p> <ul style="list-style-type: none"> • Thumbs Up/Down/Middle <p>Starter:</p> <ul style="list-style-type: none"> • Vocal/Instrument warm-ups |

| | | | | | |
|--|--|--|--|--|--|
| <p>Performance In every class</p> | <p>1.1,3.1,3.2,3.3,3.4,3.5,3.9,3.10,3.11,3.12,3.13</p> | | <ul style="list-style-type: none"> • Gain confidence in public performance • Learn 2 group songs in harmony | | <p>Middle:</p> <ul style="list-style-type: none"> • Performance- Singing, Recorder, • Listening Activities • Group Performance • Peer Teaching <p>Closing:</p> <ul style="list-style-type: none"> • Two stars and a wish • Constructive feedback |
| <p>Triads</p> | <p>1.1, 2.2, 3.5,3.6</p> | | <ul style="list-style-type: none"> • Recognise the key signatures of -C major -G major -F major • Complete a grid for all key signatures • Know the different degrees of the scale. • Complete a full Junior certificate Triads Question | | <p>Starter:</p> <ul style="list-style-type: none"> • Basic Theory exercises <p>Middle:</p> <ul style="list-style-type: none"> • Manuscript and worksheet exercises • Performance <p>Closing:</p> <ul style="list-style-type: none"> • KWL |

Appendix M Lesson Plans for Observation 1

1. Home Economics

| | |
|---------------------|--|
| Mon 09.10.17 | 2nd Year Home Economics-Special Diets |
| Starter Activity | Research Activity on www.irishheart.ie |
| Check Homework | Correct test |
| Learning Outcomes | <ul style="list-style-type: none"> • Examine low-sugar diet • Examine low-salt diet • Create a menu for a person with high blood pressure |
| Activities | <ul style="list-style-type: none"> • Examine food labelling • Menu creation • TPS • Peer teaching/learning |
| Homework | Q1 -5 pg.34 Schoology Cookery Ingredients Revision for re-test |

2. Music

| | Lesson | Homework |
|----------|---|--|
| | 2 nd Yrs Music | *Need 4 tracks of audio. |
| (20 min) | ① Starter → Name the ^{features of Irish Trad music} instruments | *HW sheet of instruments. *Use Dana Black worksheet |
| (10 min) | ② Correct HW in class - Questions 1-5 on Tairise an Chiallach Finish answering questions. | |
| (15 min) | ③ Irish Notes Instruments | |
| | • What do we know about Irish Music • What do we need to know? | |
| | <u>Instruments</u> X (15 mins) | |
| | ① Fiddle ② Tin Whistle ③ Harp ④ Uilleann Pipes ⑤ Accordion Button ⑥ Bodhran, Bones + Spoons. ⑦ Flute ⑧ Piano Accordion | |
| (15 min) | A) What its made from → A short note B) Famous Performer → Picture. C) Clip off YouTube | - imagine you're explaining to an |
| | • Present to Class (15 Mins) | |
| | In groups - listen to 4 extracts → | On A4 name the instruments. |
| | Using cards - decide if instruments play | melody or accomp or bot |
| | AW → Picture of Instruments → Name + famous performer. | |

Appendix N Professional Reflective Logs (CPD 1-6)

Participant Reflective Log-November

Do you feel this session went well? For you and for the group.

S. Yes. I particularly liked the group work element as it allowed us to discuss issue we might be having with students and work on strategies that could be implemented on a whole school approach.

C. Yes, I felt this session went really well

K. Yes, I feel that those who participated with the activities and session did well. Personally, I was quite happy and excited to speak with other teachers about GLD's and see how they think about these learners in their lessons.

O. Yes, I thought it was very interesting, a lot of information and explanation of GLD but it was very clear. I liked the interactive element also. I also found the statistics very interesting. I did not realise the level of SEN students that would be sitting in my classroom. This awareness will certainly help towards my future planning.

What new learning took place in this session? Did it make you think?

S. I really liked the strategies that Margaret went through. Particularly ones that can be used in the mainstream classroom that will help our learners with additional needs as well as other member of the class

C. The activity with the apples at the start of the session made me think about how we view and treat students with additional educational needs. We often may have preconceived ideas, but it is important to have an open mind and appreciate that not all students, even those with the same diagnosis are not the same.

K. Instantly I became aware of previous thoughts I may have of students that can unfortunately affect my view on them and their abilities. One aspect I really enjoyed was the fact that we were provided with usable learning strategies to use in my classroom, often I feel that information is just thrown at me and not talked through.

O. I really liked the tool we used of thinking about our students, it gave me that time to really reflect on the different areas of learning that need to be focused on for them and made me think-am I ticking all the boxes. As for the stiles and tic-tac-toe, I most definitely would like to use these tools moving forward.

Are there aspects of this session you will introduce into your teaching?

S. There are many things I would like to introduce into my teaching (like the games/stiles/ tic tac toe) but the one thing I will defiantly be implementing into my class plans are the 'Thinking about our students' logs

C. Yes some of the games could be used particularly in resource classes with small groups of students

K. Margaret provided us with strategies that might be usefully for each type of GLD. I'd like to try and incorporate more thinking times allowed for these students, providing step by step instructions and then testing students. As an English teacher, we were told about a useful resource to help me when working on Shakespeare.

O. Yes definitely. The tic-tac-toe. The apple metaphor in SPHE for labelling.

What aspects of the session do you feel didn't work/could be improved on (for you and as a group)?

S. I felt it was really useful and over the next few months I would like to try and implement them.

C. -

K. I really liked the group work element and getting to know how others assess and teach students. It really is great when everyone in the group gets involved.

O. More time for engaging with practical activities.

Is there anything you would like to see in future sessions?

S. More classroom strategies for inclusion in the mainstream classroom

C. I would like to see examples of lessons or even activities that are differentiated for level 3 and L2LP students

K. I really enjoy Margaret sharing her professional knowledge, having just finished the PME, the information provided there is probably some of the best teaching advice I've ever gotten on inclusion and differentiation.

O.-

What value do you see in face-to face session? Are there any negatives that you see?

S. The anecdotal experiences. It shows us that these strategies do have real life applications and that we can work to achieve the best for our students.

C. No negatives, it makes it easier to ask questions and get advice.

K. Having someone there makes me want to do the work, if I was left to do it on my own unfortunately, I feel like life would get in the way. Working on a group task is a really good way to share ideas and collaborate,

In saying how much I enjoyed it, I can see it becoming tedious if we were to do those sessions on a regular basis. Sometimes school life can be so busy and overwhelming you just want to make it through the day.

O. I like the interactive element of face to face sessions, I would learn by doing so these sessions really help with my understanding of each area. Only negative would perhaps be that everybody does not get 100% involved which can be frustrating. When we set aside this face to face time it actually gives me time to go through SEN resources and explanations of each learning difficulty. I think having time to 'go looking' for information and resources is something I don't prioritise but having this set time allows me to.

Any other comments

O. Coming from background with little or no training on the topic I am finding the session hugely beneficial.

Participant Reflective Log- January

Do you feel this session went well? For you and for the group.

J. Yes, I feel it went well. We were introduced to the individual learner profile for individual students.

S. Yes, I do. Facetime (when working) was an excellent way to communicate. I really appreciate the time we had to work in our departments on the implementations of the PLUs in our schemes.

