ANGLIA RUSKIN UNIVERSITY

THE PROFESSIONAL DEVELOPMENT OF EARLY YEARS EDUCATORS WHEN PROMOTING INCLUSIVE TEACHING PRACTICES FOR CHILDREN WITH SEN: TWO EUROPEAN EXPLORATORY CASE STUDIES IN PRIMARY SCHOOLS

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ABSTRACT

Inclusive educational programmes in early childhood education are shown to have a positive impact upon the development of the child, yet there are no studies focusing on how inclusive teaching practices are implemented, maintained and developed on a day-to-day basis. Considering inclusion as a holistic process, in which several interrelated factors are implicated, this study identifies educators' learning on pathways towards developing inclusion. This research is unique identifying, through two European case studies, the elements that influence the professional roles of nursery staff, their development and organisational learning.

Sociological theories have been integrated innovatively. Levels of inclusion within the schools are described, and interactions mapped, using a bioecological framework. Symbolic Interactionism is used to explore "person" and "microsystem" levels whilst organisational theories are employed to highlight the professional learning experienced by nursery staff through types of learning (formal, informal and non-formal) and organisational learning analysis (single , double and triple loops of learning). This research was conducted, in two early years schools (one in England and one in Spain). Qualitative data was collected through unstructured interviews, observation and document analysis. Thus presenting at first-hand voices of early years educators and community learning processes.

The English case study reveals a framework of elements of inclusive practice, identified as triple loop of learning when professional development resulted in organisational learning. The Spanish case study shows how a lack of essential elements such as communication, responsibility and a non-permeable system and resource management policies meant the system being unable to meet children's educational needs.

The elements that influence the roles and professional development inside or outside classroom of nursery staff and organisational learning when implementing inclusive teaching practice for children with SEN are participation at every level, characterised by key factors such as empowerment, communication and collective responsibility.

KEYWORDS:

INCLUSIVE EDUCATION, EARLY YEARS, PROFESSIONAL DEVELOPMENT, EUROPEAN COUNTRIES, SYMBOLIC INTERACTIONISM, BIO-ECOLOGICAL MODEL, ORGANISATIONAL THEORIES.

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CHAPTER ONE: BACKGROUND TO THE RESEARCH STUDY

Inclusion means offering educational opportunities to all children in an ethos of being valued and having full participation (Ainscow, Booth and Dyson, 2006a; 2006b; Visser, Daniels and Cole, 2012). Its conceptual background has been approved by International Organisations and promoted at policy level in the countries which have adopted the principles of the Salamanca Statement (UNESCO, 1994). As UNESCO (1994, p.6) clearly states, "inclusion promotes quality and equity education for all, without any type of barrier or exclusion".

At first hand, I was aware of its prominence, as an active person involved in the educational system, I have been working as a part time researcher at the European Agency for Special Needs and Inclusive Education since 2009, and I have analysed the great importance of inclusion at European level. Inclusion is becoming the primary educational option for children with special educational needs (SEN) or disabilities in the early years (Odom, 2000; Frankel, Goldand Ajodhia-Andrews, 2010; European Commission, 2013).

Literature shows that there are many tools available supporting specialised training on inclusive practices, such as training courses, internet tools, books and operational models like Pillars of Inclusion (TDA, 2009). According to scholars (Lieberman, 1995; Darling-Hammond and Bransford, 2005; Fukkink and Lont, 2007) and for the teachers themselves (OECD, 2014) there are effective professional development programmes (McMillana, et al., 2012) but also many other programmes with nil or even negative results or that are not specifically related to their needs when teaching children with SEN (Lindsay, 2007; Ruijs and Peetsma, 2009). Scholars have identified the main characteristics of quality programmes on inclusion that could be used for staff professional development (Buysse and Hollingsworth, 2009).

There are very few studies that have demonstrated the impact of professional development of early years staff on child inclusion. Amongst the available studies there are on the effects of formal learning on the teacher's own performances,

Fukkink and Lont (2007) confirmed a significant positive effect of specialised training (including workshop sessions and participatory approaches) on the competency of staff in early years settings; supporting a causal link between the training, the carer's competence and the childs' behaviour. Furthermore, on the analysis of specific programmes, Hayes, Siraj-Blatchford and Keegan (2013) confirmed positive results from in-service training on the planning and implementation of activities, on child literacy, and the planning and quality of curricula.

Despite research and reports into the description of effective practices, there is limited research on the process of acquisition of their professional development. Cherrington and Thornton (2013) have identified through a literature review how in New Zealand the in-classroom professional development of early years staff at school level states a need for balance of teachers individual reflection and collaborative learning; the use of technology to support continuous professional development and the need for dissemination of effective practices. Therefore this PhD research offers professionals an opportunity to express their experiences within their own contexts such as the experiences inside or outside their place of work that have impact on their own professional development. This doctoral research was designed to explore ways of developing inclusion and inclusive practice through critical analysis of staff from two European nursery sites, with the focus on how teachers and their organisations learn about the process of teaching children with SEN. Research was implemented in two schools, one in Andalucía, Spain and the other in London, England.

This research consists of a study resulting in a description of two realities by using innovatively bio-ecological framework, organisational theories and Symbolic Interactionism. Researchers in the UK, Australia and US have used Bronfenbrenner's model to look at contexts for the development and learning of children with SEN (e.g., Odom, et al., 2004; Trory, Devecchi and Murray, 2013; Anderson, Boyle and Deppeler, 2014). This PhD thesis is using the most recent version of Bronfenbrenner's model to look at policy structures, the culture and environments in which teachers are also learning and developing.

I have developed a framework rooted in the bio-ecological model (Bronfenbrenner and Morris, 2006) and integrated the conceptual framework from the organisational theories to obtain a deep knowledge of the formations of education (formal, informal and non formal learning), to identify with the actors (individual learning and organisational learning) and the methods of learning (single, double and triple loops),

putting into practice the Symbolic Interactionism for analysing interactions and organisational culture.

The framework is useful to explore some practical in-situ ideas and strategies that could be valuable for other practitioners, training providers (universities, organisations and schools), and policy makers. This research points to ways of increasing staff motivation in schools, and increasing staff attendance at training, by exploring educators' own choices, as well as examining their needs and skills in caring for children in inclusive settings. Furthermore, the close analysis of organisational policies and community issues provides insights to improve services for children with disabilities.

1.1. AN INTRODUCTION TO THE RESEARCH QUESTION

Major international organisations such as the OECD (Organisation for Economic Co-operation and Development) (2014a) and UNESCO (United Nations Educational Scientific and Cultural) (2014a) have acknowledged the value of early childhood education and care and its benefits, which are greatest for children at risk. Within the political framework related to inclusion, it is important to highlight that the European Convention on Human Rights (ECHR, 1950) and United Nations Convention on the Rights of the Child (UNCRC) (United Nations, 1989) are widely accepted references on childrens' rights.

The United Nations Convention on the Rights of the Child (CRC) recognises that the youngest children are vested with the full range of human rights (United Nations, 1989). Article 28 of the CRC sets out the child's right to education on the basis of equal opportunity and calls upon State parties to make primary education compulsory and freely available to all. Although the CRC does not explicitly refer to early childhood education and care, Article 6 states that children have a right to develop to 'the maximum extent possible' (United Nations, 1989, p. 47). However, in September 2005, the UN Committee on the Rights of the Child issued a general comment on Implementing Child Rights in Early Childhood, which underlines the importance of early childhood development (United Nations, 2006). The Committee emphasises that the right to optimum development entails the right to education during early childhood with systematic and quality family involvement. It highlights the need for State parties to develop a comprehensive framework for early childhood services which ensure the best interests of the child. Access to services for all children – and

especially for the most vulnerable – should be guaranteed. The Committee calls on State parties to ensure that the services responsible for early childhood care comply with quality standards and that staff members possess the appropriate psychosocial qualities (United Nations, 2006, p. 11). The child's right to rest, leisure and play needs to be addressed within early childhood education. This thesis emphasises the importance of ECEC for children with disabilities as the means by which early identification can be undertaken. The Committee states that young children with disabilities "should never be institutionalized solely on the grounds of disability" and that "it is a priority to ensure that they have equal opportunities to participate fully in education and community life" (United Nations, 2006, p. 17). Although, there is an enormous debate about what it means to implement rights in terms of empowering disadvantaged and vulnerable groups.

Across OECD countries the enrolment rates of three-year-old children in ECEC settings has increased and, therefore, countries now face new challenges: ensuring coverage for all children and the quality of ECEC provisions (OECD, 2015, p. 47). In January 2012, the OECD directorate of education summarised the next goal to be encouraging quality, especially with regards to staff. Firstly, the directorate emphasised setting out explicit goals and regulations that direct resources to prioritised areas, the co-ordination of resources and involving of parents in making informed choices, helping staff to enhance instruction strategies, and helping parents to better understand child development. Furthermore, another priority should be to promote further learning for school staff, by advancing qualifications, initial education, professional development, and working conditions. The next aim is engaging families and communities and gathering data through research and monitoring (OECD, 2014). Despite the objectives specified, as of 2014, only the following European countries have signed on: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Hungary, Ireland, Italy, the Netherlands, Portugal, Sweden and the United Kingdom.

The conceptualisation of inclusion in early years has been associated with different terms that are summarised by Devarakonda (2013, p. 7):

> Diversity, removing barriers, equal opportunities, respect, celebration of differences, meeting their needs, the ongoing processes, overcoming exclusion, better access to resources, and increasing participation. Individuals differ in many aspects, and inclusion for each child can mean something different to each of them.

Scholars such as Nutbrown et al. (2013, p. 3-4) clarified that inclusion "has an operational rather than conceptual focus", is "always a state of becoming", in which families and schools are continuously working on a state of encountering positive and challenging factors. Therefore, the following sections try to give form to the process of inclusion itself and identify the factors that, according to scholars, are part of the process of inclusive practices in the early years. Inclusion in the ordinary educational system is a right of all children and its implementation goes through a never-ending process of breaking down the barriers of participation (Tedam in Waller and Davis, 2014). Furthermore, heterogeneity is not only encouraged in an inclusive environment; it is also intended to become a holistic experience for all children during the children's first stage of education. Challenges in implementing meaningful education might be due to the fact that inclusion is a complex and context-dependent matter. Inclusive education follows an historical path and exercises cultural tools. Graham and Jahnukainen (2011) showed through their review of the Alberta (Canada) and Finnish educational systems - both of which had similarly high standards of living, well developed educational systems, and top results in educational international rankings – that culturally bound elements affect how students with disabilities are organised at educational centres. Many children are located in special schools in Canada due to the fact that they have only two plausible choices – mainstream or special schools. But in Finland many structural forms supported by their policies are taking place and therefore a more flexible educational system offer teachers resources and support services in mainstream schools. In Canada, teachers get overwhelmed as a result of limited choices, and as such the exclusion is naturalised. In Finland, on the other hand, teachers and students have an extensive amount of support available to them that is proactive, responsive and independent of diagnosis for around 30 percent of the children from pre-primary to year 3 (Graham and Jahnukainen, 2011). This educational stage is characterised by different settings that include children with diverse characteristics (Devarakonda, 2014; Pugh and Duffy, 2014).

Scholars such as Mittler (2013) and Imber, et al. (2014) stated fewer children with SEN participate in early years education yet, in the case of being part of the system, they are the ones who obtain more benefits in terms of educational experiences (Mittler, 2013; Imber, et al., 2014). Although during the last decade European educational policies and principally those in Spain and England have been considerably transformed in advocating and promoting inclusion (equal access , providing additional services and adapting pedagogical methods to all children) in the early years stage (Angelides, 2005; Huntsman, 2008; Rieser, 2010; Minow, 2013). For example, in the UK, during

2005, the government published the Primary national Strategy model of three circles of inclusion (the DfES report 1378-2005 G [DfES, 2005]) to be used by school staff and practitioners. It had 3 dimensitions: adjusting learning objectives, using varied teaching and learning styles and enabling access through overcoming individual barriers to learning.

In Spain, in 2008, in Andalucia government published a guide for teachers to elaborate tutorial plans, with guidelines for parental consultations or implementation of good practices (Junta de Andalucía, 2008; 2010).Therefore, inclusion at pre-primary level has the potential for laying the groundwork for inclusion into mainstream schools at a later educational stage. The European Commission acknowledged that ECEC offers the potential for greater inclusion of children with special educational needs, thus paving the way for their later integration into mainstream schools (European Commission, 2011a).

However, all the above benefits are conditional on quality:

> Expanding access to services without attention to quality will not deliver good outcomes for children or the long term productivity benefits for society. Furthermore, research has shown that if quality is low, it can have long-lasting detrimental effects on childhood development, instead of bringing them positive effects (OECD, 2012a, p. 9).

Recent developments have demonstrated the need for further analysis of the conditions that, once implemented, resulted in effective programmes. Following on from Barnett (2011) where it was reaffirmed that different results on children´s learning abilities are produced by a range of early educational interventions, it is important to study which interventions are the most effective.

In England, a group of researchers showed that a high quality pre-primary educational experience including the relationship between the child and the staff and curricular provisions can moderate the impact of risk with children in relation to cognitive development (Hall et al, 2009).

In another example, an epistemological Danish report (Bauchmüller, Gørtz and Rasmussen, 2011), studied the long term impacts from the Danish state funded early years programme (in which 2275 pre-school and age-integrated institutions were successfully matched) on children's cognitive and language development by the end of elementary schooling (age 16). It was found that there was significant improvements in children's test results in Danish by the end of the 9th grade were related to a higher

number of staff members per child, a higher share of male staff, a higher share of staff with a pedagogic education, and a higher share of teachers with non-Danish ethnic background. The research found that the quality of the staff has a direct influence on children's learning acquisition in the long run.

In the light of these European policy priorities, professional development experiences seem to be a key that directly influence the effect of their practices and their pursuit of everyday goals (OECD, 2014).

International reports conclude that the professional development of nursery staff plays a key role in both the improvement in the educational development of children and in making early childhood education services more available for children in vulnerable situations (OECD, 2012c). In-service training programmes on inclusion for early years staff seem to promote high quality practices, and changes in attitudes, as well as making participants feel more competent in implementing inclusive practices (Baker-Ericzén, Mueggenborg and Shea, 2009), yet there is very little research on the topic (Clarke and Hollingsworth, 2002). Baker (2009) suggested that early years professionals who had been involved in several topic-specific training sessions (didactics formats and practicing skills), changed their attitudes and perceived competencies towards inclusion (Baker-Ericzén, Mueggenborg and Shea, 2009). Being a practitioner in an inclusive setting could benefit early childhood staff when supported by additional training (Angelides, 2005).An example of professional development on inclusion would be the adaptation of their practices to the Index of Inclusion 2000; A report was published by two researchers from the Queensland University of Technology as a main resource tool for professional development. The Index of Inclusion was adapted to early childhood settings in the edition entitled "Index for Inclusion: Developing Play Learning and Participation in Early Years and Childcare" (Booth, Ainscow and Kingston, 2004; 2006).

Booth and Ainscow's framework (2010) new edition including a framework of values to be implemented at the schools with children of all ages responding to imperatives instead of indicators, emphasising sustainability, making alliances and constructing a curricula for everyone (including areas of study relevant to the society and the world around us)(Nutbrown, Clough and Atherton, 2013, p.4).Using different practical examples, they could guide the education professional in strategies to overcome learning barriers and be a useful resource for some programs.

The OECD (2014) has identified, by country, the professional development strategies for lower secondary teachers through TALIS research. England is among the countries with a higher percentage of teachers (90%) with scheduled professional development time during regular working hours and 62% receiving free training; whereas Spain is among the lowest with 54% of staff receiving professional development and much less support during working hours (20%) (OECD, 2014). Importantly, the report states that teachers' formal learning has a positive impact through their teaching principally with children with SEN, classroom management and teaching multilingual settings. Class teachers reported that, amongst all the areas where they require professional development, teaching children with SEN is the most needed (OECD, 2014).

It is clear that there is limited evidence regarding professional learning and practice of teaching children with SEN in early childhood settings (OECD, 2012c). Extant studies recommend further research on understanding the processes of professional development involved in meeting children's needs in order to reduce the failure of teaching adaptations (Sylva, et al., 2004; Janus, et al., 2008). Enabling children with SEN to learn, through play and speech, when they may have a range of barriers that make these channels problematic. Therefore we must ask which factors are involved when staff acquire professional roles, how their roles are related to inclusive practices in their classrooms and how do they learn when they have several children with different needs in the same environment? This thesis responds to these questions. Therefore, this thesis identifies the issues that are involved in giving equal chances to all children to be part of the early years educational stage, including providing access and engagement in daily activities (Lindon, 2012a; Tedam, 2014). Research states that inclusion in early years education has multiple meanings and includes a sense of belonging, participating and reaching children's own full potential in a diverse society and is positive only if different factors are present (Odom, Buysse and Soukakou, 2011). This research is, therefore, designed to answer the following research question:

What are the elements that influence the roles and professional development of staff, inside and outside the nursery classroom, and organisational learning when promoting inclusive teaching practices for children with SEN?

The elements influencing early years staff roles, professional development and organisational learning that will be explored in this research are:

- The socio-historical context in both countries and schools in relation to inclusion (i.e. school culture related to inclusion).

- The framework of policies, resources and services that affect the training and inclusive practices in both settings.
- The classroom characteristics and resources including: the class composition; curricular communication tools; and the community of learning.
- The professionalism, professional roles and responsibilities related to learning and the implementation of inclusive practices (e.g. strategies of professional development that staff use when they are outside working hours).

The interactions among elements influencing early years staff roles, professional development and organisational learning that will be explored in this research are:

- The professional learning related to inclusion of children with SEN, from formal learning, informal learning and non-formal learning.
- The strategies and tools used by staff to acquire relevant knowledge related to inclusion of children.
- Professional development of staff, using concepts of single, double and triple loops of learning.
- Dynamic changes: dynamics that influence early years educators' professional knowledge and organisational learning processes, and perceptions and actions related to their in-situ professional development, in regard to inclusion.

1.2. THEORETICAL PERSPECTIVES APPLIED IN THIS THESIS

Every aspect of this world, such as inclusive practice in education, is related to multiple and dynamic variables which are positioned in a complex ecological context between individuals and their social environment (McKown, 2005; Hamilton, 2005; Bronfenbrenner and Morris, 2006).

1.2.1. BIO-ECOLOGICAL MODEL OF HUMAN DEVELOPMENT

Sociological analysis of inclusion gives an understanding of the levels and its interrelation; for example among the microsystem (nursery classroom) with the macrosystem (given policies, culture, services and resources) (Barr and Dreeben,

2007; Ballantine and Spade, 2008). The Bronfenbrenner and Morris (2006, p.795) "Bio-ecological model of human development" theory has been chosen offering a step forwards, for being able to capture much of the nested complexity of real organisational life and for its utility to develop a flexible map that interprets the complexity of the structure of the multiple levels and functions of collective constructions, such as nursery staff learning processes and opportunities for inclusion (Klein and Kozlowski, 2000; Babbie, 2008; Miller, Dalli and Urban, 2012).

Wedell (2005) described how there are broad differences on what inclusive education means between the nursery classes (micro), the school (meso), the school system and school culture (meta) and policies(macro) and , added to this system is the passing of time (chronosystem) and proximal processes. This thesis also uses Bronfenbrenner and Morris´ (1998) model to explore the different levels of analysis: to identify at the macro system level which are the policies that influence the inclusive practices, to discover what their challenges are and which services and resources are effective and how those can be monitored. Inclusion connects the issues of equity, human rights and individuality and it is a rationality, in which education is only part of the picture and has to be seen in a wider sociological context (Hickman and Jones in Waller and Davis, 2014). It will be explored at different levels: at the meso systemic level how education professionals approach inclusion through training programmes (Scott, 1980; Norwich, 2002; Baker-Ericzén, Mueggenborg and Shea., 2009); and at the micro systemic level through their experience of working with children, families and other professionals and the defined roles as "person level" (Bronfenbrenner and Morris, 2006, p.795; Clough and Nutbrown, 2004) and through uniting both these aspects regarding the acquisition of competences (Buysse and Hollingsworth, 2009). Furthermore, at exosystemic and mesosystemic levels, the collective process of development through participation in professional learning teaching communities (Wedell, 2005), will be considered a further type of professional learning.

1.2.2. SYMBOLIC INTERACTIONISM (SI)

The social interactionist theorists (such as Mead, 1934; Goffman, 1959; Blumer, 1969), involving the often referred to as the Chicago School of Symbolic Interactionism, developed theories complementary to the Bronfenbrenner framework (Kober, 2010; Saftner, et al., 2014). SI as an epistemological and methodological approach is used to investigate within the case studies the professional roles of staff at individual systemic level (person) and at the micro systemic level, using the conceptual framework from

the Bronfenbrenner and Morris (2006, p.795) "Bio-ecological model of human development".

Symbolic interactionist theories highlight the importance of the context that surrounds the individual and their own professional role, a context which links them to the outcome of the organization, assuming that their goals are interrelated (Swanson and Holton, 2009). This thesis draws upon SI of school staff actions, how they interrelate and interpret relationships, in which way cultural meanings are interrelated with professional actions and how these professional actions are interpreted by school staff (Filer and Pollard, 2000; Shilling, 2012). This thesis explains the data presented through this theory, understanding the person in their environment and how the staff as human agents manage their actions on the basis of shared cultural symbols (Greene, et al., 2011).Such theories have been used to interpret the interaction among people and their environments and the changes through time and has also been used previously to study adult learning (e.g. Valenzuela, 2007; Guile, 2011). SI has been used in qualitative analysis to explore organisational interrelationships and the shape of individual professional roles and responsibilities (e.g. Blumer, 1969; Bogdan and Bilklen, 2006). In this research, I aim to reveal the participants' meanings deeply, openly and sympathetically, trying to understand their words and seeking how they created them with the question "What common set of symbols and understandings has emerged to give meaning to people's interactions?" (Patton, 2001, p.81; Patton, 2014). This strategy is based on Goffman's (1959) position, regarding how a person interacts with ordinary work situations and representation. I am interested in understanding all the actors (in this case, early years educators) and how they are reciprocally influenced in their actions through their own interactions that influences implementing of inclusive practices.

1.2.3. ORGANISATIONAL LEARNING THEORIES, KNOWLEDGE CREATION AND PROFESSIONAL LEARNING

After analysing the different levels within the bio-ecological model and particularly the interactions and communication patterns of staff, using the Symbolic Interactionism model, the next goal of this research is to answer the research objectives relating to organisational theories that are applied to investigate the role of staff and individual and organisational learning related to inclusive practices within both schools and specifically in the two nursery classes, one located in Spain and one in England (these being the settings where this research took place). Two types of learning processes

will be analysed: individual and organisational. Individual learning is defined as an adaptation or innovation that takes place when actors have certain beliefs and assumptions, which translate into decisions and actions (Anderson, 2008).

Schwandt (1993) describes organisational learning as "a system of actions, actors, symbols, and processes that enable an organization to transform information into valued knowledge which in turn increases its long-run adaptive capacity" (Schwandt in Schwandt and Marquardt, 2000, p.8). According to organisational theories, the aim of training and learning activities in the workplace is to increase organisational results based on transferring staff knowledge into the organization. Therefore this process, similar to the proximal processes described within Bronfenbrenner's model, has many "stages" from the individual to the organization and its feedback (Hoon Song, et al., 2008, p.6).

Theories developed by Wenger (1998; 2000), Argyris and Schön (1974; 1978; 1996),Nonaka (1995; 2010)and Senge (1990; 1994) will be drawn upon to understand the complexity of the context. Huysman and Elkjaer (2006, p.7) have identified that particularly Symbolic Interactionism and the organisational theories are conceptualised within social world theories (SWT) and understood as "coordinated collective actions", with organisations as the "arenas" that are created and maintained by commitment to organisational activities. These theories assume that schools are complex settings that need to change continuously to fulfil the needs of students that it is necessary to gain the required flexibility and then understand how the process of including children with SEN is accomplished in early years settings. In this setting, staff practices imply contact with the parents of children, children, and other actors. Through this, the process of interaction is conceptualised by using organisational theories as all these actors are part of a community of learning. Therefore, there is a common understanding of the effect of modified inclusive policies and practices from a bottom up and from a top-down perspective. Scholars have identified that inclusive practices imply holistic organisational change and professional development on various different levels, along with continuous communication (Fleming and Love, 2003; Roach and Salisbury, 2006; Wedell, 2008).

In relation to the "person level" (Bronfenbrenner and Morris, 2006), organisational theories are used to investigate the aspects of professional learning within the lifelong learning approach. Lifelong learning was developed by a UNESCO (Faure. et al., 1972) publication called "Learning to be" and suggested the power of education in a changing

society that focuses individual and self-development as a way forward for wider society and for its organisations (Kallen, 1979, p.52).The concept of lifelong learning has been examined in different ways (Jarvis, 2007) and among them, there is the one attached to the professions, when people learn through and about their jobs.

As Zaslow, et al. (2010) state, the literature tends to focus on the content of what teachers need to learn in order to get some effective outcomes, but few studies focus on the processes or strategies that teachers use in order to learn and acquire new knowledge or improve their practices. Evidence is needed, focusing on the key dimensions and the pre-existing goals of the on-site knowledge acquisition from staff participation in professional development, the nature of their relationships and the characteristics of these interactions (Nutbrown, Clough and Atherton, 2013).Eraut (1994; 2000) developed "Professional Knowledge Theory", as a conceptual framework about adult learning at work, and this will serve as a basis to explore how nursery staff learn in both settings and elucidate their learning processes.

I interpreted different experiences of different participants using conceptual approaches to how inclusion that influences the development of teacher's knowledge regarding to inclusion in the educational setting. I analyse how these participants perform, how they believe they can help the entire class to learn, and how they adapt their performance to suit different needs. Furthermore, in this research an analysis is presented of staff lifelong learning experiences though formal, informal and non-formal learning and through individual motivation, such as self-organised learning, or by collective learning processes involving cultural and organisational knowledge (Colardyn and Bjornavold, 2004).

Teachers, nursery staff and those involved in early years settings, work on the basis of learning of "how to do" which comes from the experience of teaching, "learning by teaching" (Grzega and Schoener, 2008, p.167). It is clear that a person is part of their reality and their interaction with the context creates a sense of identity, and their answers will be contextualised in their life realities (Worsley, 2011). Identity can also be an awareness of what makes one different from other colleagues (Burns and Bell, 2011). It is assumed that in the educational sector, professional identity integrates the intellectual, emotional and physical aspects of life, as well as acknowledging the fact of what it means to be an expert in education and that it is subjective (Alsup, 2006). However, Dreyfus and Dreyfus (1980) and Alsup (2006) suggest that by being more mature, professionals are able to connect all these factors and individualise their

practices. For example, historically there has been stereotypical view that early years practitioners should hold feminine traits and be characterised by emotional and bodily aspects of knowledge rather than intellectual and cognitive ones (Hargreaves, 1994; 1998; 2000; 2001; 2003; Korthagen, 2004; Osgood, 2012). This was reversed by some university programmes, which attempted to separate all of these aspects, into concepts separate from reality. In contrast, teachers in practice must find ways to connect all these components themselves, making teaching one of the most difficult professions considering (Alsup, 2006, p.26). Therefore, I am interested in how the professional practices, actions and strategies of nursery teachers and staff are chosen and developed for the inclusion of children with SEN.

1.3. INTENDED CONTRIBUTION TO KNOWLEDGE

Early childhood education in Europe is much more than a simple stage, delivering the quality of care that children need; early childhood education is becoming a general social response offering families a second home for small children with its own educational status, practice, principles and research, in order for parents to achieve a work to home life balance (Westwood, 2007; European Commission, 2008; Plantenga and Remery, 2009; European Council, 2009; Llorent-Bedmar, 2013). Moreover economists, notably James J. Heckman, have argued that the quality of early childhood provision has a great impact on health, economics and social outcome for individuals, families and society. He has shown its' benefits for the American economy in terms of equality of opportunities and development of capable and highly productive human beings (Heckman, 2011). This view has influenced educational systems worldwide as they are offering an increment of state funded places for young children in schools/early years settings. The Council of the European Union developed the Barcelona Declaration in 2002, which stated that members agreed to provide full-day care programs to support parents for at least 90% of children between three and the compulsory school age by 2010(European Council, 2002). In 2009, the Ministers of Education set a new benchmark for early education: at least 95% of children between the age of 4 and compulsory school age across Europe should be able to participate niece (Early Childhood Education and Care) and accessibility of these should be improved by 2020 (European Council, 2009). European educational policies have been transformed considerably from advocating schools where only typically developing children were educated to promoting equality of opportunity in the same institutions,

with a focus on meeting the needs of all children (Angelides, 2005; European Commission, 2011a).

In 2011, the EU average from the whole population for participation in early childhood education and care for children between the age of four and the age of starting compulsory primary education was 93.2% (European Commission, 2013b). This rate is only 1.8 percentage points away from the ET (education and training) 2020 benchmark which is to ensure that at least 95% of children between the age of four and the age of starting compulsory primary education participate in early childhood education and care. According to the European commission, participation in early childhood education from age 4, in 2010, was 99.4% in Spain and 96.7% in the UK (UNESCO, 2012; European Commission, 2013c).

Therefore, in Spain and all parts of the United Kingdom, schools are accommodating their resources and strategies, previously used with primary children, to support more and younger children when they reach 3 years old (European Commission/EACEA/Eurydice/Eurostat, 2014). However, each day these are more and more limited due to the financial crisis and the austerity programmes and public spending cuts, led by governments since 2008 (Glassner, 2010; Eurofound, 2012; Eurofound, 2013).

This thesis will follow WHO/UNICEF (2012) and report how the implementation of practices and policies differ in Spain and England and, thus the result in different conceptualizations of SEN, with varied working conditions and completely dissimilar approaches to staff development."Integration" is implemented when children are physically included but without the full values of "inclusion", in which inclusion is defined by "people with disabilities or SEN are valued for who they are because of rather than despite their difference" (Forian, 1998, p.31). Inclusive practices are implemented by educators enhancing teaching and learning for all (Florian and Linklater, 2010).

This PhD study offers a uniquely designed tool, to discover positive and innovative ways to promote organisational (school and classroom) developments towards the education of all children in pre-primary settings (Susinos–Rada, 2002). This PhD research is pioneering as it engages critically and conceptually with two case studies, one in Spain and one in England, in order to gain a relevant interpretation of setting practices; this has the potential to influence future provision plans and impact public policy regarding the provision of resources. Moreover, it is expected to impact on

promoting the monitoring of effective educational strategies, the ways in which teachers can assist their own learning and to identify sustainable models of professional development that are economically viable (Norwich, 2002; Buysse and Hollingsworth, 2009). The research is focussed upon moving toward inclusion and inclusive practices which ought to be a fundamental responsibility for policy makers, early childhood professionals and families (Clough and Nutbrown, 2004; Donnelly, 2010; Devecchi, et al., 2013).

I am particularly interested in research about the development of the meaning of inclusion at the pre-primary educational level from the perspective of staff (Ritveld, 2008). Those who work with children need to be recognised within a more developed educational system; and then, searching for the factors involved in high quality system should be synonymous with increasing the socially equitable distribution of learning opportunities (OECD, 2004). Although many existing policies and resources have been developed to promote inclusion in early childhood settings, it is acknowledged that the majority of the settings are still far from being egalitarian and fully able to recognise diversity (Bailey, et al., 1998; MacKay, 2002; Guijo-Blanco, 2008; Goodley and Runswick-Cole, 2011). Therefore, showing two case studies purposively sampled as exemplary cases reveals something of the realities of inclusive practices in Europe.

In regard to the conceptual framework of SEN education in early years, this depends on the specific context, because many participants are involved in its' interpretation and are related to the services provided. For example, considering the UK context, Hodkinson and Vickerman (2009) have identified that different definitions result from schools or local authorities and therefore professionals are experiencing great challenges with the distinction between disabilities or special needs and about the definition of SEN itself. To this end, there are children with special needs without the specific characteristics defined in the educational act. Devarakonda (2013) identified that not all children with disabilities have SEN as many need only special adjustments and do not have problems in accessing learning. Devarakonda also specified that the use of the term SEN is contextualised, as it all depends on the choice of education available, the parents perspective and also the role of the staff who are providing the support.

1.4. CONTEXT FOR THE STUDY

In Europe, private child care was considered to be expensive and parental choices were related to the parents' social class and, specifically in the UK where this PhD is focusing, the limitation of the familes' choices due to the tax credit system (Vincent, Braun and Ball, 2008; European Commission, 2009). In relation to vacancies, in 1997 it became statutory that Local authorities provide a free place for 12.5 hours a week to all four year olds for 33 weeks a year complemented with tax credits for working parents. In 2004, this was extended to all three year olds and, in 2008, the duration was extended to 38 weeks a year and 15 hours a week, although families did not receive free full time nursery care (Waldegrave and Lee, 2013). The offer was extremely popular, according to the Department of Education, as in England in 2008, 94% of children of 3 and 4 years old took up this offer (DfE, , 2011). Parents with children with disabilities mainly chose to bring their children to nurseries with the use of the benefits system(Cheshire, et al., 2011).

Furthermore in Spain, since 1990 when the LOGSE policy (Organic Act on the General Organization of the Education System, BOE, 1990) offered free education for 5 hours a day, 5 days a week, most parents decided to include their children in schools from 3 years of age (Peralta, et al., 2009). The Ministerial Decree 132/2010 (BOE, 2010) established the minimum criteria for children from 3-6 years old, in terms of space, ratios and staff qualifications. The most recent data comes from the report from the CCOO (Comisiones Obreras/ Workers Commissions) from the academic year 2008-09. The report specified that processes had been lineal, in the academic year 1994-1995 and that 57% of the children older than 3 years old were involved in the educational system and in the year 1999-00 it increased to 84.1%. In 2008-09, 68.2% of the educational centres of this stage of secondary level on early years education were fully state funded and 31.8% were shared, founded or private (CCOO, 2010). The great dissatisfaction of the teachers within the second cycle of infant education in Andalucía, (located in the south of Spain and the region studied in this thesis) was shown in the result of the questionnaire produced by the CSIF which involved 850 teachers from the second cycle of early years education (CSIF, 2013). 91% of the total indicated that the teacher/child ratio of 1/25 in that stage was inadequate, and added higher stress to their work, and achieving the reading, writing and basic mathematics children were supposed to obtain within this educational level was very hard. 72% of the teachers thought that the physical material including the furniture in the classrooms was not

adapted to children who had special needs. Although teaching assistants are considered essential, 69% of the teachers did not have that vital support.

Moreover, 95% of the second cycle infant education teachers thought that the role of the learning support assistant in infant education was essential to help in assisting them in caring tasks. The same group of teachers considered that these duties, such as changing nappies, bringing children to the toilet and similar tasks should only be implemented by the teaching assistants (CSIF, 2013). The staff followed the scholars' recommendation based on a minimum of one staff member for every ten students of three to four years old, working collaboratively with resource specialists and parents (Dickson, 2000). The latest statistics indicated that Spain had the highest ratio child-teacher in Europe with 14.5 children in pre-primary level, and concretely in Andalusia, in the academic year 2011/12, in the second cycle of infant education there were 22.6 children per teacher compared with the UK coming in as one of the lowest with 5.2 children per teacher (UNESCO, 2014; Junta de Andalucía, 2014).These statistics show great differences in human and physical resources between both countries.

1.5. OUTLINE OF THE THESIS

Following on from this introductory chapter, a theoretical framework is developed, expanding upon the three main theories that have been selected to explore roles and professional development of nursery staff (Chapter Two). The theories, as introduced above, are multilevel bio-ecological theory building, Symbolic Interactionism and organisational theories. Chapter Three shapes the literature review and conceptual analysis of pre-primary education, early years professional roles, professional learning and role of staff in inclusive early years education settings and strategies.

The third part of the thesis introduces the research methodology (Chapter Four). The research was conducted as two separate case studies involving qualitative research methods (Merriam, 1998; Yin, 2014) in which each of these early years settings became a separate focus of study.

The fourth part is divided into two chapters and presents the research analysis, representation and discussion of data from each country (Chapter Five and Chapter Six). The structure of data collection and analysis of each case study was adapted from Bronfenbrenner and Morris´ (2006) bio-ecological model of human development. The model has been used to define the process under investigation and to develop interconnected clues, "emerging developmentally disruptive influences"

(Bronfenbrenner and Morris, 2006, p.795) in response to the previously defined research questions.

In the part five the conclusions are presented, within Chapter Seven, emphasising the contribution to knowledge for the Spanish and the English case study. In the last section this thesis ends with a concluding summary merging main ideas from both case studies.

PART TWO: THEORETICAL FRAMEWORK

The following chapters describes and expand upon the theoretical perspectives that have been chosen to explore the roles, professional development of staff and organisational learning (Chapter Two); and then explore the roles and process of professional development in the existing research of inclusive education and its' relevance, highlighting the strategies and its' uses in the praxis at early years settings (Chapter Three). Finally, a socio-historical and cultural analysis of the conceptualisation of inclusion in the literature for nursery staff in both contexts of this PhD study, in the UK and in Spain, is presented. The purpose of this process of review and analysis is to locate the study within the historical and contemporary context of relevant ideas and research; to identify main concepts and existing knowledge and to define and develop the research question:

What are the elements that influence the roles and professional development of staff, inside and outside the nursery classroom, and organisational learning when promoting inclusive teaching practices for children with SEN?

CHAPTER TWO: THEORIES TO EXPLORE ROLES AND PROFESSIONAL DEVELOPMENT OF STAFF

2.1. INTRODUCTION

Sociological perspectives give an understanding of the interrelation of the micro level (teachers or school classes) with the macro level (Mills, 2000 [1959]; Barr and Dreeben, 2007; Spade, 2008). Of these perspectives, Symbolic Interactionism (SI) (Goffman, 1959; Mead, 1967; Blumer, 1969) and Multilevel Theory Building act as organisational paradigms (Argyris, 1958; Klein, Tosi and Cannella, 1999; Babbie, 2008).

As in other organisations, the school takes the form of a complex matrix of subsystems of individuals and groups in order to serve a product called education and learning (Kulbir, 1996; Hargreaves, 2011). The success of the school is administered through policies elaborated inside and outside the school both implicitly and explicitly (Sandfort, Coleman Selden and Sowa, 2008). These institutional and tacit rules are important in defining its quality (teaching, resources and outcomes), flexibility (to nurture the variety of talents), partnership (in pedagogical style, curricular

organization and parental involvement) and equity (resource allocation). These demands, structures and arrangements must be constructed and followed by stakeholders to support what it is happening in small group or classes, where they take practical effect (Miliband, 1991). In this study both case studies located in two nursery classes are characterised by a symbolic order that is communicated and can be explored by specific rituals, social and symbolic relationships (Henry, 1991). Consequently, it seems appropriate to understand the realities by giving an in-depth analysis of reality from the perspective of the individuals involved (Blumer, 1962).

2.2. BRONFENBRENNER'S BIO-ECOLOGICAL THEORY

Multilevel theories have been used broadly to collect quantitative data in health studies (Richard, et al., 2011) and in a few educational studies (Botti and Vieira do Nascimiento, 2011) and have been employed to evaluate prevention programmes through literature reviews (Farrell, Henry and Bettencourt, 2011). In particular, to analyse issues that are influenced by multifactorial parameters such as the phenomenon studied in this PhD study. The analysis of staff roles and professional development, are complex and it is a non-static term which seems suitable to use for multilevel theory building. Lindon (2012a, p.84) interpreted that being proactive on inclusion means *"professionalism in equality practice met by serious consideration and reasonable adjustments".*

This PhD research was initially expanded upon as the "Bio-ecological model of human development" to understand the impact on child development of the system of the environment around the child, in essence the different interrelated levels which influence the person's development (Bronfenbrenner, 1979). Bronfenbrenner and Morris (1998) later developed a more progressive theory which specified the conditions and the framework and have elaborated a model with four different concepts that provide guidance to analyse available data and are the defined properties that affect development, those are Process, Person, Context(including microsystem, mesosystem, exosystem and macrosystem) and Time model(PPCT) (see the figure 2.2).

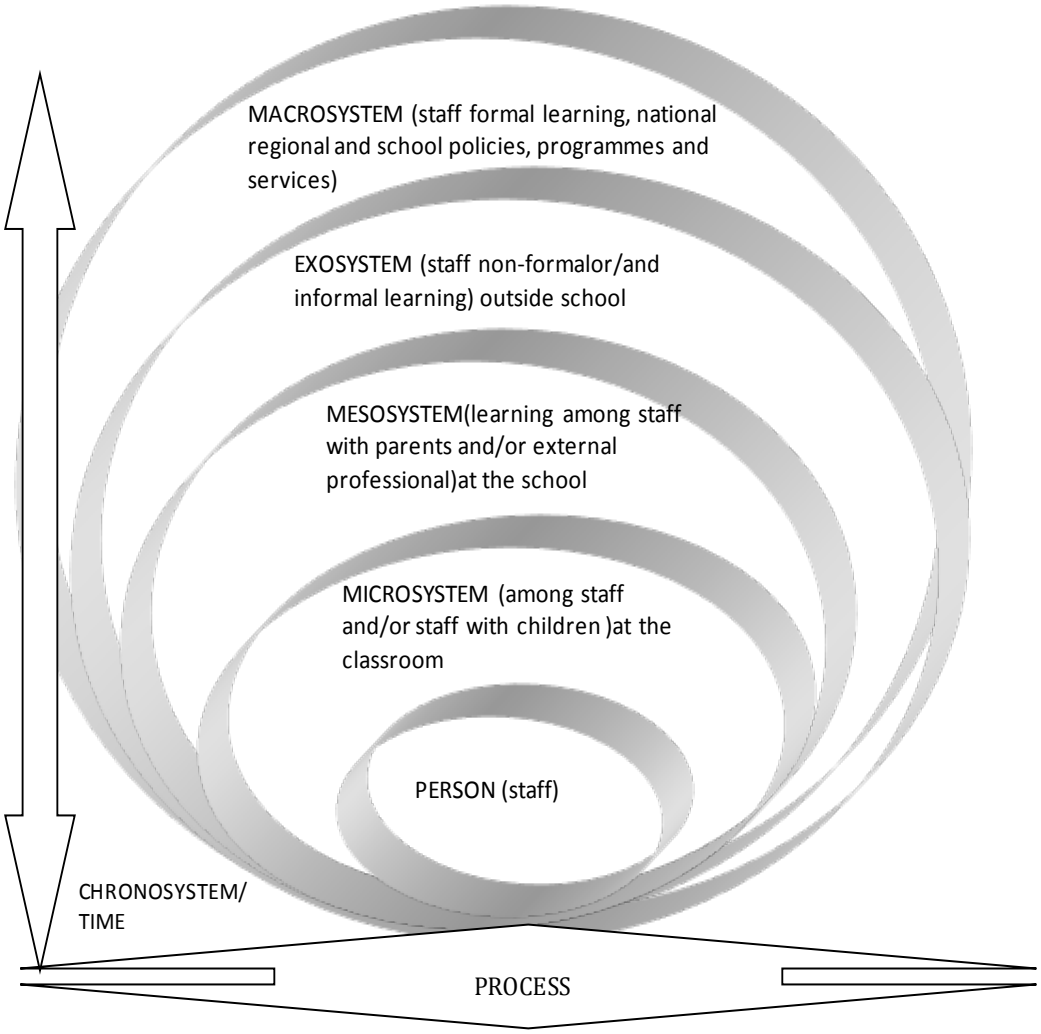

FIGURE 2.2.REPRESENTATION OF THE PPCT MODEL FROM BRONFENBRENER AND MORRIS (1998)

2.2.1. GENERAL INTRODUCTION INTO THE ELEMENTS OF THE MODEL

The main elements of the Bronfenbrenner and Morris (1998) model are the following: time, context section (macrosystem, microsystem, mesosystem and exosystem), person and process. These sections will be described together with similar concepts from the Symbolic Interactionism.

Time: The macrotime or chronosystem expresses changes within the culture and will be identified specifically in the data analysis (Tudge, et al., 2009).This is defined as the ongoing reciprocal period that marks the duration of the individuals, in this study, their individual professional development during their working life (Mc Guckin and Minton, 2014). It is assumed that staff at the participant nursery classes in this

research have been working in different settings throughout their working life and the conceptions of inclusion also have changed (Corral Granados and Rogers, 2011). As the Symbolic Interactionism specified, what the staff are doing depends on how they define their situations right now, the past enters into this because they reflect about it and define it in the present (Charon, 2001). It is clear that authors such as Charon (2001) have used the chronosystem of the model to classify literature review, although, the fact of adapting and using it to analyse data within a context is almost non-existent (Hwang, 2014).

The Context section has been uniquely elaborated and is composed by the bio-ecological levels in relation to their specific interpretations for this research. The study of the macrosystem, the microsystem, the exosystem and the mesosystem, responding to the research question (Fischer, Florian and Malsch, 2005; Edward, 2005):

Macrosystem: this section, in Bronfenbrenner's conception is particularly associated with the analysis of the specific "to the wider society" (Hodgson and Spours, 2009). In this research, the policies from national, regional and school levels are examined (Jacobs, et al., 2014). The Macrosystem describes how inclusion is contextualised and linked with their services and resources and its implications on the main aspects of their school culture, roles, professional development and implementation of inclusive practices.

Microsystem: in this research, classroom structures that capture the interactions among staff and children with SEN are analysed as microsystems (Gallagher, et al., 2011). Following the Symbolic Interactionism, the social interactions explored at work happened when mutual social actions involved symbolic communication and interpretation of how the other is performing (Charon, 2001). Furthermore, the best way for teachers to learn about inclusive practices is through informal experiences in the settings (Forlin, 2010). Therefore, each case study included in this PhD describes how the curriculum is implemented, how the staff are distributed and communicate amongst themselves, as well as classroom culture.

Mesosystem: this section goes beyond the immediate microsystem so as to consider wider interactions such as how social interactions could happen on the mesosystems of the children-staff interactions with their nearest environment in school. In this research, the professional knowledge is identified as a result of staff interaction with them and the community of learning (parents and external professionals) (Sung Hong and Keegan Eamon, 2012).

Exosystem: this section, according to Bronfenbrenner (1979, p.25),

> Refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect what happens in the setting containing the developing person.

In this thesis, the main focus is the nursery classroom and therefore exosystem describes the professional training of teachers learning about new practices in their free time, outside of the school setting. How the staff choose to promote self-development resulting from them making their own choices about learning (Eraut, 2000; Richter, 2012).

Person: this section offers what Bronfenbrenner (1992) described the person "as composed of personal attributes that influence subsequent development, some attributes being more consequential than others". In this research, the conceptualisation of the meaning of early years professionals and their own professional roles related to childrens' inclusion is studied. The role that personal characteristics of staff play in social interactions with children such as resource characteristics, including mental and emotional resources, as well as material resources. Charles and Carstensen, 2010; Lopes, et al., 2011; Thomason, 2011; Creed, et al., 2013). Bronfenbrenner stated that these can also change environments, meaning that they both affect each other.

Proximal process: it is identified by Bronfenbrenner and Morris (1998) as the primary mechanism for development in which staff interact with other persons, objects and symbols within the immediate external environment though more complex reciprocal interactions; to be effective, the proximal process needs to take place on a regular basis for extended periods of time(Bronfenbrenner and Morris, 2006). The participation in those interactive processes for a duration of time generates the ability, motivation, knowledge and skills to engage in such activities (Rosa and Tudge, 2013; Poulou, 2014). The proximal processes result from long, extensive and complex interactional experiences among staff and children to provide the realisation of "evolving potentials" (Bronfenbrenner and Morris, 2006, pp. 797-798).

The applicability of the bio-ecological model has been mainly used to develop theoretical reviews of the inclusion of children with SEN and its' relationship with their environment (Odom, 1998; Jackson, 2009). Jackson, et al. (2009) linked the context parameters, curriculum and student learning within this framework. In education, Scolum, Esbensen and Taylor (2014) identified that students who

misbehaved usually have personal attitudes influencing their behaviour and also where there is no discipline and enforcement of school rules. It has also been identified how the child's outside street code can affect children's individual attitudes. Odom and Diamond (1998) elaborated a conceptual model, based on a literature review, to study the experiences of children with SEN in early years. Within the microsystem, scholars have included the practices and curriculum, grouping characteristics, and interventions involved in activities. They have analysed links between the specific professionals that work with children with SEN and their teachers. As a mesosystem, the authors included family perspectives and, as an exosystem, the social policies as national regulations. The macrosystem involved the culture and community (Odom and Diamond, 1998). Additionally, Odom, et al. (2004), used the ecological system conceptual framework to classify the literature of preschool inclusion in the United States.

Few scholars have used an ecological model in early years educational contexts to analyse and interpret data through qualitative methods. Among those that have, Anning and Edwards (2006) used the model to identify the aspects that influence child learning from birth to the age of five, whilst Fabian (2013) analysed children's educational transitions and Luff (2010) explored understandings and uses of child observations by early year professionals. I have not found any documents on early years education that have used the recent, Bronfenbrenner and Morris, (1998) PPCT model.

This theory has been selected following the work of several authors who have used it to analyse the role and professional development of school staff. For example, Shouse and Sun (2013) indicated how bio-ecological theory served as an analysis of factors that have promoted change of policies in a higher education, in a better way than prior organisational actions theories, offering the dynamic perspective of this theory for understanding the climate and policy changes within the organization. Hwang (2014) utilised Bronfenbrenner's theory to identify the influence of the ecological contexts of teacher education on South Korean teachers' professional development. By mixed method analysis, Wang has identified the teacher's concerns relating to their development and needs in different levels, in their institutional context, political and social context, their relation to their global context that are among the relationships between prospective and qualified school teachers with their own choices of professional development through formal learning (for example, conferences, seminars and workshops).

It is assumed that early years educators' practices are influenced from both inside and outside the system (Barr and Dreeben, 2007). For example, Wood and Bennett (2000) specified that it is often supposed that teachers' professional learning in solely an individual level, but, in fact, it also has impact on their interrelation with communities and influences the social and cultural development of the institution. Oberhuemer et al (2010) had found, after analysing 27 European educational systems, that the professional development of teachers in early settings is promoted by their respective governments, and is compulsory for half of these European countries. The authors consider that further improvements can still be made, as it is only in a few countries that professional learning is focused on increasing their professional competences, and other than that it also states that certain attitudes and values as attributed are not easily accessed and must be considered (Stacey, 2009). In the latest English research, it is acknowledged that managerial and governmental authorities have introduced external agencies to regulate teachers' professional development, scholars have introduced alternative ways for the actors in the child care system to target change in their practices by professional intervention (Evans, 2011). For example, Swim and Isik-Ercan (2013) have introduced a two years effective intervention of educational faculty professors within the "dispositional development" model in which the authors (university teachers) have taught nursery staff on "continues enquiry" and "context analysis" of their own values and practices. In the same way, Dalli and Urban (2010) elaborated a "critical ecology model" (a new version of the Bronfenbrenner model) to identify the competence system that enables early years professional work (Dalli, Miller and Urban, 2012). Karila (2010) using this model to analyse the micro level of nurseries in Finland, the concept of professionalism, the staffs' personal histories which gives a sense of their individual learning paths, the impact of national policies and if the structural arrangements in the working places is sustained.

The University of The Manitoba Centre for Research in Youth, Science Teaching and Learning in Canada indicated astonishment at the lack of research that utilised this framework. Therefore, they published eight different articles utilising bio-ecological theory in which the authors evaluate its validity for educational research studies (Lewthwaite, 2011). The personnel from the educational faculty prepared programmes and were involved in projects using the framework to identify different levels of analysis. For example, how primary teachers identify pedagogical changes, such as motivators mainly in individual and micro system levels. Other studies analysed how, during five academic years, some maths teachers had adapted their

pedagogical methods to the new curricula. The "proximal processes" were identified within professional learning groups (Lewthwaite and Wiebe, 2011). The seventh study followed the professional development of several minority groups of French language science teachers in an English speaking community. This identified the needs of these teachers, considering their own culture (McVitte and Senterre, 2011). Taking inspiration to this research, in this thesis the main aims and challenges are to be able to identify the main factors that influence teachers' roles and learning development in connection with inclusive education; a topic related to their own perception and beliefs, motivation and role within their organization, with its own organisational culture (Woolfolk Hoy, et al., 2006).

2.3. ORGANISATIONAL THEORIES

The multilevel theories furthermore consider that the person, the group and the organization form levels of analysis where learning occurs, are also linked with organisational theories. Organisational theories are used to interpret how staff explain their own roles and how organisations and educational system let them being teachers or leaders of inclusion, to study both staff professional development and organisational learning (Krejsler, 2005; Nyhus and Monsen, 2012). Furthermore I will describe how professional knowledge appears at different stages: first as "learning through doing" and secondly as "learning through sharing". Very little research specified which rewards are related to staff learning; in general term they said that is central emotional aspects such as being happy, and well-being and instrumental aspects concretely on personal grown and autonomy (Rowland and Hall, 2014).

The theories I have chosen to understand educator's practice and their learning about inclusion are the Professional Knowledge Theories from Eraut (2000; 2003; 2007) and "Organisational Learning Theories" of Wenger (1998; 2000), Argyris and Schön (1978), Lave (1991) and Lave and Wenger (1991). "Professional Knowledge Theory", from Eraut (1997; 2000) and "Professional Development Theories" (Schön, 1987) were selected, because they are the pioneers who developed a conceptual framework about adult learning at work. They created a theory with the focus on learning occurring in a specific work context. The "Organization learning theories" (Wenger 1998; 2000) and (Argyris and Schön, 1978) were chosen, because the practices of teachers involve contact with the parents of children, children, and other actors and through this process all interactions and being part of a community are learning.

Before trying to understand what professionals learning what the "new knowledge" is, it is important to consider the intrinsic fact that people are continuously learning. Therefore, we assume that experts have a broad base of professional knowledge, in other words, knowledge related to their work and their experiences and knowledge that could have been retained from experiences without them knowing where this was acquired. Learning is associated with the development of a personal identity, and therefore it is sometimes unplanned and unguided. It can be acquired without the direction of a teacher and can therefore be self-instructed, by self-reflection that is personally driven (Epstein and Hundert, 2002). During this process, concepts, content, values and frameworks are interpreted in an individual way in relation to the surrounding culture and environment, and also in relation to the past and ongoing experience of those that are involved (Korthagen and Kessels, 2001; Wringe, 2009).