L. Yes

G. Yes, it was very informative and found it encouraging to work as a group.

C. Yes but there were some internet difficulties at the beginning of the session which meant the session was shortened. Apart from that I found the session to be very informative

B. I think we are all finding the task a bit daunting and the session revealed the scale more clearly to us. For that clarity alone, the session went well but perhaps it's raised more questions than it answered

F. Yes, the session went well. At the start we had internet problems but when that was sorted the session ran well. Teachers got a clearer understanding.

K. Apart from technical difficulties, it worked well. We set out a plan and reflected on our own subject plans.

O. Yes helped give me a clear vision of what more has to be done within my planning for L2LP students.

M. Internet very slow, caused delay in the session.

What new learning took place in this session? Did it make you think?

J. It gave me the opportunity to review my subject planning for L2LP and introducing the outcomes into it.

S. The planning tools were really useful as it allowed me to see the PLU not as an abstract but as a tangible goal/outcome I can help the students reach

L. I further understood the requirements for a department and each teacher in regard to planning for L2LPs. I was able to identify how an L2LP planning document looks and understand how it works and might work in practice for teachers and the selected student.

G. The idea of linking student learning to other subjects is something that I would reference in class, but more consistent approach would be better.

C. It made me realise that there is a great deal of planning to do for the L2LP students in order to incorporate the learning outcomes properly into my teaching. Yes definitely.

B. A better idea of L2 format, i.e. just the 5 plu's and 2 short courses

F. This session made me think about my teaching and how I included all students in my lessons.

K. A lot of it was background to the L2LP that we've looked at before. I did learn we have new possible students for the programme. I'm interested to observe these students

O. Getting a clearer understanding of the L2LP learner profiler planning and SEN learner profile.

M. Creating an individual level 2 learning programme. Checklist for subject planning.

Are there aspects of this session you will introduce into your teaching?

J. Through the teacher checklist it has given me some steps to introduce it and plan for it in my subjects.

S. Yes, I will be adding the PLU for reaching targets into Artistic Performance in the coming weeks and will be able to match this with the L2LP students

L. I will observe the selected students in my class for potential ways they can achieve learning outcomes in my subjects.

G. Yes, to focus more on aligning the strategies with goals to try and meet the needs of each particular student.

C.

B. Hitting the LO's during class time

F. I will start incorporating planning checklist into my planning will observe these possible L2LP students.

K. I'll look more at the individual learning Programme and teacher checklist.

O. Yes, in writing my schemes for the rest of the year and individual learner planning.

M. Observe candidates under L2 guidelines in classroom.

What aspects of the session do you feel didn't work/could be improved on (for you and as a group)?

J. Technology-Facetime

S. Connecting via facetime was an issue with unfortunately shortened a very informative session

L. The internet issue obviously changed the dynamic of the session and slowed down the progress.

G.

C. More time for the collaborative session.

B. The digital interface

F. I would like more time to plan with my subject department.

K. I'd like more time to reflect on the checklists and I would have liked to have print out versions of my schemes and plans with me to help me answer questions.

O. Working on each profile and establishing it as a staff.

M. Better internet connection

Is there anything you would like to see in future sessions?

J. More help with planning for individual students and planning across subjects so we don't cover a learning outcome twice

S. More practical ways of planning and implementing

L. I would like to make progress planning for the students in future sessions.

G. To create an individual student profile as a group to target learning needs.

C. Some examples of how level 2 learning outcomes could be taught in a class of level 2 and level 3 students.

B. More guidance into successful planning and inclusion of the programmes into the mixed ability classes, i.e. Should planning time be designated in HR hours, how can we engage the L2 students in areas they cannot achieve in.

F.

K. More time to incorporate them into our planning and staff discussion on how we help these students. I'd like to know how to incorporate outcomes at an L2LP level for the students.

O. More examples of what we are expected to fill in before we have to do it.

Any other comments

B. Time is the single biggest need for planning. I think we need to resource that end more.

Participant Reflective Log- February

Do you feel this session went well? For you and for the group.

J. I felt the discussion based on our observation of students identified as L2LPs candidates was beneficial.

S.L Despite the technical issues that meant the session was 30 minutes delayed I felt content and direction of the session was really helpful.

G. Yes it was good though the technology hiccups slowed us down somewhat

C. Yes but internet issues at the start of the session meant we were delayed getting started.

What new learning took place in this session? Did it make you think?

J. I learnt how I can implement the L2LPs in my classroom and how simple it can be. I also learnt how I can document it.

S. Using the IEP's to help us understand what PLUs are most appropriate for our students.

G. It was good to hear colleagues' opinions regarding students' teaching and learning.

C. We decided on an area of focus for the month of February for student 1 and decided who/what subject would take responsibility for each learning outcome.

Are there aspects of this session you will introduce into your teaching?

J. Yes, the agreed L2LPs for the students discussed.

S. Introducing the students to their PLUs and how they will complete them in my lessons.

G. Yes focus on being sensitive to a particular student's needs throughout the lesson.

What aspects of the session do you feel didn't work/could be improved on (for you and as a group)?

J. Technology

S. Face time. Unfortunately, the technology let us down and we were delayed by 30 minutes which meant we had to cut the session short.

G. Just the technology delays slowing us down.

Is there anything you would like to see in future sessions?

J. More discussion regarding the different L2LP students.

S. More advice on the practical implementation of the PLUs.

Any other comments

Participant Reflective Log-March

Do you feel this session went well? For you and for the group.

J. I felt it went well. The technology worked successfully. It gave specific information for how to incorporate L2LPs into our subjects.

S. I really enjoyed this session as we spoke about how we could use PLUs in classes but it also reinforced that what we are doing in class is already working and we are making progress with the Communication PLUS even if it feels like we are not progressing.

A. Yes as it was specific to subject/student. WE were also able to identify for definite the L2LP student. Excellent information on UDL. Recognition of what we are already doing. Adapting L2LPs into our lessons through methodologies and assessment.

G. Yes, listening to the different strategies employed by teachers for students and the resulting feedback was very informative.

B. Yes it was a positive discussion about moving forward with our L2 candidates.

F. Yes this session went very well for me and the group.

K. Yes, as Mags said I have been looking at this from an English teacher perspective. I need to look at all the PLU sections, my student is not just working at Level 2 in English it's across all sections.

What new learning took place in this session? Did it make you think?

J. It refocused our attention on what learning outcomes we should concentrate on regarding the student discussed.

S. I have been finding it hard to implement various PLUs in the classroom as I don't feel they work in my subject. But listening to Mags speak about her own experiences as an English teacher on how she introduced numeracy into her lessons was really engaging as it showed me how I can introduce it.

A. Subject Specific-Home Ec and RE. Identifying the L2LPs with RE. Excellent Resources-Navigating the JCT website.

G. Listening to other teachers and their subject planning, how they introduce differentiation in their exercises, what works and what does not work

B. It has me thinking about differentiating effectively for L2 students.

F. This session made me think how I should plan and incorporate students in class.

K. Looking at the UDL and realising we are already doing it in school. Deciding on student limitations and how they can affect her.

Are there aspects of this session you will introduce into your teaching?

J. Yes the agreed L2LPs discussed in the session.

S. Continuing to implement the 'Developing good relationships' in the artistic performance short course.

A. Differentiated assessments for student 1. Keep student 2 on track in HE, well able to sit level 3. Focus on communication skills with student 1 in RE.

G. In terms of structure to my lessons, I feel that I need to write down more strategies I'm using rather than making mental notes.

B. I will hopefully incorporate the reflective questions from the planning help document.

F. I will try to incorporate reflective questions from the planning to help document.

K. Maybe trying to give the student work more suited to a level 2 outcome. Plan my latest section with student more in mind.