Research focusing on teachers' learning processes has illustrated how they learn; and scholars have been able to create models for interpreting the processes involved. Clarke and Hollingsworth (2002) developed the the interconnected model of teachers' professional growth (IMTPG), produced through the mediating processes of reflection and enactment in four different domains that can connect in various ways. These encompass the early year practitioner's own world and it is useful for analysing their predisposition towards change. There are different domains to be explored:

> The personal domain (knowledge, beliefs and attitudes), the practice domain (professional experimentation), the domain of consequence (salient outcomes) and the external domain (external sources of information or stimulus). (Clarke and Hollingsworth, 2002, p.950).

Other models have considered teacher development based on community aspects together with individual characteristics of self-regulated learning (Butler, et al., 2004).

In general terms, when scholars have applied these models to real case studies, they have concluded that knowledge acquisition during a period of time is contextually specific. From this, it has been established that one solution or approach could not help all teachers to learn new practices and the best is enquire participants through in-depth case studies (Clarke and Hollingsworth, 2002; Fishman, et al., 2003 and Butler, 2004; Butler and Schnellert, 2012). Therefore, it seems more appropriate to use the concept of "early years practitioner learning" to describe the process of staff development and their knowledge acquisition. This is defined as "the process by which teachers move towards expertise", and this expertise is derived from an active and productive relationship with their "knowledge in" and "knowledge in practice" (Kelly

2006, p. 514). Knowledge is conceptualised as information in use, and furthermore, how knowledge is used is defined as "wisdom". This also includes an individual's beliefs, values, thoughts and feelings. Wisdom is said to be included in decision making, considering different dimensions before action is taken, including those that could affect ourselves, others, their views of us, or our views of them (Jakubik, 2011).

According to Kelly (2006), "good learning" is the higher goal and it is the meeting of two concepts: wisdom and capability, seen acknowledge, skills and techniques (Cunningham, 1994, p.73). The education of school staff is always connected with professional learning which includes both these concepts. Others scholars have suggested an extended definition of capability such as:

> The integration of knowledge, skills, personals qualities, and understanding used appropriately and effectively (not just used in familiar and highly focused specialist contexts, but in response to new and changing circumstances. (Stephenson, 1998, p.3).

Hence, capability is something broader than competence, as it is not so specific to the marked needs of today, and it is suitable because it does not follow the top down approach and can be used for general purposes (Hargreaves and Fullan, 2012).

Adapting this method of good learning and good teaching to suit educational staff, it can be proposed that they should be oriented towards conceptualising ways to respond to problematic areas of teaching (Fishman. et al., 2003; Hattie, 2009; Hattie, 2012). Thus, the learning of early years practitioners has been directed towards their understanding of their participation in professional learning activities and applied to the working environment. Although individual activities that directly influence it are also developed outside the school setting (Kwakman, 2003; Richter, et al., 2011), this knowledge, skill and understanding can also be applied (Kelly, 2006). Additionally, informal knowledge, acquired from a range of activities outside of the work setting, should also be included this thesis (Sawchuk, 2008), which would normally include the cultural knowledge base from participation in work and social activities (Eraut, 2007). Sawyer (2002) studied the nature of two teachers' development (one in an elementary school and other in a secondary school), considering which circumstances those professionals saw as essential to their professional development, through a 10 year period of situational analysis. The author concluded that the practices of these teachers developed via different and contradictory paths and through the different strategies that they were considered more valuable for their learning process. These differences were due to the strategy of questioning they had developed from their

practice, a balance between autonomy and collaboration when they responded to the questions from the practice, the use of language and new perspectives among the discourse communities and experimentation in practice and support from administrators (Sawyer, 2002). The more effective method for early years staff is one that explicitly connects learning and new knowledge, as well as critically assesses the nature of this connection (Brownlee and Berthelsen, 2006). The source of evidence should be the communication with the professional in question and analysis of their performance and links with the Symbolic Interactionism approach (Eraut, 2007).

This PhD research considered different levels of influence from the bio-ecological theory and the organisational learning, from individual micro-level research to multilevel research (including policy and culture) with the aim of being able to capture much of the nested complexity of real organisational life. Among them, there are shared global characteristics around and inside the organization, as well as configured team and individual characteristics (Klein and Kozlowski, 2000). Consequently, Argyris (1985) specifies that the organisational system is in a continuous state of change and is characterised by dependence among its different levels and participants. Argyris (1985) states that the system is not static and, in order to study aspects within the organization, we must take powerful and interdependent individual, group and cultural forces into account. Research using the Professional development theory reveals that the context surrounding the individuals and their own professional learning is usually linked to the outcomes of the organization (Zepeda, 2012). This suggests that the goals of the organization and the individuals should be interrelated and assumes that if professionals are learning about inclusive practices, the organization will be more effective, and therefore more inclusive (De Hass and Kleingeld, 1999; Bliese, Chan and Ployhart, 2007).

Argyris and Schön (1978) and Senge (1990) describe learning in the workplace "as meaningful through a process of single and double loop models" (see also Knowles, et al., 2005). In the majority of cases, professionals and managers follow the single loop; occurring when they react to a detected error on the base of previous values and experiences without adding and transforming ideas into new knowledge (Edwards and Rees, 2006). Hummelbrunner and Reynolds (2013, p.9) identified single loop learning that is "learning to adapt", when dealing with the core question "are we doing things right?" (Hummelbrunner and Reynolds, 2013, p.9). In the previous chapter, I pointed out a correlation between school affectivity and inclusive education. In this thesis, effectiveness of learning will be conceptualised as the right of quality education for all.

According to Schneider (2009), inclusion can be conceptualised only by understanding the positions of the actors involved. I will assume that the means of measuring implemented by the 'inclusive school' will often differ from the classical measure of academic achievement (Sammons, 2007). Scholars have identified that when actors get into the double loop, they go through "the reflective process into the governing variables, values and norms underlying the organisational actions", in which the recursive and relational context is taken into account (Tosey, Visser and Saunders, 2012). According to Imants (2002), the two main mechanisms that enhance workplace learning, and encourage education professionals to adopt inclusive practices are feedback and collaboration, but these are always dependent on teachers' critical interpretation. As previously noted, a teacher's systematic reflections interpreted as second and third loop of learning are more effective if they are shared in a collective manner. Additionally, as Smith (1996; 2001) indicated, it is not valuable if the learning processes and knowledge acquisition are merely analysed as individual processes. It was suggested by Smith that it would be remiss if each new idea was repeated individually and, furthermore, if its' delivery targeted only those with the high level skills and competency. Alternatively, the analysis of learning was promoted as a form of equal access and social sharing: indeed a form of "inclusion". Therefore, the other strategies should also be considered.

Lunt and Norwich (2009, p.103) recommend that future research, such as this, follows a conceptual framework, which takes "ability to reach individual potential" as the measure of effectiveness. This conceptual framework appears through the double loop (Argyris, 1991) and triple loop of learning (Bateson, 1973; Wang and Ahmed, 2003). Argyris and Schön (1978) stated it is when people go beyond the standards and norms of an organization, by questioning assumptions and developing new learning inside the organization, that double loop learning is achieved. This could take place through workshops or one to one coaching (Edwards and Rees, 2006; Johansson, et al., 2007; Vandenbroeck, Geens and Berten, 2013). Receiving mentoring in classroom behaviour management strategies and the engagement of online community in learners' discussion groups is effective at building teacher learning communities and enables them to express their own perceptions and receive support (Gebbie, et al., 2012).

As the organisational culture of each early years setting creates a different conceptualisation of the working place, results on finding a definition of organisational learning as complex and multidimensional(Nonaka 1994; Grant, 1996; Spender, 1996). The success of an organization depends on the way in which the organization is

developed as a social learning system and on the manner in which it utilises external systems (Wenger, 2000). "Communities of practice" is an idea from Wenger and Snyder (2000) which suggests that groups of people come together informally through sharing expertise and passion for a specific topic within an organization. The Professional Learning Teaching Community is a model based on promoting professional development throughout the school community and the contribution it makes to the students leaning and progress (Wedell, 2005). This model promotes learning practices in day-to-day school settings, which builds on traditional, theory driven instructive courses delivered in lectures (Vescio, Ross and Adams, 2008). As Vygotsky theorized, "learning occurs through participation in social or culturally embedded experiences" (Raymond, 2000, p.176).

According to Wenger, a successful organization relies on a social learning structure involving several levels that relate with the bio-ecological system theory: the individual level encouraging a sense of belonging that relates with the person system, a community level within the mesosystem and the exosystem, making it possible to gain deep knowledge in a specific area along with helping to establish connections with other parts of the system, and an organisational level with the micro and macrosystem at which the community can collectively enhance learning by being part of the process (Wenger, 2000). Lave (1991) set out one of the earliest expositions on the idea of a "community of practice". It is an attempt to re-think learning and what it means to learn, and to show that learning is an intrinsically socio-cultural and context-specific process. Learners, for Lave (1991), are members of communities of practice. The impetus for Lave's interest in the idea of community is the recognition that in numerous cultural settings, learners are inducted over time, in an apprentice-like manner, into a community, guild or fraternity of fellow practitioners. However, much of the significance of learning through community induction may have been marginalised with the fragmentation and de-contextualisation of learning in institutional settings. In this thesis, the culture is grasped within the school and staff offer their own experience in relation to inclusive practices for children with SEN within pre-school classes.

Culture in the school setting is the way the staff interpret different statements and put them in practice (Ainscow, Booth and Dyson, 2006a). Perhaps because the context is constituted by different people with their own history, they are embedded in a culture that goes beyond the school as they live in a globalised society. The context is therefore dynamic, complex and interactive, and as such research should focus on understanding

how these actors work together "in the complex process of education" and how far the cultural norms that constitute the traditional practice are effective (Angus, 1993, p.343). Here, the basis for the idea is giving teams more authority, and then the staff will have the voice in this PhD research. The organization can influence individual ways of "thinking, talking and acting" without the individuals noticing, as the teams are composed of something more than the individuals, which makes them entities in themselves. The team entity is special and has certain characteristics, such as special competence, special resources, a special structure and a special way of working; its own history organisational culture (Brunsson and Sahlin-Andersson, 2000).

Very few authors have researched the cultural differences in the early childhood settings of different countries (Tobin, Hsueh and Karasawa, 2009). Torres Sanchez and Gonzalez Faraco (2008) have analysed the academic culture in different European countries, offering a comprehensive review of the principal tendencies and convergences relating to policy perspectives. Bertram and Pascal, in 2002, conducted an international comparison of the main characteristics of early settings, taking into account the early years curriculum, organization and content, the assessment framework, staffing and qualifications, regulations, quality assurance, and access and equal opportunities.

At organisational level, Hanko (2003) has evaluated inclusive school culture via their microsystem, relating to learners and staff, and the positive interrelation with emotional and social support through examples of adapted strategies (professional development) focusing on the teacher-student relationship and the whole classroom environment.

2.3.1. FORMAL, INFORMAL AND NON-FORMAL LEARNING

How workers gained the knowledge that was suitable for their jobs was explored by an UNESCO report (1972) highlighting that the training offered by traditional educational institutions was insufficient for learners. Therefore, from that report and sharing ideas with a pioneer such as Lindeman (1926) was encouraging individuals and organisations to become involved in their own education suggested the developing spontaneous initiatives and sharing the information with a wider society. As conclusion points, UNESCO (1972) developed a classification that is still up to date. This suggested three ways in which adult learners learns acquired knowledge. These ways are: formal, informal and non-formal learning. Formal learning is the hierarchical structure taught in the educational system, through programs of

instruction in educational institutions, adult training centres, or in the workplace, which is generally recognised by a qualification or a certificate. Secondly, non-formal learning is organised outside the formal system, is not usually evaluated and does not lead to certification (Faure, et al., 1972, p.8; Coombs and Ahmed, 1974). Thirdly there is, informal learning which results from daily work-related, family or leisure activities (OECD, 2005). Emancipatory learning through informal learning (Foley, 1999) is essential in this research for its' focus on social transformation, social justice and equity, which is the aim of inclusive practices in early childhood settings, and to instruct an active society formed by educators who resist exploitation (Fenwick, 2003).

In most of the cases this classification is elaborated to validate learning at European policy level in the form of validation or recognition of competences (European Commission, 2003; Cedefop, 2007). Policies suggest that professional learning in early years practitioners is directly shaped by the context in which the teacher practices, the school culture, and the community and society where the school is situated (Timperley, 2007) and should be included in the recognition of knowledge and practical competencies (Schön, 1987; Argyris, 1990; Bronfenbrenner and Morris, 2006).

Different approaches have been used among the ones with higher effective responses, combining different types of learning, with coursework (on site or online) or training with individualised modelling and feedback on interactions with children (Dickinson and Brandy, 2006). Baker and Smith (1999) explain effective professional development approaches that included (1) in-service training sessions; (2) meetings with teachers in large-group, small-group and individual settings; (3) classroom observations; and (4) informal and formal interviews with teachers (Baker and Smith, 1999).

2.4.SYMBOLIC INTERACTIONISM (SI)

Symbolic Interactionism (SI) was selected as a suitable theory for understanding management in education. This is the central topic on the different contextual levels from the bio-ecological and multilevel theories. Crucially, it enables a nuanced interpretation of meaning, relations and complexity within educational organisations. Schools are unique, and SI will aid the ability to focus on what makes them as unique as they are (Saunders. et al., 2007). SI originated from the American Pragmatic School

and its' main field of study was that of social interactions. The main protagonists of SI were Mead (1934; 1956), Blumer (1969) and Goffman (1959) and more recently Serpe (1985) and Denzin (1989; 2009), as they identified the main aspects attached to SI. Said aspects were that people attach meanings to objects (people and things) and act in relation to these meanings. Secondly, this theory has the source of information from the collective, and people interpret it from social interactions using tools and symbols to negotiate meaning in terms of language. Through thoughts, people change their interpretations of symbols with the experience that comes from life events (taking on the role of others and trying to assume different points of view). These ideas can be studied using different methodological paradigms. The Iowa School of SI, led by Kuhn (1964), interpreted interactionism according to quantitative and scientific approaches, whereas the Chicago school of SI principally focused on participant observation through qualitative and field research (Schnell and Wagner, 1983). Having chosen the second one complemented by its actualisation, the Structural Symbolic Interactionism identifies that social structures are divided, such as the bio-ecological theory in different levels or systems, the SI into the large (such the macrosystem), intermediate (such the meso and exosystem) and proximate social structures (such the microsystem and the person) (Stryker, Serpe and Hunt, 2005; Stryker, 2008).

Organisational culture must be explored bearing in mind that it is created by individuals who are in the process of continuous interaction with the world around them. It seems, then, wholly appropriate to use the SI to explore the staff roles practices and professional development toward inclusion and to then understand education practices and their meaning (Bogdan and Bilklen, 2006). The roles of teachers are developed in a social structure, they assign and carry a definition and expectation of behaviour which is transferred to the individuals by the behaviour of those with whom they interact. The role is provided within the micro structures of the educational institution, and workplace and the macro structures such as policies on promotion of professional development (McSweeney, 2012).

The theory of SI is mainly based on the analysis of symbols which aid the knowledge acquisition process that facilitates learning, classifying and remembering things along with remembering persons from the environment. People learn and develop knowledge through interaction with the world around them; messages are received from the environment and people respond to the stimulation. A process of self-awareness takes place through reflective thinking: observing and evaluating the self from other points of view (Ferrante, 2009). Symbol sharing is directly related to

knowledge sharing and knowledge representation (Leonard, 2002). This theory has been chosen in order to reveal participants' meanings with an appreciation of depth and openness, trying to understand their words, to learn how they created them and how their meaning and actions develop out of their interpretations of the interrelations (Prus, 1997).

Another social interactionism, such Goffman's (1959) whose work, it is also useful in understanding how a person's interaction with ordinary work situations is represented. For example, frames are defined as complex sets of laws that structure interaction, in such a way that the participants are able to interpret and make sense of actions and their effects as well as their responses to others. In this research, the approach reveals how teachers view themselves and how others in the school share their views and practices. Furthermore, using interpretive theories enables me to describe and understand how teachers' professional roles may develop in consideration of these processes. Consequently, it is critical to think about the constitution of the role and the identity of the professional within the organization. The identity theory of SI states the relationship is among the self, the society and the role performance of what you do, according to SI. The theory identifies why and how individuals choose among the different role performances and other various options. Roles are the shared expectations attached to social positions in society and the role identity is a set of internalised meanings associated with a role (Stets and Serpe, 2013). This thesis looks at commitments, which is a term used to identify the social and personal cost entailed to not fulfilling the role given (Serpe and Styker, 2011). If the social structure is there, it can bring people together, separates them and affect the probabilities of established commitment along with the process of affecting choices related to the given role. Stricker and Serpe (1982) identified that the identities are motivational forces, being in a role and having an identity does not activate automatically the possible role related behaviour. In that regard, not all behaviours involve the self-consciousness and deliberate selections among the possible role performances. Serpe (1985) specified that the possibilities for personal choices are great, the gates to the social structure are open and there are greater possibilities for role making , the strongest in the relationship between commitment and identity salience (Serpe, 1985).The self-identities of teachers are continuously changing and this is manifested through what they do or their "professional role identity" (Farrell, 2011). Professional identity has social significance as the representation of the self to others and is continuously changing. This occurs when professionals realise their professional identity and demonstrate it to others (Yang Costello, 2005).

Through SI, I claim that roles are chosen by the actors and, when they are performed, they involve expectations that are learned through socialisation. In this way, throughout many situations, people act decisively to fit their roles´ pattern of behaviours to others, rather than to achieve internal motivations. Meaning is not something pre-established in a role (Ronfeldt, 2008). The behaviours that constitute a role can be creative, unpredictable and are defined by interaction processes (Dolch, 2002). Participants' knowledge gained from these situations is an implicit view of a shared factual reality that functions in different ways. It incites responsiveness, contributes to trust and provides common shared meaning for the group (Hart, 1993). The "collective knowledge or frames" are the cultural structural forms that generate interpretations of reality from participants (Strydom, 2000, p.59). The world has been revealed to be made up of multiple realities that come from negotiations conducted between the self, people, objects and events and these realities are constantly changing (Lindlof and Taylor, 2002).

The use of this theory whilst being in the settings presented previously in this chapter, namely the preschool classes in Spain and England, enabled me to know the participants and dynamic activities taking place between people, and to understand their meanings and constructs in order to learn about inclusive practices (Cohen,et al., 2007). Following the ideas of Mead (1956) I used this experience to reach an understanding of focus contexts; how actions relate to meanings, how meaning is developed through interaction and how meaning is transformed through processes of interpretation and self-reflection (Pearse and Kanyangale, 2009). This is based on the idea that people actively create, shape and select their response to what is around them. Knowledge appears as an active process in which understanding, people and phenomena come together. Culture develops cooperatively out of these interactions. Organisations are formed by social interactions set in social patterns (Lindlof and Taylor, 2002).

Blumer (1969, p.76) highlights the importance of getting into social settings via observation of participants in order to understand "joint actions" (people doing things together based on shared meaning for symbols or perceived differences). These actions are negotiated as well as the rules. It is important to know the perspectives of the participants and the angle in which they see what is happening, assuming that anyone can see all the angles of any situation. Charon (2001) states that in order to develop, cultures must have two characteristics: shared perspective and a generalised other, through which individuals in interaction control their own acts (Charon, 2001).

The information flow and communication among stakeholders will be different depending on organisational structure. Therefore, I analyse the structure of the organization as well as the roles of participants, for example, the chains of command which determine power relationships between participants. Furthermore, SI highlights the status or symbolism of people in a determined role, how this is defined by its representatives, and how this is interpreted by others. People react in certain ways to these symbols.

2.5. SUMMARY

In summary, this thesis draws upon the bio-ecological theory of Bronfenbrenner (1979; 1994) and Argyris and Schön (1978), whose multi-level theory analysis gives a conceptual framework from which to consider the different levels of the learning process in detail, and these are complemented by symbolic interactionism used to understand meanings for individuals. This thesis' conceptual framework is drawn from these three elements. Critically, bio-ecological theory and symbolic interactionism theories position the idea of the self within the organization and the role of the organization as a means of acquiring feedback and knowledge. This will be introduced within the next chapter by the description of learning strategies and role of teachers towards inclusive practices (andersen and taylor, 2009). In recent years, scholars have explored how staff in early years settings are involved in their educational organisations, and how they view their own professional learning as part of their professionalism (Power- de Fur and Orelove, 1997; Craft, et al., 2001; Taggart, 2011;Brock, 2013).This idea will be expanded on the next chapter.

CHAPTER THREE: THE JOURNEY TOWARDS INCLUSION

Global institutions have been working through the delivery of policies and reports, including longitudinal research, into identifying the meaning of quality programmes in early childhood, this chapter identifies the latest research that gives relevance to key factors highlighted in this PhD research question:

What are the elements that influence the roles and professional development of staff inside and outside the nursery classroom and organisational learning when promoting inclusive teaching practices for children with SEN?

My intention is to offer an introduction on what we know already about the working conditions and expected roles of professionals working in nursery classes at schools that guide their journey toward inclusion.

It is clear that the socio-political context where childcare is implemented is relevant, to the universal and regulated childcare, in the few countries that it exists, as it offers a clear indication those result in inclusive practices. There are Nordic countries such as Norway, Denmark, Sweden or Finland provide universal child care for children from one to five, regulated by national standards (including the ratio child- teacher and teacher role and professional development) (Karila, 2012; Brodin, and Remblad, 2014; Ellingsæter, 2014; Bauchmüllera, 2014) and comparing these results to the National Educational Programmes in the US where there is no regulation show that only 20% of the settings are considered excellent for inclusion, Norway and Denmark show a better quality of inclusion, particularly with those children with disabilities or from poor families with a high risk of developing externalizing problems (Lekhal, 2012). Havnes and Mogstad (2011) have also identified that in Norway free childcare has strong positive effects on children's educational attainment, parents' labour market participation and welfare dependency has reduced. The economic benefits of inclusion were also identified by the OECD (1999); Odom, et al. (2001); Sakellariadis (2012)who recognised that the cost of pre-school inclusion (for example, in staff salaries, child care tuition, equipment, materials) were lower than providing the option of special educational services for children with SEN. So, it is also important to highlight that researchers that have reviewed early childhood education in different countries such as Kron (2006) confirm that among countries, and within the educational centres, there are broad differences in terms of allocation of resources and the organization of provision into the children learning and teaching, resulting in different ways of

inclusive practices (Hegarty, 2001; Haug, 2014; Göransson and Nilholm, 2014). This chapter will analyse the latest research about individual and organisational strategies related to roles and professional development; starting with the analysis of the conception of person, the construct developed in the bio-ecological model, likened to the meaning of early years professionalization and the roles in Spain and England and how it relates to staff learning about inclusion at the different organisational levels.

In this thesis, I use the term "professional development" and "professional learning" as synonyms specified directly from the literature. Kelly (2006), however, considered the term "teacher development" to be inappropriate and advocated the use of "professional learning" instead. In his opinion, "teacher development" does not include important concepts such as teacher identity and knowledge. Therefore, "professional learning" includes professional knowledge that is open to multiple interpretations associated with professionalism and related to professional identity (self-efficacy, job satisfaction, motivation and commitment) among educational experts, depending on different individual factors, such as age, experience and also situational factors (Day, et al., 2006;Chen and McCray, 2012). Beijaard, Meijer and Verloop(2004) and Canrinus, et al. (2011) identified that the individual aspects and personal elements directly influencing the formation of professional knowledge have rarely been investigated and deemed it necessary to highlight professional identity as part of the staff role. Since then, research on teacher identity has focused mainly on pre-service teachers (Beauchamp and Thomas, 2009), and its conceptualisation has developed into both individual and social aspects. The research from the actors in the settings takes its meaning from what the others claim (Akkerman and Meijer, 2011).

3.1. PERSON: EARLY YEARS PROFESSIONALS AND THEIR ROLES

Taking the base of the concept of "Person" (see above), this is interpreted as the personal characteristics that are influential "in shaping the course of future development through their capacity to affect the direction and power of proximal processes though their life course" (Bronfenbrenner and Morris, 2006, p. 795). The practitioners "life course" is conceptualised in this thesis as the development toward inclusion through the professional development and the roles of the persons working at the settings, the nursery staff. According to Symbolic Interactionism, the person, as an identity, is the result of the social interactions one experiences in a situation as a

response to others' actions (symbolic communication) and their own interpretation of their own actions, their own role taking (Charon, 2001).

Their personal capacities which are interpreted as their professional background, status (abilities and choices) and experiences (resources), their role within the nursery and professionalism (demands) along with their values, motivation and personal choices on the acquisition of relevant knowledge (dispositions and responsibility). Likened to the conception of educators as professionals, the latest literature states that nursery staff area key person for in the childrens' educational lives as they are the people who take care of them and is considered as the main person responsible whilst offering a special relationship with each of their charges (Elfer, 2003; Colley, 2006; Page and Elfer, 2013).

It is assumed that main stakeholders on implementing inclusive practices are the staff and there is little research on the working conditions related to their roles and even less about the options to adapt their actions to children's needs. A role is defined as the expectations and obligations expected from a person's manner in a specific situation. Therefore, the person that performs the role is expected to know what the requirements for said role are. There are different roles and each person chooses one that meets with functional factors, being able to perform tasks, their status, authority and position in the group, and by personal factors including personality, attitudes, skills and abilities (Rollinson, 2008).

On the other hand, the teachers knowledge, responsibility and attitudes are crucial. Nutbrown and Clough (2004) have analysed attitudes of practitioners working in early childhood settings in Denmark, Greece, Italy and the UK and they found that those working in early educational settings were more positive about inclusion than teachers in other educational levels. Additionally, they have identified that the nature of a student's disability influences the teacher's eagerness and 'capacity' to include them. It is therefore clear that stereotypes about different disabilities directly influences teachers' attitudes (Nutbrown and Clough, 2004). In 2004, Clough and Nutbrown asked 94 preschool educators from the UK (England, Northern Ireland, Scotland and Wales) about their beliefs on inclusion, they confirmed that the majority of them (63.8%) were open to the idea of including children with SEN, but all stated that they expected challenges such as resources, support and the effect it would have on the other children. Still 10% were against inclusion of children with SEN in their classes, the 60% in principle but it would depend on problems and 25% considered that all

children should be included. In conclusion, the report specified that staff are, in general, supportive of inclusion.

Consequently, "professional knowledge" can be identified as when knowledge becomes meaningful in practice, through professionals' perceptions of the nature of their professional work (Daley, 2000, p. 51). In other words, professional knowledge is the knowledge which educational professionals consider valuable for application in the classroom (Connelly, Clandinin and He, 1997). When teachers better understand both their own expertise and what influences their practices, their motivation increases. In that regard, they as teachers will have the tools to be capable of identifying what makes a difference to those who work with children with special educational needs (Mackenzie, 2013).

The role of the responsible adult ought to play a large part in the implementation of inclusive practices. Harris and Bradley (2003) confirmed the importance of school staff in the process of maintaining the social competence of all children in the classroom and, if necessary, to go through alternative teaching ways of communication in consideration of the whole group. It is suggested that staff should be responsible for regulating their performance toward inclusion and avoiding what could become exclusionary, as it seems that if there are challenges, they usually relate to the task of communication and the human and material resources involved (Harrist and Bradley, 2003).

Furthermore, the people working in the institutions, according to Mead (1934), are those who are subject to control by organisations, and should have a say in determining what those controls and their attendant values are, meaning staff must have a say in the operations, the planning and the control of the institution. Using this frame of reference, it becomes possible to fight against inflexible structures. It would no longer be possible to assume policies that are entirely restrictive, because staff, not just the stakeholders, are perceived as major shareholders, such as in the Reggio Emilia educational model (Cecconi and Stegelin, 2013; Baker, 2014).The staff would have a key role in analysing, negotiating and participating in their own development (Fenech and Sumsion, 2007) and develop the conception of inclusive professionals.

3.2. PROFESSIONAL LEARNING RELATED TO PROFESSIONAL STATUS: FROM SEMI PROFESSIONALS TO PROFESSIONALS

Particularly in England, because of the school reform in the 1980s and 1990s and the new neo liberalism, school culture tends to force early years practitioners into professional isolation which translates into trivial service programmes, routine work and a low level of responsibilities (Duke, 1984; Löwstedt, et al, 2007; Aubrey, 2011; Abrantes and Quaresma, 2013). It is suggested that this approach began with the governmental standardisation of teaching practices, itself a reflection of the new managerialism in the public sector, which schools were encouraged to emulate (Troman, 1996; Hartley, 1997; Wilson and Berne, 1999, Moss, 2007). Urban, et al. (2008, p.142) analysed some early childhood policies in England and illustrated how these professionals were not allowed to self-govern their own practices. The meaning of "effectiveness" is imposed through a hierarchical system relating to their professionalism. What's more, it seems that countries such as Sweden and the UK had schools that were evaluated through external bodies or school inspectors who focus on their "evidence base" government educational policies (Baxter and Hult, 2013; Baxter and Clarke, 2013). This approach has a direct effect on the staffs' professional identity and has limited their freedom of practice, as the role is always limited by strict rules defined by government (Sandström Kjelli, et al., 2009). When learning only focuses on effectiveness, it is not productive learning for the organization, it is thus named 'the single loop of learning' (Brockbank and McGill, 2006). In practice, early years educators, teachers and nursery nurses, are often referred to as 'pre-professionals' (Cheng, Mokand Tsui,2001, p.242). This is perhaps due to a lack of focus on autonomy. The situation is complicated by the autonomy of the term 'professional' versus the disempowering focus on meeting fixed standards (Osgood, 2006). Some authors have suggested that this ideology started when the uniformity and standardisation of practices by the governments commenced (Hartley, 1997; Wilson and Berne, 1999; Moss, 2007) and they associated professionalism with structured educational doctrines of teaching through a technical and rational basis (Schön, 2001, p.189).

Lately, staff roles influenced by welfare policies have become more regulated, with an increased focus on accountability and costs whilst ignoring emotion and care in nurseries (Elfer, 2012). Scholars bring two doctrines regarding professionalism. The first focuses on political stratagems of effectiveness, quality control, and regulates the educational profession by the concept of semi-professionalism. The second is based on

the democratisation of practices and the increased consideration of educational staff first as knowledgeable and autonomous workers, then as complete professionals (Gore and Morrison, 2001; Sachs, 2001; Stronach, et al., 2002).

Academics are fighting to reverse the relegation of teachers', nurses' and social workers' status (Stronach, et al., 2002). Academics from the University of Cambridge and the University of Leicester have evaluated the Teacher status from people aged 16 or over in the nine English Government Office regions, Scotland and Wales. The status has slowed from 4.4(0-5 scale) of mean status ranking in 1965 to 3.6(0-5 scale) in 2013 in the UK (Hargreaves, et al., 2009). The Global Teacher Status Index identified that, in a global comparison, UK head teachers have the highest status out of 21 countries (Varkey Gems Foundation, 2013). In Spain, this report also specified that primary teacher status seems very similar to social workers and is similar to other European countries, at 3.0 out of 10, and still quite low in comparison with other professions. Spanish society has a high level of trust in teachers when it comes to delivering good education, although only 25% of pupils respect them (Varkey Gems Foundation, 2013).

What teachers think about their status is very valuable and the Teaching and Learning International Survey (TALIS) (OECD, 2013) have identified that less than a third of a worldwide teachers from 34 countries believe that teaching is a valued profession in society. The new generation of early childhood educators from the 21st century see themselves as professionals and has an understanding of the tools that will aid their professional journey (Nutbrown, Clough and Atherton, 2013). That means they have the ability as independent professionals to develop evidence-based alternatives to centrally imposed curricula, developing complex solutions from simple parameters (David, 2001). These strategies help teachers generate continuous change, utilising those on expected flexible structures to consider continuous learning an integral part of professional practice (Jensen, 2007). Although, following TALIS (UNESCO, 2013) many teachers still work in isolation, more than half of the respondents never have experienced co-teaching and only one third have observed their colleagues teach. Nutbrown's review of early years practitioners qualifications (2012) in the UK identified that 72% of the workforce interviewed in the report stated that the cost of the training and cover of the staff when they were away were the main barriers preventing professional development. It also explained that exceptional places are working with other settings sharing their experience and expertise, an example of this is the teaching school approach led by the National College (Nutbrown, 2012).

On the other side, Osgood (2012) highlighted how emotional professionalism is costly for staff; this means to involve their own personal experiences in their job. So, professional development should be on a case by case basis supporting how they, as educational professionals, conduct their practices and create other possibilities (Stronach, et al., 2002). Stacey (2009) suggests staff must learn to recognise their own attributes. Roles offer different responsibilities such as leadership, mentoring, coaching, role-modelling, supporting other collages and being a member of a team (Taylor, 2006; Huebner, 2009; European Commission, 2011). In the UK, the government was offering guidelines for support assistants to work with teachers in planning and preparation for undertaking whole class activities (Lindon, 2012a; Hallet, 2012) or through learning communities strategies (Hord and Sommers, 2008).

3.2.1. PROFESSIONAL CERTIFICATIONS IN SPAIN AND ENGLAND

In Spain, all staff who work at leading nursery classes for children from three years old must have a bachelor degree. In England, there are several types of nursery staff working in early years. In a nursery classroom, a working team can be composed of school teachers i.e. with a BA degree and qualified teacher status, Special Educational Needs Co-ordinator (SENCo) and teaching assistants/ nursery nurses (Jones, Jones and Szwed, 2012). According to Melhuish (2013) ECEC staff, early years teachers with Qualification Teacher Status (QTS) or Early Years Professional Status(EYPS), in the UK have increased the quality of education in the early years, although they are still paid less in relation to other professions and are perceived to have low public recognition of their status.

In 2011 (nearest statistics to data collection), 99% of paid teacher staff and the 77% of nursery staff working in primary schools with nursery and reception classes held qualifications higher than level 3. Still there are great differences among the staff working in primary schools with nursery and reception classes. Among nursery nurses, the staff that typically works alongside teachers in a support role, the 4% held level four qualification, 12% of them had level five qualifications and 4% had the level six. Among the teachers with QTS, 67% had educational level seven and 29% with level seven qualifications (Department for Education, 2013).

The 'teaching assistant' role appeared in England in 1892 within the Education Code which recognised the Froebel Certificate as a qualification and advertised a post for "assistant mistress in an infant school", it has been part of the nursery team ever since then (Whitebread, 1972; Dombkowski, 2002). In the 70s, classroom assistants or

Teaching Assistants (TAs) worked with all children (DfEE, 2000). TAs tended to be unqualified, they were typically people who had volunteered at school and then moved into a paid support role-TA status. This status was lower than Nursery Nurses, who were para-professionals alongside teachers. There were other labels given to those undertaking a one-to-one role with a child with SEN such as classroom assistant, learning support assistant (LSA) and special support assistant (SSA) (Lee, 2002; McGillivray, 2008). Nursery nurses was a term reserved for those with the NNEB Diploma qualification that started in 1945 (National Nursery Examination Board), this term for it was discontinued in the1994 and changed into "CACHE level 3 diploma in child care and education" (DCE, 2001) or the NVQ in childcare and education Level 3 (Nutbrown, 2012; Council for Award in Childcare and Education (CACHE, 2014)). In 2005, more than 2 thirds of the teaching assistants did not have qualifications higher than level 2, although this depended on the setting and was lower in playgroups (Rolfe, 2005). They were mainly young women and the low pay, as well as unregulated employment conditions (Cameron, Mooney and Moss, 2002; Lloyd and Penn, 2010) and low retention rates due to the role factors such as family and personal reasons, are very relevant. Nursery nurses do not have a related professional or chartered body or registration requirement and they have no guarantee to be paid as teachers. Although, teachers with QTS working in the Foundation Stage have the same pay and conditions as their counterparts in other sectors (Hevey, 2014). Osgood (2012) highlighted that in the UK there is still prejudice against staff working in nurseries, relating their work to "mother substitutes" and tend to be negatively generalised.

3.3. ROLE OF STAFF ON INCLUSION OF CHILDREN AT RISK, WITH SPECIAL NEEDS OR DISABILITIES

Global studies confirm that children with SEN who learn from and interact with typically developing children increase their social competences and, as a "win-to-win" approach, all learn from this experience (Bricker, et al., 1982; Guralnick, 1990; Ainscow, 1998; Odom, 2000; Frazeur-Cross, et al., 2004). Odom (2000), Diamond and Carpeter (2000) indicated that typically developing children learn from the experience of being with children with disabilities, about the world's natural diversity, and show higher understanding of helping strategies, and higher sensitivity to the needs and competences of children with disabilities than those without this experience (Trepanier-Street, et al., 2011). Diamond and Hestenes (1996) demonstrated that typically developing children in an inclusive setting felt they had more knowledge and

were more aware and sensitive about certain cues related to the disabilities (mainly adapted equipment). The experience therefore encourages acceptance. Those without disabilities, regardless of their own circumstances, proved open to friendships with those children with disabilities (Diamond and Hestenes, 1996). Echeita, et al. (2009) identified that the most inclusive educational stage children with SEN had experienced was the infant stage, in comparison with other educational stages, and also parents remembered it being the level where children made most friends and where they had felt the highest level of self-esteem (Echeita, et al., 2009). Echeita, et al. (2009) suggests that this was because during the first years of life social cognitive differences among their equals were less apparent and this facilitated inclusive behaviour. According to this report, inclusion is defined by parents of children with SEN and educators as a natural manner of feeling accepted, as part of the group, but in a manner a scholar can develop analogies related to cognitive development. Being bigger step forward, international research show huge developmental differences in maturity on small children and therefore, it is needed a change on orientation considering applied the theory of multiple intelligences (Gardner, 2013) to create inclusive classrooms (Cheminais, 2013).

It is clear that children, as well as learning the positive aspects around them, also learn the negatives ways of thinking/acting (Odom and Diamond, 1998). It is agreed that children's attitudes are learnt from their environment that role models play a formative and relevant part in it's' development (Brown, 2004; Lindon, 2012a). It is also highlighted by scholars that, children in the early years stage, around 3 years old, develop beliefs attached to disabilities, race, gender and self-identities and, as their experiences with people with disabilities are normally few or related to their own family that normally are positive, therefore being in an integrated setting implies the possibility to learn from the equity (Oliveira-Formosinho and Barros-Araújo, 2011; Serdity and Burgman, 2012). Stereotypes are normally applied to those groups which the child does not feel a part of, and they are learnt during childhood and can be changed by experiences that question these beliefs (Lindon, 2012b). Therefore, we highlight that positive experiences and opportunities promoted by staff about shared learning between children, with and without special needs, discourages prejudices and could have a significant impact on future beliefs and values (Buysse and Bailey, 1993). Devarakonda (2013) identifies the importance of positive role models though books and stories, displays and relevant persons with disabilities from the immediate community.

Bricker (2000) reflects on how teachers' experiences of implementing inclusive programmes in the last forty years have been adapted significantly and the introduction of better tools plays an important part. Bricker (2000) remarks that having extra tools can, in some cases, help achieve equal rights for disabled children. However, their implementation can become problematic if there are no procedures to follow. Bricker states that the ideal situation would include services such as staff training and resources, in addition to positive attitudes that support inclusion, all of which must exist before children are placed in the setting (Bricker, 2000).

Leatherman and Niemeyer (2007) stated that teachers' attitudes toward inclusion appear to be influenced by previous experiences involving children with disabilities in their own classrooms and those that had this experience linked it with an appropriate pre-service training which was very relevant. Hanko (2003) is an educational consultant and staff development tutor, who has substantial experience in working with school staff to promote an inclusive school culture in English schools and classroom contexts. Hanko recommends that the role of the professional in an inclusive setting is to work on social and emotional issues with the whole class, challenging their own perceptions and attempting to include the challenging behaviour of students through "therapeutic teaching skills" including intervention projects adapted to children's needs (Hanko, 2003, p.127). In all of these learning approaches, the role of staff is essential and their individual choices influence their practices and their understanding of themselves as agents.

3.4. STAFF INVOLVEMENT IN LEARNING ABOUT INCLUSION

Although in Spanish context the impact of educational policies are not known or publicised, the British government have supported, for many years, research based on the implementation of their own policies. This section evaluates three main reports commissioned by the UK government Department for Education and Skills which has direct influence on staff roles (Brooker, 2014). "The Effective Provision of Pre-School Education (EPPE) project" (Sylva, 2004; Sylva, et al., 2014), the project called 'The Early Years Transition and Special Educational Needs' (EYTSEN) (Sammons, et al., 2003) and the "Study of Pedagogical Effectiveness of Early Learning (SPEEL)" (Moyles, et al., 2002).

"The Effective Provision of Pre-School Education (EPPE) project" (Sylva, 2004) started and was the first major European longitudinal study (1997-2004) of a national sample of the development of young children from 3 to 7 years old. The study investigated the effect of pre-school education on 3000 children from the ages of 3 to 5 years old. The project was extended until the participants reached the age of 16 years and was promoted until 2013 and followed the same children to post-16 education, into training and employment. This study evaluated the aspects of pre-school provision and the extent to which they had a positive impact on children's attainment, progress and development. Looking into the attitudes, skills knowledge and understanding of the practitioners and it has been concluded that the early years programmes have an impact on the quality of pupil-teacher interactions. In the EPPE study (Sylva, 2004), the specific support from the human resources, the key staff at the educational institutions is also highlighted. Principally, they should prepare and implement curriculum and understand child development (Sylva, et al., 2004). The role of professionals is important as it has been shown that where warmth and a responsive attitude to the individual needs of children have been displayed, children have gained more progress. It was particularly relevant that the managers in effective programmes were highly qualified and staff had higher qualifications (Sylva, et al., 2003; Hevey, 2014). It is stated that those centres that fully combine education with care and have a higher proportion of trained teachers tend to promote further child developmental progress; and effective centres were the ones to allow parents to be involved in school activities (Sylva, et al., 2004). Early entry of children into nursery education (2 or 3 years-old) was linked with higher peer sociability and better intellectual attainment (Sylva, 2004).

Effective pedagogy is important and, in this case, effectiveness is defined as instructive learning environments with "sustained shared thinking" and adult modelling to extend children´s learning (Sylva, et al., 2004; Siraj-Blatchford, 2007). This means that children and adults work together in an intellectual way to solve problems, clarify concepts and evaluate activities with both parties needing to contribute towards development and extending understanding. It is specified that should be a balance in initiation of activities, letting the children choose them but also letting adults tune into children's play and extend it to educative ends.

The EPPE report (Sylva, et al., 2004) states that many children with disabilities tend to spend this educational period at home and therefore, at this time, they were not exposed to the same opportunities as their peers. This is important as those children

with SEN were not all a part of that system due to different matters that need further exploration. Consequently, Law, et al. (2012) specified that the participation of children with severe disabilities is influenced by their innate impairments and external environment. "The Early Years Transition and Special Educational Needs" (EYTSEN) aimed to identify children at risk to develop SEN in early years and with implication resulting in reducing the likelihood of later SEN (Sammons, et al., 2003). The EYTSEN project authors concluded that a quality system must integrate education and care services offering a positive impact on cognitive attainment along with social and behavioural development (Sammons, et al., 2003).

In this way, considering as central those strategies implemented by the staff, the "Study of Pedagogical Effectiveness of Early Learning" (SPEEL) (Moyles, et al., 2003) used a qualitative methodology, aimed to identify the effective pedagogy embedded in the practices of adults who work with children from 3 to 5 within the context of the "Curriculum Guidance for the Foundation Stage" (DfES, 2000). This report involved 27 research settings and 12 months of data gathering. Research information was collected by the school community, by teachers, by parents and by a group of early years experts. In this thesis, an evaluation has been done using qualitative methodologies which clearly represent staff members' first hand view of what is happening inside early years settings and in which ways interactions result in children learning. The SPEEL study elaborated 129 key statements classified under the following areas: practice, principles and professional dimensions, that identified the skills, knowledge and attributes linked to the meaning of effective early years practitioners. This report concluded a given importance of offering children the opportunity to play and, in this sense, opportunities to learn (Moyles, et al., 2003). Before that the next section will introduce a revision about reflective practices.

3.5. REFLECTIVE PRACTICES: WHAT DO TEACHERS KNOW ABOUT THEIR PRACTICES?

It is important to consider the intrinsic fact that people are continuously engaged in learning processes (De Geus, 1988); and also that staff, in order to develop, must be engaged in an activity and, in order to be effective, this needs to take place during each time they engage in the activities, periodically (Bronfenbrenner and Morris, 2006). Therefore, we assume that experts have a broad professional knowledge base, meaning in other words, knowledge related to their work and their experience. According to cognitive and behaviourist theories, learning though practice is very positive; it

facilitates the accumulation and retention of relevant information, the ability to acquire more, and the ability to use this information (Cohen and Levinthal, 1990; Nutbrown and Clough, 2004).

Learning is associated with the development of personal identity, and as such is sometimes unplanned and unguided (Wald and Castleberry, 2010). It can be acquired without the direction of a teacher and can be self-instructed (by self-reflection on personal aims) (Epstein and Hundert, 2002). During this process, concepts, contents, values and frameworks are individually interpreted in relation to the surrounding culture and environment, and is also reflected on in relation to past and ongoing experience (Wringe, 2009). The origin of information processed by teachers comes from various different sources, such as individuals, groups, reading, policies, physical settings and tools (Alavi and Leidner, 2001).

Personal knowledge is defined as something "individuals bring to situations, enabling them to think, interact and perform in those situations", namely something that somebody has as a resource (Eraut, 2007, p.406). Individuals try to put clear limits on their personal knowledge regarding what useful information is related to their profession (Dulipovici and Baskerville, 2007). The role of the teacher is described as that of a reflective learner in terms of understanding and responding to children's developmental clues (Hull, Goldhaber and Capone., 2002; Lindon, 2012a; Belvis, et al., 2013) and a reflective practitioner when the staff are self-aware of their actions and feelings (Lindon, 2012b). The teacher role is also expected to be aware of socio-cultural aspects following the Vygotskian conception of knowledge development (Edwards, 2007; Wood, 2007). It is also expected that staff working with children with SEN, task different strategies, understand the disability itself and know how to adapt the intervention to the child's unique needs (Guldberg, 2010).

Through evidence, staff should be able to monitor their students' learning process and the effect it has on the content that children learn. This could be done in the form of an individual task, encouraged by the school leaders and other school staff who could externally support the interpretation of the evidence (Timperley, 2010). During the last decade, the responsibilities of school staff have been more complex than ever. Now it is expected that staff should understand, teach and cater to a very diverse population and, as mentioned in the previous chapter, more children with severe disabilities and complex needs are included in mainstream centres.

As a result, it has been highlighted that the relevance of teaching as a research based profession and, in general terms, becoming a reflective practitioner became a synonym for teachers' professional development (Tse, 2007). Cohen (2008) stated that although educational staff have a professional identity as experts in education or knowledge production, and as agents of change are usually engaged in critical analysis to plan action, there is limited published research (Hargreaves, 2000b) about individual or collective good practices produced from their own learning (Borko, 2004). For this reason, it is recognised that this should be considered part of their job and not as an additional extra (Ballet, et al., 2006). De Roos, et al. (2010) indicated that staff have evaluated their own performances and oriented their responses toward the desirable. The author concluded that it is recommended that the interactions of staff and children should also be observed and compared with their self-evaluations. In conclusion, procedures reflecting on their own teaching, maintaining accurate records, communicating with families, participating in professional communities, growing and developing professionally and recognising it, are defined as components of the professional responsibilities of a teacher (Danielson, 2007).

Eraut (2000) has identified that two individual learning processes are involved in the acquisition of professional knowledge. The first relates to the experience that can be obtained from situations in which all the participants are co-learners. The second is a reflective process, in which the participants make individual sense of the situations (Eraut, 2000). It is assumed that understanding the tacit knowledge involved is very difficult, as this would require a complete analysis of participants' thoughts and knowledge base, but still, it is worthwhile trying to understand why professionals perform in a certain manner and how they obtain their knowledge (Eraut, 2000). According to Mezirow (1990), the major learning experience in adulthood involves critical self-reflection, reassessing the way we face and deal with problems, and reassessing our own orientation to perceiving, knowing, believing, feeling and acting. In this regard, as defined by Mezirow, emancipatory knowledge seems to be similar to the tacit knowledge likely to appear in non-formal learning settings.

The learning process of understanding tacit knowledge focuses on freeing learners from forces that could limit their professional performance. Therefore, a critical individual examination of practices could provoke a change of belief about actual practices and principally about their own process of learning (Imel, 1999), in Reiss´s (2012) terms, "challenging assumptions".

Although researchers who have analysed the in-service learning of education, professionals suggest that teachers do not always learn when they teach, and do not consider themselves as individuals in the process of learning. Those who are participants, but are not involved in training, offer their bodies but not their minds, and therefore are not receiving the right of education (Mead, 1934). Instead, they usually focus on their students' learning process (Hoekstra, et al., 2007). Furthermore, Hoekstra, et al. (2007) show that learning though self-reflection for teachers is still distinct from policy and theoretical expectations. This could be the case because teachers do not know how to approach the issue, or because they do not have time to explore these ideas on a daily basis, or, indeed, because the preschool schedule does not support it (Abdal-Haqq, 1996). Critically, it seems nobody has ever asked them for their knowledge and opinions on the matter (Fraser, et al., 2007; Elmore, 2009). The system seems to ignore that, to be capable of emotion and care, staff must be highly competent (Clark, 2005; Osgood, 2006; Nucci and Narvaez, 2008). It is taking the role of the students, it is like seeing yourself within the child's perspective and this is what is suggested by the Symbolic Interactionism, to go through interaction with others and with yourself, develop a definition of the situation, make a decision, and create an action (Charon, 2001).

Further, according to Schön (1987) and Argyris, et al. (1985) the purpose of reflective practices is to offer services related to values and beliefs of their staff, and then offer double loop learning such as creating more desirable social realities which requires a new design of the working actions and changes their structures (Greenwood, 1998).This process is conceptualised by Scott, et al. (2004) in terms of "theories in action", expressed by participants' reflective practices. As an example, Scott, et al. (2004) describes how PhD students undertaking professional doctorates, question their own practices and communicate their acquired knowledge.

During the last few years, Argyris and Schön's (1974) double loop of learning has been developed into a triple loop model. This occurs when the attention of the professionals involved is directed toward power relationships in order to create "a field of inquiry" for actions, for example, through committees elaborated to solve problems (Isaacs, 1993). The third loop of learning is called "learning to learn" (Hummelbrunner and Reynolds, 2013, p.9). In this model, the stakeholders participate in the learning process and take into account the impact of organisational processes on how they learn (Hafford-Letchfield, et al., 2008; Anderson, 2008). The staff reflect and modify rules

and their own learning mechanisms so that they may change in positive ways that affect knowledge acquisition and behaviour.

Cohen (2008) stated that although educational staff have a professional identity as experts in education or knowledge production and, as agents of change, they are usually engaged in critical analysis planning action, there is limited published research about individual or collective good practice produced from their own learning (Hargreaves, 2000b; Borko, 2004). It is recognised, however, that this should be considered part of their job and not as an additional extra (Ballet. et al., 2006). The alternative suggested is the dissemination of methodological techniques for reflection through collaboration among researchers and professionals (De Roos. et al., 2010) and among nursery nurses (Potter and Hodgson, 2007).

3.6. THE STRATEGIES USED WITHIN THE SYSTEM BY THE STAFF MEMBERS

Orientation has shifted during the last twenty years, from attending to children with disabilities towards evaluating and considering the needs of the entire group of children with the intention of achieving "human rights", "equal opportunities" and "social justice" (Armstrong, et al., 2000, p.1).

Odom (2000, p.23) believes that the 'quality' of inclusion depends on the nature of the program being implemented. Quality is increased when the staff practise naturalistic teaching strategies and adapt them to the individual learning needs of the child with disabilities. Activities should be flexible and adaptable above all else (Hanline and Daley, 2002).

Honing (1997) developed a list of 20 strategies that teachers could implement to facilitate the inclusion of children with disabilities. Among them, meeting with staff members, knowledge regarding different disabilities and the power of communication are considered as essential (Orlich, et al., 2010).

Scholars recommended a setting-only approach that means analysing the class intervention (instructional procedures, classroom arrangements, along with scheduling and class rules) and relate it to direct intervention regarding children's individual needs (Hemmeter, 2000; Jones, 2004). Other scholars stated that schools need to focus on the educational system as a whole, which can indirectly intervene with the group of children learning (Norwich, 2002). Vislie (2003) highlights that

development in inclusive research needs to advance from a segregated agenda of special education into other paradigms, including a sociological critique followed by organisational theories to the "implementation of new educational paradigms into school policies and classroom practice" (Vislie, 2003, p.32). Hull, Goldhaber and Capone (2002, p.9) developed the concept of being "culturally responsive", meaning staff must aim to structure early childhood programmes according to children's needs and orientate strategies toward the children's individual learning. Among these strategies are child portfolios, which is a useful tool for analysing children's competences and to plan the environment to support these competences, for example a child could learn better with assistive technology. As another illustration of this, Aroin and Floyd (2013) promoted the idea that in inclusive preschools, with mixed ability classes, the use of ipads and different software applications, commonly referred to as apps, could help children to learn together, concepts in maths and technology. The classes who used this responded with great engagement and success.

Boud and Middleton (2004) have analysed the way in which informal learning in the workplace is predominately collectively developed through communities of practice. Research on informal workplace learning is relevant here and has been developed during the last decade in response to the professional need to continuously gain new competencies; however, there is little research focussed on public institutions and very little in the area of education (Tikkanen, 2005). Within the idea of Professional Learning Teaching Communities, active learners and expert partners should provide leadership and assistance to less skilled learners (Hord and Sommers, 2006). Meetings about observation, modelling (Schuck, 2008), and discussions about the relevance of the content recorded through inquiry report experiences are often useful (Deppeler, 2007). The promotion of these strategies should create a sense of community and sharing and a progressive school culture, based on the implementation of innovative school strategies and programs (Kiefer Hipp, et al., 2008).

3.6.1. COLLECTIVE LEARNING IN RELATION TO PROFESSIONAL KNOWLEDGE

According to Hofer and Pintrich (2004), personal epistemologies are developed in accordance with internal psychological mechanisms related to academic cognition, motivation and belief and theories about knowing, known as learning, and to context sensitive aspects related to contextual facilitators and constraints. Therefore, educational experts feel more secure in their professional status when there is a shift

of focus from individual achievement to community advancement. Learning from other professionals does not include children, but directly influences the processes in the place where it is involved. The collective learning and development of school staff is interpreted as a community of learning process, where stakeholder participants develop an organisational culture. According to Symbolic Interactionism, the institutionalised culture is studied by cultural history and through the identification of new cultural patterns, their connections to social life, their persistence and the variations their patterns. These cultural patterns are socially shared and transmitted over time (Becker and MacCall, 1999). Communication is essential, and involves interaction between stakeholders; the agency staff and parents from inside and outside the organization. For the last 20 years, many educational publications have maintained that understanding the setting in terms of culture and organization is necessary for dealing with changes. Considering sharing, it is essential to acknowledge what stakeholders can contribute to the community of knowledge (Scardamalia and Bereiter, 2006) and to be careful to avoid sharing "the private unconscious" (Hochschild, 2003).

Collective learning is usually related to types of strategies facilitating learning opportunities for a broad group of professionals. This could be applied to professionals in an early years setting. Among these strategies, it is considered that families of young children together with school staff should participate in planning, delivering and evaluating the professional development. The participants should remain actively engaged in learning experiences leading to the attainment of professional knowledge, skills, and dispositions and the implementation of this knowledge in practice. Learning should be directly related to problems in practice and “what”, “how”, and “who”, ought to be essential questions to be answered in the planning of this professional development (Buysse and Winton, 2009, p.238). Organisational knowledge creation is the process of making available the knowledge of individuals, and broadening, as well as crystallising and connecting it to an organization’s knowledge system (Nonaka and Von Krogh, 2009).

Moreover, collective development of the professional learning and teaching community should be considered as another type of professional learning; a model promoting professional development for the school community and contributing to the students’ learning process (Wedell, 2005). This model encourages teachers to learn practices in day-to-day school settings, which builds on the traditional theoretical training delivered in lectures (Vescio, Ross and Adams, 2008). The result of this community feeling is the promotion and facilitation of the learning process of their students. As

Vygotsky theorized, "learning occurs through participation in social or culturally embedded experiences" (Raymond, 2000, p.176).

3.7. CONCLUSION TO PART THREE

Inclusion can therefore be seen as a continuous development that occurs when many conditions are connected. Necessary changes can only be developed when staff understand their students and consider that inclusive practices could benefit them. In inclusive practice, school employees have the leading role in considering how the students view their learning, evaluating which learning strategies could be changed and adapting the curricula to their needs. The use of principles embodied by socio-cultural theory is proposed in order to enrich the learning and development of students. These strategies form the scaffolding of their learning, their proximal development and their capability to be an active participant in their community. The standard conception of children's abilities has therefore moved on from the 'closed box' medical model. Instead, children are perceived to have their own individual abilities, without the need to focus on "the norm". The standardised curriculum is heavily critiqued, and unique forms of learning and development are promoted through flexibility in practices, not only from the school staff but also from me as a researcher. In this PhD research, both teaching and the research methods that will be introduced in the next chapter should aim to understand nursery staff's preferences and contextual clues based on the bio-ecological theory, SI theory and organisational learning theories that could promote their learning opportunities (McPhail and freeman, 2005).

The previous research recommended that the community of learning understood and discussed their role in implementing inclusion and as far as their involvement should go. Therefore time and wiliness to communicate their intentions within the implementation of practices is necessary to be explored (Greenstock and Wright, 2011). This research will investigate whether there are different strategies used in the different settings to increase the communication and which are the main ones. Many of the strategies used by staff come from their own experience such as Ncsweeney (2012) who has identified that with professional social care education, nursery staff are both a student and a practitioner, both identities are part of their roles.

PART THREE: METHODOLOGY AND METHODS

CHAPTER FOUR: EXPLORING AND EXPLAINING THE RESEARCH PROCESS

4.1. INTRODUCTION

The following chapter explains and justifies the research process, detailing the selection of and access to the research participants, explaining the research methods used to obtain information from the contributors, describing how the data was collected and processed, and informing how the information has been analysed. This PhD research was designed to answer the following research question: identify the elements that influence the roles and professional development inside or outside classroom of nursery staff and organisational learning when implementing inclusive teaching practice for children with SEN.

The research was undertaken in one location in southern Spain, Andalucía, and another in the south east of England. The participating settings were a nursery class from the second cycle of the infant educational stage (segundo ciclo de educacion infantil) in a Spanish mainstream school and a nursery class in an English mainstream state primary school. The data collection from both sites was carried out over one academic year (2010-11).

The classes in the Spanish school and the English school were each represented and analysed as a qualitative case study (Merriam, 1998; Yin, 2013). This chapter begins with an introduction to the research population. The next sections identify the data collection methods and techniques, the researcher role, ethical considerations and procedures. The chapter finishes with a description of the formal analytic strategies and a short introduction to the data analysis procedure.

4.2. QUALITATIVE RESEARCH

Qualitative research can be used to identify, firstly, how actors perceive their actions, secondly, how they clarify their strategies and, finally, how organisational conditions which help or challenge inclusive practices can be highlighted. This thesis focuses on understanding these issues through the use of a methodology that can explore two

different settings where actors use different levels of learning; single, double and triple loop learning. Few scholars have connected these theories with research in school settings. Several studies recommend the applicability of qualitative methods in order to define individual roles as the micro-foundations of the macro-collectivism and to focus content within a context (Maton and Salem, 1995; Geels, 2002; Matthyssens and Vandenbempt, 2003; Felin and Foss, 2005; Rainbird, Munro, and Holly, 2004). For example, Yammarino and Dansereau (2004) and Hitt, Beamish, et al. (2007) recommended that to obtain cultural and organisational information from the bottom up, qualitative methods should be used as tools. Qualitative research describes the real life experience of the participants with the aim of ascribing meaning. It is chosen to explore the richness and complexity of phenomena based on the experiences of the participants (Bogdan and Biklen, 2006).

The research is based on moving from the individual level to the institutional level, in order to understand the implications of effective transition of knowledge that defines the staff roles, organisational learning and professional development from the analysis of micro to macro structures (Coleman, 1986). In the latter, collective norms took on a main role as "system level properties" affecting the actions of individuals (Coleman, 1990, p.244). The meaning of organisational knowledge is considered to be the transference of knowledge from professionals to the organization creating the sum of individualised knowledge possessed by all members (Grant, 1996). Nutbrown (2012, p. 54) specified that, according to the responses of practitioners and their own experience, the best professional development of early years professionals in the UK is characterised as a:

> Blended approach including high quality materials, work-based learning and support, visits to other settings, experiences with challenge thinking, attending conferences and provision of mentoring from outstanding leaders and peers.

This collective knowledge is effective in that the group uses it to produce benefits (Gleeson. et al., 2005). The perspective promoted by 'audit culture' focuses on the economy of performance, creating a profile of professional practices within the local group, situated and indeterminable nature of professional practice (Stronach. et al., 2002). In this sense, when we define what professional knowledge is, we must explore the situations in which it takes place. These levels from the bio-ecological level (as explained above, see Chapter Two)and can be analysed by case studies in which the researcher, during a period of time in an institution, identifies and understands the choices that actors make and their reasons for these decisions; i.e. their "frame of

action" and "frame of reference". In this research, I intend to understand the implications this carries for the institution and for wider society (Fear, et al., 2002; Carnall, 2007, p.129).

4.3. CASE STUDY DESIGN

Case studies, as research design, were developed from 1920 in the Chicago school of ethnography, for the study of human social life (Bogdan and Biklen, 2006). Throughout the 20th century, this work was developed by ethnographic researchers and Symbolic Interactionism was one of its doctrines. Interactionist ethnography was elaborated as a research methodology to analyse interactions within sociology, but subsequently spread out into other disciplines, such as education (Blumer, 1986; Rock, 2001; Denzin, 2008; Buchanan and Bryman, 2009). Although not a "well defined meaning" of the term of case studies within the SI framework, the following group of characteristics are attached to its procedures:

> a) The research should demonstrate naturalistic aspects of reality, b) the research should be sensitive to reality and c) the primary focus should be on describing real events, and the real perceptions of those involved. (Atkinson and Hammersley, 2007, p.7).

This thesis investigates teachers' roles and learning relating to inclusive practices in two early year settings, it makes sense to use case studies to investigate a phenomenon (Yin, 2003b). This approach recognises as valuable tool contextual and complex multivariate conditions, uses multiple evidences and defines broad research topics (Yin, 2003a). A case study consists of detailed research, often with data collected over time, where phenomena are situated within their natural context, with emphasis on explanatory factors of social or organisational processes (Hartley, 2004). Scholars have recommended further educational research investigating teaching and learning using single and multiple case study designs as there is a lack of this approach in the academic literature (Alexander and Winne, 2006).

Multiple cases should be selected expecting contrasting results for predictable reasons and this is called "theoretical replication" (Yin, 1994, p.46). I decided to choose two early childhood classes, because I wanted to collect rich data meaning that much effort was expended in gathering information in response to my research questions. My aim was to carry out data collection over a year; during which time I collected information from both of the participating schools. I assumed there was importance of doing international research collecting perspectives and perceptions of inclusion (Zyngier

and Carr, 2012). So, I am interested in the achievability in both different contexts, in order to help researchers and policy makers characterize the consequences of different practices and policies for different groups, under different circumstances and to pinpoint concepts for understanding education that have previously been overlooked and could be interpreted as new principles and categories, to identify and question assumptions that are taken for granted (Chabbott and Elliott, 2003).

This research is innovative in exploring the topic of teacher learning as scholars such as Lieberman (1995) and Scribner (1999) highlighted that exploring learning opportunities outside formal education has been denied for teachers. In the cases I chose the boundaries are defined within the two settings (Gerring, 2007).

This case study defines the characteristics of decisions, the elements of learning about inclusion. The criteria related to why, how and what practitioners are learning, the plausible decisions and options will be explored, and its' relevance linked to evidence from both in-situ case studies (Ellet, 2007).

4.3.1. ARTICULATION OF SAMPLING: TWO VERY DIFFERENT SETTINGS

This research was designed to be implemented in two early childhood settings as separate studies, one in England and one in Spain both of which include main stakeholders. In this thesis, I have chosen the Spanish school in Andalucía, and the English school in London, located in an outer borough among 33 components corresponding to London (city of London and 32 inner and outer London boroughs).

At the start of 2010 when I began working on the research proposal, I familiarised myself with the educational system in both countries and discovered that in both Spain and in England children get free placement in state schools from the age of three and that consequently most children start school at this age. Furthermore, both countries have two of the highest rates in Europe of disabled children being physically included in mainstream classes. In each country, there is at least two children with SEN in each regular classes (Bertram and Pascal, 2002; Muskens, 2009). These factors are decisive in inscribing heterogeneous groups of children at the schools. I decided to select the 3 year old age group as the focus of my research.

In Spanish settings, this stage is called the second stage of infant education and according to the Organic Law 2/2006, 3rd May (Ley Orgánica 2/2006 del 3 de mayo)and local authorities are obliged to offer a place in a mainstream school to all

children who will turn three years old during the first term of the academic year(September to December). Although this policy is national, the responsibility of how to include children in the educational setting is that of each Autonomous Community and, consequently, is implemented differently across the nation (Fernández Enguita, 2009).

The system is different in the UK, as the admission criteria is that children must turn four years old during the entirety of the academic year, meaning children can start their free education when they are three years old (this can be in September, January or April). According to the Code of Practice, from the 1stApril 2006 (DFES, 2006), in line with the commitments in the ten-year strategy, the minimum free entitlement for 3 and 4year-olds of 12.5 hours a week was extended from 33 to 38 weeks in all settings. For this reason, in both settings, the majority of the children will be three years old during my research period.

In the academic year when I was collecting data 2010/11, the number of children per teacher within the classroom was 21.3 in state schools in Andalucía. In the city where data was collected 87.36% of children were included in nursery classes in state primary schools, the rest being in private schools, and among them, 0.85% (those with SEN) were integrated full time in a special needs class. There is a lack of information about how many children had SEN and how many are integrated on a part time basis (Junta de Andalucía, 2012b). In the UK, the distribution of children with SEN in early years is inconsistent, DfE (2012) stadistics confirm that 47% of nursery schools or nursery classes attached to primary schools have at least 11% of children with SEN, 5% of day-care settings have also at least 11%.

This study used "pseudonyms" for the two settings and their participants throughout (Lin, et al., 2008, p.87). The English school is called St. Olave's Primary School and the Spanish school is called Zara Primary School.

It was considered that both are "theoretically diverse cases" (Yin, 2006, p.115) as they could offer information showing diversity in practice. Data collection focused on information from individuals about their organisational interactions through participant observation, interviews and content analysis of written materials. Symbolic Interactionism was used to understand the power within different roles, and participants' rule-following in different situations. Individually participants tend to interpret situations differently, and with the so-called "working consensus" individuals agreed in the roles each person will assume in the interaction (Goffman,

1959, p.21). This approach calls for an analysis of situational and participant perceptions.

In both countries, children get free entitlement to early education from the age of three and consequently most children begin education at this age. Furthermore, both countries have two of the highest rates in Europe of disabled children being physically included in mainstream classes. In each country, there are at least two children with SEN in regular classes (Bertram and Pascal, 2002; Muskens, 2009). These factors are decisive in inscribing heterogeneous groups of children at the schools.

The sample participants and locations were chosen through purposive sampling criteria procedures and an information oriented selection (Brantlinger, et al., 2005). The two sites were chosen because; a) they were externally recognised for orienting their practices toward inclusion; b) they showed a desire to participate in this research during the whole academic year 2010-11; c) the school staff were working towards equal opportunities in child learning. I considered it essential that the research participants are motivated in implementing inclusive practices in their classrooms and therefore form a group of professionals with experience in including children with special educational needs, with the potential to share a wide variety of information for research purposes; d) both participants classroom groups started school during the same year and that both groups are pre-primary (McKown, 2004).

Considering the focus of this research is to learn about teachers' learning processes and experiences in relation to inclusion, I engaged them in the research. Class teachers helped me to identify the participants involved, such as the children with SEN (Krysik and Finn, 2010).I planned to include teachers, head teachers, parents, children, special educational needs assistant and the external professionals all who are involved in classroom practices. I did not know a priori how many people would be in the sample as the participants were selected depending to the class teachers' experiences. Other variables which influenced the number of participants were the frequency with which they were involved in the setting, their own accessibility and the time I was able to stay in the setting.

The geographical and cultural variety of each setting will be considered according to the criteria of "maximum variation cases" as the two settings I have chosen will be very different in terms of organisational structure. This is purposeful, as I aim to explore different examples that show different perspectives of inclusion (Flyvbjerg, 2006). As mentioned previously, each Spanish community has its own autonomy in education

regulations and I decided to carry out my research in an area that has not been explored before and one whose progressive policies has been recognised by the national federation of professionals working in education (FETE-UGT Andalucía, 2008). Therefore, I selected the region of Andalusia as it is the biggest region in Spain, and because, in general terms, the people there are highly satisfied with the educational services offered (Fernandez-Esquinas, 2004). According to Fernandez Esquinas (2004), 82.5% of Andalusian parents and tutors of children in education are extremely pleased with the system. Benítez-Jaén (2014) also confirms that parents of children with Down syndrome are content with the educative system.

In this research, teacher learning will be studied in relation to those personal and situational factors which are impossible to know before familiarisation with the setting. I purposefully selected state-run settings, characterised by positive external evaluations in relation to the inclusion of their students. In July 2010, I contacted some researchers from the faculty of education from the local universities, situated in the regions I had selected to enquire about normal procedure for implementing my research.

This study had a group of 20 participants in the Spanish setting and 19 participants in the English. I decided to observe children with SEN as this enabled me to follow them both when the main class teacher was working with the whole group and when doing activities with the children with SEN alone. I chose to observe two children with SEN per setting (one with SEN and another with a diagnosis) even though there might be more in the class.

4.3.1.1. THE RESEARCH POPULATION WITH ZARA SCHOOL

At the end of September, I received a letter from a representative of the local educational authority of Andalucía confirming the name of a school and the head teacher (a) (letters are used to identify the staff roles in both settings). I immediately contacted him and he confirmed that they had received my research and that they would participate. I moved to Spain at the end of October for a month long visit.

When I met the head teacher (a) he explained that the school was open from 9am to 2pm with a break of 30 minutes from 11.30am. This school is a state primary school offering three academic courses of infant education and six courses of primary education, with one specific room for infants with SEN and one for older children with special needs. It has approximately 220 students from 3 to 11 years old and 17

teachers who share the building. As an ordinary state school, children can get a place in the school if they live nearby and they get a higher chance of admittance if their siblings are at the school. I discovered that the Down syndrome association had their organization just across the road, and the head teacher (a) explained to me that they had been collaborating in an inclusive programme for the last five years.

My observations, reviews of documents and interviews took place on the following dates: First academic term 2010/11: 15th of October to the 25th of November (25 sessions) and at the third academic term 2010/2011: 2nd of April to the 15th of May (25 sessions).

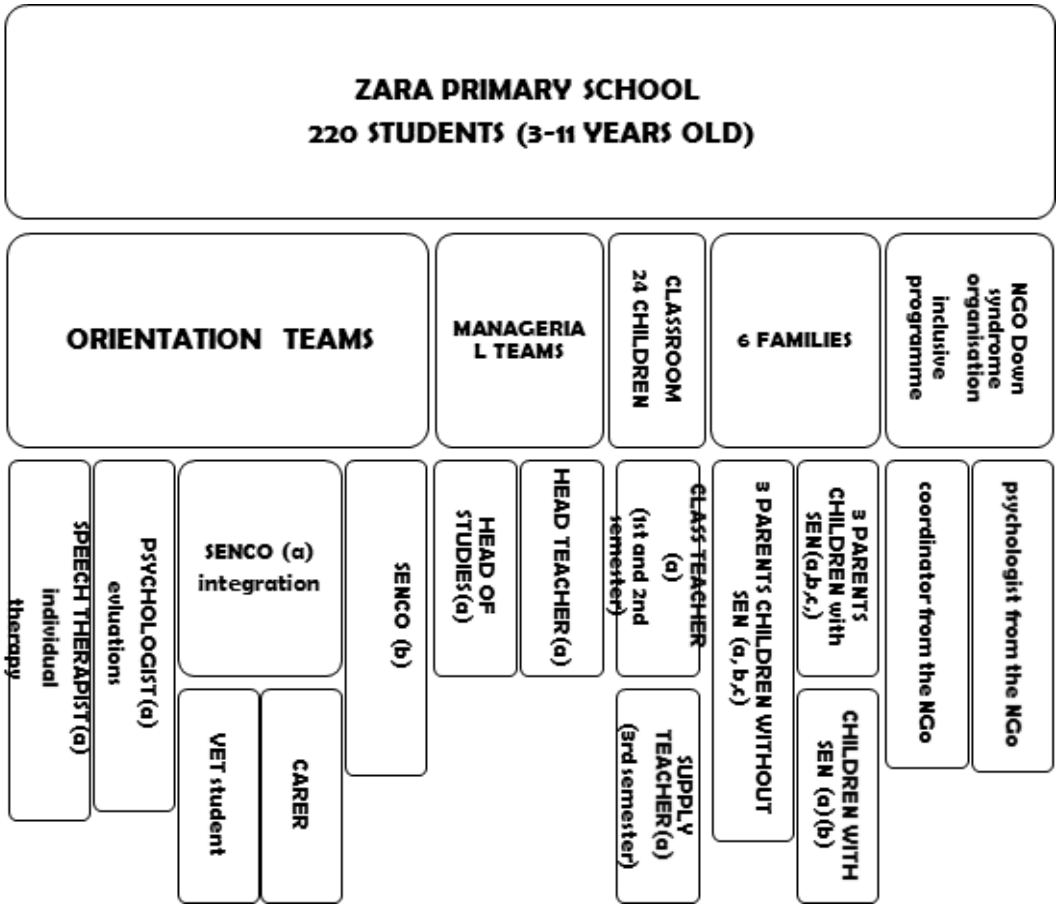

FIGURE 4.3.1.1) ORGANOGRAM SHOWING THE PARTICIPANTS IN THE CONTEXT OF ZARA SCHOOL, SPAIN

The organogram show the entire case study, a pre-primary class within the context of the infant and primary school. The Spanish staff with direct contact with children with SEN were the following: the main class teacher (a) that was solely teaching the classroom and the supply teacher (a) (only during the third semester). The school had two teachers specialised on SEN, SENCo (a) and the SENCo (b); the speech therapist (a); the psychologist (a); the carer (a); director of studies (a); head teacher (a)Among

the participants families, the family of the child with SEN (b) paid for the services from the coordinator of inclusive programme (a) in which a psychologist from the inclusive programme (a) was getting into the ordinary classroom 2 hours a week.

4.3.1.2. THE RESEARCH POPULATION AT ST. OLAVE'S PRIMARY SCHOOL

In September 2010, on the advice of a University colleague, I contacted the main contact at the school by email with a summary of my background, my project proposal, and information for participants (a summary of the research, participation information forms and participation consent forms).A few days later the school SENCo confirmed that my group participants would be:

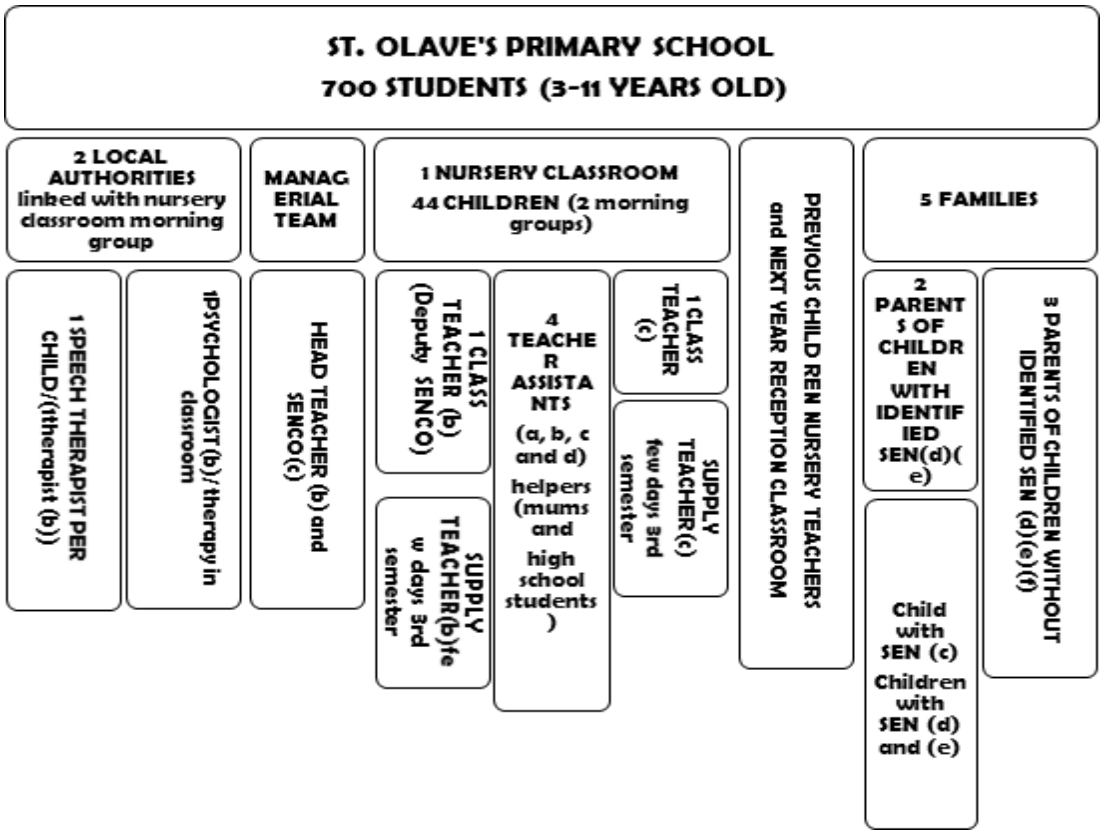

FIGURE I) ORGANOGRAM SHOWING THE PARTICIPANTS IN THE CONTEXT OF ST. OLAVE SCHOOL, UK

The Organogram specified that were two class teachers (b) and (c), the SENCo(c), two parents of children with SEN that also confirmed that I was able to follow up their three children, one child with disabilities and twins that were identified with SEN but without diagnosis, three parents of children without SEN, four teaching assistants, one with a Bachelor in education International Standard Classification of Education level 5 (ISCED) and three nursery nurses ISCED level 3, three children with SEN, and other professionals who visit the school to work with the children a few hours a week;

psychologist (b) and speech therapist (b), a student from the high school and parent helper. The schedule was fixed from the beginning of October; I decided to observe the class during the first week of that month and come back at the end of November to commence interview sessions until the Christmas holidays. I researched this school on the internet to gain background information that could help me contextualise the setting. On their website, 'St. Olave's states that it is a religiously oriented pre-primary and primary school that welcomes all children from the local area. It is a large mixed school where there are approximately 700 students from 3 to 11 years old. I was able to read the evaluations of two external agencies: Ofsted and the National Society Statutory Inspection of Anglican Schools. In both reports, I noticed that the community is diverse (20% Black African Heritage), though the majority of the children have English as their first language. I was interested in the description of the school as noted for supporting and respecting "vulnerable people" in the OFSTED report.

The class is normally composed of around 45 children altogether in each of the two daily sessions (morning and afternoon) and that they were subdivided into four small groups, two of the groups having one main teacher(b) and the other two another teacher(c). One group arrived at 8.45a.m. and left at around 11.30am and others arrived at 12.15pm and left at 2.50pm.

I participated as a volunteer teaching assistant in the nursery class in the primary school during 60 sessions, in two terms, during the academic year 2010-11. The first stage was from the 11th of October until the 9th of December and a second stage from the 4th of May until 17th of July.

4.4. DATA COLLECTION METHODS AND TECHNIQUES

Hoffman (1987), responding to the existing limited literature on grasping the knowledge of experts and professionals, summarised the main research methods used to explore expert knowledge in organisations; Hoffman and colleagues recommended unstructured interviews and analysis of documents in order to get initial information about who the main actors are, what their needs are, and for the researcher to gain familiarity with the content (Hoffman and Lintern, 2006). These are activities and exercises that aim to explore content essential to professionals, which could be complemented by observation during the real situation. In accordance with this information, I decided to take notes from observation during my field study along with asking questions (Hoffman, 1987). Polanyi (1962, 1967) described two dimensions

that characterised the knowledge in organisations: the first "knowing how to"; and the second "knowing about" based on facts and theories. Grant (1996) illustrated the first as a tacit knowledge that is explored through its' application, observations and field notes to elicit tactical knowledge, interviews and conversations for more explicit knowledge. Moreover, the explicit knowledge aims to be described through conversation between the researcher and the participants or by the researcher observing the participants interacting. Hence, I have carried out participant observation with the intention of becoming involved in the settings, thereby gaining as much information as possible regarding their views on their own professional practice in relation to inclusion (Benjamin, et al., 2003). The data collection focuses on obtaining information from individuals about their interactions and the organization through their own observations, my observations, interviews and document analysis.

Qualitative research aids the analytic and descriptive processes described by the participants about their day to day lives and furthermore ascribes meaning to this analysis. Through qualitative methods, I explored the richness and complexity of the phenomena based on the experiences of the participants (Bogdan and Biklen, 2006).

Yammarino and Dansereau (2004) and Hitt, et al. (2007) recommended qualitative methods and tools for obtaining cultural and organisational information, as we try to do in this research. It is described by qualitative methods and involves looking at "natural treatment", and how research results interrelate with the real status of things (Maton and Salem, 1995; Geels, 2002; 2004). This information is collected without interruptions and values all the aspects that could be presented physically or non-physically when the research was taking place. For this reason, it was important to conduct research over a long period of time and without any influence on the natural flow (Scott, 1980). Scott (1985) and Curry-Sontag (1996) have also supported, through numerous practical examples, the convenience of this methodological approach for special needs education research in different settings. In early childhood settings, it is the organisational status and its' complexities (Honig, 1997) that make the implementation of organisational models possible.

I used archival records, interviews, physical artefacts and direct observation (Eisenhardt, 1989; Conklin and Hayhoe, 2011). This study aims to demonstrate, by behaviours observed and in-depth dialogue collected through interviews, the main actors' own values, attitudes and beliefs and school culture, containing document analysis, interviews and observations of said school culture. Indeed, I assumed that

these behaviours are learned through socialisation and the interactions that took place during this process were vitally important.

The chosen approach requires a case study research method, presenting the data as a two case studies which I used to analyse the elements that influence the roles and professional development inside or outside classroom of nursery staff and organisational learning when implementing inclusive teaching practice for children with SEN identify specific aspects of each setting and determine those patterns of relationships relating to teachers, regarding professional learning and inclusion development. The case study approach enables the researcher to use different techniques and tools. A series of interpretative practices makes the world of the case study visible and transforms it into a series of representations in the form of observations, notes, records and documents (Daymon and Holloway, 2011). In this research, I aimed to be part of the cultural group, examining and being present in daily routines which gave me access to the social reality. This helped me to understand the circumstances surrounding the class participants and their capacity for social interactions with their teachers, meaning that information from the interviews complemented the data from the observations.

I was interested in participants' perceptions based on personal experience, which varied according to their context (Christensen and James, 2000, p.219). The case studies were designed not only to collect information from direct observation but to also use a variety of materials to corroborate this information. I decided to use a method of instrumental triangulation (Meijer, et al., 2002) in order to obtain the maximum quality of data from several instruments (Altrichter, et al., 2009). To gain detailed and rich narrative as well as to understand the processes involved, I collaborated as a teaching assistant in both settings during a discontinuous period of time during the academic year. I decided to spend the first week simply observing how the class functioned before becoming progressively more and more participative. During this time, I started to take notes in relation to the culture of the setting. I also wanted to confirm that these settings and participants met the pre-established criteria for this research. This week of reflection helped me to understand the organisation of the setting initially. The Spanish setting was different from the English as I only received approval to conduct research in the 3-year-old class on condition that I only observed during class time. The Spanish teacher's rationale for this condition was that the children's behaviour would be disrupted by the presence of an unfamiliar teacher and that therefore it would be better if I interacted as little as possible. I fully respected

her opinion, deciding to follow her rules in order to further understand how she worked with her class. The UK teacher in contrast wanted me to help in many of their projects. I was happy being with this age group and she allowed me as much time with them as I needed (Yin, 2003a). To sum up, in one setting I was a non-participating observer and in the other depending on the activity I was participant and non-participant (Bordens and Abbott, 2008). These circumstances gave me the opportunity to experience the cases from different perspectives.

I planned two different visiting periods during the academic year. The first helped me to identify the major strategies that the families and previous teachers of children with SEN have taught to the teachers in the nursery. I learned about the strategies they initiated with those children at the beginning of the academic year. I understood the relationship among the different stakeholders in each setting. I experienced the routines in practices in both settings and discovered the processes among both cases.

4.4.1. PARTICIPANT OBSERVATIONS OF CHILDREN AND PRACTIONERS

The purpose of the unstructured participant observation used in both natural settings was to learn about the strategies those teachers were implementing and to recognize the organisational and classroom practices. I focused on understanding the relationship between teachers and children, and on understanding class and school routines to describe class activities, the significance of them and who is involved (VanWynsberghe and Khan, 2007).

I focused on how the classroom, playground and school was used, the ways in which the classroom was physically organised, which activities were implemented, how they were implemented and what their purpose was (Cohen, et al., 2007). Furthermore, I looked at how the stakeholders were organised in terms of leadership, autonomy along with the other roles and how they all interacted.

My role was active in the classroom activities I was asked to participate in. In situations where research participants were interacting, I wanted to capture the relationship dynamics and, especially when the participating children were interacting with the teachers, I focused on being both physically distant yet near in terms of observing and trying to make meaning of their interactions and behaviours (Schnell, 2002).

During the time I was recording, I focused on observing their ways of communicating, the tools used and the responses of the participants. I took notes on any situational clues, the occurrence of any unusual behaviour, the tools they were using to communicate and the content of their interactions (Hersen, 2004).

According to Symbolic Interactionism, any relation established with the goal of communicating offers both content and relationship (Schnell, 2002). Both were recorded by in-depth, detailed and descriptive narration of circumstances, in which I especially noted the consistency of these behaviours and drew inferences from this. Field notes were useful as they allowed me to determine whether what was said in the interviews matched with behaviours in the classroom (Ary, et al., 2009). I collected the information from the observations of both settings in the form of a diary of field notes including the time, place, duration and participants.

I was interested in observing class routines and I visited the settings several times in order to experience the timetables they ran and the professional relationships established. I used a diary, which includes research notes and is characterised by its unstructured format, also known as an unstructured requested diary, offering extremely contextualised experiences (Plummer, 2001). The data was recorded through disciplined and systematic observations representing the interactions of the selected students with the class teachers. To obtain the maximum information from my observations I wrote them down on paper; I deem these to be less intrusive than other tools (Graue and Walsh, 1998). The data from observations was transcribed directly onto a data collection coding sheet that helped me in subsequent observations of interactions between children and staff, was producing the field notes, the written account and versions of these versions of these words of others (Emerson, Fretz and Shaw, 2001).

4.4.2. ARCHIVAL SOURCES

Content analysis is the analysis and interpretation of recorded materials in order to learn about human behaviour. I am interested in looking at those policies created by the organization with the aim of implementing or facilitating inclusive practices. Documents, diaries, photos, portfolios and reports all show collection of information from the research participants and focus on both how the selected children are included and how the teachers record their own learning processes (Ary, et al., 2009). The following documents were collected and analysed from both settings: national, regional and school educational policy documents, annual plans for child inclusion,

professional profiles, and data from teacher observations, school documents, and pictures of the nursery settings, children's portfolios and medical history records. As Blumer (1969) highlights, it is important to be careful in interpreting the information, as human facts can be interpreted in different ways depending of the reader characteristics. They should therefore be validated through consistency of information from the participants and a critical and intimate knowledge of the participants (Blumer, 1969).

The content analysis of documents is based on the analysis of field notes, school policies, memos, and student portfolios from those children for whom I have parental consent for my research. This information complements the data collected from the participants' own observations of the interactions between staff and children (Anfara, 2002).

4.4.3. INTERVIEWS

The purpose of the interviews was to understand staff practices, their role and professional development of the school staff and the other participants in the process of children inclusion. The interviews were documenting reflection and decisions, they let me analyse the transitions of the information from "personal experience and intuition into public and accountable knowledge" (Coffey and Atkinson, 1996, p.191).

I wanted to enter into a dialogue with the participants in which they could tell me about their own and shared practices through feedback on their experiences. This is based on the acknowledgement of a genuine participation searched following the Symbolic Interactionism (Hirschheim, Klein and Lyytinen, 1995). The interviews were intended to be intimate, flexible and open. I focused on a broad number of topics related to the information obtained from the literature review (see Appendix 1for the interviews template). I elaborated a list of topics and translated it into both languages. These topics were flexible and ordered differently according to the responses. I prepared a list of open topics to be used as guidelines; the exact questions were generated during the interview in relation to the participants' answers (Scott and Morrison, 2005). I tried to adapt each interview to the participant (Herman-Kinney and Verschaeve, 2003). Principally in the second round of interviews, questions were used to elucidate the information from the participant observations (Herman-Kinney and Verschaeve, 2003). During the first week of the data collecting process, the main class teacher in the UK arranged a schedule of interviews.

At the beginning of each interview, I introduced the aims of my research, the anonymity of the data and I asked if they had any questions regarding these aspects. I also asked for permission to record with the tape recorder and to take notes. During the interview process, I turned on the tape recorder and I began my questions from the first topic. Using the tape recorder helped me to feel relaxed and enabled me to take the role of listener and to show interest in their responses, as it took the stress of needing to take fully detailed notes. I asked for examples of specific situations in each question. I wanted to convey to participants that I wanted to hear about their own understanding of their learning experiences. I tried to maintain a climate of empathy and respect; allowing natural pauses in the conversation and waiting for them to completely finish their answers before asking new questions (Davies and Dodd, 2002). I tried not to cut them short or jump from one theme to another, and when they did not understand a question I re-explained it as many times as necessary until it was understood. At the end of the interview I asked participants if they had any further questions or if they wanted to comment on any issues.

4.5. THE RESEARCHER ROLE

My role as participant cannot be ignored, it is the research agent who collects, develops and transmits information. The role has direct implications in collecting the information and it is my work that transforms it into a public document. Therefore it is important to highlight that acknowledging the importance of the role entails a responsibility to reflect on the situations that are investigated (Rosenau, 1991). In order to get an in-depth understanding of this experience, I intended to focus on the small details around me and my principal aim, which was to become a part of the class in order to understand phenomena in a holistic manner. I tried to understand their culture and way of working, and I based all documentation on their own perceptions and practices.

Issues related to conducting research in a second language created some challenges in terms of developing interviews and interpreting data. I needed to pay a local translator to assist me in proof reading my documents. According to my experiences collecting data, cultural differences between the two settings were enormous as in the Spanish setting I was native and in the British setting I was “like a visitor”, especially in terms of the negotiation process in order to participate in the research.

School staff had the right to choose if they wanted to participate and in some cases it was not in their interest, one teacher decided not to participate after the first week of me observing her classroom (De Laine, 2000). In Spain it was easy to gain access to the headmaster of the school and through him, to school resources. In England on the other hand it was virtually impossible to get an interview with the head of the school. Interviews in Spain were extended and I was able to control the timing. In the Spanish setting I felt more included in the school staff, as I shared their timetable, and spoke with them extensively during breaks on a peer-to-peer level, whereas in England, although I was more involved in the class setting as teaching assistant, my relationship with the other staff was limited to the professional.

A mutual understanding was essential in order not to mislead anyone about my role and research. I was introduced several times to the group of participants and each time I used different ways to explain my role. I informed them of my intentions and research aims both verbally and in writing and, at the end of the interviews, I gave them my contact number and email address. I wanted to break down the barriers between the roles of researcher and participant by myself assuming a dual role: I was both participant, in a low profile position as teacher support, and observer (Goodwing and Woodwing, 1996). I considered it appropriate for me to enter the research environment (early childhood classrooms) in the role of a sensitive, sympathetic and helpful participating adult (Birbeck and Drummond, 2007). I needed to be part of the setting in order for them not to feel observed (Gold, 1958).

In the UK early years setting, I participated in the class as a teaching assistant and I was introduced to the children by the main teacher as this. In the Spanish setting, the teacher told the children that I was there learning to be a teacher and therefore would be observing their practices. As the observer I received consent from the participants that I would observe them in their natural environment.

In my presentation to the children I explained that I was interested in learning about how the children play and was happy to answer their questions about my research. I always respected the best interests of the children (Skånfors, 2009), and ensured I was always accompanied by a teacher during my observations, because I was mainly interested in child-staff interactions. To understand when the children liked being observed and when they did not, I tried to observe and understand their reactions to other things they disliked and responded in accordance. This meant I had to be constantly alert and sensitive in order to pick up their responses (Petrie, 2011). I also

understood that the continuing consent of the participants should be treated as an "ongoing achievement" (Mukherji and Albon, 2010, p.38). When rapport was established, I felt accepted as a member of the group at the point of obtaining intimate familiarity with the groups, acquiring their perspectives, and learning their meanings and symbols (Herman and Reynolds, 1994).

4.6. ETHICAL CONSIDERATIONS

The ethics proposals had to correspond to the ethical requirements of both countries. The Spanish language version corresponds to national ethical polices. The application was approved on 1st May 2010 and, consequently, the research in the Spanish setting was able to commence. To avoid any possible 'dependent relationship' with the researchers (meaning the persons that could feel obligated to participate), the committee of the Education Council together with the researcher were responsible for choosing a setting which would fulfil the proposal criteria. I aimed to avoid participants feeling any kind of pressure as a result of taking part of this research or feeling burdened by being part of the research group. (Mac Naughton, et al. 2001). I aimed to analyse possible conditions in order to decrease possible risks and to calculate an action plan. I was very careful to avoid possible misunderstandings about the research aims and participant roles.

This research acknowledges ethical research standards and procedures in every phase; from choosing the research method and planning the research, through to the collection and analysis of the data (Mash in Nutbrown, 2002). I was the sole researcher and the only one with direct access to the early years settings, therefore ethical conduct of this research were my responsibility. This research was developed in order to maintain the professional integrity of its design. I chose suitable design methods and theories of research to suit the research aims, and the planning anticipated possible challenges. The main focus is the generation and analysis of innovative data that allows the research aims, and during the phase of dissemination of results they will be well described and cited, while the direct and indirect contributions of colleagues, collaborators and others will also be acknowledged. I also had to acknowledge that, in exceptional cases, I might need to transmit information related to my other professional roles. I am an educational psychologist, and according to the English law, were I to obtain information regarding individual children that could help parents and children I have the legal duty to disclose that information. Exceptional cases in which

confidential disclosure would be necessary include assault, harassment of children, or if I were to identify a condition or learning disability (Fraser *et al*. 2004, p. 54).

A document was provided to the participant schools, stating that participation is voluntary and explaining the terms used. I also sent information about the university, where I am a full-time PhD student, as well as indicating the relevance of the exchange of knowledge and my conviction that the findings could represent a significant contribution to future scientific publications. In addition to this, I informed them that the research would follow ethical principles with regards to data protection, confidentiality and anonymity of collected data and participant information. I provided my contact information including telephone number and gave the schools the opportunity to ask questions. I explained that the schools had the opportunity to withdraw at any time, and made it clear to them that in this case, any personal information pertaining to them would also be deleted (BERA, 2011).

I started the data collection only when I got approval from the research ethics committee in both Spain and England (BERA, 2011). The recruitment process was designed in the interest of the research and never in the interests of the researcher. The participants (staff, parents and children) were informed, orally (two presentations one for families and staff and other for children in the classroom) and in writing (I prepared versions of this information in both English and Spanish) about documents, policies and the meaning of the "voluntary informed consent" that was the right of all participants. Therefore they affirmed their understanding and acknowledgment (Hedegaard, et al., 2008, p.203). I highlighted that I did not want to test or evaluate children and that the focus of this research was not a judgemental analysis (Lewis, et al., 2004).

When this meeting ended, I distributed the participant information sheet for them and their children. Following my indications, the school head-teacher sent the papers to the families that were not able to participate in that meeting; I explained to the parents how to fill in and sign the papers and asked to have them back within a few days. I then decided to make another oral presentation, this time to the children. The participants having accepted their roles, I was able to start my research. Each research site was confirmed when more than 10 individuals had agreed to participate, without any coercion, following full information about this project. I have taken every possible measure to guarantee the participants privacy and confidentiality. I considered communication to be essential, therefore this information, together with a

presentation letter, was given to everyone involved in each setting. During the disclosure meeting with interviewees, participants were notified about their rights of participation and their right to access to any personal data relating to them following the Data Protection Act (1998). Following this meeting, parents of participating children were asked to sign the approval forms for research participation (BERA, 2011).

I assured the schools that the information gleaned would be analysed in consultation with research. Furthermore, I made it clear that any criticism would be constructive. The school staff were informed that my research could touch upon "private, stressful or sacred areas", with regards to their attitude and practice towards the inclusion of children with SEN. I told them I would be careful the privacy and autonomy of participants when choosing whether or not to offer opinions (Hays, et al., 2003,p. 181) In general terms, the study and the research were planned in a way that ensured that the potential risk was minimal in comparison to the possible benefit for the participants (Iacono, 2006).

The participants who were to be interviewed were adults and were therefore able to give informed consent. During interviews they were able to convey personal opinions, feelings and reflections. I reiterated my responsibility to maintain confidentiality. Finally, I reminded them that participants were able to withdraw at any point, if they felt they did not wish to continue. This research included a group of eight children between the ages of three and four years (four children from the school in Spain, and other four from the school in England) with and without SEN. Consequently, the protection of the children was paramount, and every effort made to maintain their informed assent, and the consent of their parents or guardians.

Regarding the children that are part of the research field and observation, as said previously, I gained both verbal and written consent from their guardians and parents. The children were also made aware of the constant possibility of withdrawing from the project. In addition to this, the children have been presented with my research in an accessible way and they have been given the choice of whether to participate or not. After the parents had accepted, I decided from whom to collect the data. Part of the group of child participants I chose had already been diagnosed with learning disabilities. Ethically it was essential for us to involve people that understand such conditions and had direct experience of understanding how children with learning disabilities show when they are sad, anxious or uncomfortable. Kettet and Nind

(2001), during their study of a group of preverbal children between four and eleven years with severe learning disabilities described a way of tackling this problem. They recommend that in order to gain real, informed consent, the research should include not only the parents' and teachers' opinions, but also those of their siblings and the staff of other special schools, in order to gain a real insight into when the child would like to withdraw. The interpersonal qualities should play an important role in such research, and it is necessary to foster a positive relationship with the research participants and be involved in the educational setting (Kettet and Nind, 2001). The names of the children have been changed to protect their identity, but the type of disability will be included in the thesis as information directly relevant to this research (Nutbrown, 2002)

During my first class with the children, after having sought consent from the headmaster, teachers, and parents, I explained, with the help of pictures, a little about my researcher role and the meaning and importance of my research. The children therefore were informed orally in simple terms about the background of this research as well as being reassured that their parents were taking part as well. After this presentation I asked those children whose parents have given their consent, about their opinion on their possible participation in the project, in clear, accessible language (Kirby, 2004). I will tell them that I am interested in researching how they learn, and therefore want to get some information about what they do in class time for example their "products such as drawings or compositions" (Goodwing and Woodwing, 1996: 118)

I have no intention to discriminate by asking more of some than others, therefore I will ask the whole group, but only note the responses of those whose parents have consented to their participation in the study. I acknowledge the importance of asking them each morning about their renewed consent for participation before starting the observation schedule. Their confirmation will be gained before their research participation after being duly informed about this project. I acknowledge that I will be distributing the power within relationships and I will try to ensure equality between myself as the researcher and the researched. I am interested in sharing power with the participants in order to negotiate issues to be included in the research questions, reflexivity and recognition of rights (MacNaughton, et al. 2001). Scholars have noticed that children can feel powerless when the researcher interprets data from their research (Fulford, et al. 2002). To avoid this, my observations will value staff and child responses equally. Consent was an ongoing process needing to be revisited throughout

the research. The understanding of this consent can be difficult for young children and, in some cases, non-verbal interpretation were important when determining if they want to continue or withdraw from the research. I initiated discussion activity with them about their understanding of what research means and tried to start the observation process as soon as they were ready to participate (Christensen and James, 2008). I tried to spend enough time with the group of children in order to understand the kind of reactions they normally have when they dislike something and then apply this information during my observations.

I was careful to ensure that participants did not experience any stress throughout the research process as, especially during interviews, the research participants could feel intimidated. I wished to make them feel confident in answering the questions through an atmosphere of mutual respect. They often spoke in-depth about the topics, and where I let them explain what they thought was relevant (Rogers and Ludhra, 2011).

One possible challenge could be my Spanish nationality as I could unwittingly be biased towards information from my home country. I wish to consider information from both countries as equally important; therefore I dedicated the equal time and effort to both settings. To avoid language barriers forming an obstacle in transcribing interviews, I was able to consult the tape recordings to hear again the questions and response in order to maintain the highest accuracy and understanding.

In addition, I ensured that there is no conflict of interest (personal, academic or commercial) in my proposed work or in the sources of funding (Anglia Ruskin Scholarship) and I assert my own responsibility for the results, specifically in relation to the ownership, publication and subsequent use of research data. My main goal is to publish my findings. This will be done in a clear and straightforward manner, adapted to its audience and ensuring a high standard in both research and publication; for example, by avoiding the falsification or modification of research results and plagiarism (BERA, 2004).

Data collection and analysis of documents was an essential part of my research and I make use of existing biomedical information documents, with regard to the children's conditions, which helped me understand the competences and communication strategies of staff. I had access to personal and sensitive information. It was my responsibility to ensure honourable use of these documents and to protect participant confidentiality and anonymity. In accordance with the Data Protection Act (1998 in ESRC, 2009), data should be retrieved only for specific reasons and kept no longer than

necessary for research purposes. Research data and its' sources remain confidential, additionally, I took steps to ensure that, for storage and access purposes, code names are given, known only to myself.

4.7. PROCEDURE

I focused my research upon people's experiences of their own professional roles in order to explore how they act, what they mean and how they learn when implementing inclusive practices with children with SEN. In this procedure, Symbolic Interactionism was the theoretical base for interpreting meanings from the interactions, the research process was instrumental in gaining access to information not easily accessible through other methods. Being in a "learning environment" does not necessarily lead to knowledge acquisition and, in order to understand how participants learn, it was necessary to let them communicate their perceptions freely (Howitt and Cramer, 2007). Furthermore, I related teachers' learning choices within their own chosen community of learning, to those of the group of people who are involved in the classroom or who have a direct relation to it (Kirk, Mac-Donald and O'Sullivan, 2006). I put a strong emphasis on the situational nature of the collaboration and the impact of various situational units (Strijbos and Fisher, 2007, Eraut, 2010). In addition, I was interested in the idea of "corporate culture". Coleman (1990) identified it as the phenomenon in which the macro level had an enormous influence on school productivity through social and intellectual capital (Stopford, 2001). This concept relates the participants' family, the school community and urban development and the ecosystems (Alberti, 2009) facilitating certain individual actions within the organisational structure. Alongside this, I considered sources of information unique to each setting and organisational culture, and the individuals, who developed and changed during the academic year (Harrison and Klein, 2007).

I ensured that I was well prepared for interviews and observation techniques before l started this investigation, for example by participating in university research training and academic lectures. I ensured that the focus of the study during the interviews was directly related to the research questions. The data for this research was taken through interviews recorded on an mp3 tape recorder and computer files, the data from observations was recorded in writing and electronically, and the document analysis of organizational records was copied and scanned into electronic format.

During the process of data collection I continuously analysed the information. The data was sorted into categories and themes. Within each category, I describe the experiences of the research participants, in order to fully understand the context and to make sense of the data in relation to the research question. First of all, I organised the data and prepared it for analysis, identifying the categories and elaborating the coding. From this information, I was able to elaborate new hypotheses, explanations and theories.

From October to January, I collected the data from both settings and then needed a further two months to transcribe both the information from the interviews and the data from the observations. From March to April I had time to contact the participants and explore the documents with them, and to ask for any further clarifications before revisiting the settings in the second period of study visits. During this period, I revised the literature and the original research questions (Yin, 2006). In total, it took four months to validate the information from the interviews and observations. Because these settings are in different countries and considering that I needed to spend a minimum of a month in each setting, I spent May collecting data from Spain and June and July for the UK. I am now transcribing the information and developing themes based on the data content I gathered.

Following Ashkanasy (2003), I elaborated a scheme to consider the development of information sources used by the stakeholders to learn about inclusive practices. I discussed the information collected with the participants, and asked for their opinions about the interview procedure so I could modify it following their recommendations. I used Microsoft Office Word to transcribe the interviews and to assist with collating data from the interview transcripts, written texts and field notes. I analysed the qualitative data by defining the key constructs in terms of the multilevel knowledge transfer paradigm. One of these multiple levels describes the individuals and their interrelations with the team (Klein and Kozlowski, 2000). The analysis of multiple components including activities, routines, structures and policies provides a view of both the organisational culture and the macro phenomena (Hurt, 2008) and Sewell (1992). This process is called Structuration, and is formed by ongoing processes composed by a set of rules and resources, sustained over a period of time (Sewell, 1992). Among the organisational characteristics considered will be the managerial support, the resources and the implementation of organisational policy and practices that influence staff learning and inclusive implementation (Klein, Conn and Speer-Sorra, 2001).

4.8. FORMAL ANALYTIC STRATEGIES

Validity will be gained through analysing different perspectives of school staff, and taking their individual voices into detailed account. I am interested in understanding their personal motives, projects and goals. My aim is to understand these different perspectives in order to "obtain the meaning of actions in the social setting". Although it is difficult to compare these different interactions, a detailed analysis will aid our understanding (Hedegaard, et al., 2008, p.87).

Among various relevant techniques for improving research validity, I focused on "reflexive research activities" during the research process. Firstly, I contextualised the setting, taking into account the cultural, historical and organisational content. Secondly, I considered and specified my own relationship with the context, the perspectives used in order to interpret the data collected, the role of the audience and style used in the description and interpretation of data (Altheide, 2010).

I also used the technique of "peer debriefing" which entails having a colleague or someone familiar with the study phenomena give a critical review and feedback on descriptions, analyses, interpretations and results. Moreover, the technique of "audit trail" was implemented to keep track of interviews conducted and the specific times and dates spent observing, as well as exactly who was observed on each occasion. The technique of "prolonged field engagement "involves repeated and substantive observations, multiple in-depth interviews, the inspection of a wide range of relevant documents and detailed descriptions, all of which will further validate the study. "Detailed description" entails reporting a sufficient quantity of quotes and field note descriptions to provide evidence for researchers' interpretations and conclusions (Brantlinger, et al., 2005, p.201).

Taking into consideration the variety of stakeholders involved, and in order to secure research validity, I chose an alternative to the triangulation technique of different informants, called "crystallization". This means not only accepting that there are more than two or three perspectives from which to view a situation, but that we must further assume that "we know there is more to know" (Richardson, 2000, p.934). More than two participants were selected from each early years setting and it was very important that all were participating stakeholders in the study.

4.9. ANALYSING THE DATA

I began data analysis as soon as I contacted the educational centres and commenced the process of interpretation of cultural representations in which I sum up the information collected into texts developed in the base of the observations, interviews and a systematic literature review (i.e. field notes and analysis of archival sources).

The interviews were tape recorded and subsequently transcribed and complemented by field notes from the direct observation written into Microsoft Office Word and translated into English and summing up the rest of the data that was classified by interpretative approaches for coding. The codes were classified by different colours and by the use of keywords, with a list of attached occurrences. The information that was already coded and classified and is represented through the composition the structure of the Bronfenbrenner model in two case studies (Milton, 2010). I developed 139 pages of analysed data from interviews from the English case study (see Appendix 1) and 140 pages after coding the interviews from the Spanish case study. These documents were complemented with another 100 pages per each case study of field notes and other complemented documents such as psychological and pedagogical reports from school staff, portfolios, and activity books.