What aspects of the session do you feel didn't work/could be improved on (for you and as a group)?

J. None it went well

G. None

B. -

S. No I found today's session very helpful.

A. n/a

F. None

What value to date have you gotten from the online sessions (as an individual and as a part of a collaborative group)

J. I feel sessions give us the necessary time to discuss the students involved and the progress they are making.

S. Yes, I find these sessions invaluable. Although I have had the half day CPD and cluster day I don't feel I would have been as confident in implementing the PLUs with efficiency.

A. Essential to understanding the L2LPs framework as I hadn't completed this training before September. Great opportunity to discuss problems and work out solutions with colleagues and experienced professionals.

G. Overall, they are informative and illuminating to develop a shared teaching approach for students.

B. Reassurance that I am not on my own in my concerns for the candidate's progress.

F. The value I got from these sessions is to date that I'm not the only one struggling to incorporate learning for our candidate.

K. Personally it makes me feel like I'm not as far behind as I had thought. It does help with my planning and consideration in other student's needs, I can often be distracted with all of the class activity and learning.

Is there anything you would like to see in future sessions?

J. More advice on how to incorporate L2LPs into our subjects.

G.

B. Hopefully when I tie in with the new teaching contact for maths I will know further what I would like to see.

S. Continuing with practical implementation.

F. No

K.

Any other comments

K. I really like the discussion aspect that includes all staff. I find the session invaluable to help me plan and discuss the best option for me.

Participant Reflective Log-April

Do you feel this session went well? For you and for the group.

J. I feel the session went well. We collaborated and came up with a plan of action for an individual student.

R. Yes definitely

L. Yes, very much so.

G. Yes, very good for discussing a cross curricular approach to designing learning strategies for L2LP students.

What new learning took place in this session? Did it make you think?

J. We learnt how to gather evidence and what kind of evidence is needed.

R. New ways to gather evidence and what different tasks the student can do to complete PLU/LOs

L. Understanding how to gather evidence.

G. The awareness of what can constitute the forms of evidence of learning; feedback on VShare, presentations etc...

Are there aspects of this session you will introduce into your teaching?

J. Yes-how to gather evidence and how to submit it

R. Communication in the Business classroom.

L. I will look for ways to gather evidence, now that I have a clearer understanding of what I need.

G. Gathering evidence of learning at a more consistent level.

What aspects of the session do you feel didn't work/could be improved on (for you and as a group)?

J. None I felt all aspects worked well.

R. None!!

G. No

Is there anything you would like to see in future sessions?

J. More discussions on individual students.

R. No

Participant Reflective Log-May

Do you feel this session went well? For you and for the group.

J. I feel it was very productive and we started planning an assessment to gather evidence of learning outcomes.

S. Yes, it was very productive and helped to see what PLUs we have been assessing.

A. Yes, I do, it was a great opportunity to see the PLUs in action and layout of LO's in focus. Made it easy to apply to our own subject.

R. Very well. Made the planning process for L2LPs seem easier.

What new learning took place in this session? Did it make you think?

j. I learned how to plan an assignment and the detail required.

S. Showing how we assess the PLUs.

A. LO's in focus, breaking them down, identifying assessment and observations of work, and how this would be carried out.

R. Planning for assessment.

Are there aspects of this session you will introduce into your teaching?

J. Yes, in a collaborative manner across the curriculum.

S. No it will just keep me mindful of what PLUs I am incorporating in my lessons.

A. Criteria for success for student and matching that to assessment and observations to keep track of for myself and how student is meeting the L2LPs.

R. Yes

What aspects of the session do you feel didn't work/could be improved on (for you and as a group)?

J. None

S. None

A. N/A

R. None

In your view what are the benefits of participating in collaborative (a Professional Learning Community) online CPD in comparison to your experiences to traditional CPD?

J. That we can plan what needs to happen and we have a better understanding of our role in it. Also, CPD can happen wherever and whenever. It isn't tied to a location or date.

S. Great opportunity for collaborative discussions. Ability to communicate with the instructor throughout the process. The time gave us a chance to reflect on our experiences.

A. The online Facetime and agreeing dates and location together meant it was a lot more flexible, that suited us. Absolutely no problem with live stream, all working really well. More time for reflection and practical application of new information compared to other CPD training.

R. Working with different departments.

In your view what are the challenges or negatives of participating in collaborative (a Professional Learning Community) online CPD in comparison to your experiences to traditional CPD?

J. Technology-Working out the kinks at the start regarding Face time

s. It takes a lot of time and people are not always available

A. Getting the digital technology in working order- this was an issue in the first few sessions

R. None.

Any other comments

S. I think the online element this way is going to help, because there's going to be schools down the country that are far away, but then you can do it and literally help them out the same way you helped us, and like it's not ideal for you to have to go to Donegal, but you could literally do it sitting in your office Facetiming or skypeing whatever. So, there's no excuse for anybody not to do it because it's just there.

Appendix O Checklist for Good Thematic Analysis (Braun & Clarke, 2006)

A 15-point checklist of criteria for good thematic analysis (Braun & Clarke, 2006)

Transcription

1 The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.

Coding

2 Each data item has been given equal attention in the coding process.

3 Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.

4 All relevant extracts for all each theme have been collated.

5 Themes have been checked against each other and back to the original data set.

6 Themes are internally coherent, consistent, and distinctive.

Analysis

7 Data have been analysed / interpreted, made sense of / rather than just paraphrased or described.

8 Analysis and data match each other / the extracts illustrate the analytic claims.

9 Analysis tells a convincing and well-organized story about the data and topic.

10 A good balance between analytic narrative and illustrative extracts is provided.

Overall

11 Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.

Written report 12 The assumptions about, and specific approach to, thematic analysis is clearly explicated.

13 There is a good fit between what you claim you do, and what you show you have done / i.e., described method and reported analysis are consistent.

14 The language and concepts used in the report are consistent with the epistemological position of the analysis. 15 The researcher is positioned as active in the research process; themes do not just 'emerge'.

15 The researcher is positioned as active in the research process; themes do not just 'emerge'

Appendix P Example of Researcher's Analysing Process using Pre-CPD interview with SEN coordinator

Example of First and Second Reading Notes from Interview

Interview with SEN Coordinator in research school.
Thank you for agreeing to take part in this interview about inclusion and the Level 2 Learning Programmes, L2LPs. The interview will take approximately 40 minutes with your agreement I will record this to be transcribed at a later stage and I will check my prompts during the interview is that okay?

Yes.

Brilliant thank you. So, we're going to start just by exploring teachers' feelings and attitudes around inclusion and the Level 2 Learning Programmes. So, can you tell me what do you think inclusion means?

That's a big question. So, inclusion for me means that all students are receiving the best education, best personalised education for themselves within a mainstream classroom. So often we think of inclusion as just the physical presence of a student in a classroom but it's also making a student feel like they are part of the class and that even though they might have differentiated work that they've got work that actually fits in and ties in with the lesson that's happening in the class and also, but at the same time meets their needs and that the students themselves are able to access that. Yeah, I think that's the best way I would probably describe it.

So as the SEN coordinator here in school then tell me about how you work to include students with SEN in both your classroom and then school in the classroom of others?

So, within the whole school we try to avoid taking students out of mainstream classes as much as possible so while we do have some small group teaching during Irish because many of our students tend to have Irish exceptions. We try to incorporate a lot of team teaching so

First reading

Best education/personalised education

Within mainstream classroom

Physical presence & feeling they are a part of.
Inclusion as placement?

Differentiated work that fits with lesson but meets their needs

Avoid withdrawal (try)

Try team-teaching.
Practice/knowledge?

Commented [MF2]: Recurring theme across FG interviews. Should happen but also how to & challenges. Code attitudes to inclusion or practice? Overlap?

Commented [MF1]: Ok so is this differentiated L3 or L2LPs? Sense from reading all transcripts is it's L3 thinking that's what L2 is or it is using L2 LOs as a differentiated L3 LO: Knowledge of L2LPs recurring across interview. Code knowledge

students are still receiving extra support within the mainstream classroom and they are having their needs met but they're not facing that exclusion that they sometimes feel when they're being taken into a small group. Within my own classroom - my own classroom I feel I teach my small groups, my students with additional needs the same way I teach my mainstream classes. And I think that's the best approach to have because I'm just tailoring it to fit their needs but there's nothing different about my teaching and I think that's the same across the board in the school and that's what makes it I suppose a little bit unique in a sense because people aren't thinking about the students with additional needs being any different to any of the other students.

Okay so can you tell me about implementing inclusive education policies in your classroom and the school?

Okay, so in terms of inclusive education policies in the school, as the - well we actually go by additional support needs that's my role. So, we've, straight away we've changed the name which we felt was going to change peoples' perspective a little bit because sometimes people are like 'Oh, [00:03:41]' so that was the first thing we changed. And then we have that implemented on a whole school basis. So, no special needs and that's the name of our policy in terms of the actual policy itself. I take responsibility for the general implementation across the school, but each individual teacher then takes responsibility in their own classroom, so they are given the information but then they have to implement it themselves. In terms of opportunities and challenges that we've come across. So obviously when we're considering students with additional support needs it's so broad that regularly even in terms of creating a policy and then implementing it, we're always meeting - we're always meeting different things that

Tailoring to fit needs

Supporting students

Nothing different but tailoring? *Contradiction or talking about same teaching approaches for all?*

Commented [MF4]: Code; Attitudes, planning or practice?

Changed SEN to AEN (coordinator title and policy)-gives a change of perspective

Responsibilities

Broad perspective (incorporating all) difficult

Whole-vs individual

Policy vs real word becomes a problem (trying not to generalise because each student is different)

Commented [MF3]: Responsibilities Challenges and support Knowledge

we haven't come across before because every student is different. So, a policy is grand in a broader sense but then you have to think about the individual needs of the student. And I think for us, like I think for us trying to figure out what is best going to incorporate all of our students with additional needs rather than just focusing on an individual makes it really difficult in terms of implementing a policy and then having strategies there because you want to work towards the student and the individual but you have to do it as a group and it's so hard, it's so hard. Because you want to do the best for each individual but again at the same time you have to consider the whole group and then you're trying to not generalise because each student is an individual and that's where that policy versus real world becomes that problem.

Okay, so as you know the Level 2 Learning Programmes is an inclusive education policy within the new Junior Cycle framework and I know that the school here has had some engagement with it to date, based on that engagement what do you understand by the term Level 2 Learning Programmes?

For me and the way I think of it is, a Level 2 Learning Programme is a steppingstone in the education system. So, I can see it within the actual overall programme and all the different levels even up as far as Postgraduate level. But for me it's an additional opportunity for my students, my students with additional support needs and additional educational needs where it gives them access to something that they didn't previously have access to. So, even though they're capable of maybe accessing course work they might not be able to access the course as a whole. But now with the new targets of the Level 2 Learning Programmes it means that they can access parts and you know extend on their abilities and achieve their potential but not

Knowledge of IE policies.
Limited to school. Does this affect enactment. Where is knowledge coming from, just CPD?

Stepping stone.
Knowledge

New targets.
Knowledge. No mention of PLUs, Los etc

Potential. *Recognition of levels here but unsure 'access parts' means the L2LPs or L3.*

Commented [MF5]: CPD Design, what it needs to cover/ensure understanding of for enactment. Was learning at initial CPD weak, misinterpreted or lost because of lack of follow-up. Note coordinator attended full day cluster CPD in addition to two-hour one so something missing in delivering main message? Supports my concerns about cascading- it's the attendee's interpretation of the PD that is brought back to the school. Think on this more!

the potential of that Level 3 Junior Cycle Programme. It's more accessible and there's a little bit more room for them to progress and actually see the smaller victories for them that they don't get to have when they're doing the Junior Cycle Level 3 Programmes.

Commented [MF6]: Misunderstanding of L2LPs across interviews. Follow-up on this point indicates that there was confusion about how L2LPs fit into L3 (a separate programme within the class or a foundation level equivalent?)
Knowledge
CPD design

Okay and so can you tell me about your engagement in the Level 2 Learning Programmes so far?

CPD

So, my own engagement and the engagement of the school is that we have engaged in CPD as a group, getting to grips with just the basic understanding of the Level 2 Learning Programmes. Individually, I've done my own bit of background reading but apart from that we haven't had a major amount of engagement. So, while we want to implement them, we're only getting to the stage now in our second year where we're getting to decide which students are going to access our Level 2 Learning Programmes, how we're going to implement them. And I think on a whole school basis it is in one way straight forward for us to do it because we're a small school. But I can imagine the difficulties that you'd face on a larger scale trying to get staff to collaborate because it's such a collaborative experience from what I can see anyway.

Getting to grips with basic understanding

Commented [MF7]: Teacher FG reported higher level of engagement (in planning). Discrepancy in FG and coordinator interviews on how far progressed they are. Is this a knowledge thing?

Own reading. *Wants to know more*

Collaboration- build through CPD?
Decision-making-efficacy and agency

Limited engagement

CPD
Collaboration
Knowledge
Reality of practice of teachers?

Decisions-students & how-to enactment

Staff collaboration

It sounds like you are preparing to move forward with the Level 2 Learning Programmes. What do you think at present is supporting you and the school or what is putting barriers up for you?

Limited training

I think - so we are definitely looking forward to moving forward. In terms of barriers I think it's just a lack of knowledge and a lack of understanding because even my interpretation of who was able to access the Level 2 Learning Programmes has actually changed since September and I'm familiar with this for over 12 months. So, in terms of that I think a general understanding and access to information while there is information accessible the level of detail involved in that, it just isn't enough for teachers who are trying to create content, who are trying to make the work accessible for students and that's the main barrier at the moment; lack of knowledge

Individual subject training beneficial.
Interesting as this was my original thinking. Keep in mind when evaluating CPD

Commented [MF8]: Key theme running through interviews. Coordinator has strong sense of what school needs. Her point on her understanding changing could support the need for more than once off days to support knowledge development.

Collaborative training

Knowledge, tools pedagogy?

Extract from Researcher's Reflective Journal

Memo: 17 October 2017

Code: Knowledge?

SEN Coordinator Pre-Interview

What do you understand by term L2LPs?

Though this is a very caring, motivated teacher who really wants to reengage in L2LPs the foundation knowledge doesn't appear to be there. There appears to be a disconnect between the aim of the L2LPs & the students who may participate and her understanding of it, particularly in term of progression. It's interesting that she refers to the L2LPs as '*a steppingstone in the education system*' and sees it within all the levels up to postgraduate. There seem to be a lack of understanding of the abilities of some students participating in L2LPs (in that some may not progress to a level 3 though I am cognizant that others may). This links in with what principal said about SC options (5 subjects or LCA).

Where is their thinking/understanding?

Did this come from the 2-hour session? Perhaps because of the efforts to map Los to subjects?

Have materials been read?

Is it an overload with everything else JCF?