First of all, I commenced preparing the systematic literature review to elaborate the chronosystem section, meaning that documents from previous scholars were first categorised as being empirical or descriptive and were complemented with the information from the interview, field notes or archival sources (i.e. school, national and regional policies and information from interviews). For the literature review, different sources of documentation, such as ethnographies, narratives and case studies (Moore and Carter, 1994) were selected in an attempt to give a broad picture of how early years settings in Western countries have understood inclusion over the past 40 years, principally looking the role of staff in Spain and England (McPhail, 2005), with the intention of portraying ideas that will require further analysis (Ainscow, Booth and Dyson, 2006a). From the Symbolic Interactionism (Becker and McCall, 1990) the past experiences and history are one of the core Mead ideas(1956), in which we understand history as social symbols, recipes and products that actors draw on by the manner of dealing in meaningful way with situational problems. In the chronosystem section, I had reviewed and thematically examined empirical research and policy documents in order to consider the context of the early childhood settings, the conceptual disability model, the terminology used to describe the professionals involved, and the

characteristics of the children involved in the pre-primary educational system and current policies though an historical overview. They were then further grouped into different historical periods which demonstrate different ways of interpreting inclusive practices in early settings.

In order to develop the composition on levels of the bio-ecological system per each case study it was required rich data that offered the understanding of staff individual experience within the structure of the organisational system (Ezzy, 2002). I developed one table per each case study in which were defined the relations among the system (see Appendix 2).

In the following chapter, which forms the next part of the thesis, I responded to the research objectives, in which the presentation of elements were defined and after that the interaction among elements. So the information in the next chapters will be presented in the following way:

SYSTEMS

- CHRONOSYSTEM
- MACROSYSTEM
- MICROSYSTEM
- PERSON

INTERACTION AMONG ELEMENTS

- PROFESSIONAL LEARNING THROUGH TYPES OF LEARNING
- STRATEGIES AND TOOLS AT THE MESOSYSTEM
- PROXIMAL PROCESS
- CONCLUDING REMARKS: LEARNING STRATEGIES AND THE ONES THAT ARE MAINTAINED

TABLE 4.9. SYSTEMS AND INTERACTIONS AMONG ELEMENTS

PART FOUR: DATA ANALYSIS, REPRESENTATION, DISCUSSIONS AND CONCLUSIONS OF THE FINDINGS

The following chapters respond to the PhD research question, presenting and identifying the elements that influence the roles and professional development inside or outside classroom of nursery staff and organisational learning when implementing inclusive teaching practice for children with SEN.

Each case study will be introduced and analysed independently; the analysis of the Spanish case study is presented in part Six and the English case study in Chapter Seven. One nursery classroom in a primary school in England and two other classrooms located in a primary school at the south of Spain where the same children with SEN were placed within the same primary school(ordinary classroom and integrative setting). Furthermore, the second aim of this chapter is to discuss the key issues of defined elements in each case study in the light of the literature reviewed in the second part of this thesis (in Chapters Two, Three and Four)and other scholarly publications that have been found as relevant to this study and respond to the research objectives in appendices 2and 20 are represented the table summarised the elements of the Bronfenbrenner and Morris (2006) model that are involved in staff roles and professional development from both case studies.

The structure of chapters Five and Six correspond with the analysis of the research objectives in the first part of each chapter, the identification and discussion of elements that influence the staff professional development and their roles when implementing teaching practices with children with SEN (see Figure Part 4).

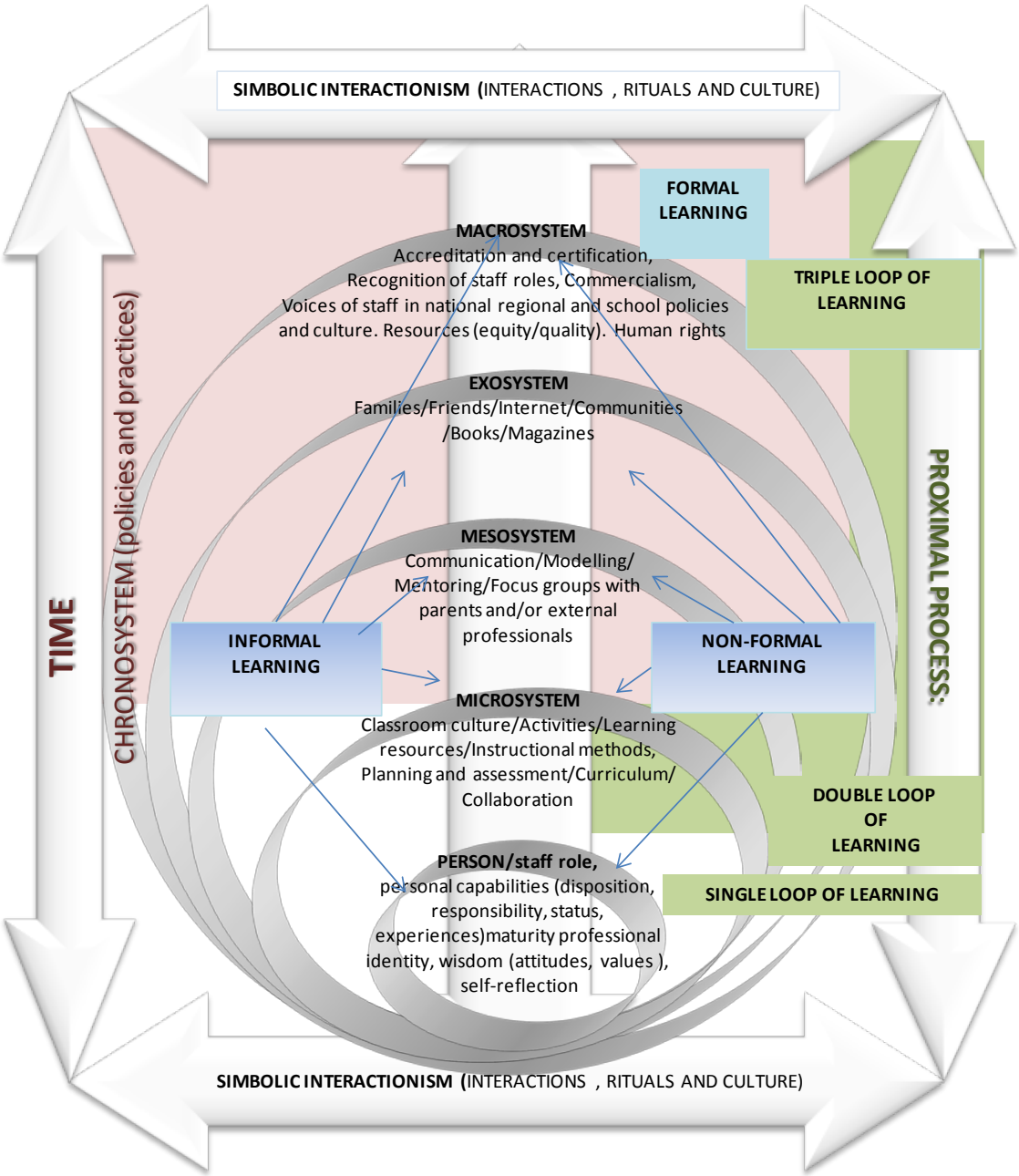

FIGURE PART 4) BOS MODEL (INTEGRATING BIO-ECOLOGICAL MODEL, ORGANISATIONAL THEORIES AND SYMBOLIC INTERACTIONISM)

The BOS model has been developed based on the representation of the data collected during the research process. Themes emerged from the analysis of data from documents, observation and interviews; the three data collection methods. Themes and patterns were discovered through the analysis of data according to the three existing frameworks, symbolic interactionism, Bronfenbrenner and Morris (2006)model and organisational theories. The process has been deduced from by relying on categories from these three theories and inductive by identification of those

new themes, categories and patterns that emerged from the data and linked with the three theories. The BOS model has been conceptually represented by dynamic elements that interacted into the form of professional learning experienced by the research participants. The goal of this model is simplify the complexity, so the arrows specify the direct relationships in each level. The model included five key elements from Bronfenbrenner and Morris system such as person, microsystem, mesosystem, exosystem and macrosystem, all of which are influenced by continuous Symbolic Interactions. Different forms of learning had been linked in different levels from the system. For example, the stage of single loop and double loop of learning are represented as interaction between the person and the nearest system although according to the data, the triple loop was represented by the feedback from the different levels I said before and the macrosystem. Data states that learning strategies that were maintained were those that, according the respondents, has been implemented from their relationship with the broadest system as the result of positive feedback and results from their own chronosystem.

In the second part of both chapters, themes are categorised and conceptualised in smallest sections or conceptual categories, The experiences from the participants are compared with the findings using the theoretical background of organisational learning theories (Wenger, 1998; 2002; Argyris and Schön, 1974; 1978; 1996; Nonaka; 1995; 2010; and Senge, 1990; 1994). Therefore the participants' experiences of formal, informal and non-formal learning were analysed. Subsequently, the links between the specific strategies and tools used by the staff in each school to acquire relevant knowledge related to inclusive practices are discussed in relation to the person, mesosystem and exosystem components from the Bronfenbrenner and Morris (1998), Process-Person-Context-Time (Chronosystem) model (PPCT). In the third part, in order to explain the dynamic of learning and identify the circumstances in which learning took place, staff experiences of organisational learning about inclusion will be classified following the different loops of learning (Argyris and Schön, 1978; Bateson, 1973; Argyris, 1990; Wang and Ahmed, 2003). In the fourth part, I review the proximal processes, by examining the learning strategies, which are implemented and maintained by the school staff throughout the academic year.

CHAPTER FIVE- DATA REPRESENTATION AND DISCUSSION OF THE SPANISH CASE STUDY

5.1. ELEMENTS FROM THE BIO-ECOLOGICAL SYSTEM

5.1.1. CHRONOSYSTEM INFLUENCES PROFESSIONAL DEVELOPMENT AND ROLES

This section will address the first objective of this research, which is to identify and analyse, within a socio-historical perspective, the factors that have direct implication on the Zara school staff professional roles and their actual practice in relation to inclusion. This section presents a historical path from the different policies that were experienced at first hand by Zara school staff and narrated in relation to their own practices (see Appendix 3 for a table summary).

It seems that 40 years is a long time ago but the majority of the issues uncovered in that period are still challenges today. It is important to commence the analysis in that period, as the starting point on the career span of the older participants in this research and of many teachers still working in Spain and the UK. And as Bronfenbrenner and Evans (2000, p. 117) suggest:

> "It is important to examine not the forces that have shaped human development in the past, but . . . those that may already be operating today to influence what human beings may became tomorrow''.

The first experience of class teacher (a), head of study (a), carer and head teacher (a) commenced during the dictatorship period (1939-1978), when the first Education Act was signed, the *General Law on Education* or Ley Villar-Palasí (BOE, 1970 and including reviews on 1974 and 1976). According to the head teacher(a) the policy "was known in Andalusia thanks to one school inspector that spread the voice". This policy stated that preschool curricula focused on enhance the "children's virtue" and its pedagogy according to the Pedagogical orientations law (1973) stated that children should perform academic outcomes previous to primary education (6-14 years old) (Perez-Enciso, 2000; Parra-Ortiz, 2005; Blanco-Martin, et al., 2007).

Therefore, "equality of opportunities on getting access to the free preschool services" were conceived to accomplish the characteristics that the system demanded and during this period children with SEN were excluded from the ordinary system (FEAPS, 1999; González-Pérez, 2011). The head teacher (a) explained:

> Some years ago children with disabilities were excluded from the educational system and never experiencing school. In this city, children were starting to be named as SEN and being part of that special school and people from villages were sending their children there. I remember in 1977 or 1978, when teaching in a village in---, and one child around 14 or 15 was coming to the school when we are on break time and he was telling me that he wanted to attend the school and he wanted to study like the rest of the children and I think that created a great impact on myself, the fact that I as a teacher, I had to tell him that he couldn't participate ... that he wouldn't be part of the system. From the 80s, the integration was starting, and those schools that had decided to be part of this regime were supported by the government.

During the democratic period (from 1978 until now), incremental increases towards universal pre-primary education services have placed the country where it is now, at the top of integrative pre-school provision in Europe according to the Commission statistics although little is known about the nature of the provision (UNESCO, 2012; European Commission, 2013; Eurostat, 2014). From 1978 until the entrance of the LOGSE(1990), those children from 4 to 6 years old were offered cost free pre-primary education (in that period, it was called "parvulos") in some state schools (MEC, 1970), such as the Zara school. Moreover, children younger than 4 years old were located in different places according to economic circumstances of the family (Palacios, 1989). There were under-staffed nurseries with many children from poor families and wealthier families who had private nannies. The "guarderias" (infant gardens), mostly private nurseries, offered a great range of different services because there were no regulations. Some were more oriented towards care and others focused more on educational methods. In settings for children under 4 years old, most staff did not have much educational background and very few had vocational educational degrees in infant education (Palacios, 1989). Only in Catalonia pedagogical groups called "movimiento de la renovacion pedagogica" worked in cooperative teams; the positive impact of their working environment was so high that at the end of the 90s other countries paid for the institutionalisation of their model (Lázaro, Martínez and Mayordomo, 2011, p.268).

In summary, since the Education Act (1970) implemented during the dictatorship period, two major parties have been governing at national level and both parties have completely changed the educational policies during each of their periods in government, resulting in seven different national educational laws (LOECE, 1980; LODE, 1985; LOGSE, 1990; LOPEG, 1995; LOCE, 2002; LOE 2006) and one regional policy implemented specifically in the Andalucía region (LEA, 2007) (Dolly and Vallejo, 2008).

The LOECE (Ley Orgánica del Estatuto de centro escolares/Organic Law of 1980) law from the UCD political party, the first democratic party with centre right direction, introduced the formal functions of organisational teams within schools, representing the different working staff from the educational community including the managerial team and parent-student associations (AMPA) and the "consejo escolar" (Parra Ortiz, 2005). In 1982, the Law of social integration of people with disabilities (LISMI) (Law 13/1982) was signed and it stated that the integration of people with disabilities into the ordinary educational system needed to be implemented with the programmes and services from special units, and special education should be offered to people who, "due to their disability, cannot be integrated". Together, multidisciplinary teams started to be regulated by the Ministry of Education (Fernandez-Santamaria, 2011). Zara school started offering two special units from children with disabilities, one for gifted children and one for children with cognitive disabilities; nowadays the first group has disappeared due to the lack of children diagnosed with these characteristics. As the class teacher (a) explained with pride, "staff who wanted to participate in this first integrative school were people with previous experience of working in special schools", and the head teacher (a) and the carer (a) also confirmed. The staff all said that they chose to work at this school because they were sensitive to these issues and they wanted to help those children who did not previously have the chance to participate in education (see Appendix 4).

Other important issues are the multi-professional teams that in 1973 started working with children with mild disabilities as a pilot and started to be generalised in 1980 (Antón-Rosera, et al., 2001). In these years, the first service for early intervention was inaugurated in a small region of Spain, from the research institute San Luis Gonzaga. A group of professionals from different specialisations followed their initiative and an academic training course for early stimulation (children from 0 to 5 years old) was created with help from the SEREM (physical and psychological recuperation and rehabilitation services) (FEAPS, 1999).

The labour party educational laws (LODE, 1985; LOGSE, 1990; LOE 2006; LEA, 2007) promoted multiple conceptual approaches and conceptions of inclusion. That the later LODE law (1985), it was reaffirmed its "democratisation in the schools" in which all the community of the school was represented. Although, staff still lacked the function of monitoring the process of families of children at infant education. Parents in this research confirmed that:

> The teachers and parents association did not have any parent representative from the 3 year olds classroom, parents vote for the ones they know, as they are new at school they get out of the selection, as said by the mum of child (b).

The "Programas Renovados for the education preescolar y education inicial" (renew preschool program) (BOE, 1980, p.4697; Perez-Enciso, 2009) has been the first policy that included the objectives expected in each academic year. Sanchez-Blanco (2001) stated that these programmes offered teachers guidelines elaborated in the format of a bank of objectives describing observational behaviours that these children had to demonstrate by the end of pre-school education. When staff were ticking boxes and identifying those children who did not display the required behaviours, intervention was offered. The "Real Decreto 334/1985, de 6 de marzo, de Ordenación de la Educación Especial" (BOE. 16-3-85) put together special needs services in mainstream schools. In these policies, integration was defined as the unification of special needs and ordinary systems (Palacios, 1989).

Head teacher (a) and teacher (a) highlighted information from the "Childhood Education Experimental Plan" projects (Order 26th April, 1985) that were published in 1989, including an orientation for professionals in which the role of the educator to make transition between stages easier for the children was highlighted. Guidelines based on case studies from participating schools that were published and distributed free to state schools (Olaya-Villar,1996) of their, meaning headteacher (a) and teacher (a), personal experiences, for example narrated by the class teacher (a) narrated in the interview that she was working in the 1980s in corner-based-activities with children from 2-6 years old based on the pedagogical orientation of Piaget.

The class teacher (a) stated:

> I had the opportunity of commencing work in an infant school with 9 other colleagues, and I loved working with small children, and we had international experiences, one person from the group had worked in Germany and I had been working in England for two academic years and we brought different materials and we prepared literacy skills materials. And one of our colleagues from the group informed us that she wanted to edit and after that she was in different conferences presenting it. We painted the pages and we printed the method (all handmade).

Meanwhile some state schools, such as Zara school, originated innovative experiences of children with sensorial and physical disabilities by the staff initiative without the legislative background. Thus meaning that there was no paper documentation was

found about the details of these programmes implementation (Antón-Rosera, et al., 2001).

According to the Zara school respondents, early detection was part of the staff role. Early intervention services began to be integrated into the structure of basic services, with differing implementation depending on the regional authorities. Until the LOGSE (BOE, 1990) these services were not linked to the educational system (FEAPS, 1999).

According to the class teacher(a) in the 80s:

> When I started to work with 4 year olds (pre-primary in primary school), I noticed that some of them started school without the ability to communicate.

She explained,

> Until children were in primary school and 6 years old, no one was evaluating them.

Recalling the actions of the socialist party, the respondents from the Zara school also underscored the Childhood Education Experimental Plan (plan experimental de educación infantil) (Order 26th April, 1985) including the preschool educational stage in state schools. In the academic year the plan was first implemented, 1985/86, 16.34% of 3 years old and 84.6% of 4 years old, of the Spanish population, and, 76% of Andalucian 4 year old children, attended state schools (Palacios, 1989). During the following academic years, until 1989, projects from this governmental initiative were promoted by schools and were coordinated by the autonomous communities which offer schools the power to change and modify their own structures. Resources were evaluated in three different stages and personal and physical material was provided without any problem. The organisational structure was led by people involved in the professional training of staff (Order 26 of April, 1985; MEC 1987; MEC, 1988; MEC 1989);in turn, enabling the educational institutions to create their own versions of alternative trends without the legislative background (O´Malley, 1995, p.35; Esteban-Frades, 2013). The results of the outcomes for children and for the staff involved were shared in different debates around Spain (March and September, 1986) with various stakeholders, for example the staff participating of these projects, staff working in nurseries and teachers from tertiary education institutions. The results of these projects had a big effect on the system and are still in effect today. However, it was highlighted that there were still too many children per class, a lack of space and materials, lack of time to prepare lessons, the lack of a psycho-pedagogical team and challenges in the coordination with other educational centres (MEC, 1986).

These programmes resulted in a working group in Zara school that was maintained for five years, and is the only community of learning activities remembered by the staff. The head teacher (a) said that:

> If they wanted to do it with external professionals it became a very arduous and bureaucratic process. He elaborated that "if it is between staff it is because they share a specific interest which will help them in their daily practice".

It is narrated by the carer (a):

> In order to work as part of a team you need a project to focus on, people that want to be part of it. In the past we had a teacher who showed a lot of initiative in this area. On Mondays all the staff, including the carer met and trained in groups and went over various things such as power points, amongst themselves. Unfortunately, the teacher who initiated these meetings left and the meetings stopped soon after.

This previous satisfactory working experience, can be identified as "Knowledge resources" (Eraut, 2009), describes a group sharing activity that was developed by a leader who implemented a programme in which staff shared a particular interest. According to the head teacher(a):

> It has been challenging maintaining the continuity in the implementation of projects due to the instability caused by the turnover of teachers due to the temporary civil servant contracts, the lack of stability of the organisational structure and personnel not assuming roles of responsibility.

Moving to the 1990s, in the LOGSE law (1990) early childhood education started to be offered as an educational stage by itself with two different stages, one for children from 0 to 3 and the other from 3-5 (free of cost for parents). In the Andalusia region, the curriculum was composed and transformed, resulting in the term 'disability' being changed to "special needs" (Arnaiz, 2005; BOJA, p.15) and the concept of a flexible and open curriculum promoted as a "necessary change", as narrated by the school director (a), "although without adapted resources with neither physical space nor didactic resources". According to the head teacher (a) "it was informed that children can be included but not how". The head teacher (a) assumes that for many, "it was hard to pay attention in group activities and follow instructions". The main tools that the teachers had were their own presence and a space in which to implement their actions. Then, according to Zabalza (1996), the main component was the quality of their relationships with the children. In response, scholars suggested a need to establish emotional links and create a positive relationship between teacher and student.

> The teacher needed to be cordial and close to the child, be original and create a sense of security to avoid the child feeling overwhelmed with the organisational structure of the school (Zabalza, 1996, p.13).

These "1990s"facts are in line with what the case study participants and scholars have highlighted. This resulted in teachers experiencing psychological pressure and burning out as well as becoming overwhelmed by not being able to help students thus resulting with negative emotional experiences that are the result of their teacher role (Zabalza, 1996; Zabala, 2008).

It was narrated by the teacher (a):

> In the period I was studying my teaching degree, I studied speech therapy. I have worked as a group coordinator for 10 years; until three years ago when I got sick because I suffered from stress.... and the doctor told me to cut down on my work or my career is going to kill me.

While the conservative party policies promoted pre-primary levels as a pre-academic stage and thus the preparatory entry step for becoming the exclusion if teacher pedagogical practices are implemented in traditional classroom activities (Parra Ortiz, 2005; Prats, 2005; O'Connor and Stagnitti, 2011). Their latest implemented policy, the LOCE law (2002)defined an infant education stage for children from 3 to 6 years old with special focus on specific subject curricula based on reading, writing, second language acquisition, new technologies skills and numeracy abilities and competences. This stage focused on preparing children to master the curriculum in the next stages of their education focusing principally on the children with higher intellectual capabilities (Bertram and Pascal, 2002).

Following the LOE law (2006), the latest policy from the socialist party, the regional government administration were responsible for the admission of pupils into state and grant aided schools, so it was assumed that they would guarantee the right of education. It stated that parents and tutors could be involved in the selection of schools, however, children with SEN would be placed into different schools following an adequate and balanced distribution (BOE, 2006).

The head teacher (a) specified:

> How incredible it was that they had more children with Down syndrome than any other school due to being the nearest location of the Down Syndrome Association.

According to him:

> Parents choose to bring their children here, but the administration was leaving the school with the responsibility of taking care of them without further training or resources.

ZARA SCHOOL WAS PROUD OF INTEGRATING CHILDREN: three years ago, the head teacher (a) gave a presentation on how to integrate children with cerebral palsy at a local level SEN conference. The school community highlighted that the school was very small and everyone knew each other and many children from the special class shared many activities with pre-primary groups. Meanwhile, specialisation of roles has been a political aim, following article 102 of the general law of education (MEC, Ley general de educacion, 1970), the government confirmed that all teachers working in pre-schools within the state school (teaching children 4 year olds and above) must have one of the five specialisations, including a teachers degree in infant education (Parra-Ortiz, 2005; Diego and Gonzalez-Fernandez, 2010). Since 1986, all staff appointed to teach early years in primary schools [Segundo ciclo de educacion infantil/second stage of infant education have had to be Qualified (ISCED 5A) (BOE, 2006)].

5.1.2. MACROSYSTEM INFLUENCES PROFESSIONAL DEVELOPMENT AND ROLES

This section addresses the contextual framework of policies, resources and services that affect the teacher role, training and inclusive practices in Zara school (academic year 2010/11). The identified elements from the macrosystem that have direct influence on the Zara school, staff roles and learning processes are: the danger of commercialism as the use of instructional practices in infant education promoted by the external market; the lack of voices of teachers in educational policies; how the policies are powerless against the school culture and vice versa; the crisis of resources; and, lastly, the impact of effective regional government programmes.

5.1.2.1. DANGERS OF COMMERCIALISM: USE OF WORKBOOKS IN INFANT EDUCATION

Following the LEA regional educational policy (BOJA, 2007), the curriculum of infant education in Zara school was organised in the following areas: self-knowledge and personal autonomy; environment knowledge; and languages (communication and representation). That policy also recommended including in the cycle of infant education (children 3-6), that was initiated in Zara school, an introduction of subjects as “end products” (Goodson, 2013). According to the LEA (2007) claim for homogeneity, pupils with SEN had to go through the same curricula as the others,

which had to be adapted in order to teach the basic competences (compulsory content). Such as writing competences, according to the policy "aiming that 3 years old children being able to use them as tools to express, understand and interpreted the reality through the functional aspects of reading and writing "with no clear specification about what the desire outcomes are. Furthermore according to the LEA (2007), problem solving activities aimed "to encourage logical thinking and basic calculations and visual and musical means of expressions", plus "the use of information and communication technologies and the learning of foreign languages" (BOJA, 2008 a).

In Zara School, the book publishing companies had great power, so much so that texts are used by the pre-primary teachers as a guide for implementing the curricula defined by the LEA (2007) in daily classroom activities. According to the staff, the school representatives (head teacher (a) and head of studies (a) meet teachers to decide the choice of work book in the first weeks of the academic year and it is assumed by the school community as an ordinary practice. The 3 year old children were using the "luna llena" collection (full moon from Everest Editorial), an editorial educational project with a total of nine books, three books per semester (for content of the main topics per semester see Appendix 5) that parents had to buy (total cost of 75 euro) and one extra free teacher book that is sent directly to the school. In the 3 year olds' classroom, each term children completed a book on writing, one on reading and one on arts and craft, as reported by one of the parents. There were sets of fixed activities, mainly paperwork with a lot of colouring pages (2 pages per day). The main class teacher (a) used a daily work guide from the editorial book which specified:

> In this guide, you will find everything needed to conduct daily classroom practice. It includes methodological principles, also project maps and schedules with content of objectives and content tailored to particular ages, teaching guidelines for the implementation of lesson plans, materials. There is also a section which provides suggestions to build collaboration with families, another for work of education in values and a new section that guidelines and resources to work on multiple intelligences classroom, plus evaluation and reinforcement activities or extension.

According to the daily guide, and the class teacher (a), each semester the group worked with the pre-defined themes and she implemented the programme from each unit. She had been using the books to guide her teaching since she was first employed at the school and she believed that it was the best way to work.

The lack of research about the content, quality of these books and its utility as instructional method in early years, and their utility in early years pedagogy, is surprising. Following to Bonawitz, et al. (2011) article title: *"The double-edged sword of pedagogy: instruction limits spontaneous exploration and discovery".*

In this case study, the market clearly had an impact upon pedagogy. Ball (2012, p.117) calls this doing neo-liberalism *"education as the big business, the edu-business".* Some educational institutions produce their own educational material, such as King's College, and create brands that sell globally (Ball, 2012). Studies on the functionality of workbooks in primary school have found that, globally, the purchase authorities are ministerial bodies or agencies (Peacock and Cleghorn, 2004). This is the case in primary and secondary education in Andalusia, where the regional authorities offer to pay families a "book check" and families get certain editorial materials free of charge. Moreover, according to the regional policy to avoid discrimination against poor families, teachers do not have the right to recommend one book instead of another. For this reason, teachers do not have the freedom to choose the pedagogical materials in these educational stages (BOJA, 2011, Decreto 227).

Normally it is the "user", in this case the state and not the children, teachers or families, who influences the content of the books, said in an alternative way "who pays the piper, calls the tune"(Peacock and Cleghorn, 2004, p.157). A Symbolic Interactionist interpretation of how information in the media, namely the publishing of books, needs to offer a conceptualisation of the symbolic environment, in which the recipients, in this case the children, have to master its' vocabulary and grammar in order to be able to be acculturate into the medium of their environment. SI is also a parameter to be used to criticise this form to be used to teach young children. In regard to the way of sharing information, it is expected that the staff role needs to be performed resulting on easy understood messages to the users, in this case children, and following the form used in the textbooks excludes the content and children get empty lessons (Man-Kong-Lum, 2014).

5.1.2.2. LACK OF VOICES OF SCHOOL STAFF ON EDUCATIONAL SYSTEM

According to the head teacher(a), on several occasions guidelines corresponding to the policy changes were sent to the school, for example, guides on helping teachers elaborate school curricular projects, didactic units, or curricular designs in which the regional and national government tried to involve the teaching community. The head teacher (a) said that current guides are such as "one Size Does Fit All policies" (Gregory

and Chapman, 2013). The head teacher (a) stored all the publications (approximately 200 books) in a closet in his office, staff knew that there were there, however they showed no interest in reading them. Staff at this school said that they did not have time to read them during teaching hours and they were not helpful in solving their practical cases in the classroom. Since 1990, in order to facilitate the introduction of psycho-pedagogical personnel into the schools, the government published more guides for teachers with strategies on how to elaborate on the design of programs for educational cycles, educational levels and classes and also to facilitate the elaboration of curricular adaptations (Sanchez-Blanco, 2001). Sanchez-Blanco (2001) shared, with staff of the Zara school, the delivery of multiple publications is the result of the lack of money invested for programme promotion, impact and evaluation from the state into local areas. Other major publications promoted by the state, such as research by a group of scholars working in major Spanish universities, such as Echeita, et al. (2009), highlighted how integration vs. inclusion is assumed as a characteristic Spanish system. The scholars stated that the system created a negative effect on children, integration results on children being stigmatised, suffers a high level of devaluation, rejection and lack of opportunities. The teachers' responsibility is therefore highlighted, the scholars said that "among the collective in order to maintain the equilibrium", and in this sense the limited resources are accepted (Echeita, et al., 2009, p.163). Echeita, et al. (2009, p.175) accepts that a child in secondary school with limited friends needs to be mainstreamed although "the child's presence is reduced in some academic subjects", and by this they mean bringing the child to a special setting to learn.. On very few occasions, the feedback from the local community about the policies implementation at schools had been documented, the regional government do not respond to parents and staff enquiries and therefore the credibility toward their assistance from the school community is null. The Regional Authorities have not implemented any research, instead they have developed guidelines centred on a "guide of good practices" for teachers that specifies concretely what is expected of them. That is "becoming better in something that is already being done" (Collinson and Cook, 2007;Junta de Andalucía, 2012a).

Staff agreed that changes in the educational system was not considered in the near future. It is surprising to see that from the Ministry of Education's publication edited by the institute of teacher training, research and scientific innovation (Carpintero-Molina, et al., 2012) it was recognised that the ratio in pre-primary levels in Spain is not the recommended by scholars with negative implications on basic skills learning

(Blatchford, et al., 2002) although it will not change until the effect of different ratios on the process or educative experiences is shown in future research.

Research as part of the professional development in general practice is absent and yet according to Van-der-Zee, et al. (2003), and the head teacher(a), could be plausible as there are scientific associations, peer reviewed journals, population that are participant in praxis such as the VET (vocational education and training) student or students from the university studying the degree of teachers. Although, as explained by the head teacher (a), there are no clear programmes such are the one existing in "Finland or England" from which both institutions could benefit. The CSIF (Trade Union Confederation of Civil Servants) is one of the main unions that has publicly aired a report that the 91% of second cycle of pre-primary teachers in Andalucía highlighted the inadequacy of materials and ratios with a confirmation of around the 70% of teachers not getting teaching assistance within their classrooms (CSIF, 2013). It is particularly relevant that these worker's associations have been the only organisations that have produced publications based on different aspects of the educative system within the schools (Ramos-Martin, 2012). However, the school staff showed a lack of participation in the union organisations and saying that unions had "lost the aims concerning their support on workers' rights". Staff felt "labour insecurity and precariousness" and it is a generalised feeling among Spanish civil servants as contemplated by authors Simón-Pérez (2003) and Wahl (2014); resulting, in this school, in staff ignoring documents, reports and sources sent by the workers associations, while at the same time highlighting their lack of representation. Comparisons can be made between this education system and the non-European countries. The de-personalisation of teachers and their treatment as a collective group is comparable to the analysis of the invisibility of the teachers working at the schools in Mexico (Castrejón-Mata and Castrejón-Mata, 2012).

Furthermore, participants agreed with Pideda-Herrero (2007) when training organisations paid with state funds (i.e. from the Andalusia regional government) offer training to the school staff the ones to receive the services are the top or medium level of the organization. In this school in particular, the civil servants received training, while carers and those with an intermediate status were not offered training services.

5.1.2.3. POLICIES POWERLESS AGAINST THE SCHOOL CULTURE AND VICE VERSA

DIFFERENT PROFESSIONAL ROLES AND DIFFERENT STATUS

At the school entry level, teachers are chosen, regulated and inspected by the regional authorities (in LEA, BOJA, 2007) through their civil servant system, an old system which was created in 1847, resulting in great differences as is shown in this school from the staff organisational status (Arcia, et al., 2011).Before any working experience, future teachers have to pass an "opositiones "exam, it is the only path to access the Spanish state teaching sphere and it grants the position of being a permanent civil servant (Ministerial Decree, 1957 in Rivas, 1988, p.117; Valle, 2012).The process of getting access to the teaching career, according to the respondents, is arduous and characterised by staff who over longer periods are affected by labour instability.

Following the Organic Law (2/2006) and the Policy (7/2007), each working teacher had the following professional roles: being a civil servant with permanent position and an interino, a civil servant without a permanent position, meaning temporary, such as the supply teacher (a) and the SENCo (a). All teachers, after finishing a selected specialisation university degree, had to study the specific area to specialise on the civil servant "oposiciones" within the early years stage (3-6 year olds), infant education specialisation or SENCo(pedagogica terapeutica) that can also work with the children of primary education. Regional administration differentiates their competences in specific subjects and these are not always linked with the content of the four year university degree. In the regional government publications there are 25 new chaptersThey wanted these new chapters to be elaborated on by the teachers. The students had to elaborate, prepare content around the content given and study their chapters (BOE 1993) and every two years the students get into the evaluation process from the regional government. The new member of staff with "interno status", who was working within this school, paid other more experienced teachers to guide them through this examination process as they believed their previous education, obtained from their teaching degree, had not prepared them for this work. Staff said that the cost of the private tuition from colleagues was around 60 euro a month for two hours a week. SENCos were evaluated by the competences of their individual curriculum adaptation, but these competences are ignored within the evaluation of the infant education teacher status (3-6 year olds). The civil servant examination has two main phases, one which consists of a written case study. In order to begin the second phase, the first part of the examination needs to be passed. The second part is an oral

presentation related to the regional curriculum content. All applicants need to produce the same quantity of pages document (approximate 70 pages) on an annual plan and have a 30 minute oral presentation of the document.

According to the policy and respondents, in this test exercise applicants had to show that they could invent an academic year programme without knowing which children they were going to teach or the needs of the individuals. If they passed this exam they then needed to send their own documents on their experience teaching as an "intern" within a public school to the tribunal (administration for the regional authorities). In order to be accountable, their experience had to be directly related to the specialisation they had chosen. Those who had experience working in the same regional authorities would already have their documents within the Seneca system (internal system from the regional government). The marks from their teaching degree, their training certificates and any language certificates counted for extra points. The training certificate had to be accredited by universities, teaching centres and NGOs to be approved by the administration. Consequently, they had to show as many training course certificates as they could. Therefore, teacher (a) and head of studies (a), for example, got a permanent civil servant position after many years at the same educational centre, then gaining a permanent place in the same school.

If the teacher passed both evaluations, and got a good ranking position, they could get one year paid praxis at a state school and after that academic year, would become a civil servant (Diego and Gonzalez-Fernandez, 2010). The staff say that teachers were also able to change from one school to another by a competitive "merit based transfer process". If the now called "intern teacher" passed the civil servant examination, but did not have enough points to get a permanent position at the school, they would need to be examined again in order to get a position in the ranking. Both, SENCo (a) and supply teacher (a) were complaining that they were around 30 years of age and had repeated the same process three times in the last 10 years and still without achieving a permanent position.

Educational policies are different in each region, the civil servant exams under the Andalucía region take place every two years. Staff highlighted that, due to the economic crisis affecting the country, there had been a significant decrease in the number of vacancies compared to previous years. In 2009, civil servant vacancies were (1,700 for teacher of infant education and positions for SENCos), in 2011 (1,236 for teacher of infant education 456 positions for SENCos) and in 2013 (50 positions for

SENCos and 295 for infant education teacher from it 21 for SEN infant teachers). After that stage, they get short-term contracts that can last for several days and, "if they are lucky, maybe a whole term" said the SENCo (a). During the praxis period, it's expected that they accept the system they visit and do what they are told. When they are called contracted for some days, they get exposed to the system the very next day, without previous preparation for either them or the school community. Both SENCo (a) supply teacher (a) appreciated getting the opportunity to work in any school due the budget cuts and limited available positions due to the financial crisis and embodied a predisposition for transitioning from studying to entering in the labour market (Kongshøj-Madsen, et al., 2013). Both teachers were motivated to work but ill-prepared for the task of leading learning within an inclusive class. There were different types of teachers in terms of "work stability" working at this school. Some had a permanent position and others were semi-permanent. Two of the three staff in infant education had a permanent position (they were both over 60) one of them was the main class teacher (a).

The supply teacher (a) had only been called by the regional authorities to work some days in different schools per year. The SENCo (a) had not been able to get the necessary number of points to get a fixed placement.

The supply teacher (a) was called to substitute "initially" for a week when the main class teacher (a) was on sick leave. After a week, the school head teacher (a) explained to her that she could stay until further notice. Supply teacher (a) complained to me that:

> I feel lost, I have a lot of resources at home that I have bought, but as I don't know how long I will stay, I am only planning daily. I don't feel like this is my own class. I live far away which is another complication and know I could be dismissed any day. I think that this situation is affecting my work. At the beginning of April, I was informed I will stay for a few days, then for a week, then for two weeks and then for the whole term.

She agreed with the SENCo (a) that she needed more time to prepare lessons.

> The pre-civil servant works all day and also has to study for the civil servant examination in the evenings and they never know when they will get a permanent position. It is very difficult to get everything done and study full time at the same time! Also I think we need extra time for preparing the work here, I would add an extra hour from 2 to 3 and finish one hour later. I am working all day and I don't have a minute to prepare lessons [SENCo (a)].

The schedule of the SENCo (a) works full time and all the working hours- no 5 minutes break (see Appendix 4).

LACK OF RECOGNITION OF STAFF ROLES AND RESPONSIBILITIES

Teachers worked in Zara School for 35 hours a week and from those hours 25 were teaching hours (Monday to Friday from 9-2) and taking care of children during break times (two and a half hours a week) according to the head teacher (a) and LEA (2007). Five extra hours a week (2pm-7pm), each Monday were allocated for meetings with parents, other tutors, coordination meetings and research. Although normally, that day, school closed around 6 o'clock, the time when the teachers planned to finish an allocated hour of consultation with parents. For example, teacher (a) held consultation from 5-6. The remaining five hours a week were used for work outside of the school, such as preparing lessons and additional training, and teachers decide how they want to use this time (LEA, 2007). Teachers older than 55, such as the class teacher (a), head of studies (a), head teacher (a) and SENCo (b) were allowed to reduce their school working hours by 2 hours a week, taken from actual teaching time (FETE enseñanza, 2012).

The managerial group with direct influence on the nursery classroom was composed of the director of studies (a) and the head teacher (a) [see full profile Appendix 4]. Their number of working hours were also dictated by law.

Head teacher (a) used self-criticism explaining their managerial role, based on what other countries were doing (England), was less effective in comparison. He recognised the lack of his professional role by policy and being unable to create a critical system "outside of working with colleagues". He said he knew that in England there were people who were trained to be a school head teachers and they took responsibility for staffing their own schools, a policy which Spain would benefit from copying. He also recounted that head teachers are civil servants, teachers that were nominated by the school council, and the ones to stay in the cities are the older ones:

> The civil servants get into the school by the nomination from the regional administration. Normally, most teachers choose to work in the cities and therefore new teachers get appointed to work in small villages.

It was confirmed by the supply teacher(a), having experience of working in "more inclusive settings" with lower ratio in small villages.

The head teacher(a) states that they do not have specific training:

> I am a teacher like them, we are the only country in Europe that is waiting to change the policy, in 1995 we have changed from an administrative director to a pedagogical one and at the end, I am both at the same time I am nothing. Leadership was indicated in that policy from the 1995 but the role never has been implemented and the aspect of direction has disappeared.

In this case, the coordination from the managerial team, with a lack of knowledge management techniques (Dalkir, 2005), meant follow up of the teachers' actions was non-existent (Corral-Granados and Granados-Gámez, 2010). Following Singal (2008), exclusion exists due to the lack of a critical vision that challenge existing values, beliefs and attitudes to ensure the full participation of all children in the curricula and culture of school. In response, the head teacher said that they were arranging accountability meetings. Some terms, such as productivity, used by the national policy on the teacher duties, based on purely quantitative values lack important detail on how to quantify and value them. The managerial team expressed concerns regarding the lack of managerial knowledge when they were elaborating self-evaluation reports requested by the regional government to indicate the quality of the educative serviced provided by the school. They also highlighted the lack of support from the external evaluation authorities or inspectors.

School inspectors, according to the policy, had the role of counselling the psycho-pedagogical technical team to elaborate the quality indicators and supervise the process of school self-evaluation together with other staff. The educational centre plan had to respond to the quality indicators and this had to be finalised on the 25th of June each year. The school head teacher had to share the document with the parent association (BOJA, 179 3rd of August 2010).

The school head teacher (a) stated that the inspectors were not competent and didn't help to evaluate their work at the school:

> Inspectors from the local authorities that evaluate the programmes and reports do not know how to help the managerial team or how to improve the reports. They are not specialised on programme evaluations, they are also teachers. The managerial team would prefer to work with a group of people who know how to implement the policy within the organization and classes and work in collaboration with the school staff.

At individual level, staff were neither evaluated by internal nor external professionals: "When a civil servant gets their permanent post their job performance in the classroom is not further evaluated" as said by head teacher (a).

SCHOOL CULTURE INTERPRETATION OF POLICIES

The promotion of school culture on inclusion is an issue highlighted in the policies at a European level, linked with the interpretation of equity and meeting the needs of all children (Angelides, 2005). Clearly a full ritual defined by Smith and Stewards (2010, p.5), and is identified with the actions toward children with SEN in this school, those were "standardized, rule-bound, predictable and repetitive behaviours undertaken in conditions demanding explicit performance expectations".

Since 1991, the Ministerial Decree (1330/91) gave responsibility for curricular adaptations to the school itself. Staff from the school must coordinate with the psycho-pedagogical teams (LEA, 2007). At the beginning of each academic year, school head teacher(a) and head of studies(a) got several scholar reports (dictamen de escolarización) from the EOEP (teams of external psychopedagogical professionals), including the child modality of those children with SEN. Reports had a presentation of a fixed template elaborated by the regional authorities (BOJA, 2009). They determined the educative modality of children with needs in pre-primary and primary levels as "Ordinary" (modality A), "Ordinary with help" (modality B) or "Integration into special class" (modality C) and "Special school" (modality D), and for the group from 0 to 3 years early stimulation centres were recommended (Mendez-Zaballos, et al., 2008). Among the categories described by López-Torrijo and Mengual-Andrés (2014). Children with SEN in Zara preschool are modality B, part-time in typical classroom with periods spent at specific units. And most of children with SEN in primary stage were modality C, full-time in specific units such as the specials unit existing in primary grades (4 modality B in primary education). The head teacher (a) confirmed that there were 6 children with modality "type C" at primary school. Four children with modality "type B" and among them, there were 2 children in the 3 year old classroom. The child with SEN (a) (developmental delay) was identified by the teacher (a) and this was confirmed by the psychologist (a) and the child with SEN (b) had Down syndrome (information from the full translated reports are in Appendix 6).

I had identified how challenging it was for the teachers to evaluate all the reports. Class teacher (a) had not read the scholar report and did not have a copy of the documents. Another issue was that the psychologist (a) was the one who chose which resources were needed. She stated that:

> Children with modality(b) have to adapt to the resources the school already has, if they cannot do this it will be arranged with the parents that they be moved into modality(c)(full time integrated settings) which can offer further assistance.

The result of this was that her own beliefs influenced the inclusion or exclusion of the children with SEN.

Interactions in Zara School created separate social groups and individuals were governed by a set of different rules which failed to communicate and interact with each other. The group of people with history in the school took the dominant position within the school culture which stigmatises the others, as the "outsiders" (Becker, 1963). The people from the dominant group such as interpreted within SI [teacher (a); psychologist (a); head teacher (a) and head of studies (a)] develop a perspective that they believe in (Lamont and Fournier, 1992).

Role superiority and inequality are strong among staff and as they interact these differences are emphasised and the negative effect of this behaviour is that the children with SEN are used as objects within the system (Charon, 2001; Simpson, 2011). As a result of "collective sanctioning" (norming patterns of behaviour and sanctioning deviance)(Brand, 2011), in which the social pressure against their enquiring of individual curricular adaptations gain a prompt response, of the correct rule, of the psychologist (a) to decide and manipulate to further the ends of integration, the child with Down syndrome will be excluded next year. As an example, the group did not know how to manage conflicts either between the staff or with children (Hord and Sommers, 2006). The class teacher (a) would deny any alternative communication with children with SEN, specific practices and the norms were interpreted in a way that would be the best in order to preserve the "family dignity"(Barnes, 1995, p.77). The SENCo (a) felt excluded in the procedures and she was feeling sad, and cried when she was explaining the case to me. The acts were again the "free-reading" of the new organisational staff (Barnes, 1995, p.78). This exemplifies the idea of Mead (1934), who states that each individual interacts with different socially functional groups where they are acting within their respective capacities. The problems with one group could be the result of the lack of social interest shared by the individuals in common group. Instead, SENCo (a) would like to feel being part of the group where they have the "shared feeling of cooperation and equality" (Mead 1934, p.321).

The cultural and institutionalised resources were mobilised and used by the interacting participants following the norms and reinforcing the ones that they have internalised (Barnes, 1995). The class structure, curricula, class materials and schedule (class composition) were defined by the school managerial teams and cycle managers. It is important to point out that the school's permanent staff got their teaching position

during the period when the integrative system was introduced and that the permanent staff simply followed the working procedures they had always been following. Some in fact said what they were doing was meaningful on an individual basis and that they never thought of the value of collaborative work for teaching children. There were generalised perceptions by the non-teaching staff [psychologist from the NGO (a), SENCo (a) and speech therapist (a)] of institutional practices on not sharing information, and resources were kept with the "experts" (Abbot, 1988; Bachmann and Inkpen, 2011).

Another generalised belief was that pre-primary teachers seem not to be part of the system of curricula adaptation. According to the regional policy, the scholar report had to specify the type of curriculum adaptation within the school: as "significant curriculum adaptation" or "non-significant curriculum adaptation", in this case both children with SEN (a) and (b) were initially identified under "non-significant curriculum adaptation" which, according to the policy, meant that the children were one level inferior to the others in the class. This was in relation to the curricular competences related to specific learning difficulties associated to his/ her disability or associated with behavioural disorders, newcomers, and personal conditions or negative scholar experience. The adaptations would be proposed and elaborated by the teacher (a) and supervised by the SENCo (a). This option was not possible, due to their lack of collaborative work. They stated that the ratio children to adults in the class regulated by the regional authorities was too big to cope with children's needs. SENCo (a) worked 30 hours a week at the school. She said that she did not have any scheduled time to have meetings with individual teachers. Class teacher (a) stated that she had too many children and she couldn't divide the class into different groups and provide different activities. Other issues were related to the school culture, staff beliefs about inclusion and staff knowledge on curriculum adaptation (see the roles section on the 5.1.4.1).

LEA (2007) specified that some children required "significant curricula adaptations" (adaptación curricular significativa). According to the school and regional policy, the report was done with the goal of maximising the development of basic competences within the curricula. The evaluation looked at the criteria from its individual adaptations. The policy stated that a complementary report from a psycho-pedagogical evaluation was necessary, within the psycho-pedagogical report there had to be information documenting the areas and objectives needed to work with the child, informing in detail the school's actions in regards to the resources and pedagogy and

curricula from the psycho-evaluation team. The person designated by law to elaborate this report, with collaboration from the teacher, was the SENCo (Junta de Andalucía, 2008a; BOJA: 167, 2008).

In Zara school, the psychologist (a) normally prepares the psycho-pedagogical report when children are in the transition process for primary education. On one unique occasion, the report was done by another psychologist because the child with SEN(b) arrived from another geographical area and a curricular adaptation was required. In this case where it is possible to work in a detailed curricula adaptation, the policy is not clear and offers different interpretations. This issue divided the staff in two. The head of studies and the SENCo (a) agreed to prepare a complete report for the child with SEN (b) in order to define the next pedagogical actions for the child at the ordinary and integrated setting. Although the psychologist (a) and teacher (a) decided to do it, they used the same report as a support document to document the change of the child into a more excluded setting (see Appendix 7).

The following statements are the main topics on the analysis of the school culture:

STAFF ALSO SHARED THAT INTEGRATION AND INCLUSION WORK IN RELATION TO THE STUDENT'S CAPABILITY. For example the psychologist (a) stated that:

> You cannot have a child with a cognitive deficiency in a normal class learning English if the child has a very important problem already, a disability.... these children suffer from a very bad schooling process and they need other resources and they need to be in a specific class at primary levels. You cannot have them in an ordinary class; their interests are not the same in infant education as the other children. These children will feel how different they are from the group, for example, at the age of 15 they will speak about cartoons whereas the other students will have naturally progressed onto older subjects. They won't feel included, in infant education it will be different as all the children won't have equal mental maturity.

CHILDREN WITH SEN NEEDED INTERVENTION FROM A SPECIALIST. The class teacher (a) specified that children need specific intervention such as behaviour modification that can be only implemented by specialists.

CHILDREN WITH SEN LIKED TO BE WITH OTHER CHILDREN WITH SEN. "without any intervention from us you see how these children are playing together"said by the carer (a).

CHILDREN WITH SEN NEEDED MORE MATURITY IN ORDER TO BE AT SCHOOL. Carer thinks that "in the ordinary class there are rules and they need to follow a lot of activities" and then:

> "This child with Down syndrome is ready to be in his house with his parents or in a nursery and he could come to the school when more mature and avoid all the problems the child has suffered, the teacher feels overwhelmed with the situation and I have to take the child outside the class" [carer (a)].

Although individual evaluations and collaboration among professionals were part of the duties of tutors, and as such indicated in the policies, staff did not have the time, space or did not see the value of doing so. This was a clear resistance to policy implementation (Bell and Oakley, 2015).

The following norms were reproduced by staff through their interactions:

THERE WAS NO INDUCTION FOR NEW STAFF**:** the SENCo (a) started in September and the supply teacher (a) in March without information about the students or any introduction to the school:

> (...)when I arrived in September, no one gave me anything, only a short school presentation from the managerial team. I did not get more information from the other colleagues, only the child scholar report ... [SENCo (a)].

New personnel waited for responses [supply teacher (a) and (SENCo (a)]. Important information was not well communicated, for example, SENCo (a) she felt frustrated as no one had explained to her how to use the hearing aid. She felt worried about this as the child in question often removed the hearing aid. In the end, she called a doctor in order to get the important information required.

The guidelines from the national and regional authorities and child reports were kept within the managerial office and staff did not know about their existence. For instance, the lack of information flowing down to new staff was notable and resulted in individuals needing to make an effort to adapt to the system without being able to take the initiative of collaborate. Then, only the SENCo was the one with accessibility to the resources for individual adaptations that were kept in the special classrooms.

The child reports were not shared between the psychologist (a) and the school staff, and professionals had their own interpretation of a child's diagnosis. The main class teacher (a) and the speech therapist (a) always thought that the child with SEN (a) had Aspergers, according to the main teacher his brother also did. The speech therapist (a) said

> It has been proven that this can happen twice. I know a family of 4 in which only the girl didn't have it.

The diagnosis tools showed that the child did not perform cognitively at the level needed to cope with individual tasks required by the main class teacher (see Appendix 7).

TEACHERS DID NOT ADAPT CURRICULA TO EACH STUDENT IN INFANT EDUCATION:

> I know other centres where information is shared more and more , it does work and it's my interpretation and experience of the law [SENCo (a) and supply teacher (a)].

Psychologist (a) just evaluated the whole organization and did not acknowledge her own responsibilities:

> I am speaking about the place where I work and a specific teacher working here, you can see that in 5 years the children normally finish with the ability to read and have a very high level, but that the child cannot communicate and with a hearing deficit and without the basic prerequisites he is lost in the educational centre. A few minutes ago I saw the child walking alone in the corridor ... he is lost from the ordinary classroom and it is very hard for us to get him to follow any instruction ... [psychologist (a)].

USES OF PSYCHO-PEDAGOGICAL REPORT WITH THE AIM OF EXCLUDING A CHILD FROM ORDINARY CLASSROOM: In March the main class teacher decided that the child with SEN (b) was suitable for the full time special class. The psychologist (a) did a psycho-pedagogical report in one day. No "in class individual curricular adaptation" was done previously for any of the children with SEN (a and b). In the end, the recommendations were based on the areas to be learned: being seated, attention span, memory skills development and imitation. For example, the Psychologist (a) decided not to explore alternative communication with children with SEN:

> (....)children have a very low cognitive level and when you are speaking about alternative communication these children need many other things before that. The basic things are attention, keeping the child seated for a while, motor and hand skills, and manipulative tasks (...) I cannot see major problems with the resources. You can see the differences in behaviour when looking at the child in integrative classroom and in ordinary classroom (...) he has a minimum attention span. At least in the specific class, he has his own tasks to follow.

THE REGIONAL POLICY ON RATIO WAS AFFECTING THE SCHOOL ORGANIZATION RESULTING IN CHILD EXCLUSION. The head teacher (a) highlighted that the child with SEN (b) had to be transferred next academic year to the full time special classroom, because there was only one available vacancy in the special class, according to the

policy six children maximum to the class. The parents of the child with SEN (b) expressed their fear of losing the opportunity of him staying at this school and they decided to follow and accept that their 3 year old child would be in a full time integrated setting (special classroom) from next academic year. This can be seen as a bureaucratic response to a denial of a professional responsibility.