Think about the word additional?

Code: Engagement L2LPs and CPD together or separate codes?

SEN Coordinator Pre-Interview

Tell me about your engagement

Following on from previous thoughts on knowledge I am now questioning the transmission (and/or interpretation) of necessary information. She talked about 'getting to grips with just the basic understanding', however this understanding (in terms of programme, PLUs, assessment etc.) is not evident in this interview.

Is there something missing in the 2-hour session, or is it that without follow-up the information is not translated into practice and is therefore forgotten/gets entangled with other JCF messages along the way?

Also, I wonder was the attempt to support teachers map L2LPs Los to subject Los a contributing factor to misconceptions around the L2LPs and L3 subjects (here and in Principal's interview). This is something I need to be aware of this as mapping was intended to be part of my CPD sessions. Need to think further on this.

October 18: Second reflection on interview transcript and notes

Coding: Knowledge (or CPD?)?

FG1 Pre-Interview

CPD Beneficial, Respondent 3

Teacher making links between L2LPs and JCFSP (a programme for a different cohort of students). I have spoken with other teachers who make the same link.

This teacher is highlighting some of the positive 'measuring systems' of the JCSP that meant teachers and students can monitor progress and mark achievements. Teacher is unaware that a similar system, as in student checklists, are available on the JCT website. The teacher at a later stage does name her lack of knowledge stating that

So, I may be ignorant at the moment to the extent of L2LPs, I'm not sure if that measuring system is in place and if it is formalized for students and teachers alike but that's just what I think is happening in that situation.

What I find interesting is that the JCSP statements of learning are a measurement system, but more importantly that, in L2LPs where there is an emphasis on gathering evidence of achievement of Los (portfolio) that a checklist would be seen as a formal thing.

I wonder is this teacher using their prior knowledge of another programme to help them understand and implement the L2LPs in the absence of sufficient training and support. Furthermore, will this lack of understanding translate into the programme being implemented ineffectively? Would the checklist become the 'exam standard', bearing in mind that in JCSP there is no portfolio of evidence and that it is ok to just tick the completed box at the end of three years?

Links: There appears to be a pattern of misinformation/lack of understanding running through interviews.

This might suggest

- 1) By only facilitating in-depth training for the SEN coordinator that information is diluted as it is transmitted from coordinator to others.
- 2) Staff getting L2LPs information according to the understanding/interpretation of one person (what if this is an incorrect understanding?)
- 3) Two-hour whole school overview not effectively supporting staff to engage with L2LPs in a manner that allows them time to explore, question and understand the L2LPs.
- 4) The focus on helping teachers map/link L2LPs LOs to their subjects may in fact be hindering their understanding rather than helping. It is keeping the focus on subject therefore teachers

are approaching L2LPs with that mindset. Examples of this throughout interviews in terms of levels, differentiation, awards.

18 October

Code: Attitudes/Perceptions?

Across Pre-Interviews

I'm beginning to draw a link between what I was referring to as knowledge and what I am now including under attitudes/perceptions.

Teachers are talking about the L2LPs as a level within their subject and I think there is an element of gauging their students against that standard, that students can have 'small victories' but that some will not succeed 'to help us to you know realize that you are going to lose some along the way and not to have that guilt hanging over you'.

The teachers really want to include all students, but I wonder how far they think inclusion goes and who is ultimately responsible? One teacher asked about what happens to the student who has reached L2 target in that subject but for rest of the week won't be able for 'the wealth of information that has to come next'. There doesn't appear to be an awareness of the needs of the student (for example repetition of targets in different forms) eventhough this teacher said he checks the SEN section on iTunesU for information



Example of Coded Interview Extract

Note. The Codes AP and KU were later merged under the one new code KPB (Knowledge, Practice and Beliefs)

Code key:
 AP - Attitudes (Perceptions)
 KU - Knowledge, Understanding
 PP - In Practice (including planning)
 CPD -
 F+H Factors hindering
 F+S Factors supporting

Interview with SEN Coordinator in research school.
 Thank you for agreeing to take part in this interview about inclusion and the Level 2 Learning Programmes, L2LPs. The interview will take approximately 40 minutes with your agreement I will record this to be transcribed at a later stage and I will check my prompts during the interview is that okay?

First reading

Yes.

Brilliant thank you. So, we're going to start just by exploring teachers' feelings and attitudes around inclusion and the Level 2 Learning Programmes. So, can you tell me what you think inclusion means?

That's a big question. So, inclusion for me means that all students are receiving the best education, best personalised education for themselves within a mainstream classroom. So often we think of inclusion as just the physical presence of a student in a classroom but it's also making a student feel like they are part of the class and that even though they might have differentiated work that they've got work that actually fits in and ties in with the lesson that's happening in the class and also, but at the same time meets their needs and that the students themselves are able to access that. Yeah, I think that's the best way I would probably describe it.

AP

AP+
KU

Best education/personalised education

Within mainstream classroom

Commented (MF2): Recurring theme across FG interviews. Should happen but also how to & challenges. Code attitudes to inclusion or practice? Overlap?

Physical presence & feeling they are a part of. Inclusion as placement?

Differentiated work that fits with lesson but meets their needs

Commented (MF1): Ok so is this differentiated L3 or L2LPs? Sense from reading all transcripts is it's L3 thinking that's what L2 is or it is using L2 LOs as a differentiated L3 LO. Knowledge of L2LPs recurring across interview. Code knowledge

Avoid withdrawal (try)

Try team-teaching. Practice/knowledge?

So as the SEN coordinator here in school then tell me about how you work to include students with SEN in both your classroom and then school in the classroom of others?

So, within the whole school we try to avoid taking students out of mainstream classes as much as possible so while we do have some small group teaching during Irish because many of our students tend to have Irish exceptions. We try to incorporate a lot of team teaching so

PP

AP

students are still receiving extra support within the mainstream classroom and they are having their needs met but they're not facing that exclusion that they sometimes feel when they're being taken into a small group. Within my own classroom - my own classroom I feel I teach my small groups, my students with additional needs the same way I teach my mainstream classes. And I think that's the best approach to have because I'm just tailoring it to fit their needs but there's nothing different about my teaching and I think that's the same across the board in the school and that's what makes it I suppose a little bit unique in a sense because people aren't thinking about the students with additional needs being any different to any of the other students.

PP

Tailoring to fit needs

Supporting students

Commented [MF4]: Code; Attitudes, planning or practice?

Nothing different but tailoring? Contradiction or talking about same teaching approaches for all?

Okay so can you tell me about implementing inclusive education policies in your classroom and the school?

AP

Okay, so in terms of inclusive education policies in the school, as the - well we actually go by additional support needs that's my role. So, we've, straight away we've changed the name which we felt was going to change peoples' perspective a little bit because sometimes people are like 'Oh, [00:03:41]' so that was the first thing we changed. And then we have that implemented on a whole school basis. So, no special needs and that's the name of our policy in terms of the actual policy itself. I take responsibility for the general implementation across the school, but each individual teacher then takes responsibility in their own classroom, so they are given the information but then they have to implement it themselves. In terms of opportunities and challenges that we've come across. So obviously when we're considering students with additional support needs it's so broad that regularly even in terms of creating a policy and then implementing it, we're always meeting - we're always meeting different things that

integrated use of word

Changed SEN to AEN (coordinator title and policy)-gives a change of perspective

Commented [MF3]: Responsibilities Challenges and support Knowledge

Responsibilities

Broad perspective (incorporating all) difficult

Whole-vs individual

Policy vs real word becomes a problem (trying not to generalise because each student is different)

K PSE

the potential of that Level 3 Junior Cycle Programme. It's more accessible and there's a little bit more room for them to progress and actually see the smaller victories for them that they don't get to have when they're doing the Junior Cycle Level 3 Programmes.

Commented (MF6): Misunderstanding of L2LPs across interviews. Follow-up on this point indicates that there was confusion about how L2LPs fit into L3 (a separate programme within the class or a foundation level equivalent)?
Knowledge
CPD design

Okay and so can you tell me about your engagement in the Level 2 Learning Programmes so far?

CPD

So, my own engagement and the engagement of the school is that we have engaged in CPD as a group, getting to grips with just the basic understanding of the Level 2 Learning Programmes. Individually, I've done my own bit of background reading but apart from that we haven't had a major amount of engagement. So, while we want to implement them, we're only getting to the stage now in our second year where we're getting to decide which students are going to access our Level 2 Learning Programmes, how we're going to implement them. And I think on a whole school basis it is in one way straight forward for us to do it because we're a small school. But I can imagine the difficulties that you'd face on a larger scale trying to get staff to collaborate because it's such a collaborative experience from what I can see anyway.

Getting to grips with basic understanding

Commented (MF7): Teacher FG reported higher level of engagement (in planning). Discrepancy in FG and coordinator interviews on how far progressed they are. Is this a knowledge thing?
Collaboration- build through CPD?
Decision-making- efficacy and agency
CPD
Collaboration
Knowledge
Reality of practice of teachers?

Own reading. *Wants to know more*

Limited engagement

Decisions-students & how-to enactment

Staff collaboration

K4

PP

F-H
10
F-S

It sounds like you are preparing to move forward with the Level 2 Learning Programmes. What do you think at present is supporting you and the school or what is putting barriers up for you?

Limited training

I think - so we are definitely looking forward to moving forward. In terms of barriers I think it's just a lack of knowledge and a lack of understanding because even my interpretation of who was able to access the Level 2 Learning Programmes has actually changed since September and I'm familiar with this for over 12 months. So, in terms of that I think a general understanding and access to information while there is information accessible the level of detail involved in that, it just isn't enough for teachers who are trying to create content, who are trying to make the work accessible for students and that's the main barrier at the moment; lack of knowledge

Individual subject training beneficial.

Interesting as this was my original thinking. Keep in mind when evaluating CPD

Collaborative training

Knowledge, tools pedagogy?

Commented (MF8): Key theme running through interviews. Coordinator has strong sense of what school needs. Her point on her understanding changing could support the need for more than once off days to support knowledge development.

MSB

K4

CPD
K4

we haven't come across before because every student is different. So, a policy is grand in a broader sense but then you have to think about the individual needs of the student. And I think for us, like I think for us trying to figure out what is best going to incorporate all of our students with additional needs rather than just focusing on an individual makes it really difficult in terms of implementing a policy and then having strategies there because you want to work towards the student and the individual but you have to do it as a group and it's so hard, it's so hard. **Because you want to do the best for each individual but again at the same time you have to consider the whole group and then you're trying to not generalise because each student is an individual and that's where that policy versus real world becomes that problem.**

KU

PP

F-H

Okay, so as you know the Level 2 Learning Programmes is an inclusive education policy within the new Junior Cycle framework and I know that the school here has had some engagement with it to date, based on that engagement what do you understand by the term Level 2 Learning Programmes?

For me and the way I think of it is, a Level 2 Learning Programme is a steppingstone in the education system. So, I can see it within the actual overall programme and all the different levels even up as far as Postgraduate level. But for me it's an additional opportunity for my students, my students with additional support needs and additional educational needs where it gives them access to something that they didn't previously have access to. So, even though they're capable of maybe accessing course work they might not be able to access the course as a whole. But now with the **new targets** of the Level 2 Learning Programmes it means that they can access parts and you know extend on their abilities and achieve their potential **but not**

KU

KU

Knowledge of IE policies.
*Limited to school. Does this affect enactment.
Where is knowledge coming from, just CPD?*

Stepping stone.
Knowledge

New targets.
Knowledge. No mention of PLUs, Los etc

Potential. *Recognition of levels here but unsure 'access parts' means the L2LPs or L3.*

Commented [MFS]: CPD Design, what it needs to cover/ensure understanding of for enactment. Was learning at initial CPD weak, misinterpreted or lost because of lack of follow-up. Note coordinator attended full day cluster CPD in addition to two-hour one so something missing in delivering main message? Supports my concerns about cascading- it's the attendee's interpretation of the PD that is brought back to the school. Think on this more!

Appendix Q TEIP and SACIE-R SPSS Median Results

| TEIP Statement | Median Pre CPD | Median Post CPD |
|---|-------------------|--------------------|
| I can make my expectations clear about student behaviour | 6 | 6 |
| I am able to calm a student who is disruptive or noisy | 5 | 5 |
| I can make parents feel comfortable coming to school | 5 | 5 |
| I can assist families in helping their children do well in school | 5 | 5 |
| I can accurately gauge student comprehension of what I have taught | 5 | 5 |
| I can provide appropriate challenges for very capable students | 5 | 5 |
| I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs | 5 | 5 |
| I am confident in my ability to get parents involved in school activities of their children with disabilities | 4 | 5 |
| I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated | 5 | 5 |
| I am able to get children to follow classroom rules | 5 | 5 |
| I can collaborate with other professionals (e.g. teachers for deaf pupils, speech therapists) in designing educational plans for students with disabilities | 5 | 5 |
| I am able to work jointly with other professionals and staff (e.g. other teachers) to teach students with disabilities in the classroom | 6 | 6 |
| I am confident in my ability to get students to work together in pairs or in small groups | 6 | 6 |
| I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests, performance-based assessment, etc.) | 5 | 6 |
| I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities | 4 | 5 |
| I am confident when dealing with students who are physically aggressive | 4 | 5 |
| I am able to provide an alternate explanation or example when students are confused | 5 | 5 |
| I am confident in adapting school wide or statewide assessment so that students with all disabilities can be assessed | 3 | 5 |

| | | | | | |
|----------------------|----------|----------------------|-------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Strongly Disagree | Disagree | Disagree Somewhat | Agree Somewhat | Agree | Strongly Agree |

| SACIE-R Statement | Median Pre CPD | Median Post CPD |
|---|-----------------------|------------------------|
| I am concerned that students with disabilities will not be accepted by the rest of the class. | 3 | 3 |
| I dread the thought that I could eventually end up with a disability. | 3 | 3 |
| Students who have difficulty expressing their thoughts verbally should be in regular classes. | 3 | 3 |
| I am concerned that it will be difficult to give appropriate attention to all students in an inclusive classroom. | 3 | 3 |
| I tend to make contacts with people with disabilities brief and I finish them as quickly as possible. | 2 | 1 |
| Students who are inattentive should be in regular classes. | 3 | 3 |
| I am concerned that my workload will increase if I have students with disabilities in my class. | 3 | 3 |
| Students who require communicative technologies (e.g. Braille/sign language) should be in regular classes. | 3 | 3 |
| I would feel terrible if I had a disability. | 3 | 3 |
| I am concerned that I will be more stressed if I have students with disabilities in my class. | 2 | 2 |
| I am afraid to look directly at a person with a disability. | 1 | 1 |
| Students who frequently fail exams should be in regular classes. | 3 | 4 |
| I find it difficult to overcome my initial shock when meeting people with severe physical disabilities. | 1 | 1 |
| I am concerned that I do not have the knowledge and skills required to teach students with disabilities. | 3 | 2 |
| Students who need individualised academic programmes should be in regular classes. | 3 | 3 |

| Strongly Disagree | Disagree | Agree | Strongly Agree |
|--------------------------|-----------------|--------------|-----------------------|
| 1 | 2 | 3 | 4 |

Appendix R Plain Language Statement for Teachers and SNAs

25 August 2017

Dear Participant,

My name is Margaret Flood and I am a Doctorate student with the School of Inclusive and Special Education in Dublin City University. As part of my studies I am undertaking a piece of research titled “Post-primary teachers’ preparedness for the enactment of the Level 2 Learning Programmes (L2LPs) in their school. The impact of a collaborative model of continuing professional development (CPD) in one school”

The purpose of the study is to examine can a collaborative model of CPD that includes all teachers positively affect the enactment of L2LPs in a mainstream post-primary school.