MANY PROFESSIONALS INVOLVED AND NO ONE TAKING THE LEAD: The SENCo (a) and speech therapist (a) were waiting for the whole academic year for the doctor's report for the child with SEN (b) hearing loss, and to the psychologist (a) and main class teacher (a) that had to elaborate a psycho-pedagogical evaluation in order to start implementing an alternative communication system. The psychologist (a) didn't help the class teachers either:

> I worked on elaborating guides with the SEN teachers... with the ordinary teacher it's different as they don't have the training to implement them and they have too much work and in the end we are the ones doing their job (...)[school psychologist (a)].

THE PROCESS WAS CIRCULAR, where the teacher (a) identifies the children with SEN and the psychologist (a) classified them and thereafter staff integrated the pupils according to ability levels. The curriculum was not adapted to the children. I can understand that the school culture of this study could be characterised as an automatic and inflexible process of assessing clients and procedures (Eraut, 2009). According to SI, when the staff had to interpret their actions and verbalisations, they followed the social order that states that the best for these children would be to first receive their diagnosis and then be integrated in the classroom and then finally given individual attention by establishing the follow-ups and procedures (Reynolds, et al.,2003). The SENCO (a), a newcomer, also shared that was expected that the children would receive their specialist teaching at the special classroom. Parents and staff showed the acceptance of the decisions of the managerial team of the school, the staff authoritative order was followed (Barnes, 1995).

ANOTHER IMPORTANT ISSUE IS THE UNPRODUCTIVE NATURE OF THE SEMI-SUPERVISED OUTDOOR PLAY TIMES. Children were dispersed around two football courts at the break time each day for 45 minutes without adequate resources (2 balls and 2 jumping ropes) or planned activities and teachers used the time to chat about personal issues with staff colleagues, and therefore was a lack of conversations about children learning. Spanish scholars have found that in these circumstances, there is

around a 23% higher chance of highly violent conflicts between children in 3 case studies situated in Cataluña (AFIN, 2014). As a response, scholars from Argentina presented a programme in which staff were trained in conflict resolution (Artavia-Granados, 2014) and American scholars have promoted physical education in New York schools (Chin and Ludwig, 2013).

AS AN EXAMPLE OF HOW BELIEFS ARE SHAPED WITHIN THE CONTEXT OF CULTURE (Hamilton, 2012), permanent staff agreed that they were "including" children in a way that they were specialised in by using specific practices offering them individualised resources through one-to-one activities in order for them to cope with the broad curriculum dictated by the regional government. School and regional policies, as stated in the reports, shared a meaning of inclusion near to integration indicated that specialised knowledge related to specialised praxis, means inclusion for those children with SEN (Florian, 1998; Jones, 2004). The regional report indicated that if curriculum adaptations in the ordinary classroom takes place it needs to be implemented and assessed solely by the SENCo or speech therapist (Junta de Andalucía, 2008)

5.1.2.4. LACK OF RESOURCES, INEQUITY AND INEQUALITY

The LEA law (BOJA, 2007) said that the educational administration regulated the general framework of attention to pupil diversity and the conditions and resources that were needed to implement the necessary measures developed by the schools. In regards to this aspect, the head teacher (a) confirmed that they did not always receive the resources needed and after enquiring for more, they were declined due to the economic crisis (Glassner, 2010). The speech therapist (a) stated that "staff got human resources by repeating and insisting their requests to the central administration and to the inspector". The Head teacher (a) said that cuts were severe "they had received a note informing them that they have to limit the use of the office printer (20 printed copies a day)". Following the teachers' responses from the CSIF (2013) questionnaire, participants in this study also agree that teacher-pupil ratio was inadequate and they also highlighted that the physical materials and the classroom furniture were not adapted to the children's needs. Teachers neither received the possibility to work in collaboration with other teachers nor teaching assistants within the ordinary classroom (CSIF, 2013). Zara School has never had a budget to cover such expenses, which is related to the way the regional government funds the school. Although this will improve in some aspects, it was confirmed by the head teacher that there previously was a person within the regional administration responsible for the

resource administration for children with SEN. This one person was in charge of the whole province and had no specialisation in teachers' needs. The human resources have been limited since the opening of the school and staff never had experienced professionals, such as psychologists or speech therapists, working alongside with them.

Each child with SEN received a scholar report written by an external professional which indicates the hours of individual assistance per child. The head of studies then has to plan the distribution of the available human resources following the compulsory school plans and the policy (BOJA, 2002; LEA, 2007). Then only a few hours remain for those children in infant education. Speech therapy lessons and appointments with a psychologist are individual, and as the SENCo is available only two hours a day for all children in pre-primary education she teaches them together. Following scholars from the EEUU appear an alternative field of "psychologist of inclusive education" in which specialist staff included their knowledge within the ordinary classroom instead of implementing individual practices outside the ordinary classroom(Williams and French, 2007).

Only children with a diagnosed disability are scheduled 30 minutes of individual speech therapy a week during the first semester and twice a month in the second. Early intervention for the whole group was impossible, although the speech therapist and SENCo tried to do their best for all children (Dickson, 2000). What Miliband (1991) described as equity, the resources had to exist, and did not exist in this case and thereby meaning the second step at this school was to distribute the existing resources among the ones with a special needs diagnosis. Lindon (2012a, p.84) defines this as "pro-active inclusion", and the equity in practices implementation done by working in terms of adjustments and look ahead in anticipating children needs.

According to the BOJA (2008b), as soon as the child gets the psycho-pedagogical report (informe de valoración psycopedagógica) the services and resources will arrive, the policy did not specify which resources would be available or the limits in quantity, quality and cost. Therefore, the children with the greatest difficulties in order to cope with the editorial content of the work books were successively integrated in special classrooms. The curricula must include writing and calculation, and the children must achieve the basic competences to get into the next academic course, as indicated by the CSIF study (2013). Spain is among the countries with the highest rate of children in primary education of non-promoting, meaning of children who do not progress with

their year group. 16% of Spanish children repeat school years while the average number for the OECD countries is 3% of OECD and in UK 0% (PISA, 2009). Andalusia had the highest percentage in Spain of children that leave the obligatory educational stages without the diploma, with26.5% in 2011(Ministerio de Educacion, 2012). It is particularly important to highlight the negative consequences of this issue on the child particularly during the preschool period (Gadeyne, et al., 2008). The Defensor del Pueblo Andaluz (2010) wrote a report in 2010 which includes recommendations in response to the high number of integration units in Andalusia. Principally due the lack of resources, 35% of children with SEN were in special centres and there are a limited number of positive examples of inclusion from which other educational centres could learn (Defensor del pueblo Andaluz, 2014). The managerial team requested extra staff and material resources through the plan of a compensatory education based on the children's underachievement in primary education, but infant education was neglected in the school plans.

The organization of human resources was reduced by policy in smaller schools (BOJA, 105, 1997). The school couldn't request more teaching assistants (monitores de educación especial) and, according to the head teacher (a), they could only request more if they had more than 6 infant education classes. The school also had one SENCo (Maestros y Maestras especialistas en Pedagogía Terapéutica) working with the children in infant education. The SENCo functions were determined by the need of primary education courses, principally requested by their tutors to elaborate the curricular adaptations for children in primary levels (BOJA, 175, 2006; Junta de Andalusia, 2012c).

The supply teacher (a) reflected on a possible alternative way for the school to organise their own resources. Although this was not possible for the school in question, where the physical space of the classroom was very little and there was only one group of children per academic year. There was also only one bathroom for the smallest children near the main door and located far away from the other facilities in the school. All of the classes on pre-primary educational cycle had the maximum ratio per staff (25 children per classroom) (UNESCO, 2014).

5.1.2.5. VALUE OF REGIONAL PROGRAMMES

Participants have confirmed the value of the programmes that were promoted by the regional government. The SENCo(a) highlight the value of the potential use of SENECA (regional database internet system) for sharing reports; she is using it for the first time

and she expects that staff for the next academic year will get a summary of the children academic history.

Although, the information from the early childhood intervention organization was transferred to the school although the dissimilitude of services, therapeutic services to educational services, did not help in the transition processes (Podvery, et al., 2010).

For the class teacher (a), the children's adaptation period or programme during the transition period that was implemented for the first time following the regional government recommendation (BOJA, 164, 2008) was particularly effective for those without previous educational experience, and she said that teaching the group 3 hours a day during the first week in September helped to decrement the children's stress.

5.1.3. MICROSYSTEM INFLUENCES PROFESSIONAL DEVELOPMENT AND ROLES

This third section identifies the classroom characteristics and resources where 3 year old children with SEN in Zara school experiences were included and what, according to the staff, influenced their professional development and their roles. The main respondents for this section were the ones involved directly in activities and services in both Microsystems of the ordinary class and the integrative class. Within the ordinary setting were the class teacher (a) (first semester), supply teacher(a) [second and third semester] and psychologist from the NGO (a) [2 hours a week]; and within the integrative setting were the SENCo(a), the carer (a) [only as accompany person] and VET student (a) [first semester]. It is interesting to investigate what resources and services were available for only teaching in the settings of an ordinary classroom and in integrative settings. It is particularly important to initiate the discussion considering how Feiman-Nemser (2012) expressed that solo teaching is negative for staff, not only for the newcomers, but also for developing a better self-understanding among the staff regarding the organisational know-how.

5.1.3.1. USES OF INSTRUCTIONAL METHODS

ORDINARY CLASSROOM

In the Zara school, the ordinary classroom was led by only one teacher (teacher(a) or supply teacher (a) since April 2011) and the first one assumed that "considering her circumstances" the best method of instruction for teaching the "numerous group"of 23 children including two with SEN, one with Down syndrome and another child with

developmental delay, was following the teacher book guide. The education timetable for children with SEN (3, 4 and 5 years old) is in Appendix 9.

The class teacher (a) seated all children in four different tables (groups of 5-6 children) that were fixed for the whole academic year among them two children with SEN (see Appendix 8for pictures of the ordinary classroom). They were seated and classified on the basis of performance shown during the first few weeks. Children also received lessons from academic teachers, in subjects such as English, religion or physical education (children with SEN were in integrative setting), and the teacher (a) and supply teacher(a) found it useful that these hours that were not used for teaching could be used for planning. Following Avalos (2011), teachers should have the opportunity to undertake this first step of planning; and the other two matters lacking for these teachers were action and monitoring.

The classroom composition at this school worked in contradictory terms with the latest literature on effective teaching practices that highlights the importance of the distributive leadership roles, promoted in countries such as Australia and Finland (Heikka and Waniganayake, 2011). Teacher (a) was working alone and she said no one from the school had entered her room to ask whether she needed anything and, perhaps more importantly, she lacked opportunities for professional learning from collaborative conversations .e.g. about planning.

As part of their daily duties and following the school policy, teacher (a) prepared the didactic programme for each of the classroom activities that had to be included in the regional government database. Teacher (a) was using a template offered by the school inspector (20 years ago), and the fixed template was used by the other infant education teachers (see Appendix 10). The template was fixed and inflexible, leading to children always repeating the same daily pattern of activities. Almost half of a typical day (two of the four and a half hours) would consist of one hour of assembly, colouring two pages and making two drawings. Teacher (a) was proud to show me how the children from previous years had improved their fine motor skills through the constant practice. Against popular belief, repetition is not the best strategy for learning (Stambaugh, 2011). The teacher elaborated each didactic unit, there were nine different ones per academic year that were defined by the guide from the editorial book. Teacher's Guide Books explained in the section 5.1.2.1offered all the information specifying the objectives and content of learning including areas of experience (cognition, motor, sensorial, oral expression, reading and writing approach, pre-maths

approach , art expression, music and body expression, attitudes). The teacher (a) copied the different objectives and content of learning, including areas of experience, from the editorial book. Many activities were followed by children, but others were not oriented towards the group of 3 year olds (e.g. performing drama or self-concept discussions). I have selected some examples of activities (for the entire list of specific activities, see Appendix 11). The list of concepts to be learned by the children, as identified in the editorial workbook, was too broad or too narrow, they were not well defined and not related to the developmental stage of the children or to their interests.

The editorial workbook content expected that children have a broad vocabulary, the topics were 'old fashioned' using terms from the 'golden age' of Spanish literature, focused on reading or imitation of teacher performance. Some of the objectives did not make sense at all such "as respect the time people are taking naps or sleeping" or "eat vegetables related to the season". All were very general, for example:

> "it was explained that the intrapersonal intelligences were motivated by the area of self-knowledge: by expressing wishes, feelings and emotions, being able to identify their own feelings, knowing their own characteristics using a positive image of self and incrementing self-esteem and being self-critical", "show self-esteem", "being able to move around", "participate in games", "use the garbage bin", "prevent accidents in the street or parks". The teacher(a) said she tried to explain these concepts to them.

As an example from my field notes:

> When the teacher(a) was explaining the activity, there were three children passing messages to each other, they were also looking at the ceiling (children were getting bored). She is narrating a tale using a big book and a big poster for the same editorial, some children look around and many do not answer the questions (no feedback on what they had learnt)"

The teacher(a) reported a document that had to be shared with the cycle manager (pre-primary level) and school managerial team specifying the results from the perceived progress of the group; including information about group difficulties or incidents. The report also had to include a proposal for complementary activities (normally extra work papers or play time for those who had finished the daily work papers) and daily schedule (see Appendix 12 for an example daily planning and Appendix 13 for activities observed related to the oral language curriculum).

It is very relevant to highlight that the content of the instructions of many of the activities that the editorial book suggested, and the class teacher implemented in the ordinary classroom, were not oriented to a group of 3 year old children. Using the example of one of the activities, a drama theatre expected to be memorised and

performed by the group of children, I will try to justify how the role of the teacher should be oriented toward being the guide and using an adaptive teaching style not fixed guidelines (Bruce, 2011). Numerous scholars have identified the value of drama in fostering language creativity and social skills, but only when children have creative roles and are not instructed by an adult, which will alter the nature of the play. The inclusion of curriculum activities in which the participants did not have any interest was a mistake. If the objectives of the play are not going to be a pleasure for the participants, as it was shown in this case study, and rather are oriented towards fulfilling the goals of a third party, it is destined to fail (Furman, 2000). In the opposite case, when young children are completely participating, after having read the story, they develop their own narratives, they decide on the phrases they will say and even the sounds they use (Coney and Kanel, 1997). Furthermore, the work with the different intelligences explained in the guide was divided in different sections, and used complex conceptual terms, such as personal identity and self-efficacy, but were not related to Gardner's theory of multiple intelligences (Gardner, 1983) nor related to the children's developmental age. Personal identity is normally established in pre-adolescence age period and worked during that period result in inaccuracy of self-appraisal, according to the author, for more than 4 reasons. i.e. the normal egocentrism of this stage (Harter, 2011, p.684).

The school supplies were very limited. The children's books and all the resources available (e.g. scissors, pencils, colours, wipes) were paid for the children's parents. The teacher explained that they have storage boxes with materials from previous years, educational resources were nearly non-existent and the five groups were basically using them by rotation. The beliefs and attitudes of the teacher have a significant influence toward the implementation of inclusion (Devarakonda, 2013);the beliefs of the main class teacher (a), about what to teach and what to expect from the children, showed how the group of children and particularly those with SEN were discriminated against in an ordinary setting (implementation at class level).

At the parents' meeting at the beginning of the year, class teacher (a) and school head teacher (a) specified that children would need to come to school being able to eat independently and go to the toilet alone. Furthermore, with the goal of reading and writing as an aim, the class teacher (a) delivered a list of activities for the parents to be responsible for children to accomplish from 3 to 6 years old (see Appendix 14), thus expecting reinforcement of reading skills. Children were allowed to go to the bathroom (located outside the classroom along the school corridor) only once, at 10.15 no

flexibility observed if they asked. Normally the teacher denied them saying that they have to go at home before coming to school. The carer (a) was taking children with SEN to the bathroom sometimes during the day. It has been difficult for them and parents had to come every day to change children's clothes. The mum of the child with SEN (b) said that the first week he wet himself all the time and she needed to bring a lot of clothes. The school has one toilet in the corridor where children would be brought once a day. Pupils with disabilities were brought by the care giver just before and after lessons in the integration classroom. Following Echeita-Sarrionandia and Ainscow (2011), working with limited budgets and without resources creates barriers resulting in children's exclusion, marginalisation, and future drop outs.

The class teacher(a) was involved in a whole ritual of prejudice and discrimination (Henry, 1991): she was categorizing to discriminate and had a basic conception of "prerequisites" or areas "being learned" such as being seated, attention span, memory skill development and imitation. Classroom evaluation did not have impact on children with SEN, as the teacher used the developmental scale already prepared within the teacher guidebook and was not particularly suitable for assessing the development of young children with SEN. Staff interpreted the policy during the first academic month. Class teacher(a) had decided to choose a developmental scale (from the editorial) that specified the skills children should have acquired at this age. She said:

> I had tried to pass the evaluation to both children with SEN, but without any communication skills I was not able to do so. Then in front of the group of children I asked for an example, both children with SEN jumped from their chairs.

I was there and I saw how one of them ran away and the other cried out.

The class teacher (a) had the conception that children were learning, thanks to her, "everything since the beginning". The interpretation of children at risk, such as the teacher (a) and supply teacher (a) had about the child with SEN (a) without a diagnosis, followed the results of Huang and Diamond(2009) and both teachers responded more positively to his behaviour and interpreted his disability as temporal.

Nutbrown and Clough (2004) and many others scholars using surveys (Burket, et al., 2004), states that the experience of working with children is one of the best ways for staff to learn how to improve their practices and one of the best training methods. Although what other studies had interpreted as levels of comfort (Huang and Diamond, 2009) or the "direct hands-on" experiences" (Callan Stolber, et al., 1998), this study confirmed that the previous experience called by Dreyfus and Dreyfus (1980) as an

"expert" of working with children with SEN does not mean that staff know disabilities well or have more positive attitudes toward inclusion.

CLASS TEACHER(A) ACCEPTED SHE WAS NEGLECTING CHILDREN WITH SEN DUE TO LACK OF RESOURCES: She said that "I will work with children with SEN when other children in the class are autonomous". She said that:

> (...)with a group of 12 year old children they know the topic and they are autonomous in giving extra time to the professional to dedicate extra time to the integration of other children, and with children of three I cannot cope and I certainly don't have any spare time.

CLASS TEACHER(A) DID NOT ACKNOWLEDGE RESPONSIBILITY FOR CHILDREN WITH SEN: She said that:

> With children with Down Syndrome, you can see they look different from the moment they are born. It is different with children with SEN. He (child with SEN(a)) started the class as normal, but the situation is now stressing me out. It is not necessary to be a psychologist in order to detect things which are not right in the children. I feel very proud that I detected that the child had something, without the help of the psychologist. I found that he had aphasia and problems understanding and I feel that I have to show him everything from the beginning. I am teaching him how to pick up a glass of water and respond when I call him [Class teacher (a)]

THE CHILDREN'S LEVEL OF LEARNING AND INSTRUCTION NEEDED TO COPE WITH PRIMARY EDUCATION CURRICULA: The class teacher (a) said to be a guardian of children with SEN being included in the same environment, play time, and play activities they would need special attention to obtain an understanding of instructions. "Infant education is the stage when children get the level of learning and instruction needed to cope with primary education". She said that children at this age had to be able to sit, listen and participate in a 3 hour seated- lecture.

AN ERRONEOUS USE OF CONSTRUCTIVISM: The teacher distributed a list of activities to be implemented at home in order for parents to introduce reading and writing skills (see Appendix 15). According to the teacher, following constructivist theory, children could learn how to read at an early age. She specified that several studies have found that children go through several mental stages in the process of building their writing skills and she elaborated a document with academic references that was the basis of her pedagogy. Six documents were used, all from the late 90s, one from a conference elaborated by the local teacher teaching centre, one from the Ministry of Education (curriculum materials for learning and teaching the writing language) and books from main proponent of constructivist pedagogy in Spain (Myriam Nemirovsky).

POINTING OUT DISABILITIES AND WRONG STRATEGIES AFFECTING THE WHOLE GROUP: Teacher(a) said to the group that as the child with SEN (b) wasn't speaking she would like it if that all children just pointed out the animals together and she picked up the book and got all children to follow the child with SEN (b). The class teacher (a) said:

> I have been trying to adapt the activities for the children with SEN. Last year, I had one girl that couldn't walk and she was in a wheelchair and then I felt sorry for all the other children as many of the activities were adapted so that every child was crawling as opposed to running, jumping etc. This was done so as not to discriminate against the child in the wheel chair. If she had a few hours tutoring with the psychologist I would use this time to get the other children jumping and using their bodies!.

NEGATIVE REINFORCEMENT TOWARD CHILDREN WITH SEN: the main teacher explained to me how important working to regulate the behaviour of these children with SEN was, for example when the child with Down syndrome tried to hit a girl in front of the teacher she had to create awareness about his behaviour. She said that she did training where she learned how important the first six years of life are to avoid them becoming "beasts". After the hitting incident she just took the child and seated him in a seat located in a corner of the room and she said to him that he wasn't allowed to move, after that he pushed a chair for 10 minutes around the room. The same behaviour and child response was repeated on several occasions.

The actions of the staff provided meaning, playing an important role in instilling and amplifying the belief of their performance. There augmentative and alternative communication (AAC) was not offered to the children with SEN although its value is unquestionable (Light and McNaughton, 2012). The ritual of teacher (a) giving the responsibility of teaching children with SEN to the SENCo (a) helped to manage the anxiety of the main party, she started to share with me that "she was doing all she could".

> With the children of this year, the one without any diagnosis and the other ones that have a mental age of one year, during the whole year the provisional SENCO (for me, their tutor) is going to work with them with different books, she knew from kindergarten materials for their level and then I left her with the fully autonomy of adapting their curriculum.

Thornton and Underwood (2013) have identified such beliefs related to the child's capabilities in a group of teachers in Canada, without valuing the intervention of the staff, and had called it Pathognomonic beliefs, also resulting in the disparity between the beliefs and practices. The rituals in place involved not admitting any value of the

assistance from the inclusion programme. Rather, the rituals exemplify and reinforce the social order and enhance group solidarity: in which the teacher and psychologist were continually reaffirming their own behaviour.

AT THE INTEGRATED ROOM:

The Zara school offered an integrated room for two hours a day for 4 children from 3 to 5 years old modality "b"[two from the first year of infant education, one from the second year and one from the third year (child with SEN (a) and the child with SEN (b), one identified with personality disorder from the four year old class, and another child with Down syndrome from the five year old class)] (see Appendix 16 for pictures of the classroom). The children received education from the SENCo (a) in collaboration, during the first term, with an assistant from the VET programme. The class was located on the first level of the building and then the children were assisted to go up the stairs by the carer(a). During the integration hours, the children brought the books from their ordinary class. SENCo (a) was picking up the children with the carer and she got 2 minutes explanation from the teachers about what they would be doing in the classroom. The SENCo (a) complained about the lack of resources, space (a 4 square metres room with only space for five individual chairs and tables and a blackboard), lack of toilet and water accessibility characterised the small integrative room.

In this setting, the main motivator behind the individual decision of changing methods and practices was the feedback from children (Eraut, 2007). The SENCo (a) was openly critical about the teaching materials particularly about the editorial book the children were using in the ordinary class and explained how children respond better to adapted materials. She tried to help them to do the daily activities from the teacher in their workbook quickly and was adapting the activities, which she did not tell the teacher. She changed activities responding to child behaviour: child with SEN (a) was tired of grasping the pencil and he stopped doing the worksheet from the classroom activity book so she decided to change the activity and let him choose other kinds of painting materials. The activities involved the following: motor skills, attention, memory, line drawing, music and animal sounds. The SENCo (a) explained the activities one by one, and the others waited their turn. They initially spent around 20 minutes trying to get the children to be quiet and draw. The SENCo (a) tried to avoid seating children with anti-social behaviour near the children with SEN (a). The SENCo (a) decided that child with SEN (b), during the hours he spent with her, should use the book for one year olds from the same editorial. The SENCo (a) used pictograms to explain the activities and

also bits of intelligence cards (pictograms about animals or food families, they are materials found from the special classroom).

SENCO(A) MIX INDIVIDUAL ACTIVITIES WITH GROUP ACTIVITIES. Positive reinforcements were used on some occasions, when children seemed distracted by children with SEN teachers enhanced their behaviour by offering a positive compensation if they finished the activity. SENCo (a) promoted freedom and underscored that there is no need to guide and instruct the children every single minute. Shared by the SENCo (a), in early years education staff had to plan play activities and use formative assessments and documentation (Alasuutari, et al., 2014).

5.1.4. PERSON INFLUENCES ON PROFESSIONAL DEVELOPMENT AND ROLES

This section aims to respond to the research objective of identifying the professionalism, professional roles and responsibilities related to learning and implementation of inclusive practices in the staff working with the group of children in the first course of pre-primary level at Zara School.

5.1.4.1. THE CRISIS ON THE MEANING OF THE TEACHER´S ROLES

The key staff working with children in preschool levels have to follow the main objectives from the LOE policy (BOE, 2006) and the definition of curricula and evaluation content that are approved by regional policy of Andalucía LEA (BOJA, 2007).

Policies were published online by the BOE (national level) or BOJA (regional government) and staff were information about them only if they had searched for them in their free time or they had studied them individually. They agree with Sotiropoulos (2004) who described that civil servants need to follow a huge number of laws, which are characterized by the lack of their implementation, and adapt to enduring politicisation, patronage patterns of recruitment and uneven distribution of human resources.

The teacher (a), following regional policy (BOE, 2006), taught students within this stage until they reached compulsory education age (6 years old). The teachers from the second stage of infant education (3-6) were paid the same as primary school teachers and their working conditions, including holidays(Peñalver, 2009). According to the actual policy, tutors needed to elaborate an initial and quarterly individual evaluation

on all children who started infant education, make initial and specific evaluations on pupils who had immigrated from another country and who could not communicate in Spanish, participate in the psycho-pedagogical reports and the scholar reports (dictamen de escolarización), collaborate on individual documents of curricular adaptations, provide documents and reports concerning the integration class, and also provide speech and language reports (BOE, 2006). Following the policy, the tutoring and orientation of students was the main responsibility of the teacher as well as the personalisation of educational activities and the observation of any future needs which could assist children in the evaluation process. It will be preferred a key person role supported by Elfer, et al. (2011) which in its definition should be attached to the children within an emotional relationship as well as in terms of organisational strategy. Hence, and as shown by the data analysis section, healthy and necessary relationships were not built. From the perspective of the profession itself, Bebeau and Monson (2012, p.135) found that the individual was weak and did not commit to assume full responsibility of children.

The class teacher (a) thinks her role in diagnosing the children was very important and accepted that this action was part of her role (Hoffman, 1974). This case study showed a clear subordination to the clinical professions. The class teacher (a) was a specialist in "reading at early age" and she told me that she was frustrated as she wasn't able to implement the programme "of early reading" with this year group, "they are too immature and there are too many".

The lack of implementation of roles was only acknowledged by school temporary civil servants [supply teacher (a) and SENCo (a)], creating a division of opinion about the next strategies to follow within the organization. In these circumstances, the temporary staff were "outside the culture" and, since they were the newcomers, the school staff was divided in two groups. For Rothwell (2013), this is a natural consequence of communicating in small groups.

No one from the school internal, external staff or community showed any related expectations from the staff to work on the inclusion of children with SEN in the ordinary classroom, nor was the role on this process expected to be led by the class teacher. As it is stated by the psychologist (a), according to the school policy "I don't have experience of seeing any teacher adapting individually the curricula for children".

Following Angelides (2005), and as is exemplified in this case study, teacher (a) marginalised students by not taking into account a ''provision of equal participation in

teaching and learning". At other times, marginalisation was also caused by a lack of understanding of diversity by the teachers (Angelides, 2005, pp.33-34). This example shows, as Akalın (2014), teachers are the most important component of inclusion although, as found in Turkey, teachers lack knowledge of working in a heterogeneous classroom.

Following Fernet (2012), the teachers' experiences and perception of the school environment were linked with their motivation in daily working activities. In this case study, is represented as Rollinson (2008) states that people such as the class teacher(a) find stressful to perform an unclear role, leading to low levels of job satisfaction and low performance potential. Therefore teacher(a) left the responsibility for the children with SEN to the professionals who work outside their classroom, such as the SENCo (a) or carer (a). As written by Eraut (1994, p.4): "whether subordination to other professions entails less autonomy than subordination to a manager or a politician".

Zara school staff agreed that children with SEN had to be with other children with SEN, although research suggests that social opportunities cannot be related to the ratio per se (Buysse, Goldman and Skinner, 2002). However, being in larger classes increases the chances for children with SEN to be part of a variety of classroom activities together with their typically developing peers, with the aim of offering them the possibility of finding suitable playmates and forming friendships.

5.1.4.2. INVISIBLE ASSISTANTS

Carer(a) assisted with toilet training and difficulties connected with the eating habits of children with SEN from the Zara school, although there were no defined functions of carers in either national, regional or school policy, as well as with direct contact and communication with parents of children with SEN, working on their emotional needs as these parents confirmed in the interviews, although they, the parents and carer, did not develop common activities, goals or a project. Parent of child with SEN (b) documented the non-relationship with other staff:

> I don't have a relationship with the psychologist, the SEN teacher or the speech therapist ... the child is three years old and I don't know who to ask...

The carer (a), plus the staff who were working in the kitchen as all of them are carers, were available to speak to the parents of children with SEN when they came to pick up

or drop off their children and the parents confirmed they did have a good relationship with them.

The mum of the child with SEN(b) stated when she was informed her child would be in full time integrative setting that:

> *He is going to be very happy with the carer, he loves staying with her, she is taking him to the toilet and he gives a kiss to her every time he sees her.*

The carer (a) expressed that her role with children in infant education was more of a assisting role and she would like to get into their ordinary classes. The carer(a) and the supply teacher (a) offer a different dimension to the parents, they were open in their communication and showed emotional intelligence and social skills (Ranson, 1996). The European Commission CORE report (Urban et al, 2011; European Commission, 2011b) highlights that invisible assistants are involved in caring tasks, which devalues the educational side of care and also decrease the children's educational opportunities.

A UK case study from Bland and Sleightholme (2012) exposes a real contribution of teaching assistants after hearing children and families' voices (Pickering, 2013); it is clear their value when they increase the children and families confidence, and that they're valuable role and with contributions that are appreciated. Therefore in formal and recognised professionalism in terms of professional status and salaries had to reflect their value and assets. They had to share tasks in collaboration with teachers and being able to speak out and being valued within the children's classroom (Osgood, 2012).

5.1.4.3. MATURITY, PROFESSIONAL IDENTITY AND CHANGES

Alsup (2006) indicates that maturity is a sign of development within the professions and staff will be experts in term of connecting relevant factors such as emotion, intellectual, cognitive and psychical aspects of their life into their profession, forming the professional identity. This is an issue to be discussed further as such and connected with the Zara school, professionals could also be against changes, as these are linked with motivation, effectiveness and retention (Avalos and Aylwin, 2007). There were great differences among the staff with previous experience working in special schools [class teacher (a); head teacher (a); carer (a); (head of studies (a)] concerning what motivates their actions toward the culture of the Zara school institution (Creed, et al., 2013). As Bronfenbrenner (1995) states, some persons, in this case such as the SENCo (a) or the supply teacher (a), could change the environment.

Although it was not defined in the school policy, the SENCo (a) decided to take responsibility for the summative evaluations for both students with SEN as they "were literally left in a corner". She also decided to participate in the formal mentoring of VET student (a) (student from the training module on social integration) during a period of three months. A mature SENCo(b) was informally mentoring and coaching her duties in the special needs classroom (older than 60 years old and civil servant).

This case study shares results with Mistry and Sood (2012) that those early years practitioners are shown to be being better prepared for leadership positions than the older practitioners. Scholars identified as normal the differences on perception of experiences about the children behaviours among the scholar community (parents and nursery workers) (Riddick and Hall, 2000). In this case study, parents with children with and without disabilities were the ones who noticed how their children preferred to work with the new teacher. An alternative to the challenges and mismatch of perceptions found in this situation would be creating a climate for workplace diversity, where staff were explicitly given equal access to opportunities and fair treatment (Chrobot-Mason and Aramovich, 2013).

5.2. INTERACTION AMONG ELEMENTS:

5.2.1. PROFESSIONAL LEARNING THROUGH TYPES OF LEARNING RELATED TO INCLUSION OF CHILDREN WITH SEN

The law states that the professional learning of teachers is a right and obligation for all teachers working in state and partially funded schools (BOJA 1992). According to the teacher (a) "regional authorities were responsible for offering different activities related to the strategic lines of their educational system", in response to the needs of the schools based on diagnosis of needs detected on the schools evaluation plans. The teacher training institutions from the regional government are named "Andalusia system of professional development of teaching staff". The system was delivered in different centres with autonomy in their pedagogy and leadership. The training could be offered free of charge to all teachers with "permanent civil servant status". It was offered via online service named Averroes.

Although, according to the head teacher (a), "civil servants did not acknowledge that they had to revise their practices and teachers feel a need for developing skills related to working with the diverse needs of their students," and principally for working with children who have "problems" (Ucar-Martinez, 2007, p. 6).

As it is explained by the psychologist (a): "the participation on training comes from each ones´ initiative".

And as it was felt by the mum of child with disabilities (c):

> (...)if a teacher doesn't want to do this, no one can force them to, in their own classroom they use the pedagogic system that they like and no one is going to force upon them a new system.... and it is not accepted that someone can enter their setting without their permission! How can this be allowed? Do you think that in this case teacher really know what they are doing or have the right to refuse entry so that someone can check if they are managing ok?! I don't think it is a value that the projects are there if the people don't get any professional development, and then in the classes the teacher is the one who calls the tune and does whatever she wants!.

And the SENCo (a) explain the necessity of improvements and being linked to inclusion:

> I feel the majority of the teachers need more training in relation to the inclusive education...each of us have learned in different times and a person that has learned 20 years ago they need to actualise their concepts and I think that there is a lot that needs to be done with regard to the people that are in charge of training us! These are the ones who need to take responsibility and they need to lead the changes and implicate the teachers at the schools that they need to involve us in exploring new things... they need to bring in new perspectives(...).

5.2.1.1. FORMAL LEARNING

According to the latest international report on professional development, from the OECD (2014), Spanish staff received free training; that information is confirmed by respondents, teachers got training from external organisations such as training centres or workers associations, mainly through distance learning, but they did not remember the content. The staff said that the workers association "were choosing their own selection of topics", and at the same time sharing the political and some disabilities organisations' intentions. The regional council and the association of children with autism were promoting special units in autism and the staff [psychologist (a), carer (a) and speech therapist (a)]that were interested received "free rooms", "money for travel" and the possibility to be part of the future staff of these "integrative settings" in state schools. As a result staff also said that the choice of further training was linked to a disability specialisation and their practices at school. The psychologist (a) confirmed that they had compulsory meetings and one annual conference where they met to discuss changes on policies with other staff from the pedagogical coordination team. She said:

> Your training comes from your personal experience and depends on your own interest. I know a lot about autism as we have a specific unit and we have these needs. You need to organise the room and work with these children using a different methodology.

The experience of the staff receiving formal training on disabilities is just contrary to what the OECD (2014) expects for "quality professional development". The SENCo (a) and class teacher (a) after participating in the free training regarding disabilities during the academic year informed that the content wasn't suitable for or adapted to infant education, as the contents included broad topics such as sexual education to adolescents with disabilities and new assisted technologies used with children with multiple disabilities. Furthermore, staff from the NGO also had experienced that when they had offered training for school staff not a single teacher chose to participate. The coordinator of the inclusive programme said:

> The NGO had organised a training course during the academic year, noting their lack of knowledge, they organised a meeting with the teacher training association on Down syndrome, they said that it was about teaching children with intellectual disabilities and they explained the characteristics of these students and offered some strategic tools. The training was focused on regular teachers, and in special circumstances, the teachers working in specific classes. The majority of them were SENCO... non response from the ordinary class teachers ... we don't know if they assumed that they already had the training or if they were just not interested ... I am not sure what to do about this issue.

The teachers in this case study responded to this issue by claiming that training had to cope with personal and specific areas of interest and need to be helpful in practice. Despite their wish to develop and to pursue professional learning, they felt that they were under constant pressure and that their job was already demanding. They also felt that there are no clear rewards for training, and the topics are not based on classroom praxis as "accomplished teachers are not recognised", Ingvarson (2010, p.48) also confirmed similar responses from the Australian context.

Teachers tell that they are under pressure despite their wish to develop and to pursue professional learning: The teacher (a) states: "they should do a course called how to teach and not die trying". She also said that there were no rewards for training and teachers felt stress due to demanding work:

> "None of the things I have participated in have been rewarded. It was using my time, effort and money.... it would be great to get some in-service training and this would affect you and your work directly, the training should be free. The regional council only paid for the course on infant education, in my days you got the food

> at the training course for free. The courses about disability are the ones you do in your free time. You do not receive travel expenses. Sometimes it is not that we are thinking about getting a new diploma.... we do it for our own personal knowledge".

5.2.1.2. INFORMAL LEARNING

The staff [SENCo (a)(b),carer (a), speech therapist (a), head of studies (a) and the staff inclusive programme (a)] read articles from the internet about information on practical activities, "programmes that work" or choose books from the local library that presented the information, all well summarised and well explained(Forsyth, 2013). The SENCo(a) learnt from the latest documents via her civil servant training.

Staff[Carer (a), SENCo (a) and staff inclusive programme] found meeting friends that were teachers, who had the same duties, very useful as they could compare ways of doing things, to confirm beliefs and find out how other schools were operating.

The carer (a) explained:

> We have regular meetings all the educators that were working in the special school as all of us are working in the integration classes, we are friends , some of them they have done an internet blog and we explain things spontaneously as we are friends. They have the same role as I have as a carer and assisting mainly(...).

The SENCo (a) highlighted:

> (...)my friends are teachers and you usually get together with them and talk and many have the same experience that it is happening to me. The circumstances that you want to do well your job and doing your adaptations and just someone that has a different version and so...and that is true, because in the same academy (for learning for the civil servant examination) my teacher, he is a psychologist and a counsellor, has the same vision.

5.2.1.3. NON-FORMAL LEARNING

In Zara School three hours of meetings per week were scheduled in the library room, on Monday evenings, and meetings were held for the different teams participating in the elaboration of the school plan. Although, as Rodriguez (1997) states, teachers in Zara school are in turn shaped into an ideal showing off a homogeneous practice, which is transformed into parameters for evaluating the teaching practice. Eventually, these results in undervaluation of the knowledge of teaching, and teachers are alienated by losing the control of their practices. During these meetings a lot of plans

and projects are produced that do not respond to the reality of the school. The "Annual Organisational Project", according to the head teacher (a),

> Each school needed to design, select and put into practice the adjusted response to the needs of the pupils. It was evaluated annually by the school inspector (results were always positive) and the information about the context of the school was evaluated by the psycho-pedagogical orientation team and proposals on how to improve the evaluation were included. The final Zara school report needed to be approved by the teachers and parents association (this was composed of a group of five teachers and six parents and some older pupils) and the teachers' faculty.

WHEN DATA FROM THE INSPECTION REPORT WAS COLLECTED AND THE DISPARITY ABOUT OBJECTIVES AND RESULTS WERE INCONGRUENT: The school report specified as an important area of achievement the conflictive situation and its actions working through specific resolutions, of course, showing the schools excellence on its organisational plan with quick results on something in which they did not have a problem. The data said that only 5% of parents were using the school to solve any challenges with their children.

After the content analysis of this document, it was clear that objectives were not related with the real needs of the school as they stated things that the school was good at. They were very broad and the evaluations did not respond to the challenges. The curricula content was accepted as it was. The diversity plan started when a child in primary class wasn't following class activities, then they elaborated "compensating measures". Not until the specified children reached primary were they given support in the areas identified as deficient. Following Epstein and Hundert (2002), staff are not motivated to learn without the direction of a manager.

Outside working hours, communities of experts or multidisciplinary teams (in clinical practices) of which staff of Zara school were involved with were similar to the conceptual approach of "*critical friends groups*" (Kelley, 2011). The psychologist (a), and the speech therapist (a) were learning with multidisciplinary teams on how to integrate children with disabilities into special settings. The speech therapist (a) explained that "Andalusia system of professional development of teaching staff" offered free working rooms at the beginning of the academic year although towards the end of the year, due to cuts, started to be limited, promoting working groups in specialist fields. The speech therapist (a) said that they had started as a group of friends with experience (civil servants) working at schools that were working with autistic children. She stated that:

> It was very useful working with other professionals discussing your problems and sharing different coping strategies.

She felt "she needed it as her work needed a lot of creativity and improvisation".

The coordinator motivated the group: "the group have a team coordinator; she was the one that encouraged the team to meet. Each session lasts from an hour and a half to 2 hours". They implemented visits to special schools and classes of special education to see how they implemented activities. These sessions included many personal experiences, it became a dialogue where each of the participants said "I have a child like this and this is the way to treat him". They understood each other very well and shared stress. Together they raised awareness of these challenges. They created a programme to implement in their own work in a specific setting with children with autism. "It was a normal curriculum, but adapted and it was for children from primary education to all levels". They chose the topic because every year they had more children with this disability and they could get money from the regional government if they chose that topic.

5.2.2. STRATEGIES AND TOOLS IN THE MESOSYSTEM

In the next section the children's parents will explain their relationships with the external professionals (such people from the NGO and trainees) confirming what is their existing relationship with the staff from the Zara school in the mesosystem (Silverman, et al., 2010).

5.2.2.1. PARENTS

In relation to the communication with parents, the class teacher (a) invited all parents to the ordinary classroom to share literacy activities on a weekly basis (Bloome, et al., 2000). Each child brought a book with them, and this was, according to the teacher (a), the best way to transmit information. Together with their parents or siblings everybody would share a history elaborated at home during the weekend on Monday morning.

The Birth Piruly game [teachers (a) an invented game in which parents previously told teacher a positive and negative behaviour that wanted to be shared in the classroom, and Piruly is a fictional bird] was also an effective communication tool to tackle domestic challenges in the classroom according to the parents, and which parents believed to be "a great idea".

Parents confirmed that they participated in consultations only when they saw their children had difficulties, and they got enough information through the notes the main teacher left in their children's bags. There were normally notes from the school organization and a short summary when a new topic from the editorial book started. Teacher (a) included a list with some songs and vocabulary to be learnt at home (see example in Appendix 17). SENCo (a) saw the value of getting the parents involved, but noted too many missed a lot of meetings and there wasn't anyone who investigated as to why or encouraged them not to do so.

Another important role was that they communicated regularly with the parents, offering at least one session per week for parent consultation (Junta de Andalucía, 2000; In LOE, 106, 2007; BOE, 2006). It is also significant to highlight how parents with children with SEN (a) and (b) avoided going to consultation because they were expecting negative feedback about their children. They said that teachers compared the children with the rest of the group and that the feedback solely focused on the child's behaviour.

Parents with children with SEN specified that they avoid going to consultation as they were tired of hearing that their children "does not behave and are jumping from their seats". Majority of parents praise the job of the supply teacher (a), they say their "children like her".

Teacher (a) on the other hand showed reluctance to acknowledge differences and diversity, and also showed insecurity about how to communicate values of inclusive practice to parents. Teacher (a) believes that it wasn't necessary to share with parents that there were children with SEN in the class:

> Parents know that there are children with disabilities, but I didn't mention it at the meeting. I didn't want to say look there is a child with Down syndrome, or one which is black or another one that is blonde in the class. The fact of saying that there is a child with Down syndrome and with the mother there... makes these things seem bigger than what they are. One time, one of the mothers came to me and said that her daughter didn't want to come to the class, because a child was hitting her. Later it was understood that the child with Down syndrome was the one who was hitting her. The mother didn't know we had a Down syndrome student. Some of the parents are not too happy about it. Of course it is not always Down Syndrome children showing this kind of behaviour so I tend to deal with each case individually.

There are several issues here in relation to inclusion, the reluctance to acknowledge difference and diversity, and also insecurity about how to communicate values of

inclusive practice to parents. No one investigated or encouraged parent participation in consultancy meetings.

Zara School, often particularly motivated by the class teacher (a), held parents accountable when they themselves were making the decision to move child with SEN into full-time special class. This is the result of teachers lack of insight into the children's individual assessments which value the children's multiple intelligences (Gardner, 2011).

5.2.2.2. EXTERNAL PROFESSIONALS

A few years ago parents tried to get extra support (i.e. teaching assistants) in ordinary classrooms, the regional authorities authorised a programme in which approved organisations such as the Down Syndrome Organization to liaise with the state schools. The "inclusive programme" let staff from the NGOs work with the children that were part of their organization and the parents paid for it. Their staff worked within the ordinary classrooms and tried to collaborate with the class teacher in order to include the child in ordinary activities. In this classroom, one day a week for one hour and a half, the psychologist assisted the child with SEN (b). The person assisting in this inclusive programme was a psychologist from the Ngo(a) and she worked with the child in the early intervention programme from the NGO. Although, their support was interpreted by teacher staff(a) as endangering the system, and was avoiding any collaboration. The teacher (a) was not happy to work with this programme as she wanted the child to spend more hours in the integrated setting and therefore she said that the NGO psychologist was disturbing the class. The fear and frustration elements were visible among her and the psychologist from the NGO (a). The professional status of the class teacher affects what the NGO can do. The psychologist from the NGO said that:

> The teacher is the one to rule the class and only lets the people from the organization be there if she sees that you intend to do another activity with the child with SEN and then she will ask you to move to another part of the room.

The main teacher (a) also avoided any collaborate with trainees as she believed that they were obstructing her teaching and they were not helpful instruments, she said that with children with three years old you need a lot of organization and control, sometimes, when they were in the class children would go to them and the class would be disrupted.

The inflexibly of the organization was a main challenge as there was no negotiating procedures and no communication with the teacher (a) about the value of the inclusive programme from the NGO neither or during it (Bailey, Mc William, Buysse and Wesley, 1998). In the line of Nel, et al. (2011), communication had to be an aim to encourage the development of pro inclusion attitudes. Attitude is something changeable, therefore it is essential that teachers are asked about its needs in order to implement inclusion and it´s for this reason, that they had to be accomplished in terms of well-planned information and support structures. Teacher (a) got angry about the timetable as she believed children had to be integrated in subject hours not in the assembly. She denied collaborative work and the status of the class teacher affected what the NGO could do.

IT IS CLEAR DIFFERENT VALUES EXISTED IN RELATION TO INCLUSION AND MIXED MESSAGES FROM PROFESSIONALS TO CHILDREN. There were deep difficulties when collaborating with external professionals: Wenger, MCDermott and Synder (2007) stated that community of practice are not always related to learning, in some cases they could result in challenging situations that are related to unequal power relationships. In an organization where there is a hierarchy of authorities, having a powerful role such this, solo-teaching system, can create a place of subordination (Rollinson, 2008).

On other hand, the SENCo (a) and the head teacher (a) appreciate the possibilities of working with VET students, with previous experience, in the same way they value the chance of collaborating with professionals (Opfer and Pedder, 2011).

5.2.3. PROXIMAL PROCESS: COMPLEX RECIPROCAL INTERACTIONS AMONG ORGANISATIONAL AND INDIVIDUAL LEARNING ABOUT INCLUSION

The proximal processes that will be explained in the following section will describe when the person develops complex reciprocal interactions with the environment that form a primary mechanism for development (Bronfenbrenner and Morris, 1998; 2006). This section draws parallels between Bronfenbrenner's theory and Argyris and Schön's ideas and brings them together to inform the analysis and discussion.

The aspect of time defined by Brofenbrenner (1995) will be also contemplated in this section, including the meso-time conceptualised in the single and double loop of learning from Argyris and Schön (1978) and the macro time is identified with the third loop of learning (Garratt, 1986) having impact in the school culture. Combining

these aspects, the proximal process section will explain the dynamics that influence early years educators' professional knowledge and organisational learning processes, and perceptions and actions.

5.2.3.1. SINGLE LOOP OF LEARNING

As is specified by Argyris (1985), the staff context and surroundings in their own professional learning have an impact on the result of the organization. The knowledge acquisition of the major part of the school staff composed by mature professionals (civil servants) was linked with the single loop of learning/ linked to the rituals of exclusion:

> When members of the organization respond to changes in the internal and external environment of the organization by detecting errors which they then correct so as to maintain the central features of organisational theory-in-use (Argyris and Schön, 1978, p. 19).

The system was simple, the psychologist (a) was the one to prepare a report specifying where children would be located each hour of the day and, in infant education, mainly specifying an insignificant curriculum adaptation. Meaning that children were compared with "the others" and an assumption that they will have difficulties. The teacher was alone with the group and, as a correlation, the greater the child challenges in following the fixed pedagogical instructions delivered by the editorial books, the more hours the teacher requested to give individual attention at the integrative setting.

5.2.3.2. DOUBLE LOOP OF LEARNING

An alternative format to evaluate effectiveness is to correlate it with the inclusion of children; measured in this case study as staff having time for study, consultation and self-reflection (Schön, 1987; Hummelbrunner and Reynolds, 2013). Staff such the SENCo (a) and supply teacher (a) have offered their free time and effort, although they have promoted discussions questioning assumptions and developing new learning within the organization (Argyris and Schön, 1978). The supply teacher (a) explained that she "tried to embrace children together"; when she took children to the playground they were singing a song. She brought her personal pedagogical tools from home, for example, she brought her expensive puppets to explain clothes related to the weather. From her first day, she reviewed, through feedback, what children had learnt with the other teacher. For example, she sat with the children in a circle and asked them what activity work they had been doing and if they understood how the activities

related to the days. The majority of children responded that they did not understand so she explained to them through a story, about days and routines, and explained that soon it would be Mothers' day.

According to Thomson (1999), accepting the system of short time contracts on teachers, dynamic processes and organisations need to allow the staff the possibility of self-organizing to keep pace with rapid changes. They must also create an internal environment conducive to co-evolution and therefore create coherence of new interactions and ideas. In this regard, the decision making and initiative-taking should be decentralised and shared between all members of the organization who are responsible for the company's effectiveness (Morley and Rassool, 2000), and meaningful change is facilitated by learning and experimentation (Manson, 2007). The supply teacher (a), the psychologist from the NGO and the SENCo(a) were working toward the concept of Argyris and Schön (1974) "double loop of learning" looking at what they do, the consequences and going back to the initial assumptions and beliefs where their actions came from, and considering alternative action strategies. Staff capacity of taking risk and changing class room practices was limited due to the superior status of the class teacher (a) (Lindon, 2010).

The psychologist from the NGO took notes from the documents in which the child with Down syndrome was participating from the ordinary classroom and those notes were shared with the SENCo (a) and parents. For example:

> (...)when all were doing circles with the pen, he was able to draw one at the end of the page. The child coloured all lines following the points already painted in the paper. Take out sticky papers and paste stickers, use the punch. I have analysed more than 60 pages of examples of page sheets from the editorial book (they did two per day) of the child following instructions and performing the activities the teacher has instructed, most of them drawing , using sticky papers, colouring.

Reflection of her previous experience, resulting in working more than was expected from her role, SENCo (a) said:

> I don't have any problem improving some things I do individually and in a group I know which way this is works for the children with SEN, I don't know in which way things work better for the rest of the children. I know their tutor has activities for the whole class and I cannot give her anything specific ... I haven't thought to tell her how to teach (...) I know I am doing things that are not in my role specification and things that I don't need to be doing (...) and I like to know what I need to do and have everything under control, my role is supporting the ordinary class but (...) the idea is the teacher tells you in which aspect children have more challenges and you should be focusing on that (...) in my case, I think

> the practical experience I had when I was elaborating activities for adults has been the more useful for this work (...) I have a lot of children and I think maintaining close relationships with them is a big help.

Shared reflections of their actual experiences are included in the children reports with different intentions, principally to communicate effective practices. The psychologist NGO states, "I leave the programme and someone else needs to follow the job with the child" and "I have a base of what the child does or does not do or what type of behaviour you have to work with and what areas need further stimulation.

The SENCo (a) said:

> I was told to use a certain book with a child however, I was thinking if the child was not able to pick up the pencil in which way can be expected to draw. He needs to learn to draw with his hands(...).

The head teacher(a) and the main class teacher (a) used "examples from their own experience to indicate how the practices could improve".

THE CONSEQUENCES OF TAKING RESPONSIBILITY OF CHILDREN LEARNING: Inclusive programme coordinator and SENCo (a) believed that teachers did not individualise activities to children with SEN, they were the ones to do so:

> I normally coordinate the activities with the tutor...if they are working on the colour, the day before, I work out the activities and the tools I can use to explain the concepts." (first term). "You need to be there to see the child doing something of their level and see the child doing things that aren't productive for him/her. I think that we still have a lot to do with teachers in this regard, they need to learn to adapt. I understand they try and they don't have the materials or the time that we have to look for topics and material adapted to that. We also explain to them the level that children have and some of the strategies come from us. I think the lack of training of the teachers actually slows down our ability to do our own job too.

For example: SENCo(a) decided to change the working materials of the child with SEN(b) [the book of the child] in April 2011.

In the reflective diary in the follow up of the children with SEN based on what the SENCo (a) did in her integrated setting:

> I use the registration and take notes and observe how they behave and I put notes in a diary. I highlight in two different colours about things that need to be worked on further and improved. I like to evaluate my work and I think I am very active in their learning process, if there is a mistake I do not think it is solely the fault of the child, I need to review the things the children don't like doing and I need to explore other ways to get them motivated. I have been using the diary since

October in this way and I see the development of the children and I write the date of the activities and their responses, in which way we have worked and their behaviour. I have one for each of the children. I do the planning in relation to that information, writing the activities and objectives, writing the log with the daily information, the needs, the kind of activities as the motor skills visual perception the phonological cognition, the activities and the weekly plan... this is my information and no one told me what I needed to do. " "I want to leave an individual report of each child so if I need to leave the school the next person will have all the information. I want to give details about his individual progression; about what the pupil has gained and what the reinforcements are... I think it is super important to keep reinforcing the child in order for him to gain effective development. The curricular objectives with the child with SEN (b) are not in this educational stage. I will need to get into the content of first stage of infant education, I am the one to develop the educational objectives(...)[Examples of child evaluations done by the SENCo (a), see Appendix 18].

5.2.3.3. TRIPLE LOOP OF LEARNING

Following interactionism, when people change from one setting to the another have to adjust, enabling each person to value, how well the norms they know can be translated in to the new situation, and it is called " situational adjustment"(Becker, 1964). It is important when individuals come suddenly at the social reality of the new place, understand the forces being created and controlled collectively of the new institutions as externals, such the supply teacher(a) or SENCo(a) [Barnes, 1995]. Specifically, it is expected that participants need to know and understand the norms in existing matter of course practice. Then participants will be able to question and reconstruct anything in their practices and diversify them. This only happens on few occasions, as in Zara school the norms are manipulated by the collective that have to identified, agree and sustain them (Barnes, 1995).The triple loop of learning is processes when staff are taking a high risk trying to keep children with SEN at the ordinary system with a high impetus to create transformational learning in the organization (Bateson, 1973). The existential domain is a step further included in the third loop, as a result of a change in attitudes, habitus and values (Peschl, 2007). Hummelbrunner and Reynolds (2013, p.9) have identified that the third loop must respond to the core question "what makes this the right thing to do?".Scholars offer a critical value, reflecting on the rules and customs that guide the dominant environmental patterns and meet new products related with equity and emancipation.

INCLUSION IS GOOD FOR THE SOCIETY:

SENCo (a) and supply teacher (a) agreed that their ways of thinking and ideology worldwide were changing and the school should change too. They agreed as important factor would be to understand the meaning of inclusion:

> An educational system responds to every kind of students not only the ones with SEN(…); the whole educational system together with the schools need to be adapted to the pupil and their individual needs and to their personality, culture and religion, the diversity, schools need changes in practices in order to get more inclusive and to be adapted to the new society.

SENCo(a) can see big differences if she compares a young person that has just finished the degree with a person that has been working 30 years without any further training in inclusive education and in curricular adaptations.

WHAT ABOUT INDIVIDUALISED ATTENTION? It is a great challenge if you have 25 children and give each of them what they need and the SENCo (a) saw that this is nearly impossible

> I need to know the child well and the child needs to know me and when the child is confident with my work, I can implement an inclusive school. I have noticed a lot of change in both children, the child with SEN (a) understands me and I'm able to see when he does understand something (...). The child with SEN (a) has developed a lot, he learnt a lot imitating and he likes to discover new things and he loves music and tries to read the lips and he understands, that it is very important...he is learning to ask for the toilet and he has learnt the colours and the numbers and he expresses them with his fingers ... the main problem is his hearing loss as the language needs to be converted in thinking and without language you cannot develop an oriented thinking process[SENCo (a)].

INCLUSION IS BOTH POSSIBLE AND NECESSARY

The supply teacher (a) said that they are all working towards the same concept:

> It is quite hard thinking how the kind of activities I am doing can be transferred into the ordinary room(...)In the individual classes there are more children centred and they are reinforcing the children's learning. We are in a society where we want to integrate these children in the way that they are normal, and if we want to integrate them it is important to work with them in the class.

Previous literature confirms that values and belief are essential in order to change practices. The supply teacher (a) agreed with the TALIS (2013) that has identified that students characteristics are related with her job satisfaction, being lower with an increment of percentage of students with behavioural difficulties (OECD, 2014).

5.2.4. CONCLUDING REMARKS

These last sentences highlight how responsibility, professional status, communication and collaboration are essential clues to promote learning about inclusion:

SENCo (a) and supply teacher (a) shared a feeling of empowerment when they had the opportunity of sharing experience with others with the same status: the SENCo (a) stated "my friends are teachers and usually when we talk and we discover that we have the same experiences (they are also working without the support from teachers on adapting the curriculum of children with SEN)". SENCo(a) was helping supply teacher (a) to coordinate activities and advice (see Appendix 19).

WORKING ALONGSIDE OTHERS: the supply teacher(a) collaborates with the staff from the NGO observe and listen to each other and participate in mutual planned activities. They used different tools in collaboration and went outside the book- learning through different games, songs with signing and histories the colours and letters and numbers. The psychologist from the NGO was using signs to communicate with him; she was seated near to him. The supply teacher (a) shared that the child with SEN (b) was very attentive at the ordinary classroom, as she noticed that he was following her lesson.

THE NEXT SECTION WILL INTRODUCE THE DATA REPRESENTATION AND DISCUSSION OF THE ENGLISH CASE STUDY.

CHAPTER SIX-DATA REPRESENTATION AND DISCUSSION OF THE ENGLISH CASE STUDY

6.1. ELEMENTS FROM THE BIO-ECOLOGICAL SYSTEM

This first section of the chapter introduces the elements from the bio-ecological system. Among them, the chapter commences by defining the elements of the chronosystem system or socio- historical political context with focuses on the situated context of the staff from the UK case study that influences their professional development and roles. The second part of the chapter studies the macrosystem present influences, including the analysis of the system of resources acquisition following the children needs such as staff working conditions, staff training opportunities motivated by the St. Olave's school, resource management and acquisition in this school, inclusion and professional roles stated by the school policies, external evaluations and training days. The third section explains the microsystem, how it influences the professional development and roles. The different areas of the microsystem found in the case study are curricula, planning and assessment, classroom learning resources and activities and classroom culture. The last section explored is the person, as another important element that influences professional development and roles.

6.1.1. CHRONOSYSTEM INFLUENCES PROFESSIONAL DEVELOPMENT AND ROLES

The analysis of the chronosystem is very important such as described by Timperley (2010),staff had to be aware of their own socio-historical background in order to understand their practice, and therefore their reflections will help us to understand the dynamic link between policy, practice and inclusion. As explained in this case study, staff from St. Olave's school told their own experiences and they confirmed that they used their shared knowledge as their own guidelines. They described that their working history policies, the ones to be explained in this section, have had a direct influence on the St. Olave's school culture, as staff felt part of the implementation of inclusion and therefore, these changes also had an impact upon their roles (see the table of chronosystem levels summary Appendix 21).

The SENCo (c) and class teacher (c) started their work in primary schools as nursery teachers and they all remember, as stated by Blackstone (1970), that nursery staff had

always been able to work in primary education (see Appendix 22 for the summary of previous working experience of the staff). During that period, their practices as teachers, the Warnock Report (1978), which followed the Education Act (DfE, 1981), was implemented. The implementation in different centres such as in St. Olave's primary school was remembered as gradually depending on the availability of resources (Warnock Report, 1978; pp.110-111) and on the commitment of different LEA, (local education authorities)[Jordan and Goodey, 1996].

The SENCo (c) recalled how they had adapted and learnt through the changes. In that period (1981-83), the pre-school for 3 to 4 year old children in St. Olave's school was provided for where resources were available. Staff in ordinary schools had little training or experience with children with special needs. Although referral for professional assistance was possible, they did not often demand it. This PhD research emphasized that in that period it was a lack of a relationship between professionals. The study of Clark (1982, p.141) prompted the idea showed by SENCo (c) that mainstream staff ought to be trained in SEN competences. SEN staff claimed that regular teachers lacked their specialised knowledge; they considered that children were "physically, but not psychologically or educationally integrated" and scholars named this situation a key "Educational Catastrophe" (Cruickshack, 1977, p.64).

Children with SEN went to special schools and staff from ordinary schools started to be linked with them sharing some spaces. The teaching assistant (d) remembers:

> Every Wednesday afternoon 10 of them came on a special bus and they were sharing the break time with the children at our school.

The SENCo (c) also explained that she was working in a special school at that time and they offered a unit attached to the mainstream school for children with learning disabilities. They were completely separated, they had their own teachers and welfare assistants (teaching assistants) and gradually they started to come to assemblies with the children in the mainstream, and the rest of the school started to see them. The SENCo(c) said:

> We had a child with a wheelchair coming into the school and a teaching assistant was appointed to help him and was also responsible for his toilet needs.

Respondents reaffirmed such as David states (1998), change implicated a change on staff beliefs and values on their practices. During these transition procedures they felt "fear of the unknown" said the SENCo(c), in the sense was highlighted by Fullan (2004), was controlled by the teacher(b), thanks to training on collaborative strategies

promoted by the universities, training centres, local administration (borough), among them and the St. Olave's school director. The school had changed from getting personal assistants linked to children to offering support oriented to the entire classroom. As identified here by the SENCo (c):

> A new report said that children with SEN would be integrated in mainstream school, and this was in 1982 and it has been a really long process, there is still a special school in the council, but only for very severe cases... With the change all teachers were scared, frightened of the unknown. In resources, if you had a child with disabilities, you could have a teaching assistant appointed for that child rather than for the class, but in these days we have moved away from that system, as in that time, the children became very reliant on that person. I know a case of a teaching assistant that was working with a child that started at the age of five in primary and she went through the secondary school with that child, that wouldn't happen now ... because it is seen as important that children develop their own independence.

The role of nursery teachers of taking responsibility of their classroom is recalled by our thesis respondents (4 teaching assistants) that remember being always observing, evaluating and recording their own practices. More and Sylva (1984;1985) and the SENCo (c) identified a great increment in that 1980s and 1990s period of staff performing record keeping. Half of the research sample (More and Sylva (1984;1985)recorded child progress and more local authorities started a system of assessments for children in nursery classes. Principally trained teachers and head teachers, (not teaching assistants), such as in St Olave school used their own assessment with guide formats from the LEAs of checklists or list of developmental areas with contributing sentences or short notes. The notes were broad and teachers tended to include their own personal notes. These record procedures increased staff awareness in regards to activities, organization and the planning and preparation for the needs of individual children. For example, recording child abilities enabled them to intervene and foster each child's activity to their appropriate level. Also they used their observation to pass information on to other teachers (More and Sylva, 1984; 1985). Since the introduction of national curriculum in 1989 the SENCo (c) said that the head teacher observed the staff teaching and gave grades to the teachers. She often checks up on them and class teacher (b) said she felt fine about it as it was part of her job and she believed teachers need to have their lesson plans ready and updated at all times anyway.

In relation to the children with SEN as prior to 1995 discrimination on grounds of disability was not illegal, the Disability Discrimination Act (DDA) 1995(HM Government, 1995) and the Equality Act from 2010 (HM Government, 2010) were

developed against the discrimination of people in respect to their disabilities by the obligation of equality practice at schools and offering active support for individual children and families (Lindon, 2012a).

By 1997"Green Paper Excellence for all children: Meeting Special Educational Needs" (DfEE, 1997) and by the Programme of Action (DfEE, 1998) set out how the UK government proposed to improve the achievements of children with special educational needs in England. The multiagency supported young children with disabilities through the collaboration among child centres, families and nurseries and the training of primary teachers on disabilities (DFEE, 1997). In 1997,the Local Education Authorities (LEAs) were the only ones to promote trained teachers in their nursery programmes (Little, 1997). The integration from the Code of Practice for special educational needs (1994) and the role of SENCo (special educational needs coordinators) was established by the TTA (Teacher Training Agency SENCOs standards) in 1998 and their functions were well integrated at St Olave's. SENCo had the role of putting into practice the SEN policy within the nursery and reception class, primary and secondary schools in collaboration with staff, parents and other agencies whilst continuing the in-service training at St. Olave's school (DfE, 1994). Cole (2005) identified that they were very experienced teachers, with a lead status within the organization and with superior and effective values where inclusion is part of the school policy (Mortimer, 2006).

The latest literature on early years professional development shares how important it is that staff meet together to reflect on their work and offer a follow up (Stacey, 2009). Following the report Lifelong Learning (NAGCELL, 1997), the government have emphasised that settings needed to take responsibility for their provisions and they had to create a written training plan. In 2007, 44% of all primary schools with nursery classes had a written plan specifically for early years and a third (34%) had a specific training budget within the school for this group (Jones and Kinnaird, 2007). 98% of the providers said that they helped their staff get additional training and that was also confirmed by the participants´ school. This school was among the 35% that offered training specifically in early years such as creative play. It was also within the 19% that was offered first aid training and among the 18% on SEN/Disability/Inclusion (Nicholson and Jordan, et al., 2008).

The participants reflected on how the curriculum changed from the year 2000 when the Reception class became seen as part of the Foundation Stage together with the

nursery class: the class teacher (c) and parents agreed that it was very important that children had access to the outside play area that they were pleased of the changes from implementing national policies. The SENCo (c) explained:

> 10 years ago in reception children were seated at tables and they had two written jobs a day and then they had 15 minutes play in the morning and 15 in the afternoon and then back to the classroom. But the majority were not ready, they needed the play time experiences. We started to takeout some of the tables to clear a space so that some of the children had freedom to move about in the classroom, and the play progressed a lot more. 3 or 4 years ago the government said that children had to have a place for playing inside and outside and we started planning the outside curriculum, we started providing language opportunities, maths, outside [SENCo(c)].

The Audit commission report, Special Education needs; a mainstream issue (DfES, 2002) and the government strategy for SEN: removing Barriers to achievement (DfES, 2004) introduced the Early Years and Early Years plus stages to be initiated before issuing a statement in regards to funding SEN provisions in schools. According to these policy papers, the St. Olave's school staff (teachers and teaching assistants) had the responsibility of developing the individual curricula and during this stage it was constitutional that children with special needs education were identified, assessed and supported through a statutory framework named as "Code of Practice for SEN" by the school staff (DfES 1994, revised 2001) that was very significant in terms of inclusion– e.g. identifying steps of intervention and introducing IEPs. By the SEN Code of practice (DfES, 2001) , St. Olave's school takes the responsibility of the provision of children with SEN and thereby giving conceptualised support as working with all the aspects in the school instead of focusing only on the categorised children. Following this Code (DfES, 2001), there were many stakeholders in charge of the implementation of inclusion, the government body, the headteacher, teaching and teaching assistant staff and the SENCo (special educational needs coordinators) (DfED, 2001). The distribution of the public and governmental funding of educational centres and the implementation of the Code varied from school to school and LEA to LEA (IPSEA, 2002). In schools where there were fewer children with SEN and attainment was generally high a child might be included in Early Years Action who, in another school with a larger number of children with SEN and lower average attainment would not be perceived to have any difficulties. Therefore as it is explained by the SENCo (c):

> Children with similar characteristics could be placed differently among the Early Years Action, Early Years Action Plus or have a statement. Therefore that report suggested and was followed by this school borough that local authorities should

make an account of resources in relation to the child, their class and the school and the area.

The "Special Education Needs and Disability Act" 2001(SENDA) and the "Disability Discrimination act" (2005) aimed to prevent discrimination and the associates codes of practice were developed as a practical guide on matters such as providing equality of opportunities and eliminating discrimination. Policy stated that early years settings, such as in St Olave, needed to inform parents as of any special provisions involved with their children, as early years provisions could request statutory assessments, and so could the parents. LEA, as part of dispute resolution among parents and schools, shortened the time in which the tribunal gave announcements of appeals. In 2003 (The stationary office, SI 2002/3178) was introduced the First Tier tribunal (SEN tribunal) where the parents views had equal validity as other professionals.

Since 2003 (following the 2003 HLTAs), SENCo (c), as a pro-inclusive strategic leader, decided that teaching assistants were hired to work for whole classrooms (teaching assistants (b) and (c) were sharing a schedule with reception) not for specific children with SEN. This school gave an alternative to the conclusion of the Blatchford, et al. (2013, p.2) study in which they called as "fundamental the reassessment of the way TAs are used in schools". Furthermore, match with the interpretation of an alternative of the negative role that effect of the children learning in the UK schools (Blatchford, et al., 2012). The results from the UK case study offer evidence of TSs improving learning if they are trained and positioned carefully in duties in which they could complement or offer skilled competences (EPPI, 2013).

From 2005, the UK government introduced teachers time for "Planning, Preparation and Assessment", in which the teachers from St Olave's nursery classes were taking the administrative tasks and TA could take the lead in the class or share some duties with teachers (such as the Bland and Sleightholme study in 2012).When searching through the prism of the organisational paradigm, at St. Olave's school they identified the development of distributed leadership roles among TAs and teachers (Harris, 2008) and responded to what Heikka and Waniganayake (2011) highlighted the roles of all staff, practices and resources which are distributed throughout the school. This initiative was started in St Olave´s School when the national policy recommended a managerial team to implement a working system among teachers and teaching assistants to distribute the responsibilities of working with all children.

Said the teaching assistant (c): "Now they are all included in the same classroom" and respondents agreed that they "expect to come across children with SEN everyday.

6.1.2. MACROSYSTEM INFLUENCES PROFESSIONAL DEVELOPMENT AND ROLES

6.1.2.1. SYSTEM OF RESOURCE ACQUISITION FOLLOWING THE CHILDREN NEEDS

Although in previous literature the LEA (local education authority) don't seem very supportive with schools (Muijis, et al., 2011; Runswick-Cole, 2011; Goodwin and Grix, 2011) in St. Olave's school it would be impossible to explain the implementation of resources ignoring the function of the local government. According to the staff, the LEA supporting their school has similitude with the example from a borough of London, Newham; Newham was exceptional, a LEA that led the way nationally on inclusion of children with SEN (Jordan and Goodey, 1996). Therefore they found that each time SENCO needed specialised support, she could call and contact them. Staff also confirmed that LEA offered free training that suited their needs.

It was confirmed by OFSTED (2012) that the local authorities should take the responsibility of offering restructured support, retaining expertise and offering tailored support identifying and evaluating the providers that require the most intervention so that they could be focused on. The local council supporting St. Olave's school, by its webpage, offered a definition of SEN "as a temporary and relevant issue to be supported", stating that:

> It´s estimated that one in five children will have special needs at some time during their school life and most of these needs can be met through careful planning: this can be done by changing teaching methods, by schools offering extra support or by additional advice from the local council support services.

The local council offered the opportunity for staff to offer their opinion in consultations with government initiatives, they offered them a two month period to them prepare feedback (online or by mail). During the academic year 2010/11 the "Tickell Review of the Early Years Foundation Stage-Call for Evidence" took place with 3,338 responses. Their analyses were presented to the department of Education and were included in the revisions to EYFS. In December 2011, the government developed a report from the consultation on a Revised EYFS-Consultation Results (Department for Education, 2014b).

The SENCo (c) confirmed that the local council had been for inclusion for many years, offering good advisory services, and a learning support service to advise them about children that had difficulties, and a social communication team who worked with

children with autism and a speech and language team who came into the school and worked on language programmes with children. She had direct contact with all the teams, by phone and email, and got an appointment in a weeks' time or got the advice straight away on the phone. The local council had an allocated learning support teacher for St. Olave's school that came to meetings when the school invited them. They had, for more than 20 years, an advisory teaching for physical disabled children, speech and language hearing, learning difficulties and the visually impaired. The SENCo (c) explained that many of the materials they used for children with SEN were offered by expert groups. For example, the speech and language advisory teacher had arranged a presentation on a programme developed by them and the school could buy the programme, meaning that she could then go to the head teacher and they'd invested in it. They had a language resource centre where, every Thursday afternoon, you could discuss individual speech and language programmes with the learning support team or speech therapists. The psychologist (b) also confirmed that she chose the resources and the organization bought them without any objections as they collaborated with the director of the educational centres.

The health visitor detected in the 2year health check, that children with SEN (d) and (e) needed to be referred to the speech therapist and they got in touch with the school nurse. They were doing speech courses outside school hours, five mornings for one hour for five weeks on their own, with their mothers. With the child with SEN (c), he got two courses of 6 weeks, first an attention skills course and the other in prepositions and then an initial training on a visual timetable by the local council. During this time, the child was in the previous nursery and the specialist teacher from the borough identified that he would need Makaton. His parents then did a free training course at the local hospital. The mother of the children with SEN (d) and (e), went with the children's health visitor in September, and since they had medical difficulties, they developed a health care plan together with St. Olave's school to look at the medicines. A list of allergies and the medication was made, the nurse came to the school and a meeting was held by the head teacher (b), class teacher (c) and the health visitor and she trained all nursery staff in the appropriate care needed.

According to the SENCo (c), the national and St. Olave's school policies was evidence of a promotion of a system of accountability that took into account the budget related to the school needs and the area. The amount was distributed from the local borough to the schools (Schleicher, 2012). Educational acts specified how to interlink responsibilities among different bodies, (HMSO, 1996; 2002), and the mental capacity

act (HMSO, 2005) were the acts of the Parliament that stated the minimum standards needed in order to simplify the process of school improvement, strengthening the accountability framework for schools, training agency and rules in regard to OFSTED (the Office for standards in Education) interventions. It is particularly important that from 2001 with the white paper "Schools-achieving success" British schools gained 85% per cent increase of their school budgets, directly controlled by their head teacher (Department for education and skills, 2001). At St Olave School, assessments were implemented into the resource accountability resulting into the individual children learning progression, and staff, such as teachers and teaching assistants, followed a programme to see group and individual progression. A proficiency management process of each child that needed to be done three times a year was implemented which specified the resources used and what the class teachers (b) and (c) needed to do to help. For example, they'd help with the focusing skills and listening skills. This was sent to the SENCo (c) as she explained the procedures, which then had to collate the information and send it electronically to the borough. Each teacher had to have the document ready. Further, OFSTED also during the year asked for the information and a database including all children's progression reports were needed. It is also relevant the UK government introduced the Team around the Child, CAF (Common Assessment Framework) and the LE (lead professionals),and which were presented as tools to integrate child services by the "Green Paper Every Child Matters" (DfES, 2003). These tools were intended to be used by staff that were working with children in ordinary settings with additional needs to map services provided by external professionals, families and schools (DfES, 2006). Complementing that, the SENCo(c) also used a system to share information about the cost of human and physical resources for each child with SEN, three times a year.

Challenges were also highlighted by the respondents, although scholars such as Cowley, et al. (2012) claimed that the health visiting services were universal and embedded on the wider resource system, still some services were not available for early years. Class teacher (b) explained that children with SEN (d) and (e) needed to have a meeting with the speech therapist through the health visitor and it was not connected with the school until children were in reception, because they were not at statutory age. Although this case study showed great differences and the lack of interconnectivity of resources among boroughs, SENCo (c) and nursery teachers decided to commence implementing a programme without the intervention from the borough.

In 2009, the government delivered a guide in which the free sources available from the government for the LEAs was specified. St. Olave ordered several materials (i.e. pamphlet, briefing packs, and e-learning resources) that were showed on the nursery walls. They also got funding related with the implementation of all the EYFS curriculum areas (Department for Education; 2009).

School staff stated as a relevant fact that since autumn 2010, the government statutory free entitlement of 15 hours a week (with an increase from children having 12.5 hours nursery per week i.e. 2 ½ hours each day to 3 hours per day and a total of 15) [Equality Act 2010; Sure start, 2006; DCSF (Department for children, schools and families, 2013)] resulted an increased demand from families with children in pre-school levels at St. Olave's school. Therefore, school budget was used as a recognised educational stage (nursery classes and reception) was utilised on contracting number of staff primary school teachers and nursery teachers and acquired materials that are renewed annually. In relation to "the limited number of hours" told by mother (b) that children stayed at St. Olave's school, the working families involved in this research were using child-minders, their grand-parents, and if there wasn´t family available to help, their own hours where they could have been working thereby meaning that they would appreciate an increase in hours. This explains why UK had the highest cost of nursery within the OECD countries (OECD, Doing better for families, 2011). It was less than three hours at the school parents said, although staff though it is "enough, because children get very tired as they need to go home and relax"[teaching assistant (c)]. Families in England with children with special educational needs were in particular risk of being poor, because it was not a regulation to support the extra expenses for the resources needed and most of the cases parents needed to stay at home taking care of their children (Baldock, et al., 2009, p. 61).

STAFF WORKING CONDITIONS DEFINED BY ST OLAVE SCHOOL POLICIES

Leadership manuals point out that 'good' staff are difficult to find; therefore "to retain good employees, employers must focus on 'stretching individuals' and ensuring job satisfaction" (Dukes and Smith, 2006, p.5).

This section contextualise the St. Olave relation with its most important resources at school level, its' human capital and the turn over, productivity and performance (Russell, et al., 2011). The head teacher (b) prepared annually a document available in every teaching room in a policy folder section. The document specified the job description and how staff's principal roles were connected with specific areas of

pedagogy and welfare, highlighting the staff responsibilities. According to this school policy, teachers needed to be involved in planning and assessments, meaning they needed to observe, mark, record, assess, both in formative and summative ways, analyse, use funding to inform future planning and to raise standards of teaching and learning, and also to prepare oral and written reports about children in academic and social aspects. In relation to the teaching, it was contemplated as essential that staff showed interest, motivation, inspiration, support, and coach, and challenge the children in order to raise standards the children´s achievement and help children to become independent learners. As a secondary role, it was specified that they had a role in curriculum and co-ordination, being held to account for the standards of teaching and learning in a subject and or aspects, via having a working knowledge of the teaching of curriculum areas, assisting on writing policies and schemes of work and assisting colleagues to put policies into practice by offering advice and guidance. And also, assisting with monitoring and evaluation of teaching and learning, including the evaluation of teachers planning, performance data analysis, lesson observations, and scrutiny of pupils work and advising heads of standards found. It was expected that staff had to assist the head teacher (b) with planning and leading continuing professional development for staff colleagues, with managing and supervising staff, helpers and visitors. Staff were responsible for continuing their own professional development, working under the direction of the head teacher (b), taking care of children, providing them with the best education, care and welfare possible, being responsible of their own and others health and safety.

The school policy also stated that as part of a wider national culture of external accountability of teachers (Wilkins, 2011); teachers were one of the most highly paid public sector employees and therefore their performance needed to be accountable for the head teacher, the employers, the borough, inspectors and parents. The meaning of accountable was linked to professionalism also involving attitudes and values (Evans, 2011), with working in accordance with their role and responsibilities, in particular for the standards of teaching and learning in the classroom and, as co-ordinators around the school and for the welfare of children throughout the school.

The staff said that the access to the job was easy, they showed the advertisement on the local council website with the job description and what was expected from their job. Teachers and TAs were interviewed by the HT and members of the governing body of the school. After the actual selective job interview when they were appointed, the TAs had another interview with the class teacher who they were expected to work with and

she explained what was expected from them, in the role and gave them the information pack. St Olave nursery staff confirmed that when they started to work at the school, they signed a contract of employment accepting their roles and responsibilities with the school. Every morning the teachers (b) and (c) told them what work was expected in the day and every Friday they printed the planning for the following week to be shared among the staff.

The school staff (teachers and teaching assistants) felt stable in their working positions as they had "ongoing working contracts" and they were very supportive with them having a family and they shared that : "if you feel unwell and you have to get a sick leave or take a part time position they are fine about it"[teaching assistant (a)]. They felt that the organization was aware that they were good professionals and, therefore, they feel they have a secured position. For example, when the two teachers were on sick left the school for few months or creating part time contract with those that. The supply teachers were always people that had been teachers in the school, and they, according to the teacher (b), were coming back from maternity leave or they had requested by the head teacher (a) to work some months in the nursery.

INSTABILITY OF THE STATUS OF TEACHING ASSISTANTS

It is a pity that being so valuable human resources, the teaching assistant (d) explains disappointment about the instability of their job situation:

"It is stable and safe until they decide to get rid of teaching assistants". Teaching assistants were glad to do what they did, as they felt they worked less than teachers and they did not bring their job home. Although some said that the money was not enough and that they were afraid as their status was disappearing. They felt they only had two choices, accept that they get paid badly, because their job could be easily be done by people with a lot less experience or study to be teachers. They all agreed that they wouldn't be working in that role for many years, some wanted to get a job with higher salaries, others were missing the independence of being a manager in nurseries, with higher status and responsibilities and others felt they would soon become bored with the job role.

SCHOOL DECIDES WHERE STAFF WERE GOING TO TEACH AND WHAT THEY WERE GOING TO LEARN

The selection of teachers per academic unit was done following planning and consultancy (Ainscow, et al., 2012). Class teachers (b) and (c) said that they were

choosing between 3 classroom teaching preferences for the following academic year and the head teacher (b) would decide. Class teacher (b) confirmed that they let you stay if you would like to be in a course. Staff knew at the end of June and in the first week of September, it was expected they will need to plan together with new staff group: They had *"two days in which there were no children to plan who would work together with the teaching assistants".* It is said "*that supporting collaborative work cultures is an increasingly important and recognising responsibility of school leaders*" (Schleicher, 2012, p.19).

According to all Nursery Staff, they had been asked by their head teacher (b) to participate free of charge and outside of working hours on different compulsory training courses, both long and short, with the courses leading to qualification or to learn a skill: .i.e. the Foundation Stage borough training course, PGCE and advance course on Makaton.

They accepted the further training and further changes on following academic year course as it would be for mutual benefit (person and school):

> (...) it is obviously very hard work for the teachers as they need to do a lot of preparation and also learn and educate themselves about how to deal with children who have learning difficulties, autism etc. It is especially hard if they have children with severe learning difficulties, the teachers need to learn a lot of new things! [(SENCo(c)].
>
> I didn't mind because it was something that I wanted to do and it was something beneficial for the children whatever we do on behalf of the school is a benefit for children, really? So I was happy enough to do it [teaching assistant (b)].

The SENCo(c) highlighted the importance of their school leader who facilitates the resources for the inclusion of children with SEN. She experienced positive results in the past when children had the tools to achieve inclusive goals; the SENCo(c) states the value and challenges of inclusion from several perspective s including your main interests of the necessity for teacher learning.

MANAGERIAL TEAM OF THE SCHOOL HAD THE LEAD ON RESOURCE MANAGEMENT AND ADQUISITION

There were different departments at this school, and therefore some of the school staff worked at managerial level without teaching duties. There were office staff in the finance, sites and premises department and the personnel department. The school managerial team distributed among the school community, the school plan (examples of the autumn and summer terms, see Appendix 23).

The head teacher(b) and the SENCo(c) looked at the school structure together, and after analysing in July each academic year, the needs of the children, they then planed the vacancies allocations for children in the different groups. Although at class level teachers were the ones who decided how to sort out the groups within the classroom.

In that specific school year, the headteacher (b) let the SENCo (c) buy materials, particularly resources for language development. Both developed a school library for staff, the SENCo(c) had the books at her office and a bank of resources were located at different rooms at the school. School staff could borrow them, according to the SENCo (c) "this happened if they had a child in their class with a particular difficulty".

The SENCo (c) bought a language steps programme and it was used at the school with children with limited language skills, bought by the school and recommended by a speech therapist 5 years ago. The SENCo (c) explained they needed to have computer programmes to work with speech which should be used in classrooms. For example, I observed that at the nursery children were using weekly the speech link or start spelling for children to play with. SENCo (c) explained that the school also bought a programme to identify children with challenges in receptive language which could give a profile of the child across the year group and they could use it at the end of September with the whole school and then they would know which children in the year groups need some extra language work.

SENCo (c) said that they had changed the process for resource acquisition:

> "Before it was about subject areas, but now we can buy any resource needed by filling a form and linking it with the school development plan and in this case to the inclusion department".

The class teacher (b) said that "when nursery needs further resources they ask the head, although sometimes, like getting the projector, the tools were given directly to them".

In the corridors they display all the "nice activities", each year has their own display board.

> "The children know that these are theirs and when they walk by they stop and have a look, all children do the register, and the children take the attendance register from the nursery classroom to the school office in another part of the building. At the beginning we went with them" said the teaching assistant (d).

They had a school portrait with all the children's individual photos that were taken before Christmas.

INCLUSION DEFINED BY THE ACTORS

In relation to the interpretation of meanings, teaching assistants described that they had experience in working with children that "need extra help" , "have problems in their speech", "struggle with sounds" and "have problems with social skills" and they know which children need to get encouragement from the activities. The SENCo (c) explained that:

> (...)three children with ongoing needs in nursery, in reception class none with "significant needs", and in year 1 a child with ADHD with medication and in year 2, children with statements. The intervention started with staff concerns about the child, this was shared with parents and staff and they worked together on different objectives, if these objectives, which were to be implemented within school activities, did not work then 'school action plus' could be implemented where outside help was obtained from, for example, a psychologist or speech therapist. If this also didn't work then you would work with statements. Statements was a process where reports were written gathering information about the child in question, a panel would look at the child's significant needs and decide if extra funding would be allowed.

It is important to consider the words of the class teacher (b), she said the process by the local authorities to support schools with children in school action plus for two terms or more prior to a request of a formal assessment, is an equivalent of 5 hours of learning support assistance (as cost of LEA support). SENCo (c) explained that the reform indicated that many children responded well to these adaptations without a final formal statement and many children benefited from reinforcement programmes.

Since 2008/09 the evaluations of children were done in correlation with the primary care trust, social care and local authority information. Schools and parents were the ones to decide whether the child is in school action or school action plus. The school had guidelines shared by the teacher (b). The mum of children with SEN (c) explained that in order to get a statement, the child went through two big evaluations last term, IEP (individual educational plan) and one IPPs (individual program plan). In the last one two people were involved, the SENCo(c) and the class teacher(b). They had also been involved with the child and parents and the group shared the targets and objectives that they planned to fulfil until the next IPP, every six months. "This process is for all children with identified needs" as told by the SENCo (c). For the mum of the child with SEN(c) the fact that her child got the statement meant getting the rights for receiving economical support and individual assistance. The mum of the child with SEN(c) decided to request the statement as:

> Now she feels that teaching assistants were making an extra effort to take care of her child's needs and had been pulled away from the other children to deal with him.

Both class teachers (b) and (c) said that they did this statement as a legal document that meant they had extra responsibility, but felt it was the right thing to do to help the child with SEN (c) progress. Said the teacher (b):

> It was a very difficult and long process, because you had to submit a lot of evidence and then go to a tribunal and then the statement would be viewed at a special needs panel, outside the borough.

The key teacher of the child teacher (b) was involved in the paper work and she said that she wrote a long statement, based on what he could and couldn't do, including the information from the external professionals. The mum of the child with SEN (c) confirmed that it has been more than 2 years fighting to get it. The people had to provide reports with consistency, she said it was important in order to get him in the mainstream education and to keep him safe whilst he was in it. She thought that if the child went without it, he might not cope and staff following their annual review could suggest as the best choice changing him into a special school, and something that she would hate to happen would be to make the child wait at home months in order to get the final report to receive the Special School placement. Following this reasoning and suggestions from the staff from his first nursery school the mother said "we decided to do the statement as soon as possible".

The transition plan of the school included also a work during the year with the reception class, in which staff and children from both academic years shared activities, staff and resources. In contrast, with other scholars such as Shields (2009) that highlighted great differences on the transition process from the nursery to reception in her study by the lack of human resources and the lack of interaction among the staff and families.

PROFESSIONAL ROLES STATED BY THE SCHOOL

Although the statutory curriculum guidance for the EYFS requires all children to be allocated a key person – and in this case the nursery teacher decided that teachers and teaching assistants could fulfil that role (Colley, 2006). As well defined by the working contract when starting working at the school, nursery staff remembered as their role profile being responsible on developing the individualised child curriculum.

It is highly relevant for respondents that St. Olave's school created both a school and an individual training plan; in which it is implicit for the whole school community that within the staff role was included their participation on days of training (INSET days) or scheduled days for planning on the working hours. There was compulsory training per nursery staff decided by the SENCo (c) and head teacher (b) based on what children needed. For example, nursery staff will have been trained in Makaton, creative curricula, allergies and first aid and they also decided for the topic of the staff trainings on Wednesday morning. The need of further training was assessed for all staff by a mentor in their personal developmental reviews, it is particularly important that were not only for the new staff (Kemmis, et al., 2014).

The staff had their own responsibilities within the classroom and furthermore, they acknowledge that visiting other schools is part of their learning processes. The managerial team value this as important and they offered the opportunity to visit other school in their working hours, for example, when staff was teaching curricula within the EYFS and nursery classes previous to the inclusion of children with SEN.

Staff also had the opportunity to select expert speakers for the school training. They were also working with other school staff, involving the training sessions staff and enquired to work in mixed groups and evaluation groups to experience what they have learned such responding to scaffoldings (Fonseca and Chi, 2011).

St. Olave's school was considered by staff and parents as a complete community of learning, an open institution, where parents and students could participate assisting to teaching assistants in the classroom and the school in the cultural and social activities.

EXTERNAL EVALUATIONS

Office for Standards in Education, Children's Services and Skills (OFSTED), established in 1992, was the external inspection agency that evaluated, regulated and inspected services for learners of all ages (Day care trust, 2010; Ofsted 2011). They normally did the inspection once every three or four years and wrote two school reports on St Olave. They were called inspection reports which were public and everyone could have access to them by an online database and as a result they had the power to register, suspend or cancel a registration. The evaluations followed the aims of the national curriculum or early Years Foundation Stage and some indicators at class, individual and organisational level (OFSTED, 2010). In that regard, the latest OFSTED report of this school indicated how important it was to reach the goals expected for the age, and particularly they specified that children should work further in their literacy

particularly in writing. Staff of this school agreed that they had to work hard as part of their job as OFSTED expected to see evidence of all children's progress, a document with every aspect related to child development and linking them to the areas of the curricula and then plan each activity. The analysis of observations was done by the class teachers (b) and (c).

The teaching assistant (b) said that they only observed them working and how to keep their records, OFSTED only asked the teachers. She felt confident about how she was performing her job:

> They shouldn't have to warn the school when they were coming... they should just be able to turn up, which would allow them to see how the school really runs! We are quite lucky here , quite dedicated staff and we want the best ... I read some reports from OFSTED and I think there is a good connection between what they said and what is happening. I feel quite comfortable with my job, I have been doing it for so long.. and what they can tell me, doesn't bother me, if it is negative I know what I will need to work on... but I don't like people observing... there are things that can be changed and have changed over time and I have always been willing to learn and everybody is still learning aren't they?.

The main class teacher (b) said that she thought it was good to know how the school was progressing,

> (...)it is very stressful, but sometimes it's helpful, all depending on the outcome, as many of the inspectors are ex-headteachers and they know what to look for, we have to be sure that we have evidence to show everything.

I denoted that staff had previous competences on self-evaluations of their own practices and they felt that external evaluations such accountability and assessment were felt as complementary information to be adapted to their own professional knowledge. It is really important, the will for the nursery staff in using the data that have been already collected by the teachers from their own performance and leaded by the head teacher (internal evaluations). The class teacher (b) said that head teacher (b)

> "(...)is very well prepared, she has been a teacher many years, also an advisory teacher and a university lecturer. She has done everything. She takes decisions on how the school runs and how the school is structured and is always monitoring what we do and often visits the classrooms and asks to see our plans etc".

The approach adopted by OFSTED has been reviewed and criticized by different scholars and therefore this section have the intention of added the value of external evaluations and offer alternatives (Gilroy and Wilcox, 1997; Booth, 2000; Campbell and Husbands, 2000; Penn, 2002; Sheerman, 2010). Getting an in-depth understanding

about the setting culture, the hidden curriculum, value system, rituals and routines "is very hard to monitor or even to fully define, but I do believe that it forms the most satisfying type of educational inclusion" (Corbett and Slee, 2000, p.140). Therefore, authors (Ihm Kwon, 2002; Chapman, 2002; Thornton, Shepperson and Canavero, 2007; Perryman, 2007) and as St Olave staff assume that changing the model that Ofsted used to represent the reality and taking into account the relevant information collected by the teachers or TAs, the inspections could be a good opportunity to show the school outcomes and good practices.

The external evaluators should check the actual policy, documents that probe the importance of following individual needs as children records, written statements about special needs, arrangement for caring the children with SEN and information about provision that will help schools to become an inclusive settings (Dukes and Smith, 2006).

TRAINING DAYS: A COLABORATIVE WORK, MEETING OPORTUNITIES WITH LEARNING PURPOSES

According to school staff, they were pleased with their borough and they had always received the training they requested. The next section specified the school system to deliver training related to what the staff required.

The "Inclusion development programme" (IDP) [(DfE, 2010(a)] was a government strategy and was implemented in the nursery in June 2011 and focused on supporting children with behavioural, emotional and social difficulties. The school SENCo leaded the report and collaborated with the nursery staff both deciding which targets should be included. For example, the staff from the previous year decided to get extra training on the second part of the Makaton and first aid training.

The INSET days were around 5 days a year in the academic calendar meaning compulsory training for all staff and therefore the school closed to the children. Staff knew the dates through the annual calendar and from the briefing at the teacher's meeting. Teachers (b) and (c) met with the deputy head in the staff room every Wednesday morning at 8.20. On a few occasions teaching assistants decided to use the training time to do the jobs around that nursery and complete what they needed to do, and then they could take the one hour lunch from 1 to 2. Then teachers always prepared a summary of the information (see Appendix 26). The teaching assistants thought that the topic decisions came from the head teacher (b), as "sometimes it is not so interesting".

6.1.3. MICROSYSTEM INFLUENCES PROFESSIONAL DEVELOPMENT AND ROLES

In St Olave nursery staff could be SENCos, teachers or teachers assistants and they felt themselves as proactive to inclusion implementation meanings that implies social and academic inclusion (Clough and Nutbrown, 2004; Ashman and Elkins, 2005).

Collaborating was part of their role, class teacher (b) said that since university she always knew that she had to work with teaching assistants, she had "to manage them and the class", and although she is their manager in the staffing structure, and confirmed that it was helpful working with them with the children with SEN.

In general terms, staff felt self-efficacy in the implementation of their practices, they perceived their own abilities to have a positive effect on children behaviour (Kosko and Wilkins, 2009; Gebbie et al, 2012). Teachers (b) and (c) had a full time contract based on nationally agreed working conditions of state school teacher teachers set out in the School Teachers' Pay and Conditions (DfE, 2010(b)). Although, according to the class teacher(b), they worked "without specific working hours" (see Appendix 22 for full details of previous working experience) and there were four teaching assistants (employed TAs for the class) working in this nursery group. Some days extra personnel such as parent assistants or trainees from high schools worked together on the activities and its delivery. The trainee from the high school (a) confirmed that a 2 weeks experience will have an impact on her future career choice.

The SENCo (c) came into the nursery once a week, mainly to observe and offer some feedback and gave the class staff the "language Steps method", which was also recommended by the previous preschool staff of the child with SEN (c), and was implemented with the three children with SEN. A guide designed to develop both comprehension and expression in spoken language from a one- to a four-word level (Armstrong, 1999).

6.1.3.1. CURRICULA

The teacher (b) said that the Statutory framework on the EYFS was used by teachers and teaching assistants for the base of their practices. Copies of the curricula were located in the nursery staff room and staff were free to check it several times a day. "The activities were created following what they had to cover and what themes they needed to look at, from that they developed when, where and how" explained teacher(b). She specified that the most important practical guide was the "practice

guidance for the early years foundation stage" (DCSF, 2008). The six areas of learning that needed to be taken into account in the curricula were: "a unique child", "positive relationships", enabling environments and "learning as development". It was essentially based on learning through planned play activities. There was a list of early attainment goals (personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development) that needed to be achieved by all children at the end of the educational stage the class teacher (b) said:

> Nursery is all about preparing them for school life, they are showing independent skills, they are happy with the school environment, they know where to go for advice or when they are hurt.

In the EYFS, the child ratio set out the minimum number of staff with qualified teacher status or similar as one teacher for 13 children. There should be one adult – half of whom have to have level 2 qualifications, and only one person present with level three or higher per group of 8 children (The Early Years Foundation Stage, Statutory Framework, 2008). Class teacher (b) said that they follow legislation and also have two qualified teachers in nursery. Therefore St Olave's, the staff working with the children are much more highly qualified than in other types of early years setting that children (including children with SEN) might attend.

At the nursery there were two big rooms, two small spaces and two main outdoor areas lead by two teachers(b) and (c) [see Appendix 28]. The result of the finished activities was exhibited on the classroom walls. In the morning session, 44 children were divided into four main groups, named crocodile and tigers [with teacher(b] and the giraffe and elephants with [teacher (c)] from 8.50 to 11.20. It was an afternoon session from 12.45 to 15.15. Staff had 45 minute lunch break in between the two groups.

The nursery have developed their own culture in comparison with the rest of the school, the nursery group, where all time they are working together, had a shared perspective when they were working and if any question information as always available and they were able to create their own based on their own perspectives (Charon, 2001).

FLEXIBLE CURRICULA CONTENT

The teaching assistant (a) confirmed how flexible and creative the curricula was

> (...)as long as you do the areas as physical, emotional, creativity, you could do a lot of activities. For example, physical can be the climbing frame of the garden or outside with the bikes and cars and sand. They do not come with specific guidelines.

The class teacher (c) said the importance of communication opportunities for children within the planning "we have to be sure to include a circle time, free play, singing time and history time, with a chance for children to hear and speak."

The class teacher (b) said that they tried to show the information considering the different learning styles:

> "Some more visually and they had been using the visual time table and other more sensory resources, offering them different opportunities to learn".

DATABASE OF ACTIVITIES PREPARED BY THE NURSERY CLASS TEACHERS (B) AND (C): Staff had the responsibility to plan ahead the daily planning based on play (DfES, 2007). At the weekly plans, teaching staff (a) and (b) decided to divide children in different groups depending on the focus of the activity and children needs. The main general topics per term were defined as:

Table 6.1.3.1. TOPICS AND FOCUS OF THE ACTIVITIES

Teachers had done a schedule for each activity specifying the objectives, curricula and class materials needed. In 2007, when teacher (b) started to work at the nursery and came up with the idea of putting all information about activities in a file in the database. The teacher (b) said that it was really hard work. Both main teachers (b) and (c) said that it was very time consuming. Staff had their own memory book named "nursery foundation stage" which they had elaborated based on their experiences from the previous years. It was in a word format and they had created a folder with examples of activities that were linked with the areas from the foundation stage. They said that they responded according to the response of the children, if they were interested or not. The database was elaborated following the 6 main areas of

development and staff indicated the learning objectives and the experiences and provisions that children would gain from the activities. This information is important or interesting, because the teachers were balancing the specified curriculum with their own ideas and then adapting these and reusing the activities in relation to the children's needs and interests.

6.1.3.2. PLANNING AND ASSESSMENTS: CHANGE OF CLASS ORGANIZATION FOLLOWING CHILD DEVELOPMENT

Teachers (b) and (c) were in charge of planning each individual record, the assessments and had to set up the activities before children arrived every morning and then had to tidy up before the new group arrived. The importance was being there ready for the children:

PLANNING STRATEGIES: In this nursery classroom it was just a routine of following the children's development in order to plan and implement activities.

The teaching assistant (c) said that:

> You need to do a week in advance so you know what are you doing next week and get everything ready. This makes it easier because you know what you are doing.

Teaching assistants assumed in their profile that they were responsible for including any child whatever their needs and abilities, and they had to make equal opportunities for all, all the things needed to be accessible, for example with alternative communication. The teaching assistant (b) said:

> When we set up a variety of activities they are open to everyone and we encourage them to participate and if they don't want to they can try another day, but all the children are encouraged to get involved in activities.

The grouping was following the individual development on subjects said the class teacher (c):

> We have modified different things for example the maths in which we had to asses them and we had differentiated the groups so we have a higher ability group and a middle ability group and a lower ability group.

As Florian and Rouse (2009) introduce the inclusion should offer opportunities for teachers to decide how to include in which staff offer different choices and not rely only on ability grouping. In this case study, the way they were grouping was different compared to the other case study. Children were continuously divided in groups then, and the same children could be participant in different activities without them needing to acknowledge what the other group was doing. The individual knowledge of children competences help teachers to divide children in different tasks continuously.

Teaching assistant (b) explained the activities for children with SEN:

> Each child with SEN has an individual education programme and they follow what the other children do, but they also have a separate plan that is prepared by both class teachers. She explained about the weekly plans.

STRUCTURE AND ROUTINE: Both teachers (b) and (c) got communication flow using a communication book. Teacher (b) shared with staff copies available of all the child reports and weeks planning. For the child with SEN (c), his folder also included the copies of his paediatrician and psychologist reports.

Staff elaborated a medium term plan on the base of the children's characteristics that were evaluated twice, at autumn break and Christmas break. Teaching assistant (b) explained:

> They [teacher (b) (c)] also plan week by week, as you can only plan where they are, you cannot know how far they've progressed. So it is week by week to be sure of plans.

The room's structure, she said "Nursery has different areas and activities that everybody in the class is able to use".

Each Friday, everyone got copies and the possibility to offer feedback. During lunch time, teachers guided teaching assistants by telling them about their role and what was expected from them with regards to the planned activities that would take place during the day. Staff felt that having the opportunity to sit down, swap ideas and openly discuss the days plan was important and useful.

GETTING CHILDREN TO BE INDEPENDENT: Class teacher (b) said that:

> In the first term, we did a lot of small teaching groups, because they are young and they just need more social activities. We also work on teaching them how to follow rules and routines, this is done in small groups or one to one. In the second term, we start to use bigger groups for music and songs and still try to use smaller groups for speaking and listening activities(...).
>
> (...) parents stop coming into the room with them in the mornings. After register, a child must take the register to the head teacher, during the first term we went with them as we were afraid they would get lost! But gradually the stage comes where they must go alone... Snack time also changes... they are in bigger groups after some time and they know the routine. It then goes a lot quicker! said by Class teacher(c).

PORTFOLIO AND FORMATIVE ASSESSMENTS:

Formative evaluations:

> We know that they need to have a certain level before they leave nursery so we take small steps in teaching what they need. We have just done a phonic assessment this afternoon and we are going to do a maths assessment next week. We are going to do a cutting assessment this week and I have started to write my reports as I need to prepare everything for July. The class teachers are in charge of the assessments of the children. We do all of the children and ask teaching assistants to give us feedback if we cannot get through all of the children in time. However, I prefer to do it myself so that I can see how they have progressed and if there are any issues [Class teacher(c)].

Each child had an EYFS profile that all staff understood well. Staff did a child profile assessment scale reference sheet (DCSF, 2011) for each child that was included in the Early Years Foundation Stage Profile handbook (QCA, 2008) as a formative assessment, with the aim to identify learning priorities and to plan relevant and motivating activities. Staff wrote down the observations linked with each point, notes and pictures when children were playing alone or with others (teachers and other staff) and linked with the Foundation Stage Profile. The nursery had the poster printed version on the wall located in the middle of the nursery area. Six main areas of development were identified with 13 assessment scales and grade points of each individual scale. Each staff was responsible for their own key children (8 per staff) and each had their own folders with children's individual information and weekly activity planning available in the room desk. The teachers (b) and (c) were the ones to elaborate the flexible and creative curricula with important aims to promote children communication skills and created by staff. Staff offered a great variety of individual and group activities at the same time. Activities were one week planed ahead, including activities outside and inside.

They developed special planning (support records and they reviewed their own IPP 3 times a year), one for each child with SEN and another for the whole class. The IPP followed the template from the social care and learning department from the borough. Plus the class teacher(b) said that the Individual Action Plan (IAP) always needs to be done and will show the areas of needs and will be prepared with parents and other professionals, and has to be reviewed 6 months later and sent to the local authorities.

Staff shared the “wow books” (home school book), and children's portfolios prepared by staff included different pictures, items that children had elaborated in class and a summary of pictures from the main activities which took place in the academic year.

Multiple assessments were used in the classroom, by informal monitoring of children. Both class teacher (b) and (c) collaborated their assessments of children, for example

in the maths class they knew which children were able to count to 10 and who were challenged in recognising numbers 1, 2 and 3. They divided the maths activities in three different groups. Teachers created their own method of assessing the children using a selection of activities such as drawing a picture of their mum, counting to ten and number and shape recognition. They also looked at if they could write their names, hold a pencil correctly etc. Children were observed individually and this was repeated in September, January and May.

6.1.3.3. CLASSROOM LEARNING RESOURCES

Nursery staff showed with pride that one of their main roles was planning and delivering pedagogical resources:

TEACHING ASSISTANT PLANNED WHICH RESOURCES TO BUY: school provided a budget for materials per class and the teacher had informed teaching assistants they were to be in charge of planning the materials needed for the next academic year. They checked what they had and what they would need to buy. Two of them used their daily break time to prepare the list.

KEEPING THE RESOURCES CLASSIFIED BY TOPICS: for example, for the travel agency and an airport base they had it already in a storage box, staff went on a website and got pictures printed and laminated. Both teachers said that they loved to plan and give multiple choices to children. Some resources were used weekly such as the "sticky kids" music (25 min of music to help achieve the physical education required in the early year's curriculum). In each activity, staff tried to use as many visual aids as possible. For example, they were learning the number 17, so they sang a song with the number, took 17 objects from a bag, used their "magic finger" to write it in the air, and showed many pictures with 17 things on the electronic white board. They had a big collection of books and children were able to borrow them and take them home.

NURSERY LIBRARY: Nursery staff had a room with a lot of academic books about education theory and practice at nursery years level and information about curricula. Teaching assistants took ideas form a "Nursery World" magazine. The school bought it and they had copies available in the main corridor. Teacher (b) said the magazine was good as "it writes about real life things in real settings."

6.1.3.4. CLASSROOM ACTIVITIES FOR CHILDREN WITH SEN

At the nursery, there were twins with diagnosed specific speech delay [children with SEN (d) and (e)] that were located in separate groups (one in the elephant group and one in the tigers) and one with developmental delay [child with SEN (c)] that was located in the crocodiles group. Teachers asked the three children with SEN to be involved fully in the group activities.

Main teachers (b) and (c) together with the parents and the school SENCo(c) elaborated a "plan with targets-individual provision plans" with each of them (IPP). During the academic year, 4 IPP took place and evaluations for each of the children with SEN. These children received specific activities for a few minutes when there was free play time related to their own "individual developmental profile". For example, children with SEN (d) and (e) showed interest in ICT, and so she planned that some of the individual activities were on the computer.

The individualised activities for children with SEN, were implemented in October by teacher (b) and planned together with the SENCo (c). In December, teacher (b) started to put the activities in a box with some instructions, some days the teaching assistants used them. The teaching assistants saw themselves involved in the planning and preparation of the activities for children with SEN .i.e.:

> (...)when we put out a toy it is because we would like them to be learning something from it. All the toys are under a category and have a purpose.

6.1.3.5 CLASSROOM CULTURE: NURSERY IS A SPECIAL PLACE

Said by class teacher (b):

> Nursery is a completely different place to anywhere else in the school, because it is usually the first place a child has been left without their parents. Very often when they arrive at nursery they do not know how to sit and listen, cross their legs, follow instructions or how to focus. They also don't know what we expect from them. Our first aim is to get them accustomed to these basic things so that they will be prepared for the next level.