I would like to invite you to participate in this research. Your participation will involve:

- Your participation in a maximum of three interviews/focus groups (1-hour duration each) in your own time.
- Your participation in an in-school CPD session on L2LPs
- Participation in an online CPD element over a 6-month period in your own time
- Participation in classroom observations
- Sharing of policy and planning documents for analysis
- The introduction of inclusive education strategies to support student participation in the L2LPs in your classroom
- Classroom visits to observe strategies been implemented
- A maximum of ten short reflections as part of the online CPD element

Before commencing the study, I need your written permission to indicate your willingness to participate. I want you to know that participation is voluntary and that you may withdraw from the exercise at any time without giving any reason for the decision to withdraw. I can offer you an oral or written summary of my analysis of the findings on completion of the research. Finally, it is important to note that information can only be protected within the limits of the law- i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

I will take all necessary precautions to ensure that your confidentiality is respected. In reporting my work, I will use a pseudonym for you and the school. No personal details, no details of the school and no identifying features will be recorded in my written account of the findings or in my completed assignment. However, as this is a small research project, I cannot guarantee full anonymity.

All data collected will be securely stored in a sealed container/ on a password protected usb stick in a locked press in my office. Data pertaining to this research will be destroyed after the minimum period of time as directed by Dublin City University.

The intended benefits of this study to you are:

- The development and sustainment of a community of practice to support and share ideas about the L2LPs and other inclusive practices.
- Improved outcomes for your students with special educational needs.

I would be very grateful if you would agree to assist me in my studies and facilitate me by participating in the study.

Yours sincerely,

Margaret Flood

Email: Margaret.flood9@mail.dcu.ie

If participants have concerns about this study and wish to contact an independent person, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, email rec@dcu.ie

Appendix S Participant Information for Parents

Name of study: Post-primary teachers' preparedness for the enactment of the Level 2 Learning Programmes (L2LPs) in their school. The impact of a collaborative model of continuing professional development (CPD) in one school.

Participant information sheet

Your son or daughter is being invited to take part in a Doctorate research study. This study is being undertaken by Margaret Flood, a Doctorate student in the School of Inclusive and Special Education, Dublin City University.

Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish your son or daughter to take part. Thank you for reading this.

Who will conduct the research?

I (Margaret Flood) will conduct this research under the lead supervision of Dr. Anna Logan, School of Inclusive and Special Education, Dublin City University. I am a SEN teacher undertaking my Doctorate in Education.

What is the aim of the research?

The aim of the research is to examine can a collaborative model of continuing professional development that includes all teachers positively affect the introduction of the Level 2 Learning Programmes in their school. To examine this, it is important to know about students' experiences in school.

Why has my son or daughter been chosen?

Your child was chosen because you and his/her teachers have decided that the Level 2 Learning Programmes best meet the learning needs of your child at junior cycle level. I want to know what your child thinks about school and the support he/she receives. I also want to know what your child thinks about the Level 2 Learning Programmes and if the programme has an impact on your child's learning and inclusion in the mainstream classroom.

What would my son or daughter be asked to do if they took part?

I will talk with your child at school for between 30 and 40 minutes at the beginning and end of the research study. He/she will be asked questions about what they think about school and the help they receive. I will also be observing teaching and learning throughout the school year in your child's

classes. Your child may be asked his/her opinion on the activities in class and if or how it helps their learning.

What happens to the data collected?

I will use some of the things your child says to understand how included they feel in school, and to understand if the Level 2 Learning Programmes were a positive experience for your child. I want to use their exact words to get their point across so I will record our two conversations. Conversations that take place in the classroom observation will not be recorded; instead notes will be kept in my journal.

The data will be used to report my findings in my thesis. It might also be used for journal articles or presentations.

How is confidentiality maintained?

I will not use your child's name in any materials or reports that I write. I will not use the name of the school. However, as this is a small research project, I cannot guarantee full anonymity.

All data collected will be stored on a password protected usb stick and in a sealed container in my office. All data will be destroyed once the award of Doctorate has been approved.

What happens if I do not want my son or daughter to take part of if I change my mind?

It is up to you to decide whether your child is to take part. If you decide that they can take part, you are still free to change your mind and remove your child from the research at any time without giving a reason.

What if I want more information about the study?

Further information about the study can be obtained by contacting:

Margaret Flood

Email: Margaret.flood9@mail.dcu.ie

Tel 087-6292554

What if I have concerns about the study?

If you have any concerns and wish to contact an independent person, please contact:

The secretary, Dublin City Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, email rec@dcu.ie

Appendix T Information Sheet for Student

Participant information sheet

Name of study: Post-primary teachers' preparedness for the enactment of the Level 2 Learning Programmes (L2LPs) in their school. The impact of a collaborative model of continuing professional development (CPD) in one school.

Student information sheet for assent (to be read by the researcher)

Thank you for meeting with me today. My name is Margaret. I am a teacher, but I am a student too. As a student I have to do a project and I am doing it here in your school.

Before we start chatting, I am going to tell you about this project and what will happen with what you say here today.

My project is about looking at programmes that help students in school. I want to know what you think about the way you are taught and helped in school. That is why we are meeting today.

Today I will record our chat to listen to it later. This is to make sure I remember what you say. I will write down some notes also.

I will want to use some of your words in my project but only I will hear what you say. When I write my project, I will not use your name or the name of your school.

Although I will not tell anyone about what you say about your experiences in school, I must tell someone if you tell me you are being hurt or made to do things you do not want to do.

You might also see me in your classroom watching and listening to what is happening. Sometimes I might ask you and your classmates some questions about what you are learning to see what you think about the activity the teacher is doing.

Do you have any questions you want to ask me about the project?

(Prompt: You might like to know more about our chat today or if you see me in the classroom.)

Appendix U Consent Form for Teachers and SNAs

For the participants;

I agree to participate in the following research.

Research Title: “Post-primary teachers’ preparedness for the enactment of the Level 2 Learning Programmes (L2LPs) in their school. The impact of a collaborative model of continuing professional development (CPD) in one school.”

Principal Investigator: Margaret Flood, School of Special and Inclusive Education, Dublin City University.

The purpose of the study is to examine can a collaborative model of CPD that includes all teachers positively affect the enactment of L2LPs in a mainstream post-primary school.

As a participant I am aware of the following requirements of me.

- I will be a participant in a maximum of three interviews or focus groups. These will be recorded for later transcription.
- I will be a participant in in-school CPD.
- I will be a participant in on-line CPD for a duration of six months.
- I will be required to introduce new strategies/practices into my teaching and learning based on this CPD to support the enactment of L2LPs in my subject/classroom.
- I may be observed implementing these strategies/practices in my subject/classroom.
- I will complete a number of reflective practice exercises as part of the on-line CPD.