During the first days, staff were performing the activities and observing how children reacted to the new environment. For an example of one day of activities and pictures see Appendix 26. Specifically in this school, the children in the research sample were three years old before September 2010, and they were working progressively from their second term on sharing activities with children in the school year above, reception. Teachers had a chart displaying their birthdays.

Staff were fully involved in the activities and communication was constant. When it was music time all the staff got involved and danced and sang, also when they were preparing a mud pool everyone participated and children were cleaned up when they got too dirty. This section will narrate what can be done in 10 minutes,: one teaching assistant had pre-prepared different coloured petals made from card to create flowers, others had a play dough activity area, another had plant pots and water cans prepared, there was a sand pit area with activities. Meanwhile, inside activities consisted of one-to-one activities with children with SEN. Staff were delivering individual and group activities for all children and one of the teachers was observing and taking notes. There was a lot of pre-planning and organization so that every child and the entire day were taken care of.

Teachers learned from teaching assistants. Class teacher (b) said that a couple of their ladies were nursery trained and very experienced with children from birth to four, where her training is more on the educational side, and the TAs were very good in the toilet training and hygiene area, they contribute in the planning and some of their ideas were brilliant. They tried to work together as much as possible.

Teaching assistants that were attending the advanced Makaton course used two hours to teach new signs to their colleagues "the children and the staff pick them up as I perform them in the daily routine" [teaching assistant (c)].

DAILY ACTIVITIES IMPLEMENTED IN THE CLASSROOM

Routines and rituals: every morning children's names were called loudly and they had to form a queue, waiting for their name to be called. Each day the teacher changed the order in which the names were called so children had to really focus on listening and responding. Following that they had to remove their coat and put it on the correct hangers.

The teacher(b) always explained what the activity was about and what she expected from them, in terms of delivery and behaviour. They always used a pointing system to start an activity. One day the schedule was like this:

Register-group work-snack time-toys-inside-garden-tidy up-story-home time

(See Appendix 27).

Children with SEN and 'in risk' were seated in the front part of the activity group. At the same time staff were giving instructions to the group and also indicated some

instructions in a natural way for the children with SEN. For example, for all the children including the child with SEN (c) instructions would be "you are going to make me happy sitting in a lovely way", "I am going with child with SEN (c) to the time table "then he goes alone and picks the pictures that indicated that they are transitioning into a new activity. The teaching assistant congratulated him, in Makaton and orally said "look and listen" or " please have your listening ears", "please do not talk when I am talking", "please do not make me sad today" or "in a minute you are going to get a clap, but only the ones that sit well" or "we need to be very quiet as the others in the other room haven't finished" or " you can go slowly to wash your hands if you form a line and stop."

Positive reinforcement for children's behaviour "It is difficult to choose as all of you are sitting so beautifully", " you are going to make me happy sitting in a lovely way", "makes me very proud... please count them", " you have made me smile" or "you are so good at this that I don't really need to be here", " play nicely as we are all friends" or "super" or "the ones that are sitting beautifully they can have breakfast first " or "boys and girls, all of you have done a wonderful job today". Staff encouraged children to communicate clearly "I cannot hear from here!" or "a little bit louder!" When all have finished the exercise, staff said "give yourself a pat on the back" or "we are in a silent moment, please cross your legs and put your head down". When children needed to be seated and they came from outside, staff started counting and it was explained that everyone needed to be seated before 10. If someone didn't follow this rule they'd say something along the lines of "one little boy has spoilt it... oh it is a shame!" and then all the children looked at the child in question. At the end of each lesson, the importance of communication was practised, teachers communicated what they had wanted to teach, children explained what they had learnt and were encouraged to transmit this to their parents. Before commencing breakfast, all children moved their laminated picture from one poster to the one that indicated that one activity had finished and a new one was about to start. They had to be well seated and put their cups and plates in front of them and put their hands in the air to show the teacher that they had finished and then they waited for her to give the approval so that they could clean the dishes and dry the cups.

The tidy up time commenced with staff ringing a bell and all the children went from their activities to the circle mat where they sat on the floor. Children never had to wait for a stray child as the teachers were prompt with starting the new activity, for example singing a song with Makaton.

The participation of children with SEN in the activities was guided by pictograms. Child with SEN(c) had two different types, one that was used by the teacher to show all the class what they would do and another one which was handy for basic communication such as the picture exchange communication system (PECS). This is an augmentative communication system frequently used with children with autism (Frost and Bondy, 1994).

The teaching assistants had to implement many activities, including ones for the children with SEN. Main teachers were responsible for elaborating individual evaluations based on the observations done by all nursery staff members. With the child with SEN(c), the teacher a ticked a laminated paper indicating the activities they had done in the day and what the child had eaten and then shared it with the parents.

Rules and respect for all. As an example, the teaching assistant explained to the children that they were inside and so they needed to whisper and they needed to follow the rules as they did not want to upset the school head teacher.

All children knew the rituals, for example, they needed to wait until their parents picked them up and they sat with their jackets on and with their bag-pack in one hand.

Teacher(b) explained to children how their role needed to be respected; they explained to all the children:

> Tomorrow there is no school, teachers (we) need to work really hard... and next week we are all going on holiday.

6.1.4. PERSON INFLUENCES PROFESSIONAL DEVELOPMENT AND ROLES

Within the classroom, the person who did the washing up was always the person with the least qualifications. Usually this would be the person who only had nursery nurse qualifications or a trainee from university. There were two teaching assistants (a) and (d) who had the key role of working alongside the teachers, according to the teachers they would be responsible for the whole class when they had to take sick leave. “These teaching assistants were studying to get a teaching degree and never did the washing up!” said the teacher (b).

Their duties were related to the staff professional status within the classroom. The staff practices were influenced by the type of contracts, as was also identified by Webster, et al. (2011). Such teaching assistants were paid per number of hours, and

they worked only the hours stated in their contracts. Although, the teachers said that they were taking a lot of work home with them. Furthermore, teaching assistants highlighted fear for their role disappearing for less qualified personnel. Moreover, Wall (2006) had identified that teaching assistants in the majority of the cases are not qualified teachers, need training to increase the collaboration with teachers and other teaching assistants to implement more inclusive practices. Following Bignold and Barbera (2012), teaching assistants in this study needed to give closer attention to the time and opportunities available for training teaching assistants. In general terms, the views of the staff in your study corresponded with the 90% of respondents to the BAECE survey who supported the EYFS (British Association for Early Childhood Education) stating that they felt "very confident" in their understanding of the EYFS (DCSF, 2008) (Broker et al, 2010). Although, Osgood (2012) stated that in 2009 the participants of her study, nursery nurses still feel that they have inadequate professional support, training and guidance on activities related with critical reflexivity of their own performance.

TAs "choose" practical preparation over participation in the training day, so further attention is recommended in next research. In the same line, Hordern (2012) states that the policy reform have increased the qualification achievement, but have not delivered a framework that embolden staff to take responsibility for their own development.

6.2. INTERACTION AMONG ELEMENTS:

6.2.1. PROFESSIONAL LEARNING THROUGH TYPES OF LEARNING RELATED TO INCLUSION OF CHILDREN WITH SEN

Nursery staff could be included in the emancipator learning profile as such are intending social transformation (Fenwick, 2003). Following to Swim and Isik-Ercan (2013) nursery staff at St Olave's were guided and shared responsibility of exploring the following actions of analysis reflection and documentations. The next section will specify the showed professional learning through types of learning: formal learning, informal learning and non-formal learning.

6.2.1.1. FORMAL LEARNING

The staff formal training was promoted by the school and local government. The differences on training offered were shown depending on the lead position in the

organization. SENCo (c) criticised the lack of opportunities of further training. Nursery teachers were offered extensive training on induction in EYFS and complementary guides such as Developmental Matters in the Early Years Foundation Stage in the children development of six areas for parents and staff (DCSF, 2008; Langston and Doherty, 2012).

In this school, if the teaching assistants (d) with a university degree wanted to be a teacher they could do the PGCE in one extra year (Department for Education, 2014(c)). The teaching assistant (d) said that she wasn't interested for the future increase of salary, she choose it to get further experience. She said:

> It is in the interest of the school for me to take this route. I will be teaching and doing the observation, and going to the regional training centre once a week. The school will have the time table and they will know where I am every day, and they will pay for me as an unqualified teacher and I will be working for the school from 8 to 4, hopefully at the end of the year they will increase my teacher time and then in summer time, I will do nearly 80% of teaching. I will have another teacher with me and the maximum is 30 students per class. When I finish I will be a qualified teacher as normally it is one teacher per a class plus one teaching assistant. I have a mentor who works with me in the personal development review (PDR).

SENCo training in which the teacher (b) participated: The SENCo induction programme training was promoted by the Borough and took place outside school working hours, once a month in the evenings. There were 20 other teachers that also had the inclusion manager deputy roles at their schools and had a local coordinator to take care of each enquiry related to their praxis. The main topics studied during the academic year were statutory requirements, procedures and processes, provision management, SEN audit and intervention, use of the TAS, transition and person centred approaches, meeting individual needs and school support. The meetings were centred in the praxis, the one on the 21st of September was based on looking at the plans for reception and looked at what could be implemented in the nursery and building in practice on Enquiry-based Learning (EBL) curriculum design. The main class teacher (b) was mentored by weekly sessions with the SENCo(c) each Wednesday afternoon at the school and she implemented her job on Friday Mornings. The process would culminate when the SENCo (c) would retire and then the main class teacher (b) "would take the lead" she confirmed that she would have annual reviews by the local council. The main class teacher (b) indicated that she had access to an online 8-12 hours inset that provided online training for those working with children and young people with SEN.

She said that the training was expensive, but she would apply for national award SEN coordination available from the national college for teaching and leadership (NCTL), as

she was sure she would get it. She said what she was learning was very valuable as she had to read about the latest governmental publications related to SEN learners and prepare multiple case studies based on the experience at the school. The school let her go to the training (founded by the local authority) in working hours and the classroom teaching assistants cover her duties.

6.2.1.2. NON-FORMAL LEARNING

Among the non-formal learning (Eraut, 2000a),staff received several training courses outside working hours that responded to the classroom needs that do not lead to any certification through participation. The teaching assistants with family duties were only attending the training taking place during their working hours. Teachers and teaching assistants meeting on the INSET days were effective for learning about inclusive practices such as states by Seçer (2010), strategies and other compulsory training meetings to learn about issues without gaining any final certification.

SCHOOL PROMOTED NON-FORMAL LEARNING

The school collaborated with external training sources, offering some evenings a month training done by external people, i.e. experts on behaviour modification, and they got some free vacancies for school staff.

The SENCo (c) said:

> I has tried to persuade teachers and teaching assistants to participate in the training in the evenings. This expert gives some examples and everybody who goes, says he is such a good speaker. It is a long evening as it is from 6.40 to 8.45 at the end of a working day, but everybody said that the time went by quickly as he was very good.

The class teacher (b) felt involved in the decision of bringing the experts that had participated in their training days. The session was divided into two days: School had one day in which its staff presented what they had learnt on the previous training days with the expert and the second day he was invited, teachers from different levels who had been divided into two groups, looked at the standards of the national curriculum and then met the teachers of that level and discussed the evaluation process.

For example, class teacher (b) and the teaching assistant (b) thought that the choice of learning about creative curriculum was useful for them, “instead of using a book, they thought about how to apply that into music and drama and it was giving children the opportunity to find information in a more creative way”.

Some training was compulsory for all nursery staff, and outside working hours such as religious education studies, health and safety, Makaton and computer training on interactive whiteboard. For example, two teaching assistants and the teacher (b) were doing a training course in speech and language specialised in attending children that "could not communicate clearly and avoid the frustration and help us to understand the child "on Tuesday evenings.

COMPULSORY FOR ALL NURSERY STAFF, AND WITHIN THE WORKING HOURS, THERE WAS SPECIFIC TRAINING FOR NURSERY. Training on how to treat children with severe allergies is an example of this. This was a compulsory 30 minutes training and involved watching a video and learning how to use the anti-allergy pen with a nurse every year for all staff on working days. The training was initiated, because there are always children in the school with severe allergies, said the teaching assistant (c). Also, it is obligatory that one of the staff in nursery do first aid training annually and teaching assistants (a, b, c, d) had done speech and language training in early years foundation. The borough was also linked with the Institute of Education, University of London which was offering free training courses to the staff once the school had subscribed. The teacher (b) went one week to a course on judging the impact of interventions.

THE SCHOOL PROMOTED STAFF VISITING OUTSIDE SCHOOLS WITHIN THEIR WORKING HOURS: i.e. if a group from another school had set out a new outside playing area or were implementing a new teaching strategy, thus enabling each school to learn from each other and keep an open mind to new ideas.

NURSERY LINK WITH RECEPTION**:** i.e. both groups had an assembly together at Christmas and since February, 10 children went to reception and 10 to a teaching assistant to go to nursery to play in the outside area. They started to teach children phonics.

School programmes were promoted by the head teacher. The head teacher (b) promoted that the entire school starting from the nursery followed a university designed programme called Jolly Phonics and they introduced its' activities at the nursery planning.

TRAINING IN THE WEEKLY STAFF MEETINGS. Each Monday, the head teacher (b) chose a topic to be taught, and made it compulsory. The previous week they had one training session on planning, they had to bring a piece of paper with their planning to discuss it

and how they could make it better. The following week was about stress awareness; a woman from the local council presented it.

THE HEAD DECIDED THAT THEY WANTED TO HAVE A SENCO FOR THE SCHOOL AND A DEPUTY SENCO AT THE NURSERY CLASSROOM. Therefore, class teacher (b) was doing the SENCo training at the Borough once or twice a month for an hour and a half. She felt that "it is useful as they explain what to do in each step. For example, meetings for statements and the legislation behind".

NON-FORMAL LEARNING BEYOND SCHOOL

As Eraut (2000) explained, nursery staff had identified that they were acquiring professional knowledge by direct experience being co-learners and by reflecting about their experiences. Particularly class teachers (b) and (c) really appreciated the training received and more so that she was allowed to practice it. As it is explained by Dickinson and Brandy (2006) combining course work with individualised modelling and feedback from interactions with children. The staff added they had children to show them when was effective the implementation. Among the nursery staff teachers are the ones that attend the evening courses together with the young teaching assistant that start next academic year by training to be a teacher. The others said they had other commitments (family) or it is not in their working hours.

It was highlighted by respondents that the valuable training courses are the ones that responded to the classroom needs:

> When I had these two little boys, I went to an autism course which was very helpful. I chose to go there, because I wanted to do the best for this little boy and because he was so severely autistic, it was like he was in his little world and we wanted to break these barriers and integrate more, he is still in this school and he said, hello Miss---and the chat started to be more forward. That course was very helpful and it still runs now. [Class teacher (c)].

However, Class teacher (b) thought that there was not enough money given to take extra courses and she had to read a lot of books and do her own research.

6.2.1.3. INFORMAL LEARNING

Emancipatory learning resulted from staff choices, when they listened to the community of learning. Both teachers shared that they meet friends that were teachers at the university and they chat about new research. Although, teaching assistants said to learn a lot experimenting at home with their own children and meeting their friends and chatting about activities; this was represented by Osgood (2004) as an extra value

of nursery staff linked to emotional professionalism. These comments are in the line of declaration of nursery staff in "Narratives from the Nursery" negotiating professional identities in early childhood in which staff "use critical reflection on subjective experiences and value its implication in their practices" (Osgood, 2012, p.152). Staff value the power and the importance of the attachment in early years although as it is highlighted by Page (2012) and Page and Elfer (2013), in research about professional learning there is a lack of recognition of the inclusion of emotional experiences (i.e. respect, empathy), and there in the daily observation or children practices or curricula that could be further explored by staff.

The school nursery subscribed to the early years magazine, copies were kept over the door of the kitchen (magazine storage rack) and all loved reading it.

The SENCo (c) admitted that she used an online "self-help" forum amongst SENCos to communicate with other people in similar settings. As her job was very demanding she found it of great support and use to have people to communicate with who were in the same situation. It was a good place to get advice from people who have had experience in exactly the scenarios she sometimes needed extra guidance in. The SENCo on this case study follow a case study from Cook, et al. (2004) of informal community e-learning. The SENCo used the online 'self-help' forum (Terry and Faulk, 2012) amongst SENCos to communicate with other person with the same role in other schools.

One of the main class teachers also mentioned an online training forum which helped with techniques on how to deal with children with SEN.

MENTORING

Mentoring is an important manner of delivering informal learning (Eraut, 2004). The main class teacher (b) was mentored by weekly sessions by the SENCo (c) each Wednesday afternoon at the school and she implement alone the SENCo role on Friday Mornings. The process would culminate when the SENCo(c) retired and then the "main class teacher (b) would take the lead" she confirmed that she would have annual reviews from the local council.

Teaching assistants decided to teach teachers on activities and teaching strategies (i.e. Makaton) that were implemented between them and children and among children (Parry, 2014). Teachers and SENCo shared the habits of reading from library books for adults about pedagogy. Nursery staff used on internet in the pc located in the nursery

classroom to visit resource websites such as “twinkle” and printed them out at lunchtime.

In this school, staff was meeting in large and small groups and in the nursery settings, they were following what the “school” was intended to do. Staff was teaching in groups and among them they were observing and being modelled at the same time a useful tool for inclusion (Brenna and Wenge, 2005).

PERSONAL DEVELOPMENTAL REVIEWS AND SCHOOL STRATEGY

The personal developmental reviews were carried out by all the school staff that set up their training targets for themselves together with a mentor (senior manager) for the following academic year. They assessed together the performance during the year and staff had the chance to say what they felt about the progress on professional development in the parameters defined the year before [teaching assistant (c)]. All staff felt that this coaching was useful. Class teacher (d) said:

> It can be helpful to stop and think about the year which has just passed. Sometimes you are too busy to stop and have a good look at what has or hasn't been achieved and how the activities are progressing. It is good to have the opportunity to reflect on the academic year and how it has affected each child.

They set targets and goals together, at the beginning of the year and they do the review of the year before and the plan for next year. For example the SENCo (c) said, she is going to look into a programme to increment the collaboration of teachers with teaching assistants, a plan on maths for the half term and the teacher plans evaluation with the class teacher (b), to make recommendations to teachers and show some examples of good planning. The teaching assistant (c) said she felt confident when she spoke with them, as it is all confidential and you can say whatever you like. She also said that they help to sort out any difficulties and request training. For example, specific training implemented by the head teacher, a two hours training in a school day for the nursery staff (teachers and teaching assistants)on using materials to teach children to count.

The SENCo (c) went through the reviews, and looked at the training needs, searched for courses and set out what was required. For example, as 10 staff asked for the first aid training together they decided to have it for everyone on the inset day.

The SENCo (c) did Makaton course 15 years ago and as they were running a course every term in the borough she decided that it was great for the assistants to do it to and decided to include this training as compulsory. Some of the teaching assistants(c, d)

were going to sign for the advanced Makaton, as they felt it could help children with their speech.

Teaching assistants experienced disappointment as some of the training they requested was not organised and many of the training available was in the evenings, which they could not attend as they had children. The class teacher (b) said that you have to be able to adapt in the evenings in order to get the extra training, as most of the courses were at that time. For example, the course in Makaton took place in the evenings. The SENCo(c) highlighted that the school was supporting economically those staff that wanted to study further education such as class teacher (b) who was studying to be a SENCo, she said; "it is very good that people are qualified, you need specialist knowledge at school". The class teachers (b) said that she had in her class a child with autism and she had spoken with the SENCo (c) and she booked the training for her and the borough had paid for a 10 week course on autism.

6.2.2. STRATEGIES AND TOOLS USED BY STAFF TO ACQUIRE RELEVANT KNOWLEDGE RELATED TO INCLUSION OF CHILDREN WITH SEN

6.2.2.1. MESOSYSTEM

EXTERNAL PROFESSIONALS

In this case study, teachers together with external professionals had prepared documents that are called transition plans. These documents are promoted by the school policy and implemented in the two different cases of children with SEN, a child with a diagnosed of disabilities(child with SEN(c) and others at risk of disabilities(children with SEN (d)and (e)) that were identified within the classroom. In the first case, thanks to the collaborative work among the SENCo from previous nursery and nursery staff that elaborated a detailed individual educational plan (IEP) including social IEP objectives (Kwon et al, 2011), the resources were already in the nursery classroom when the child started at the school (see Appendix 24). The evaluation of the transition process correlated with the case study of Kemp (2003) and Schischka, et al. (2012) who also described the importance of the level of support provided and the collaboration among the participants. Stormon, et al. (2005) added as this case study the value of the share of children reports information, specifically in the school parents were responsible for making copies and sharing the information among professionals. Following the recommendations from the Kemp (2003) study, the training of the staff on this case study was documented and coached during the study

visits to the teachers on the previous pre-school setting. Related to the McIntyre, et al. (2010) and Silverman, et al. (2010) research, the multidisciplinary team involving parents develop the planning, in which strategies goals and objectives and support is developed. Instead of including a psychologist as the main team leader, in this case study, the key teacher (b) of the children with SEN (b), (c) and (d) that takes daily responsibility of the child took the lead.

Following the national policy, nursery staff worked in collaboration with parents and children and, in some occasions, with external professionals on individual provision plans (IPP) to be sure that child with SEN(c) had secured what he needed personal and material resources. The human resources to promote inclusion that got into the classroom were the following: the speech therapist(b) and the psychologist (b) [see Appendix 22 for full profile].

The speech therapist from the borough worked with children until reception when the school had its own personnel. The speech therapist (b) met the child with SEN (c) and his mum outside the school, on two other occasions, when she implemented language tests. She also elaborated on what staff should be doing with the child in the classroom and she came to see if the setting was following the given suggestions and feedback. She said to have noticed improvements in his social skills. She thought the child needed ongoing support, she said "the best thing is to work with the sounds" with family and nursery staff. She reported a high caseload; she had recommendations from 130 children that she was working with. In the meeting, the speech therapist agreed in direct action with the class teacher (b) for the child with SEN (c), for instance, 5 minutes in the work station and the content of the activities for the next 6 months (attention, listening social skills though turn taking and grammatical targets).

The speech therapist (b) shared with me her impressions after the class visits:

> I am quite impressed with what I have seen today, generally the problem we have in nurseries is that they are not visual enough and really involved too much in language. I saw a lot of adults that were using visual cues and visual schedule and cue cards and then the child that I came to review today met his needs very well. They used pictograms and the Makaton.

The speech therapist explained that she would return again in January.

Children with SEN (d) and (e) had sessions of speech therapy outside the school where parents were involved in the family centred activities. Within the school, the children staff and SENCo(c) were the ones to plan their activities as they were in a school action

programme. The SENCo(c) decided, together with the class teacher, to use the language step programme for the three children with SEN. The childrens and their guardians got in contact with the health visitor that trained the school staff in allergies and they made the plan. The parents had a meeting with the class teacher (b) [part time SENCo], teaching assistants and class teacher (b) and they worked on an individual personal plan focusing on the children's speech delay. SENCo (c) highlighting that children must be fully integrated in the nursery activities in a language rich environment, where they can seek to improve their vocabulary and their ability to convert with each other.

Following "Early Years quality improvement support programme" (EYQISP) initiated in 2008, local authority early years consultants had to work together with the leaders of early years setting in quality improvement and they had developed a guideline to improve their relationship (DCSF, 2008b). The borough had a team of trained people linked to the implementation of the Foundation Stage Profile, called moderators that could be head teachers or teachers from different schools that came to observe them (they were informed a month before):

> (...) some moderators came the following day to check if the marks we were giving at the end of reception were related to the children's development in the nursery stages and if they were justified in the base of the right judgement [Teacher (b)].

Teacher (b) also confirmed that she did not look at the evaluation of other schools:

> They will have different resources and it all depends on the school and how it is run and what we can do to implement it and how we manage with what we have got. It would be nice to think that we all are professionals and we don't have to be inspected like this but sometimes things happen which could be improved so it's fair enough we have to work with this system [Teacher (b)].

Collaborative consults were used as consulters, evaluating children needs, communicating with nursery staff and creating meeting in which the different perspectives were discussed (DeVore, et al., 2011).

PARENTS

After starting summer holidays, all parents attended a school meeting with the teachers. They got lots of information on, for example, "the curriculum at nursery, times, break dates and school uniforms," said one of the parents. There was a special "visit" day with 90 children and parents where certain future issues were discussed. One issue being that in September the children do not all start at the same time, but

instead have groups of 15 children attending at a time, eventually all would attend together. Within this introductory time, a lot of interaction with parents was involved and children could take part in activities set up in the garden.

The mum of the child with SEN (c) recalled:

> (...) they set up things where they are encouraged to do role play and children relay in their memories things from the TV and books, they do role play. They do painting inside and outside, they use play dough and play in the sand pits etc. My child finds it very difficult to communicate and find the vocabulary to express himself and he has what they call a visual bridge, a laminated piece of card where they say what activities have been done throughout the day and at the end of the day they circle each activity and state whether it was inside or outside, this is obviously really very helpful in encouraging rich conversations with him.

The mum without SEN(d) said that "she helped him hang his coat up and explained how to do the registration". The second term they left children at the door. The children with SEN were introduced in the first week and they let them come for the three weeks introductory period.

The children with SEN (d) and (e) came directly from home and then they had a meeting with the parents only. The transition plan was prepared by the SENCo (c) and both class teachers (b) and (c) and it was used in the visit and included the child's records, it was not compulsory, but the borough encouraged the school to do so and they have been working for more than 5 years and were usually initiated by the preschool as they had SENCos that coordinated the paperwork.

INTRODUCTORY MEETING: all parents received a pack with essential information useful to follow the nursery routines and the information about the areas of learning in the EYFS curriculum, including the yellow pack, the yellow health record, all about me and an initial nursery observation sheet that parents had to fill out with essential information from all children (see Appendix 25).

PARENTS CONSULTATIONS**:** parents knew the names of the staff working with their children and they told me that they could speak with any of them including the headteacher. The school planned one parent evening per a term, and they were informed by letter, two weeks in advance, as to when. Parents knew that there was one in October, one in February and one in July. The times were scheduled according to the main class teacher (b), who had tried to fit it in around parents working situations. In July, children bought their folders with what they had completed during the academic course, some done in the nursery and others done at home. Staff explained to the

children that they had to write the next year inscription with their parents, as they had to apply again to get a vacancy at the school in reception.

PARENTS CONSULTATIONS AND INFORMAL MEETINGS FOR PARENTS WITH CHILDREN WITH SEN: the IPP meetings were for the three children with SEN. They met formally each couple of months to discuss the plan and to share their portfolio and artwork. Main class teachers (b) and (c) were the ones to contact the parents with SEN or risk, they were their own key workers and they also spoke with them when parents picked their children up. The mothers of children with SEN (c), (d) and (e) said that they would do it, each couple of days or twice a week.

HEAD TEACHER CONTROLLED FEEDBACK FOR PARENTS: at the end of the academic year all children got a report, the head teacher looked at them before they were submitted to the parents. The content of this report was based on personal and social skills, a section on written language and literacy and writing bullet points about what they did, the class teacher (b) said they never wrote about what they couldn't do, always positive. Another point about numeracy and a personal comment about something about their own, for example, if they are very physical or if they enjoyed the art work all based on their observations.

MEETING WITH FUTURE PARENTS AND CHILDREN: at the end of May, staff met the new parents, they were informed of their childs' names and date of birth two weeks before the meeting date. The main class teacher met them and gave main information about how the nursery works. In the same week on Friday, it was expected that parents brought children to see the classrooms and so they had the opportunity to meet the teachers.

TEACHERS FEEDBACK HAD IMPACT ON FAMILIES: the parents were encouraged to continue the themes of activities at home and the teachers had good communication with the parents, keeping them in the loop of new vocabulary or new goals. The parents of the children with SEN had positive feedback and noted a difference in their children in terms of learning. For example, they were able names of body parts and how to sit still. Each week children received documents with important information to give to their parents. For instance, a weekly nursery letter specifying what they had done during the week, holiday dates, or what they were planning to do in a short time and what topics should be spoken about at home could be sent home. Sometimes parents were asked to contribute to activities by bringing things from home. Also, a

monthly school letter was provided where the head teacher wrote a few words of thanks to the school community and highlighted the main activities of the month.

EXPLAINING CHANGES: both teachers had to leave before the end of the term and they sent a letter to parents to inform them that they needed a medical operation and informed them of who would take over. The new teachers were introduced gradually. Teachers (b) and(c) assumed that staff (teachers and teaching assistants) have the responsibility to respond to what was happening in the classroom.

Teachers were the ones to respond to parents in the consultations and to the head teacher with the individual reports of the students. They also responded to the review, planning and follow up of the progression of children with SEN (with those that were offered more days of consultation).

The head teacher, as part of her internal evaluation plan, monitored the contact of parents with teachers with the information included in the children reports. Parents confirmed that the information received by the teachers was relevant to their daily practices at home. Parents conceived that learning about their children is part of the teacher job. They said they followed what was said in the written notes in which the classroom activities, content of books read in the classroom and that the feedback from consultation were so individualised that they were reinforcing children at home about the children skills and challenges. Teachers prepared parents meetings for next year parents in which children were also invited to visit the classroom. The school involved parents in their activities, as parent helpers, and nursery had two parents.

6.2.3. PROXIMAL PROCESS COMPLEX RECIPROCAL INTERACTIONS AMONG ORGANISATIONAL AND INDIVIDUAL LEARNING ABOUT INCLUSION

This case study showed that staff acknowledged that they were learning about inclusion when they were practising what they had learnt with the children in the classroom. They learnt useful techniques and resources from inside and outside the school (Kwakman, 2003). The inclusion was promoted from the top to down levels and from down to top levels.

6.2.3.1. SINGLE LOOP OF LEARNING

Formal governments and organisations normally emphasise single loop learning, or activities designed to improve performance within the existing processes (Sánchez and

Morrison-Saunders, 2011). Howerever, the fact that individuals learn does not mean that the organization itself will be learning (Senge, 1990). As Argyris and Schön (1978) and Senge (1990) describe, the first loop of learning takes place in the work place, when professionals learn reacting in the same way they have learned from the original source. This process was noticed when the supply teachers were observing the class teachers teaching and they were trying to replay and copy the same teaching methods.

6.2.3.2. DOUBLE LOOP OF LEARNING

In the double loop of learning, explained by (Argyris, 1991) and highlighted by Sawyer (2002), there is an importance of questioning about the practices in which the staff created new learning, beyond the standards (Eraut, 2007). The processes of reflection within the collective community of practice (Lave, 1991; Wenger, 2000) and particularly in early years settings, happened in various occasions and knowledge is transferred between staff (Argyris and Schön, 1978; Wilson, et al., 2012; Gray, 2013). The teachers rely on the teaching assistants and they were the ones to lead the classroom when the teachers were on sick leave. Mentoring was implemented in all levels, such the teaching assistant were following the teachers or the opposite direction when they were performing the Makaton. The parents' helpers and the students for the high school were also mentored. As an example of good practice, it is shown how professionals involved in mutual practices where they use graphic symbols. From that research, it is highlighted how the role and the expectations attached to each professional status interfere in what the children are taught and in which way the symbols are used. And moreover, each professional has their own perception about what to use, and when, with each child. In this case, learning processes from the individuals and the organization are interrelated and interdependent, knowledge is transferred between them. The flow of tacit and explicit knowledge moves between the individual, group and organization, sometimes these tacit rules or social expectations staff are unaware, but they also reinforce the behaviour (Alavi and Leidner, 2001; Trott, 2011; Hafferty and Hafler, 2011).

Edwards and Rees (2006) said that tacit learning took place by workshops or coaching although this case study added different sources such as cooperative learning, focus groups meanwhile training sessions, or mentoring. For example, when teachers were using the previous activities to create and plan the new ones. During the time of transition in which the teachers were preparing the time before they left the school the teaching assistants were coached.

Each time staff at the nursery wanted to implement a change in their practices, they met following feedback and collaboration, the two steps defined by Imants (2002), in which they contrasts their own reflections and enables them to interpret critically the different meanings of the possible alternatives. Staff had access to the information, report and actions and all have the same status and value on their opinions (Craft, et al., 2001).

6.2.3.3. TRIPLE LOOP OF LEARNING

Many effective activities had been selected as a guide for organisational change from the nursery and resulting on direct implications on the whole school structure. Scholars have identified that the role of teaching assistant have no influence into children learning and, in many cases, TAs are taking vacancies that previously were taken by teachers and as a result this fact have decreased the teaching status of teachers (Graves, 2014). According to the Education Endowment Foundation (2014), they have identified that teaching assistants have an effect on children academic achievement although the effect is variable on their role within the classroom and task assigned within the classroom. It is an important issue that had been explored in this thesis. Such the use of teaching assistants to select pedagogical materials, plan and guide the activities.

The visits to the schools, in which the school utilised external resources (Wenger, 2000), staff learned to change the practices for example when they were implementing the EYP curricula together with the reception classes. The experience helped the school with some of their practices and change the whole pre-primary educational grades structure.

6.2.4. LEARNING STRATEGIES IMPLEMENTED AND THE ONES THAT ARE MAINTAINED THROUGHOUT THE ACADEMIC YEAR

According to the staff, the learning strategies were based on what they were learning from the children's experiences. First of all, the programme of transition help them on observing the child in their previous setting and learning from the relationships and strategies. They later copied them and adapted the activities to the new space. Each time they affronted a difficulty, they communicated with the expert in the area.

In regard to the children with SEN (c) and (d), the nursery staff (b) and (c) identified speech delay after one week in the nursery class. And a week later, they started a five weeks group session with the speech therapist from the local authorities. The teachers'

programme of Webster Stratton from the incredible years series was selected to be used to foster the ability to promote social, emotional and language development of the child with SEN(c).

For example, if they did not get the resources from the speech therapist, the teacher asked the SENCo(c) and they together elaborated the pedagogical tools needed. They were working in collaboration. In regards to Schneider (2009), the way that with qualitative methods this section responds to the right of a quality education for all. The inclusion is conceptualised by understanding the position of the staff and children, the actors involved. As it is confirmed by Kelly (2006), in this case study is bring together the wisdom and the capability and the staff was experiencing "good learning", the clear professional learning is showed in this case study (Stephenson, 1998) as responding to the challenging areas of teaching (Fishman, et al., 2003).

6.2.4.1 BOTTOM-UP FORCES

STAFF KEY ROLE ON TAKING THE RESPONSIBILITY FOR THE CHILDREN ACHIEVEMENTS

Nursery staff communicated happiness through empathy and the acknowledgement of child development and growth. Since the beginning of the academic year, staff were implementing continuous formative evaluations and follow ups of all children. The main class teacher (b) expressed how proud she was that:

> All children with SEN had come such a long way, they had been doing a lot of facial exercises and pronunciation, a lot of individual work, peer work and group work, they knew a lot of words now, they were communicating well yet when they came into nursery they did not have any language. The child (c) has come a long way as well, he is more communicative, and he understands a lot more, using the advice of the speech therapist (b) and the psychologist (b).

KEY CHILDREN

At nursery, staff ensured that all children were included by individual follow ups of all the children, and each of the staff had 8 or 9 key children. At the beginning of the year, the staff met to read the paper work of the children and they worked out which children they would have and started to do case studies and take notes accordingly.

As the teaching assistants observed the children and how they interacted with other children, they also took note of their typical concentration spans and related some of their findings to the scale point system linked to EYFS profile. This included different areas to grade by a scale system using numbers. For example; conversation amongst

other children, making relationships and how they behaved when presented with new and different objects.

I wanted to highlight that the main teacher (a) identified scale points higher than 5 with all children with SEN even though all the areas documented were different.

Mentoring observation skills: For three years, the staff had been doing observation reports on all the children. The teachers could not find the time amongst their other responsibilities and so asked the teaching assistants to take on this role. If they happened to observe certain things of a child from a different group they would take down relevant notes and later explain it to the teaching assistant who had that child under her charge**.** They also took turns in doing individual activities with the children with SEN, which all the assistants enjoyed doing as it gave them a chance to see how the children were progressing.

MAIN CHANGES OF STAFF WERE PLANNED IN ADVANCE.

At the end of May, both main teachers had to take sick leave for some months, the teaching assistants were taking lead and helping out more. The new teachers came a few weeks before the transitional stage and sat next to the teachers and teaching assistants taking notes and observing how the daily routines function. The supply teachers were selected because they had both worked in this school before and so, therefore, knew how the school worked. The main class teacher explained that she was preparing a lot of notes for the supply teacher to help her cope with all the evaluations and had taken special care to explain things needed in the evaluation for the child with SEN (c). The nursery teachers elaborated a plan for transition, transition notes and foundation stage report for all children and the review of the individual provision plan for children with SEN (see Appendix 29).

The children who had health issues ate earlier than the others so that staff could control any allergies. Health care planning was implemented for children with medical needs and they checked with parents every half term, also checking if their medication was up to date. The nursery class followed guidelines that had been drawn out by representatives from education, NHS local council team (school nurses, health visitors and school staff) and the under fives inclusion services (UFIS).

Lack of human resources affects class routine.

Supply teacher is reading a tale and one of the children with SEN is making noises. She stops the reading and sits the child in a chair in a corner. At the time she doesn't use

Makaton, and she reads loudly with low voice. The three children with SEN are looking around and seem distracted.

6.2.4.2. TOP-DOWN FORCES

TRANSFORMATIONAL LEADERS: A SCHOOL SERVICE

The SENCo(c) said that the head-teacher had an influence on inclusion, in the way class teachers used teaching assistants, they used to have little groups coming out of the classroom going to the SENCos to work but she did not like to see children outside the classroom, she preferred the activities to take place in the class, so the teaching assistants were supporting the children during the lessons and they were helping with what the rest of the class was doing, so for the last 3 years they had been working towards a better use of the teaching assistants. There was a structure where they looked at each class and looked at the group year and what the needs were, they noted how many children where in each class and also took into account how many children with SEN were in each class, the teaching assistants were distributed accordingly so that their support went to the areas where it was most needed.

The SENCo was the available tool with resources and both teachers and teaching assistants used her resources, she said that many times assistants found it easier to go to her rather than the teachers[SENCo(c)].

CHAPTER SEVEN–FINAL CONSIDERATIONS

This final chapter draws to a conclusion an evidence based examination of the different factors that are involved in inclusion and the ways that these interact within each of the case studies, derived from the integration of Bronfenbrenner and Morris's (1998) bio-ecological model, organisational theories and Symbolic Interactionism. The focus of the entire research process was answering the research question: what are the elements that influence the roles and professional development, inside or outside the classroom, of nursery staff and the organisational learning when implementing inclusive teaching practice for children with SEN? This chapter conclude with the findings that have emerged from this work, on each specific case study, and general conclusions and recommendations for further research.

7.1. RESEARCH BOUNDARIES

Polices in both countries have changed since fieldwork was undertaken for this research, from the elections of 2010 in the UK and from the Spanish elections in 2011; in both countries Conservative governments came into power. In the UK the Conservative-Liberal Democrat Coalition, introduced the revised Early Years Foundation Stage (EYFS) (DfE, 2012) which modified the intentions of the curricula from being fully play-led to preparing children for school, introducing early phonics training, and summative assessments of pre-reading and writing skills (Runswick-Cole, 2011; Lee- Hammond and Waller, 2014). In Spain, the LOMCE (Organic Law for the Improvement of the Educational Quality)[BOE, 2013] with aims of gender inequality and privatization of schools, as described by scholars such as Arjona Castilla and Lopez Muñoz (2014), results on inequality on access to educational services. Governments in both countries, using the explanation of lack of money, implemented severe cuts in the educational sector affecting availability of resources in early years (Brooker, 2014). Academies in England received funds directly from the central government and reduced resources went into the local authorities for SEN services and, also, less regulated admission procedures for Academies could deny entry at early years stages to children with SEN (Hickman and Jones, 2014).

From the beginning, this research was based on understanding the links between the context and processes that influence early year's teachers' day to day perceptions, meanings and inclusive practices for children in daily class routines (Torres Sanchez and Gonzalez Faraco, 2008). Furthermore, different terminology is employed in both

countries to name this stage of education. According to both the English and Spanish, academic writing in early childhood education has been identified by terms which differ even when translated and will be reflected in this document, such as the 'second stage of infant education' (3-6 years old) in Spain and the Early Years Foundation Stage (0-5 years old) in England. Following some reflections, I understand that both educational periods have completely different goals. In the English case study, where the preschool is a unique level with transitional periods, there were no expectations in terms of the children´s competences being considered as requisites for entry. Therefore, all children had the right to be in the classroom and be facilitated with the resources needed to learn.

In both cases, I would highlight that the system, i.e. the staff, took the responsibility to teach and follow up their students. However, in Spain there are huge challenges as the educational policy states that the system is divided in two different stages without a transitional link among them. The first stage in infant education for children from 0-3 and the second stage of infant education from 3-6. In practice, staff confirm that when children enter into the second stage they already expect that children come with certain basic competences. The school and staff, without evaluating their own services, therefore lack of self-evaluating processes to understand their own role and thereby lack the responsibility for the inclusion of the children with disabilities in the classroom. If a 3 year old child does not meet the expected "prerequisites" he or she will simply be expelled. That was my main motivator, to answer why it is that this is still happening in Europe? Because, how can we learn about inclusion if professional practices do not fit with it? Luckily, I was really fortunate as my role as enquirer about the daily practices was welcomed by all in both settings. Some educators were proud of their practices while others cried for change. Staff wanted to be interviewed as well as observed, and I, as a participant observer, was priviledged to get an insight into their viewpoints and practices.

After 5 years of experience working as a researcher at the European level I know that countries, and of course, in this case, schools and therefore their staff, are the ones responsible for their practices; as European entities and governments are only revising and informing about exemplary cases. This research shows how early years staff in England learn when working with children with SEN, and answers why Spain, a country that was offering a high quality education in the 80s, is now implementing an educational system similar to the Victorian era - in which staff do not have any

autonomy in relation with either their practices nor their own professional development.

By conducting this research, I have learnt that both case studies highlight, although in two very different ways, how human resources must be strengthened in order to improve the educational system and offer higher quality of education. When the school staff reflect on their own learning processes, and connect and identify the multiple levels affecting their own knowledge and the resources directed towards inclusion, children get better educational services. Therefore, I hope this research will have an impact on European schools and that staff will be empowered by learning more about their own resources, tacit knowledge and common values.

7.2. CONCLUSIONS: CONTRIBUTIONS TO KNOWLEDGE FROM THE SPANISH CASE STUDY

7.2.1. ELEMENTS FROM THE BIO-ECOLOGICAL SYSTEM

- **The socio-historical context in Spain and Zara school in relation to inclusion (i.e. school culture related to inclusion).**

This study shows that through the last forty years, the integration of children with disabilities or with SEN within the Zara School, and the professional development of its staff, has been transformed following ideological or political trends of the national educational system (Ginsburg and Cooper, 1991; O´Malley, 1995; Escudero and Martinez, 2011). The main characteristics of the Zara school culture as a result of their social and political history, with direct implications for inclusion of children with SEN, were: material and human resources limited for individual teaching; large student-teacher ratios per classroom; there is clearly a lack of collaboration among professionals and the professionals who are in the system do not have to conduct research or receive professional training; high turnover of staff connected with the civil servant system; and an education system operating a model of integration rather than inclusion, with staff following the medical model of disabilities serviced by external specialised provisions in schools. As a result children are excluded, classes have huge ratios and staff get exhausted.

- **The framework of policies, resources and services that affect the training and inclusive practices in both settings.**

This research highlighted that the participants' professional status was absent, as their experiences were neither represented in policies nor in academic journals or reports, and feedback from fellow colleagues was on-existent due to a strict workload. There were lack of leadership performed by the managerial team nor were evaluation changes in the organisational system contemplated. The governmental civil service had a deep impact on individual and organisational levels, keeping the old practices as the only culture to be followed. In this chaotic situation, the commercialisation of pedagogical tools, that instigate instruction in pre-academic competences, resulted in the discrimination and isolation of children.

Literature shows that staff normally choose to leave schools which have children with antisocial behaviour (Grissom, 2011). In the Zara School, due the different professional roles and working status resulting from the civil service system, new teachers (SENCo(a) and supply teacher(a)) were eager to work in any conditions. This case study demonstrates how the system itself created outsourcing; the regional system is one that offers short term contracts with the non-civil servants, disregarding the value of high quality staff retention and the way this is affecting the quality of the school (Loeb, et al., 2012).This highlights the importance of professional development for retention not only of the young staff, willing to work and learn, but also for the older members of staff. It is suggested that main components of staff retention should include: offering clear guidelines and expectations for responsibilities and giving staff opportunities to develop their skills whilst being supportive of their professional expertise (Huang and Cho, 2010).

Opportunities for staff to implement inclusion are denied by the system; the static and inflexible system creates cultural threats. This case study reveals that the main educational system has to be changed. This is not possible with single actions, although individuals with knowledge have the will to modify old structures such as the SENCo role; the existing dominant culture will resist changes of values and practices. The radical destruction of old systems such as the Civil Service Exams, or to employ only one teacher per classroom, needs to be tackled by governments in order to let the staff be able to start learning in collaboration and implement effective practices.

The school staff also related their experience of working within rigid educational policies. According to them, the system structures were complex, being defined at a national level and "regulated and administrated" at different lower levels (Keating and Loughlin, 1997). In terms of inclusion, Spanish policies have been characterised as not

being able to cope with the changing needs of the educational system and not being able to deliver with supporting research or consensus (Puelles-Benitez, 2005). Therefore, children, including those with SEN, and their families were accommodated within already existing school resources. It seems that within the Spanish case study democratisation is interpreted as leaving the system to work alone in the wrong direction. It is characterised in a policy, that it's said "to offer freedom to the school to use resources" without the staff being able to get the ones they needed and another policy that lets a parent-teacher association select their representatives, without a system in which they could evaluate the people who are most suitable for the role.

The managerial team is selected by a democratic vote in which colleagues choose the ones they like, without previous criteria or quality process of the candidate. This system has direct repercussions on children and staff when the system obliges individuals to take responsibility without protection or professional development, and so the teachers get burnout (Longas, et al., 2012). Therefore, students experience less effective teaching practices (Goldstein and Brooks, 2013) although, and following Filer and Pollard (2000) and Shilling (2012), the staff interpreted their actions as a response to the cultural meanings of the school. Rituals were also a sign of commitment: the diagnosis tools and specialised practices resulted in those children who did not perform cognitively at the level needed to cope with individual tasks required by the class teacher (a) being directly removed from the ordinary classroom; whereas a better option to this would be teaching children individually and within small groups at times, with teachers needing to prepare especially differentiated resources according to the needs of the child (Devarakonda, 2013). Another exclusionary practice motivated by the regional policy is the modality types of education in which children initiated their education with specific patterns of distribution of human resources selected by an external team, and linked to the availability of resources already assigned to the disability, and therefore to their exclusion, without a real pedagogical aim. For example, both children with SEN are excluded from their ordinary classroom for 30 minutes a week to receive individual sessions of speech therapy plus the carer taking them to the toilet, situated outside the classroom, several times a day, interrupting them from each lesson (that could be easily resolved by having a bathroom inside the classroom or extra personnel within the class taking care of these issues).

The classroom characteristics and resources including: the class composition; curricula communications tools; and the community of learning.

As a result of what was shared by the organisation and supported by regional policies there was an interpretation of inclusion similar to integration, seeing it as specialised knowledge related to specialised praxis. Consequently, any child with SEN resulted in being excluded if the teacher felt he or she had to adapt material for the children who did not fit in during the ordinary classroom activities (Barnes, 1995). For the teacher working alone, it became obvious that she did not have time to reflect on her own work. There was no learning community in the classroom.

Children are expected to fit into the existing system, rather than the model of inclusion whereby structures have to be flexible (Hodkinson, 2013). A psycho-pedagogical report is used to demonstrate that children do not cope with the ordinary classroom and to provide detailed information about the child's "disabilities" in order to move a child to a more specialised setting. This is often based on the shared belief that children with SEN like to be with other children with SEN. Some activities that were based on what the policy at regional level required are also segregated. Their inclusion in specific subjects related to the regional curriculum such as English, religion, reading and writing or basic mathematics meant children with SEN had to go through the same basic competences per educational level which clearly excluded some of them. Experiences, for example, in early numeracy with focus on natural learning situations are positive although the fixed pattern of achievements and list of competencies in specific subjects during the early years stage seem wrong, because not all children follow the same development path, as children learn though different learning styles (Gasteiger, 2013; Tucker, 2014).

The professionalism, professional roles and responsibilities related to learning and implementation of inclusive practices.

It is demonstrated that professionalism could not be fully implemented by the teachers as defined by Eraut (1994, pp.pviii,) including "values such as service, trustworthiness, integrity, autonomy and reliable standards". It is also important to consider that the emotional dimension of trying to get to know children is fundamental to implement those values.

The main role of the pre-primary teachers was the identification of SEN and, following Taylor et al (2000), it was recognised that teachers' judgements are valuable for early detection of learning difficulties. Cochran-Smith and Dudley-Marling (2012), as in this case study, showed how a deficit perspective also divides teachers and special educators although it is imperative to bridge the diversity among communities and

build new synergies. Effective practical implications will be recommended for collaborating with others who value knowledge, resources and expertise, while simultaneously rejecting dichotomies. It is noticeable that a major challenge, is the missing evaluation of the quality of provision that affects the teacher workforce and children's achievement. It will be suggested that all staff must be able to use their competences, a valuable in-service training input is only effective when it is accompanied by team meetings, supervision and other kind of coaching (Gerber, Whitebook and Weinstein, 2007).

7.2.2. THE INTERACTIONS BETWEEN ELEMENTS

- **The professional learning related to inclusion of children with SEN, from formal learning, informal learning and non-formal learning.**

This Spanish case study also showed the value of using a thematic project in which the group of staff collaborate, taking the time to learn from each other, along with having the will to make inclusion work. External professionals, such as the speech therapist(a) and the psychologist (a) and multidisciplinary teams, worked together focusing on group sessions that can involve school visits, brainstorming, peer observation and presenting a final project report based on their own collective process of learning (Zepeda, 2012).

Nutbrown and Clough (2004) identified that, in Europe, teachers acquire knowledge and understanding of working with children with learning disabilities directly from their experiences working with them and in collaboration with other special needs educators. This case study shows how the experience of working with children with SEN does not necessarily result in expertise in inclusive practices. The class teacher clearly shows how the collaborative work intended by the inclusive programme does not work. In this case, to gain an effective change into inclusion at ordinary classroom level, a new system will need to be implemented with monitored collaborative work among professionals with an equal status within the organisation.

Another challenge is for teachers to accept that the SEN professionals can be committed to implement inclusion if they are unable to transfer their years of experience working with children with disabilities to an 'inclusive' mainstream school. Norwich introduces the term "connective specialization" (Norwich, 2002, p.484) referring to 'the inter-dependence of different specialisms and the sharing of a relationship to the whole'.

- **The strategies and tools used by staff to acquire relevant knowledge related to inclusion of children.**

Symbolic Interactionist theory (SI) has been useful to show the importance of communication and how the information has to flow through the school community (Roach and Salisbury, 2006). In the Spanish case study, communication was seen to flow in various directions; the vertical communication between the managerial team and other staff was limited; there were some instructions, such as which text books to use. Horizontal communication at the same level was performed particularly by people with some kind of similar status, such as the SENCo and the supply teacher, and diagonal communication flowed between people from different areas of the organization not on the same hierarchical level, such as the psychologist and the teacher. The 'grapevine' rumours within an organization appear as an informal line of communication, as when the multiple opinions about the children's diagnosis corresponded with prejudice (Mehra, 2012) or about how difficult it was to get the psychopedagogical evaluations and why. This information is not controlled by managers, yet it is transmitted throughout the organization. This communication route tends to appear in cases where formal communication is absent or unclear (Patronis, 2007, p.121).

- **Professional development of staff using concepts of single, double and triple loops of learning.**

As it is specified in this section, tacit knowledge, skills and the know-how (Eraut, 1999) are in each of the participants, as all of them were knowledgeable on their own specialisations. It was also reflected in writing, such as the reflective diary of the SENCO(a). Reports could be shared if they decide to include the children's information in the SENECA system and read, which could be a valuable means to enhance the culture of sharing and participation (Fisher, 2011). Through such "mediating artefacts" (Eraut, 2007), staff could jointly collect the information about children to develop a legal document that states the needs of the children. This would move their reflections from the subjective to the intersubjective by giving them a collective basis (Eraut, 2007).

In order to implement more inclusive practices, it is clear that the responsibility of monitoring and evaluation needs to be clarified by the school staff. The SENCo recommended observation as a valuable tool and the elaboration of narrative in class diaries about the pedagogical practice and the classroom experiences. Reflective

diaries could be used for staff to write ideas down, and also question and reflect on their experiences. As a result they could become more willing to take risks, and be able to learn to generalise from the particular to the larger group. The perception of their own role would change and the satisfaction in their own work would be raised(Loreman, Deppeler and Harvey, 2005): being able to identify which activities children will join in together and in which different specific areas of development will be addressed - not about specific individuals, but assuming personal responsibility for the learning of all students (Loreman, Deppeler and Harvey, 2005).

- **Dynamic changes.**

This study demonstrated that although teachers may have positive attitudes, environmental barriers result in children's lack of support. Gal, et al. (2010) define the potential solutions as an alternative model of practice, whereby institutions should become responsible for identifying barriers to inclusion and solutions should be their aim. Zara school shows how the rituals form the work structures within the school and when the individual staff encountered disruptions, for example the SENCo (a), speech therapist (a) or supply teacher (a), different communication strategies were tried, although all had the same result, no change goes into the system. This is an important point, the ones aware of the meaning of inclusive practices and more critical with the system are the ones without the direct responsibility for the children with SEN (such as the SENCo) or with an insecure position [such as supply teacher (a)].