Participant –please complete the following (circle Yes or No for each question).

| | |
|---|--------|
| I have read the Plain Language Statement | Yes/No |
| I understand the information provided | Yes/No |
| I have had an opportunity to ask questions and discuss this study | Yes/No |
| I have received satisfactory answers to all my questions | Yes/No |
| I am aware that my interview/focus group will be recorded | Yes/No |

I agree that you may use the findings from the study for the purpose of analysis for your research and possibly for presentation at conferences and/or publication in relevant journals.

I am aware that if I agree to take part in this study, I can withdraw from participation at any stage. There will be no penalty for withdrawing before all stages of the research assignment have been completed.

Arrangements to protect confidentiality have been explained to me and I understand that this is subject to legal limitations. I am aware that this is a small-scale study and that this may have implications for privacy/anonymity.

I have read and understand the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project.

| Participant's Name: (Block Letters) | Participant's Signature |
|-------------------------------------|-------------------------|
| | |

Date:

Appendix V Consent Forms for Parents

Consent Form

Name of study: Post-primary teachers' preparedness for the enactment of the Level 2 Learning Programmes (L2LPs) in their school. The impact of a collaborative model of continuing professional development (CPD) in one school.

Principal Investigator: Margaret Flood, School of Inclusive and Special Education, Dublin City University.

If you are happy to allow your son or daughter to participate please complete and sign the consent form below.

As a participant I am aware that my child will:

- Participate in a maximum of two interviews lasting a maximum of 40 minutes each.
- May be asked for their views as part of the observation of teaching and learning throughout the school year.

Please complete the following (circle yes or no for each question).

| | |
|---|--------|
| I have read the information sheet | Yes/No |
| I understand the information provided | Yes/No |
| I have had an opportunity to ask questions and discuss this study | Yes/No |
| I have received satisfactory answers to all my questions | Yes/No |
| I am aware that my child's interview will be recorded | Yes/No |
| I understand that I can withdraw at any time without reason | Yes/No |
| I agree to the use of findings as outlined in information sheet | Yes/No |

I agree to my son or daughter taking part in the above study

Student's Name

Name of parent

Date

Signature

Appendix X Outline of CPD Sessions 1-6

CPD November Session

Date: November 13

In School session

90 minutes

Focus: Thinking about inclusion

- Introduction (5 mins):
Learning Intentions (To begin thinking about ways we can think and behave to support meaningful inclusion)
- Activity (15 mins):
Have an apple! Looking at the effects of our words and actions on our students.
- Discussion on diversity of our classrooms (5 minutes)
- Understanding inclusion (10 minutes)
- Worksheet Activity (15 mins)
Thinking about your student. Thinking about barriers to inclusion in school list some skills and/or supports that students require for meaningful participation. (How do we plan to remove the barriers?).
- Practical tips on supporting students in areas of need (10 mins)
- Activity (15 minutes):
Exploring resources. Work with concrete resource provided to explore how it could be used as an inclusive tool in your classroom. What subjects would it be useful in?
- Inclusive Education policy and guidelines for post-primary schools (introduction) (10 mins)
- Reflection (5 mins):
Post it: Stop, Start Continue

CPD January Session

Date: January 9

Facetime session

60 minutes

Focus: Introduction to L2LPs

- Introduction (2 mins):
Learning Intentions (To understand nature of L2LPs and begin planning for students participating in a L2LP)
- Reflection (8 mins):
Subject planning checklist reflection. Response to answers, what this suggests for us & where we go now in planning and enacting L2LPs
- Discussion: Planning a L2LP (25 mins including brief introduction/recap on L2LPs- powerpoint)
Who are our students (refer back to 'Thinking about your student' worksheets from session 1)
What do we need to consider when planning a student's L2LP?
- Planning template Activity (20 mins)
Thinking about your student use the planning templates to begin a L2LP plan for students.
Practical tips
Task for month: Observing students
- Reflection (5 mins):
Post it: Stop, Start Continue

CPD February Session

Date: February 6

Facetime session

60 minutes

Focus: Creating an individual L2LP, what LOs to focus on and why

- Introduction (2 mins):
Learning Intentions (To create a first draft L2LP for participating students)
- Reflection (10 mins):
Observations over last few weeks. Did observations support what was written in beginning of plan last session? How can we use this information to develop a L2LP? Is there anything else we need?
- Activity: LO's (20 mins)
Exploring PLUs and LOs in context of participating students (discussed in reflection)
- Planning template Activity (20 mins)
Applying LOs to planning template. Assigning teachers/subjects
Practical tips: JCT subject links
Task for month: Observing students
- Task for month (6 mins to explain)

Now that you have planned as a group and taken responsibility of a Learning Outcome(s) discuss how you are getting on. (Note that even teachers who may not have a student in their class should still engage in this as it is an opportunity to see how you could include L2LPs learning outcomes into your lessons).

Consider (as a guideline only):

- How did I find the planning process?
- Could I identify learning outcomes to include in your lessons?
- What are the opportunities and challenges to this type of planning (working with colleagues to take responsibility)?
- In relation to inclusion of L2LPs/students participating in L2LPs in my classroom where am I know?
- What is working for me and my students?
- What were the challenges for me and my students?
- What am I learning from this planning and teaching process?
- A question for my colleagues

Reflection (2 mins): One question I have that I will answer this month

CPD March Session

Date: March 12

Facetime session

60 minutes

Focus: Creating an individual L2LP, what LOs to focus on and why

- Introduction (2 mins):
Learning Intentions (To design an activity/lesson that incorporates L2 LOs into the subject)
- Reflection (8 mins):
How are we getting on?
- Discussion: Approaches to inclusion (including L2LPs in subject lessons)
Differentiation and UDL (20 mins)
Examples of both.
Talk through differentiating a lesson
Talk through UDLing a lesson
Pros and Cons of both
- Activity: Considering discussion Plan a lesson/activity using (25 mins)
- Reflection: One choice I can build into my lessons this month. (5 mins)

CPD April Session

Date: April 25

Facetime session

60 minutes

Focus: Gathering Evidence

- Introduction (2 mins):
Learning Intentions (To understand
 - a) the continuous assessment nature of L2LPs
 - b) the use of this assessment to inform teaching and learning
 - c) how to approach assessment for L2LPs)
- Reflection (8 mins):
Teacher led. Prompts if needed (student progress, LOs progress)
- Presentation (10 minutes): Gathering evidence
- Activity and discussion: Thinking about students' LOs, how could we gather that evidence. Think classroom and whole-school activities. Opportunities for cross-curricular. Dotstorm (20 minutes)
- Activity: Choose one whole-school learning outcome (in groups) and discuss what the features of quality and success criteria might look like for each student. (15 mins)

Reflection: If I were Emma/Alex I would like to demonstrate my knowledge and understanding by... (5 mins)

CPD May Session

Date: May 9

Facetime session

60 minutes

Focus: Gathering Evidence

- Introduction (2 mins):
Learning Intentions (To plan an activity to gather L2LPs evidence)
- Reflection (8 mins):
Teacher led. Prompts if needed (successes this week)
- Activity: 3 groups. Review one example template each and feed back to group.
Discuss pro/cons of each. Group preference. (20 mins)
- Activity: 2 groups. Using chosen template plan an activity to gather evidence for whole-school learning outcome(s) using a thematic approach (last month's dotstorm) (25 mins)
- Thank you and reflection: Post-it. My one takeaway from the CPD.