7.3. CONTRIBUTIONS TO KNOWLEDGE: THE ENGLISH CASE STUDY

7.3.1. ELEMENTS FROM THE BIOECOLOGICAL SYSTEM

- **In relation to the socio-historical context in the UK and St. Olave's Primary School in relation to inclusion (i.e. school culture related to inclusion).**

This case study showed that the staff's continuing experience of learning of their practice on including children with SEN was linked to progressive implementation of inclusive policies'. Staff confirmed that their role had developed from directive teaching methods into leading play activities based on changes in their pedagogy. Furthermore, the policies had influenced the infrastructure and materials being adapted by these staff for each learning situation. Other facts related to the legislative implementation were the incorporation of professional knowledge and experience of

local government professionals who worked externally with children with disabilities in classroom activities and among the staff from different pre-primary year classes (Foundation Stage). This collaboration was implemented through meetings and programmed visits. The benefits were that the parents became familiar with the adaptation strategies used in their children's classes and also the nursery staff learnt from the experiences of staff who had previously taught the children along with the need to adapt to the new children´s environment.

- **The framework of policies, resources and services that affect the training and inclusive practices in both settings.**

The school culture was characterised by a positive learning climate, and a team style learning approach based on co-operation and trust among the staff (Evers, et al., 2011). This culture promoted the school network with immediate organisations involved with the school, seemingly situated on Revan's (1982) perspective of actions learnt in practice, where it is said that professionals learn from other professionals and from other organisations (Rigg, 2011). Among the elements that facilitate staff development noted in the research, the school had agreements to supply training for their staff with the local authority council, neighbourhood schools, the Institute of Education or other universities and they also offered their hall for training services. As a result, staff and families were supported with training and multi-agency (multidisciplinary and trans-disciplinary) support in the areas needed, for example: including parents' own rights such as dispute resolution or a tribunal to appeal against decisions from the LEA; or teaching assistants obtaining a teaching qualification (PGCE) paid for and promoted by the school and local policies. The school, although they already had one SENCo, encouraged another teacher working in the nursery classroom to obtain SENCo training from the borough. She was supported with a flexible timetable, being able to work on Fridays as a full time SENCo and another day being mentored by the school SENCo.

The head teacher (b) prepared a document that specified her role concerning education and welfare, and the staff responsible for secure areas of learning, and keeping up to date the mission statement aims and objectives, approved school policies and its statement and vision that had to be shared and approved by the school community, and that communicated vision of the school (Hord and Sommers, 2006). Similarly, Lindqvist and Nilholm (2013) confirmed how important head teachers are as

leaders, although this case study also highlighted the importance of the collaborative work of the SENCos.

Staff experienced significant support from the SENCo, a staff role that resulted from policy, a full-time person working at the school as a designated specialist on inclusion supporting teachers in inclusive activities, as Jones (2004, p.75) described "acting as a consultant for colleagues". In relation to Symbolic Interactionist theory, the relationship among leaders and workers could be difficult and as a solution the SENCo role is essential to promote the transfer of knowledge and exchange through the use of negotiating techniques (Nugus, et al,. 2012). The SENCo was the link between the managerial and classroom level and did not work directly with the children, and let the nursery staff effectively implement it. The school case study offers an alternative to Sweden, where their SENCo role is still individualised to attend to the children's special needs (Lindqvist and Nilholm, 2013).

The teaching assistants also need to be valued as highly qualified individuals and further research to be done to discover what is endangering their profession.

According to the participants, the school director (b) was a participative motivator and facilitator, for example the director bought innovative material before the staff requested them, a projector or a commercial programme for early phonics acquisition.

Furthermore, it is very important that in this school that the head teacher (b), as indicated in the school project, took responsibility for the budget allocation. Rapp (2011) referred to this role as the performance manager, evaluating the classroom needs, on the basis of the feedback from staff and families, whose roles are indispensable in coping with the reality of the "community of learning". This working team formulates the school development plan (SDP) which is produced to reflect on children's needs, whilst considering the different learning styles and the alternative communication tools used in the classrooms. The SDP tool presents on paper the agreements between the school communities, as explained by Campbell-Evans (2013). Moreover, it is not only contradictory that instead of promoting the flexible practices needed for scope inclusion (Wedell, 2005), the quality of meaning from external evaluations such as OFSTED is evaluated following the performance of small children on fixed curricula and a system centred on excessively competitive academic results (Hanko, 2003). It seems that school staff's performance and their roles were empowered by the system (policies and leaders).As they were responsible, the staff worked outside working hours to include all children; school staff were elaborating on

a formative in depth analysis and reviewing individual achievements of all child cases (Boyle, 2007). Although, external evaluations only related to the analysis of IEPs (Individual Education Plans) and observation centred on children diagnosed with special needs (Norwich, 2002).

- **The classroom characteristics and resources including: the class composition; curricula communications tools; and the community of learning.**

This study confirmed how teachers take the lead in the nursery, they prepared weekly plans through a process of communication involving professional concepts, knowledge, skills and competences. Their reports included both rational and functional meanings in order to communicate their decisions and intentions to the teaching assistants and school managerial team or OFSTED, in a format that they acknowledge had to be accountable and as a "performing legitimating" function, including the historical, cultural, political and ideological elements (Samra-Fredericks,2010, p.200).

It also highlighted how the support staff were also proficient in teaching, so promoting sometimes inter-changeable roles (Schepis, et al., 2000) or co-teaching (Strogilos and Tragoulia, 2013). It was apparent how important it was to establish communication skills with children and therefore they were using the "listening ears approach" (Sumsion and Goodfellow, 2012), social histories (Crozier and Tintani, 2007) and "turn taking skills" (Stanton-Chapman and Snell, 2011).

The communication was based on rules and respect of their professional roles, of the activity and classroom rules. Children were following the routine and rituals in which, some months later, they had become autonomous moving from one activity to the other as their independence was promoted. All staff (teaching assistants and teachers) used positive reinforcements to promote the children's participation, they were selected if they were listening and following instructions (Hester et al, 2009). Staff instructions were spoken softly and clearly and communicated orally and through a visual timetable for all the children (but supported inclusively by alternative and augmentative, signing, gestures and pointing). The visual timetable on the classroom wall also helped children to anticipate the next activity.

The participation of children with SEN in the activities was reinforced by inclusive visual symbols and cues used with the whole group (Ganz and Flores, 2008). The strategic planning became a routine, in which learning got into the practice, and they

developed what is named as "objects of knowledge" (Samra- Fredericks, 2010, p.203). Likewise, Stacey (2009) identified that although the leaders offer skills in motivating the group and staff felt confident to share and participate in the activities within the room, pressure of completion of the tasks limited the chance of teaching assistants intervening "in their own way". According to Zucker (2010), the intervention strategies introduced in the nursery are transmitted by the staff and the families also implemented them at home. In this case study, although parents, and especially those with children with disabilities had several opportunities to meet teachers, they did not share specific strategies based on their expertise of their child.

As is reported by the OECD (2014), that staff that teach jointly as a team in the same class and observe other teachers in other classes, engage in collaborative professional learning and in joint activities have higher levels of job satisfaction. Eraut (1994, p.146) has described "*action oriented knowledge*", when knowledge has been integrated with personal practice and is available to be used, but still the organization has to include children with SEN in different settings, and staff must acknowledge their roles. Eraut (2009) describes how actors perform if they understand the context through knowledge acquired by experience, and being able to adapt to contextual influences.

- **The professionalism, professional roles and responsibilities related to learning and implementation of inclusive practices**

The role of the transformational leaders in this school was based on promoting change which has been highlighted by various authors (Thornton, Shepperson and Canavero, 2007; Evers, et al., 2011). School leaders play an important role in the process, principally in three main areas. Leaders ought to encourage the inclusion of innovative practices, instilling their motivation into teachers and the community to move towards changing their attitudes and values (discussed further below). They must create a new school structure in terms of culture, identity and practices, and adopting more flexible regulations. They must also support the staff and encourage them to aim to improve student-learning outcomes through their involvement in the professional learning and teaching community (Fullan, 1985; Fullan, 2007). This school has several main transformational learners who showed wisdom and capability: head teacher, the SENCo, class teachers and the majority of the teaching assistants, who felt responsible for the development of all the children. The most important thing was that children felt included, as Paige-Smith and Rix (2011) promoted the "listening to children approach",

in which professionals involve families and children in developing a continuous reflection and feedback on their mutual experiences (Nutbrown, Clough and Atherton, 2013). The key role of the staff was taking responsibility for the children's achievements. The results from the children's formative evaluations demonstrated positive achievement.

Lately the role of the teacher has been redefined, whereby in some countries teachers are taking more responsibility for their own professional development and their identity has changed as they share knowledge and experience with their colleagues, referred to as "hidden teacher educators". These "hidden teacher educators" (Timmerman, 2009; Livingston, 2014) innovatively improve the knowledge of teaching assistants in this case study. Following the double loop of learning, relating to changes in organisational norms, the staff were working together to examine what was expected of them and what use it would be in the future. Payler and Georgeson (2013) identify such behaviour as relational agency, working alongside other professionals, each bringing a perspective of the child's needs and complementing their knowledge and sharing responses. Nursery staff took the lead to offer their own knowledge to change their practices (Collinson and Federuk Cook, 2007). Literature specified that there is a lack of studies that demonstrate how these professionals could work together and suggest external professional development (Jones, et al., 2012). This report describes how these professionals used their competences and sums up their own knowledge concerning the children's need. Innovatively, these professionals are distributed in the way that teaching staff and SENCo work towards planning and implementing strategies in complex situations. Recognizing a change in the roles, avoids implementing the old roles of teaching assistants as supporting only the children with specific needs (Blatchford, et al., 2012).

7.2.2. THE INTERACTIONS AMONG ELEMENTS

- **The professional learning related to inclusion of children with SEN, from formal learning, informal learning and non-formal learning.**

Few studies have investigated professional development at the classroom level (Peng, 2012), but nearly none through the conceptual approach of the teaching community in which non-formal or informal learning could be promoted. However a number of studies (Lunenberg, et al., 2014, p.88) state that only a minority of teachers choose to participate in further training as a mean of personal fulfilment. This issue may be due to teachers being unavailable due to family responsibilities (Coffield, 2000). Otherwise

those staff in this research who could not participate in formal learning highlighted practising some of the activities with their own children before implementing them in the classroom. Therefore, this study confirmed how informal learning is important for the respondents.

- **The strategies and tools used by staff to acquire relevant knowledge related to inclusion of children.**

A transition plan between the previous nursery of the child with SEN (c) and the school, specifically for sharing important information about children's needs, should directly involve families in the process (Pang, 2010; Klibthong, et al., 2014). This follows the recommendations from Sevcik, Romski and Adamson (2004) that reaffirm the value of professionals and the child and the family all using a system of alternative or augmentative communication. In this case study, this was part of the early intervention plan and all the people and children interacting with the child learn a signing system (Makaton) through formal or informal learning through parents, teachers, teaching assistants and peers (Macleod-Brudenell and Kay, 2008). The staff's approach follows what Trembath, Balandin and Togher (2007) recommend: supporting children through an effective system that contains the words and messages that meet children's communication needs. Following the suggestion of scholars, such as Von Tetzchner, et al.(2005), this nursery staff similarly used manual and graphic communication and thus have created a preschool community of learners that afford alternative language development.

- **Professional development of staff using concepts of single, double and triple loops of learning.**

In this setting, actors learn how to carry out tasks and are directed towards those to which they are most suited (Oberhuemer, et al., 2010). Continuous assessment gives data that has value in improving practices, and targets equity and social justice (Mac Naughton, 2005). Professionals acknowledge their role in helping children develop compensatory strategies and mediated learning (Dixon and Verenikina, 2007).

In order to gain organisational learning, the triple loop system should be put into practice, which is to promote organisational health, performance and excellence and report "how do we decide what is right?". Afterwards, this could be reported to the school community. Structural maps could be created and facilitating structures linked

to nursery staff, thus exemplifying proper implementation of inclusion (Rowland and Hall, 2014).

Implementing 'inclusion' in early childhood settings involves continuous changes within the organization (whereby specific professional functions are implemented) and for its stakeholders (Fleming and Love, 2003; Jones, 2004; Darragh, 2007; Petriwskyj, 2010). These changes take the form of forces coming from both within and outside the organization and affect teachers' practices (Villia, 2006;Aubrey, 2011). Educational staff ought to take an active and important role in guiding children's success and therefore focusing on creating the "school improvement" (Kraayenoord, 2003; Tichenor and Tichenor, 2004; Nutbrown and Clough, 2004). In order to cope with their jobs, teachers must learn how to work within complex settings (Nurse, 2007). In order to bring about real change, new practices should not only be implemented in the early settings, but should also be complemented in the wider system (Hargreaves, 2000a; Carr, 2001; Silins and Mulford, 2004). Authors such as Robins and Silcock (2001) have identified that in those nursery classes in primary schools, nursery nurses and nursery teachers have complementary roles involving a great variety of varied skills for resourcing, organising and interacting with others. For example, if one is away on sick leave another could join and work at the same level without affecting children's learning processes.

The group composed of school staff is interpreted as a minority group inside the school community of learners (managers, families and other professionals among others) who take control, and act to change the environment (Amstutz, 1999), looking for democratic and equal pedagogy and practices (Inal, 2010). According to Mead, within the "self- government institution" the individual from the community has the voice and the "mind" and is able to "call out" (Mead, 1956, p. 267). All staff were involved in planning and preparing activities such as reading together about ideas in a magazine of future activities. The school culture of the English setting is related to the "culture of learning" among teachers and teachers' assistants. The idea of 'Co-production' is essentially indicating that the educational setting needs to move towards 'treating everyone equally but not necessary the same' (Wedell, 2008, p.134). In these cases teachers need to continuously act by "balancing, monitoring and adjusting" to the needs of each of the students. This information is very valuable as a scaffold for feedback and responses (Litty and Hatch, 2006). Flexible practices can be beneficial for all students, as group tutoring, individualised support in a mixed group, and personalised intervention allows them to share their potential within the whole

class's activities (Wedell, 2005, p.9). Since the introduction of the EYFS (DfES, 2008) observations are used to identify children interests, plan activities and educational experiences and record achievements (Luff, 2014).It was highlighted that the teaching assistant in particular needs training in observation skills and reporting, meaning teachers have the opportunity to provide guidance in school based training (context specific)(Brooker, et al., 2010). This is linked to the research of Rolfe (2005) that confirms that those motivated to obtain further training with the prospect of finding a more senior post.

- **Dynamic changes.**

The interrelationships in the classroom demand staff show their values, motivation and to make personal choices (Colley, 2006). This resulted in teachers requesting someone to take over effectively as supply cover when they were on sick leave and others to stay more involved in routine tasks. It was remarkable that it was always the same person who performed these routine duties and she was the one to highlight that her position in the group was not secure and could be replaced by someone less qualified (Aubrey, 2011). She said that, due to cuts she lost her job as manager in a nursery school and she was feeling powerless and under-valued; as is shown in the case study of nursery nurses of Scotland by Gilbert, et al.(2011). As Robinson (2008) stated the role is related to personal factors, she was shy and did not want to communicate her feelings with the group, consiquently she became isolated.

Scholars have identified that the role of teaching assistant has limited influence on the children's learning and, in many cases, some taking vacancies that previously were held by teachers has decreased their status (Graves, 2014). According to the Education Endowment Foundation (2014), teaching assistants do have an effect on children's academic achievement, although the effect is variable according to their role within the classroom and the tasks that are assigned within the classroom. School policies showed what should be done, but not how the job should be done, and in this regard there is a communication issue between the policy makers, the person that chose their roles and what the others expected (Rollinson, 2008). Staff were involved in the planning of daily activities plus children's assessments and professionals' own competences were adapted, carried out by the class teacher according to the children's daily demands. Following the PPA time as part of teachers working conditions agreement, the class teacher decided to have some free hours a week for planning and to follow up children reports when teaching assistants were teaching. This reflected

on the programme implemented by academics in the research study by Webster, et al. (2013) with the intention to improve the role of teaching assistants.

7.4. GENERAL CONTRIBUTIONS

In this section, the ideas that have allowed us to create a new reality on the research question are classified and from those ideas have emerged new questions to be studied in future work.

7.4.1.RESEARCH QUESTION

Both case studies were purposefully selected by external informants as good practice examples of inclusive education and we can say it is a clear sign that educators in Spain and England are developing inclusion in early childhood settings in primary schools. In Spain, however, there is an educational system, where legislation does not provide for the stability of teaching groups (such as introducing new teachers into the system) and which guarantees, without evaluative knowledge of their actions, retention of permanent civil servant teachers and, therefore, a lack of collective learning procedures resulting in no impact on inclusive practices with children; contrasting with the system in England, where national and local legislation facilitates cohesion and empowerment of practitioners and has a decisive influence on their acceptance of responsibility for teaching all children, in the acquisition of knowledge as a dynamic legislative instrument, implementing cooperative work and the development of professional skills resulting in inherent participation in teaching-learning, individually and collectively.

Teaching scenarios become more irrelevant, when the regulations of the organisational plan do not include internal and external organisational cooperative actions that facilitate the optimization of teaching, considering the material and human resources and educational needs based on actual pedagogical objectives with individual education plans; and even less effective when managers do not act as leaders, facilitators, offering little security and no resolute initiatives. So, it is difficult to foster a shared school culture where inclusive education has the same meaning for the whole community. On the contrary, when the leader plays an exemplary role, fosters communication, increases motivation, it enables the identification of vulnerabilities and aids in the development of proposals for improvement, while

sharing the satisfaction of the objectives achieved; thus allowing clear professional roles, plus the desire to learn and ultimately become role models.

As a result of multiple variables, the interpretation, meaning and beliefs about inclusion by practitioners will condition the behaviour of the teacher at any time of its activity. In the classroom, there are segregated practices, as in the Spanish case study, based primarily by external clinical diagnoses or otherwise, as in the English case study, incorporated into the habits of everyday practice interventions based on the continuous assessment of the needs of each student regardless of the clinical diagnosis.

7.4.2.THEORY

In relation to the definition of inclusive education, many scholars have formulated multiple definitions of inclusive education with a list of "goals" such as participation(Thornton and Underwood, 2013) through first an equitable access (Kozleski, et al., 2013) with a result of equality of opportunities or achievements(Pugh and Duffy, 2014). In this thesis I have, additionally, identified "means and strategies "related within the different systems connected to the development of inclusion. In the detailed analyses above challenges, ways and methods within the never ending process of gaining inclusion are identified through the BOS model (see section 4 page 92). The model is innovative in analysing multi-sourced data, from a staff-centred perspective, within a theoretical framework structured using a bio-ecological view, complemented by organisational theories and Symbolic Interactionism, linking all those contexts in which teachers were active. Utilising this unique combination of theories, it has enabled an examination of inclusion as a developing and dynamic process.

The findings contribute to the understanding of permeability of knowledge among the levels, due to the practitioners learning it is not solely an individual contribution neither the sum of synergies, it is the result of the interaction among the components of the system.

Organisational theories and Symbolic Interactionism proved useful to obtain information about organisational learning and they supported exploration of critical issues in all the levels that affect practitioners' learning, such as legislation, school planning or culture. Therefore, I can say that the staff competences are in terms of the agency they have learned to exercise and I have also shown that agency is also somewhat limited within contexts that restrict inclusion.

7.4.3. PRAXIS

This thesis presents an exploratory tool that clearly identified staff needs, linked with their professional development and roles, and how they can be addressed not only at class level, but as many different levels from the macro to the person are involved. Therefore, primarily, the teachers had to have the will to make inclusion work and be proactive. As explained by Loreman, et al. (2005, p.3), any teachers that have experience of working with children with diverse abilities in ordinary classrooms "will tell you that including these children can be a difficult and a complex matter". I can add that it is also possible and necessary. Both case studies exemplified that, when challenges were confronted, staff chose to be implicated, communicate and take responsibility. These powerful professionals had to work extremely hard, and sometimes, such as in the Spanish case study, without the support of an analytic framework, to help identify the interacting links between bottom-up and top-down forces across the system. By getting a specific and detailed knowledge of the situation, I could identify how important it is to understand the processes of individual and organisational learning. I could see which were the key factors involved resulting, in the Spanish case, on the exclusion of children with disabilities and the inclusion of children in the English case study.

Non-formal learning or informal learning strategies, such as learning from communities or learning as families or colleagues, using reflective practices and elaborating diaries or portfolios, study visits to learn about practices, the use of internet or magazines for reading about strategies or sharing in specialised forums, are all developmental approaches that practitioners can take towards strengthening their own inclusive practice, even during times of economic constraint.

It is important to highlight the applicability of this thesis theoretical framework for analysing and acknowledging teachers' work in their context and how the contacts have implications in their practices. This study has shown that teachers such as the SENCo(a), supply teacher(a) and teacher(b) worked extra hours and although they received positive feedback from families and children, from higher levels such as political and research levels, this study highlighted a need to recognise their value. Key professionals can keep their energy but up to which point? This research demonstrates that the will is there and, with knowledge, inclusion can and should be promoted. The early years are vitally important, a child goes through a transition process, and the educational environment is new and it is expected that the growing demand, as children's needs become more complex, needs to be managed with the best resources.

A flexible system both within the school and among local authorities, collaborative strategies and distributive leadership with teaching assistants are important and they are necessary. They must work together.

7.4.4. FUTURE RESEARCH IMPLICATION FOR PRAXIS AND POLICY

As a key goal for future research, I would suggest the inclusion of children as research participants in order to further explore interactions of teachers and students. In addition, I would propose the use of my BOS model in multiple schools (see part 4), and at different educational levels, as a way to consider the extent to which inclusive strategies can cross cultural boundaries.

Furthermore, it would be appropriate to have external evaluators participating, who could explore the holistic situation of inclusion. The next recommended step would be that schools enter into partnerships with external agencies (i.e. local and regional councils), and thus establish continuity through building whilst maintaining the legal framework of professionals' development (Frost, 2013).

The BOS model has been used to identify many specific strategies in each of the levels discussed. Among others, creating an open data base regarding the process of implementing or not inclusive policies within the educational systems, and analyse the background information before inclusive practices. Therefore, governments should be aware of the importance of shifting their focus onto policies at the micro level, about what it is their impact at practical level.

In the future, it would be interesting to explore specific sections based on emergent findings from each case study.

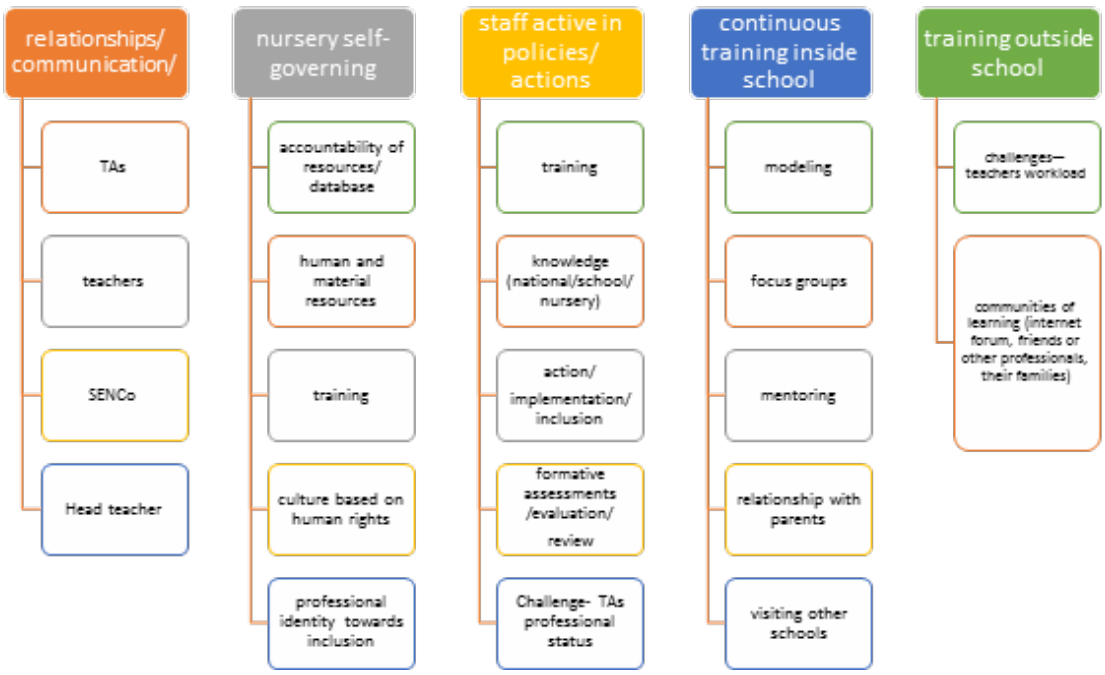

FIGURE 7.4.4.1. EMERGENT FINDINGS ENGLISH CASE STUDY.

FIGURE 7.4.4.2. EMERGENT FINDINGS SPANISH CASE STUDY.

Comparing perceptions from different social contexts can elicit new knowledge relevant to partnerships, especially involving schools. There are many pedagogical, interventional and inclusive strategies to be learned and identified. In which, the

strategies identified in a specific case study could perhaps be transferred to a similar context. By using best practices as a benchmark, sharing detailed information about the English case study could provide concrete developing tools for the local authorities in Spain. In relation to this, it is further recommended that stakeholders, such as national and local government education departments, staff and communities ought to be able to analyse and respond to how nursery staff should be prepared, how teaching should be implemented and how the classroom needs to be structured in order to meet the needs of children with differing abilities and requirements (Hemmeter, 2000; Light and McNaughton, 2012; Devarakonda, 2013).

The natural next step in the research into this topic would be to establish focus groups by involving participants from the different levels (i.e. policy makers, teachers, TAs etc.), and prepare them to become "active researchers" using, for example, action research such as used by Australian school teachers when learning about their own practices (Henderson, 2014); in this case, it would relating to the specific issues emerging from this PhD framework. Alternatively, future research may explore and modify the different strategies highlighted by the case studies. Moreover, the actions of the active researchers must manifest themselves in concrete educational practices, as it is equally important that the educational system itself changes, as that these agents take part in the decision-making process within the focus group. Lastly, challenges concerning the educational policies must also be addressed with an intended impact on staff and children's needs.

In conclusion, this PhD underscores that there is a great need to scrutinize how learning for inclusion comes about inside and outside school settings, both through informal and formal learning. By creating the BOS model with an innovative common framework tailored to the different countries, this research has identified the complex elements that influence the roles and professional development of staff in inclusive education in Spain and England.

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APPENDICES

APPENDIX ONE- INTERVIEW TEMPLATE AND EXAMPLE OF CODING

MODEL INTERVIEW STAFF

AIMS:

Defining inclusion
Macrosystem
International policies and Access to European documents Governmental policies: SEN and disability act / resources National curriculum School policies: Culture responsiveness Organisational flexibility Strategic planning: strategy (the plan for organisational change, establishing a vision and defining what needs to be change and why), tactics (the methods used to bring about change/are used the best available/ balance scorecard) and people (first understanding and then sharing). Professional development. Collaboration and policies Structural components: administrative aspects, adult child ratios, daily schedule Organisational reassessments: communication and coordination External evaluations effect in resourcing/feedback (i.e. Ofsted) Strategy or plan for organisational change/vision and defining needs, tactics
Microsystem
Regulated by the Principles Ways of communicating Curriculum SEN: individual education plans Possible aim: Maintaining social competences during the interactions
Persons:
Head-teacher: policy elaboration and being aware in the processes of identifying, assessing and making provisions
Staff (SENCo, qualified teachers, teaching assistants and external professionals)
Early identification/ Screening tools: Practices adapted to student needs/ achieve their potential: instruction procedures tools as portfolios or assistive technology, classroom arrangements, flexible curriculum, scheduling and class rules. How to fit programs (?) Reflective learning on children abilities Use of resources (i.e. index of inclusion/manuals and guides) Founded training
Collaboration:
Among professionals: shared information and modelling
Teacher and students

Interpersonal component: establish rapport and authority Technical component; Knowledge about disabilities/ style of interaction Professionalism: responsiveness, taking advantage of teaching moments Focuses child- child interactions
Family oriented practices

Model interview parents

Previous educational settings and experiences:
Placement in early settings/stay with family/other childcare providers Parents history in collaboration with others professionals Early stimulation programmes at home or any organization Strategies that works at home or are performed by any institution Self-motivated learning
Transition process to the nursery class/welcome:
Welcome documents (information, invitations and processes) Previous information about the educational setting Initial stage / adaptation processes Contact with the educational centre personnel Generalization of strategies from the nursery to home or from home to the nursery
Collaboration with staff from the educational centre:
Information (documents) that has been enquired by the professionals Information about staff that is working with the child Information that school collected about the child Meetings with school staff /who and when (?) Centre offers opportunity to show gratitude or evaluation Collaboration with educational staff in order to elaborate working plans and evaluations Information about procedure for resolve challenging situations
Collaboration with other parents that directly influences child learning processes
Collaboration with others that directly influence child learning processes (for example, family, state organization or NGOs) Definition inclusive education (reflections)

EXAMPLE OF CODING ENGLISH CASE STUDY:

Learn to work in collaboration teachers with teachers assistants

Third teaching assistant: I have got ideas to work with children with different needs from the experience and the teachers obviously have a lot of knowledge, we get it from them and we plan everything and we carry out

W teaching assistant: I was 18 when I started here and I have been here for 10 years as I am 28 now so obviously ideas come, some from books and go to different nurseries and have a look there what they are doing and then if we like the idea we bring it back here and sometimes we see something and we bring it back to adapt it to our , we have a lot of children we cannot do exactly what somebody else does again we get ideas from books and

everybody gets different ideas from us we sit down and we talk with each other and what I may think is a good idea I would say why if we do it like this? And they can say actually it could be easier doing it in that way so we talk to each other's

Class teacher- Tutor (Rachel): Since the university, we always know about the teaching assistants and we would need to manage them and the class, I think is fine. And I think is helpful to work with them with the children with disabilities. I just talk to them in a weekly basis and say this is what are we going to be doing and if you don't understand it come along. I will look at the comment that they have written and meet them and see what steps we need to do.

I teaching assistant I think we can have access but we are always told about the info and their plans and sometime we need to work with them and then we are told what we have to do and how the activity is for those children

I teaching assistant We do have a magazine that comes from the early years, that sometimes give us ideas and when we come together and we are planning we talk about the kind of topic to do . That is normally in a Mondays that they said if you have any ideas or what kind of activities you want to do let us know and then. The teachers we just you know if we have got any ideas, they say continuously and then we can put them into the planning. If you have seen somebody doing something in another school or if I have seen it in another course I have get the ideas working together and we get to an a big great idea on how to do things, just you get it from the magazine and we see what we have got and which kind of equipment and resources we have got and then we plan according to that to see which kind of activities we can do with the children on that particular area.

W teaching assistant: Its depend really sometimes when we get the activity out as we plan the week before we say this week is this and then we say why we don't do it like that ? at the moment we are doing finger printed calendars but we have already started to get the staff ready for next week activity which is holy leaves so you cannot ... it is like a rolling process that you need to do a week in advance so you know what are you doing for the following week and get everything ready and its makes it easier when you can that you are knowing what you are doing.

Second class teacher: And for example the activity indoor of the travel agency when you have done that? Well the day that we have breakup of the half term holidays was a training day so Friday and none of the children wherein although Rachel and I were book in meetings our teaching assistants were given time and they work in settle up because this takes a long time to get it up and sort it and the rest was pack away

The idea was coming? We did a travel agency last year and we have already a box of resources , Angela and Kamal have been in a website and have seen lovely pictures , banners and things like that that they have copied and printed out and they have laminated them , and then looks better this year so last year we didn't have a clear view as it was more about the brochures , this year you have an airport base in which you put your suitcase on and you get your pastor stamp because now so many children goes in the airplane , ten years ago we won't think about this but now they all do it I think we are a

quite good team and teachers assistant that may come to nursery wherever swap around they always said it is such a lovely team you know you all work well together

For example Mrs Padifr last year she was in reception and Angela was in year 2 so they have come to nursery and some of the nursery assistant that we had last year they have different years groups, sometimes they have asked to have a change and sometimes they swap around anyway as there is good to have a change ... you know...

W teaching assistant: Yes we always learn new things all the time as the activities change all the time you know the opportunity of doing finger painting and we can do it with toothbrush and in the play dough we put different textures so they always get different opportunities

APPENDIX TWO - IDENTIFICATION OF ELEMENTS AT THE ZARA SCHOOL:

The following table summarised the elements of the Bronfenbrenner and Morris (2006) model that are involved in staff roles and professional development:

LEVELS OF ANALYSIS	ELEMENTS		UNITS OF ANALYSIS (FROM-TO)
CHRONO-SYSTEM	**NATIONAL LEVEL**	**process**	CHILDREN WITH SEN From no education to free education for 4 years old to all 3 years olds From the educational system exclusion of children with SEN to being transferred into special schools into special units From nurseries with none regulated services to most children studying in nursery classrooms in schools EXTERNAL PROFESSIONALS From independent early stimulation programmes from multidisciplinary teams of professionals Workers organisations from getting the value on changing the educational system to being powerless STAFF From staff with no educational background to obligatory teaching degree Staff worked in special school and later in integrative schools Curricula of ticking boxes from observation tables to identify children with SEN CLASSROOM Ratio: From big classes to 25 children per classroom Subject curricula to individualised curricula with school as the responsible CONCEPTS Terminology: from disabilities to special needs education LEADERS From democratic managers to powerless pedagogical leaders RESOURCES From participation in Experimental plans to the no further participation on research
		Short term programmes	High quality programmes from independent nurseries with international impact State promoted free training for teachers Government provided resources to participants schools of experimental plans promoted by schools and coordinated by regional authorities Promotion of research in school and financed projects Schools tried including children with sensorial disabilities without the legislative background

		DIRECT INFLUENCE ON THE FOLLOWING LEVELS

MACRO-SYSTEM	**MARKET**		MACROSYSTEM (school), PERSONS, MESOSYSTEM (families) and MICROSYSTEM (classroom)
			Power of the book editorials
	UNIONS		MACROSYSTEM (school), PERSONS, MESOSYSTEM (families) and MICROSYSTEM (classroom)
			Lack of representation and no critical position
	GOVERMENTAL POLICIES		MACROSYSTEM (school)
			Infant education divided in two separate stages with the second one taking place in primary schools (25 hours a week from 3 years old)
			MICROSYSTEM (classroom) and PERSON
			Same tutor during the pre-primary cycle (3 years)
			PERSON (staff)
			3 years old teachers had to be qualified (ISCED 5A)
			MACROSYSTEM (school level), MACROSYSTEM (local authorities), MICROSYSTEM(classroom) and MESOSYSTEM (families)
			Concept of inclusion and identification of children with SEN Distribution of children with SEN in educational modalities (A,B,C and D) according to the children diagnosis
			PERSON, ESOSYSTEM (external staff) AND MESOSYSTEM (families)
			One tutor per classroom and the role of supervision or coordination from the head of studies Tutors productivity in terms of initial and quarterly individual evaluation, participate in psycho-pedagogical reports and scholar reports, and other reports documenting information for external professionals Tutorials with families with one session week for consultations about orientation of students, personalisation of educational activities and assist in evaluation process.
	Regional policies and	CHILDREN ACCESSIB	MACROSYSTEM (school), MICROSYSTEM, ESOSYSTEM (external staff) AND PERSONS

	services		As soon as the child gets the psycho-pedagogical report (informe de valoración psycopedagógica), the services and resources will arrive, the policy did not specify which resources would be available or the limits in quantity, quality and cost. Scholar report specified the type of curriculum adaptation within the school: as “significant curriculum adaptation” or “non-significant curriculum adaptation”. The level of the children in relation to the curricular competences related to specific difficulties compared with the others in the class. Managerial team Head teacher and head of studies get the scholar report from the education orientation team (or psycho-evaluation team) including the children educational modality (A,B,C and D) and elaborate a report (including time and dates of all meetings with staff and parents and the enrolment, placement and integration of SEN students)
			Regional curriculum Children transitional period with flexibility of schedule first month of pre-primary
		RESOUCES	MACROSYSTEM (school),MICROSYSTEM, ESOSYSTEM (external staff) AND PERSONS
			Lack of resources for infant education: Managerial team are the ones to request extra staff and material resources through the plan of a compensatory education for primary education. They requested material resources and they are declined due crisis. Staff got human resources by repeating their requests to the central administration and to the inspector. Only one person working in the resource bank for the whole province and mainly limited to offering resources for motor disabilities. Regional authorities offered schools “the flexibility of organising their own resources and they were limited by what they had”
			MACROSYSTEM, MICROSYSTEM AND PERSON

			Oposiciones process to being a permanent civil servant. The possibility of getting a placement within a state school all depended on the individual's result of a competitive exam. Different professional roles: being a civil servant with permanent position and an interino (civil servant without a permanent position (temporary) Obligatory formal learning, exams and labour instability: Different types of teachers in terms of "work stability" working at this school: permanent position, semi-permanent, asked by the administration to change school each academic year or only worked in different settings a few days a year
			MACROSYSTEM (regional government) AND PERSON
			Economic crisis: Significant decrease in the number of teachers vacancies
			MACROSYSTEM (regional government), MICROSYSTEM AND PERSON
			Being an intern: the uncertainty of job stability (i.e. appointed for a week and can be for several months) creates challenges in staff performance, training and direct services to children
			MACROSYSTEM, PERSON, MICROSYSTEM AND MESOSYSTEM (families)
			Lack of managerial roles (part time regular teachers and part time school managers), non-formal training in leadership and elected by friends and unable to perform critically. None responsibly staffing their own schools as they are nominated by the regional administration
		FOLLOW UP OF CHILDREN WITH SEN	PERSONS, MICROSYSTEM AND MESOSYSTEM (families)
			Value of psycho-pedagogical reports challenging by the teacher (i.e. read the reports and have a copy) and by the psychologist (i.e. resource selection and moving children with further needs into more integrative settings with the necessary family consent)
			PERSONS
			Curriculum adaptations would be proposed and elaborated by the teacher and supervised by the SENCo although this option was not possible due the lack of collaborative work (i.e. no SENCo scheduled time for meetings with individual teachers and teacher too many children, not able to divide class in groups or activities) The request of a curricula adaptation divided the staff in two: for next pedagogical actions or to change the child

		into a more excluded setting.
Regional services		PERSON, MACROSYSTEM, ESOSYSTEM AND MICROSYSTEM
		Educational counselling teams had responsibility of several schools, their role of assisting staff although is contemplated in regional and school policies were not implemented, due preference for primary levels. Main roles on pre-primary: solely detection and assessment of SEN.
		PERSON, MACROSYSTEM AND MESOSYSTEM (families)
		School inspections: Inspectors were not competent and did not help to evaluate their work at the school
		PERSONS
		Publications offered by the regional government to the schools were not read by the staff Limited access to part of the staff: Training only for staff with civil servants status Few vacancies for sabbatical year and none of the staff is selected Regional database system although lack of PC accessibility for staff
		PERSONS, EXOSYSTEM (external staff/Speech therapist and psychologist) and MESOSYSTEM (families)
		Working at the school: Only staff from the civil servant system, praxis from educational institution such as university or VET or Human resources from external organisations (NGOs) promoted and paid by parents. Staff preferred other staff with experience such as the VET students. Nearly no collaboration with the university
School policies		PERSON, MACROSYSTEM, ESOSYSTEM (external staff) and MICROSYSTEM
		School policies based on regional authority's plans (educational project including the diversity attention plan highlighting the importance of the diagnosis, the School curriculum project, the Quality School Report and the Annual Organisational Project): Resulted on fixed weekly activity plan and staff could use only the resources available. Lack monitoring the process of children at infant education. No parent representative for the 3 year olds
		MACROSYSTEM (regional authorities), MESOSYSTEM (parents association) and PERSON
		Annual Organisational Project: internal evaluations with disparity about objectives and results were incongruent
		PERSONS

	School Culture	No introductory stage for new staff Important information was not well communicated Frustration Child reports were not shared Teachers did not adapt curricula to each student in infant education Not to explore alternative communication with children with SEN Staff critical with the whole organization and did not acknowledge her own responsibilities. Uses of psycho-pedagogical report with the aim of excluding a child from ordinary classroom. Many professionals involved and no one taking the lead. Psychologist do not work with teachers as they do not have the training to implement group practices, they do not have time to share individualised practices and they think that they have too much work to do to train teachers.
	SHARED BELIEFS AND PRACTICES WITHIN THE ORGANIZATION	PERSONS
		Children with SEN needed more maturity in order to be at school.
		PERSONS AND MESOSYSTEM (families)
		School community is proud of integrating children
		PERSONS AND EXOSYSTEM (external professionals)
		School shared a meaning of inclusion similar to integration (i. e. specialised knowledge related to specialised praxis) Children with SEN needed intervention from a specialist.
		PERSONS AND MICROSYSTEM
		Children with SEN liked to be with other children with SEN. All levels (?)

	ORDINARY	MACROSYSTEM

MICRO SYSTEM	**CLASSROOM**	Curricula content (areas: self-knowledge and personal autonomy, environment knowledge and languages [communication and representation] and recommended introduction of numeracy and literacy. Pupil with SEN the same curricula of the others, that had to be adapted in order to gain the basic competences One teacher with less than 25 children (i.e. 23 including 2 with SEN) Teacher had two hours a week free because she was older than 55
		MACROSYSTEM (market and school) and PERSONS
		Specific subjects taught by subject specialist teachers (i.e. English, library time, religion or physical education) Teacher copied the objectives and the content of learning including area of experiences from the editorial book- some of the activities were not oriented toward the group of 3 years olds (i.e. concepts learned by the children too broad or to narrow or not related to the developmental stage) Report shared with the cycle manager and school managerial team specifying the results from the perceived progress of the group
		PERSONS and ESOSYSTEM (external professionals)
		Teacher had to prepare a didactic programme of each of the classroom activities and had to be included in the regional government database. Use of a fix template offered by the school inspector.
		PERSON
		Fixed seating plan in 4 different tables: children seated in base of performing behaviour showed during the first weeks Use of free hours for planning activities
	ORDINARY CLASSROOM CULTURE	PERSON, MACROSYSTEM (school) AND MESOSYSTEM (families)
		Children would need to come to school being able to eat alone and go to the toilet alone.
		PERSON and MACROSYSTEM (school infrastructure)
		Children allowed to go to the bathroom once in the morning sessions located outside the classroom and the carer was taking children with SEN to the bathroom sometimes during the day- when they had wet themselves, parents had to come to change children clothes
		PERSON and MACROSYSTEM
		Neglecting children with SEN due to lack of time for

		individual attention Children's level of learning and instruction needed to cope with primary education curricula
		PERSON
		Beliefs: disability prejudice and discrimination Class Teacher(a) assumed her responsibility of detecting children with SEN and she is proud to teach children with SEN "everything from the beginning". Distribution of activities during play in which SEN can be included and lack of formal instructions where they do not have the learning abilities and instructions needed to cope Pointing out disabilities and wrong adjustments affecting the whole group Negative reinforcement toward children with SEN
		PERSON and MESOSYSTEM (family)
		Teacher gets stressed from the lack of information about children with a risk of SEN Erroneous use of constructivism (i.e. practices of reading and writing on the pre-primary levels)
	INTEGRATED CLASSROOM	MACROSYSTEM (national, regional and school), MICROSYSTEM AND PERSON
		2 hours a day 4 children with SEN from pre-school stages taught by SENCo SENCo collaborated with assistant from VET (1 semester) Small room (approx. 5 square meters), no toilet accessibility or water. , space for few individual tables and a blackboard Bring books from the ordinary classroom
		MACROSYSTEM (school) and PERSON
		5 min pick the children and talk with ordinary teachers about daily plan for classroom
		STAFF
		Openly critical about the editorial book and explain how children respond better to adapted materials. Do quickly the compulsory activities and rest of the time activities involving basic abilities: motor skills, attention, memory, music etc. Procedure: explaining one by one and the others waiting their turn Seated to avoid conflicts

		Found and bring material from the special classroom
		STAFF and MESOSYSTEM (parents)
		Request to parents to buy a new book for a child and work with it during the integration hours.

MESOSYSTEM	PARENTS	PEOPLE AND MICROSYSTEM ,
		Teacher link with parents with literacy activities. A fictional bird to tell what parents want to communicate in the classroom.
		PEOPLE AND MICROSYSTEM
		Introductory meeting and introductory session
		PEOPLE
		Parents only participated in consultations when they saw that their children had difficulties. Parents with children with SEN avoided consultation sessions expecting negative feedback Teacher showed insecurity to communicate values of inclusive practice
	EXTERNAL PROFESSIONALS	PEOPLE
		Teacher staff interpreted assistance as endangering the system resulting in avoiding any collaboration Clear different values about inclusion and mixed messages from professionals to children

PERSON	ROLE	MACROSYSTEM
		The crisis of the meaning of the teacher´s roles and civil servants system(?)
	VALUES	MACROSYSTEM (school)
		Marginalisation Stress

		High ratio ,
	ACTIONS	MICROSYSTEM
		Low levels of job satisfaction and low performance potential
		MACROSYSTEM
		Invisible assistants Maturity, professional identity and no changes

EXOSYSTEM (families, friends, learning communities)	FORMAL LEARNING	MACROSYSTEM AND PEOPLE
		Civil servant system
	NON-FORMAL LEARNING	PERSON (training outside working hours)
		Training courses or selective learning communities do not respond to the classroom needs or to the policies of inclusion implementation
	INFORMAL LEARNING	PERSON
		Internet Friends

PROXIMAL PROCESS	SINGLE LOOP OF LEARNING	PEOPLE MACROSYSTEM AND MICROSYSTEM
		Fixed roles toward integration of children with SEN
	DOUBLE AND TRIPLE LOOPS OF LEARNING	PEOPLE MACROSYSTEM AND MICROSYSTEM
		CONSULTATION, KNOWLEDGE AND SELF REFLECTION ORGANISATIONAL CHANGES

APPENDIX THREE. SUMMARY OF MAIN ASPECTS WITHIN THE SOCIOHISTORICAL PATH OF STAFF WORKING AT ZARA SCHOOL

	SPAIN							
PERIOD	POLICY	RESEARCH	CLASSROOMS	WORKFORCE			COMMUNITY	OTHERS
70s	EXCLUSION Free education for some from 4 years old that could achieve curricula if not, then no education National policy Provisions Divided department of education and health and social security	None	RATIO	CURRICULUM	TEACHERS	BELIEFS	Medical Model	
			≥30 per class	Art, creativity, Numeracy and literacy	Obligatory teaching degree (4 year old children)	Learn better with equals		
80s	INTEGRATION AND EXCLUSION of children identified with SEN using developmental scales and Continuous evaluations 1985: (4-6 year olds)pre-primary in schools National policy	Community of learning (teachers and university staff) NGOs Teaching association	≥ 30 per class	Including Social and affective Play in some schools	Teaching degree with Specialisation in infant education lack of professional development and resources	Need identification and individualised resources staff responsibilities	Teachers and parents school manager	

90s	INTEGRATION National policy (3-6 years old)pre-primary in schools	NGOs Teaching association Workers associations Universities	25 per class (flexible with SEN)	National curriculum Children divided in educational modalities	Teaching degree National Guides for teachers Regional authorities offer formal training for teachers and grant for research	Teachers are glad to collaborate	Psycho-pedagogical teams
2000-2012	INCLUSION IN INTERNATIONAL AND REGIONAL POLICY AND INTEGRATION IN PRACTICE)	NGOs And few from Universities	25 per class plus 2 with SEN	National curriculum Children divided in educational modalities	Teaching degree Regional published guides for teachers	No resources Motivation burnt out	Psycho-pedagogical teams Lack of management

APPENDIX FOUR - TABLE OF STAFF WORKING AT ZARA SCHOOL: PREVIOUS STUDIES AND EXPERIENCE

FUNCTION: "MAIN CLASS TEACHER A" SPECIALISED ON "READING AT EARLY AGE" AGE: Around 62 years old 1 interview (November, 2010)	
PREVIOUS STUDIES	Civil servant in English, specialised in teaching adults (English degree). She wanted to study at a nursery school and got a degree in a specialised programme for early years. Psychology degree.
EXPERIENCE	Teacher in a private infant school. Publications and presentations in conferences about materials needed for reading at early age: (she worked in a nursery in England for two academic years) and her team brought different materials and prepared literacy material. They painted the pages and they printed the method (all handmade). 20 years in this school with different children with SEN and all with different characteristics.

FUNCTION: DIRECTOR OF STUDIES Age: around 55 years old 2 interviews (November and April)	
PREVIOUS STUDIES	Teaching degree (specialised in speech and language) Educational psychology degree (distance learning)
EXPERIENCE	She has been working at this school since 1993 and later became part of the directive/management team; after that, the head teacher started. The director of studies (a) was the tutor of 25 children in primary education and director of studies (8 hours a week) and

	her role was working on filling out the school documents and direct contact with parents. The school policy specified that she should set the timetable for the support for children with SEN. She also collected the names of students that were in certain programs and having difficulties.
FUNCTION: HEAD TEACHER Age: approx. 65 years old 2 interviews (November and April)	
PREVIOUS STUDIES	Teacher specialised in therapeutic pedagogy.
EXPERIENCE	A position in a higher education institution as a SENCo. The formal Head Teacher of this primary school had a political position abroad and then he was appointed in 1993, as the Head Teacher in this primary school temporarily until retirement (September 2011). The head teacher (a) works in his office on Tuesdays to Fridays, from 12-2 o'clock and at the rest of the time he is teaching 6 grade. As a head teacher, his main role is to coordinate the process of each child's placement in the school. Although he should get resources, I noted that the majority of resources were obtained by external professionals.
FUNCTION: SPEECH THERAPIST Age: around 50 years old 2 interviews (November and April)	
	Primary school teacher and speech therapist. (Her speech therapy qualifications were obtained via a government funded

PREVIOUS STUDIES	diploma especially for teachers with experience.)
EXPERIENCE	She had her own room, and all the materials she needed. "It has been a challenging process as it is a big change. All I know about speech therapy is from university." She was working as a teacher in a village and then transferred to the city to get a position in this school and another 2 schools. She started to work here without specific experience.
FUNCTION: VOCATIONAL TRAINING MODULE STUDENT (TRAINING PERIOD) AGE: Around 30 years old 1 interview(November)	
PREVIOUS STUDIES	Special needs educator in Peru (5 years plus 2 years) Courses in sign language.
EXPERIENCE	4 years in Peru as SENCo In Spain, she has been a career in early morning extra-curricular activities and in the canteen with a mixed group.
ROLE AND FORMAL FUNCTIONS:	She is studying a module of vocational training in social integration.
FUNCTION: SUPPLY TEACHER AGE: Around 30 years old. 1 Interview – (April)	
PREVIOUS STUDIES	Teacher in infant education. Studied to be a primary school teacher and after that psycho-pedagogical studies (2 years extra of study). Then she started to study the civil servant examinations curricula (three different examination rounds) and passed all of them, but hasn't been appointed to any

	position as yet. Since last year, the Ministerial office has been calling her in as a substitute teacher. She is studying for the next exam which is in June 2011.
EXPERIENCE	This academic year she has been substituting teaching in a total of 4 different schools in and around the region.
FUNCTION: SENCo AGE: around 30 years old 3 interviews (November, April and May)	
PREVIOUS STUDIES	Teacher specialised in therapeutic pedagogy. She has no experience working with children in regular classes, last academic year she was a supply teacher in a high school Started to study pedagogy at local university but stopped in order to study for the civil servant position (via the examination). As they do not keep your mark on record, you have to re-do this exam every two years. She is very passionate about teaching and for this reason continues to study and hope for a permanent teaching position.
EXPERIENCE	Her training period at university was in an adult centre where a lot of training took place in special schools. She had training in schools with young teenagers with antisocial behaviour problems.

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	Sixth grade	Infant education-integration class	Second grade	Infant education-integration class	Sixth grade
10-	Second	Sixth	Infant educat	Infant education-	Infant educat

	11	grade	Grade	ion-Integration class	Integration class	ion-Integration class
	11-11:30	Specific class	Specific class	Specific class	Specific class	Specific class
	11:30-12	Break	Break	Break	Break	Break
	12-13	Specific class	Specific class	Specific class	Specific class	Specific class
	13-14	Specific class	Specific class	Specific class	Specific class	Specific class

Example SENCO(a) timetable:

Infant education integrated settings: 5 hours plus

2nd course: 3 hours plus

6th course: 3 hours and 30 minutes plus

special needs room: 11 hours plus

Coordination: 1 hour

FUNCTION: CARER

AGE: around 60 years old of age

2 interviews (October and April)

PREVIOUS STUDIES	SENCo in Barcelona when specialisation started and after that passed a civil service examination.
EXPERIENCE	Position of carer in the local SEN residence (10 years) and the SEN school (3 years). She was assisting the children and working with some teachers (collaborating with them). She had experience with children of all ages. She always worked in a setting where two staff worked together in the same classroom; a teacher and a career. She was working every year with a

	different teacher.

FUNCTION: PSYCHOLOGIST

AGE: around 55 years old of age

2 interviews

PREVIOUS STUDIES	Psychology
EXPERIENCE	Worked in a team evaluating levels of disabilities. At the beginning, she wasn't a civil servant and worked for 5 years in a temporary position with the orientation educational team. After many years she has now got a civil servant position and has been working with the same team since 1995.

THE SPECIALIST TEACHERS who are working at infant education specialise in English language, Religious Education and Physical Education (they age between 45 and 50 years).

On Mondays teachers also have meetings with school staff. There is a cycle coordinator per educational cycle (one infant education coordinator, one first cycle of primary education coordinator, one second cycle of primary education coordinator and one third cycle of primary education coordinator), they meet once a week. Every month all teachers from each cycle meet with their coordinators. And there is a team ETCP that also meets monthly, with coordinators of cycle, with the head of studies and the head teacher.

4 – 5:30 pm	Meetings
5:30-6:30 pm	Tutorials with parents/ sometimes parent association meetings
6:30-8 pm	Each teacher has time to prepare weekly activities

TEACHER / SUPPORT (the support teachers were appointed by "The main class teacher(a)") They lasted until the supply teacher arrived. (They were aged between 45 ~ 60 years): The classroom assistants disappeared just as the supply teacher started her job. The supply teacher requested further information from the cycle representative and the school director and they did not respond. She did not have the names of the classroom assistants. Also the teacher(a) left a timetable which said that during certain hours she should receive help.	
<u>EXTERNAL PROFESSIONALS THAT ARE WORKING WITH SCHOOL STAFF</u>	
CO-ORDINATOR INCLUSIVE PROGRAMME DOWN SYNDROME NGOS AGE: around 40 years old 2 interviews	
PREVIOUS STUDIES	Psychologist
PSYCHOLOGIST INCLUSIVE PROGRAM DOWN SYNDROME NGOS 2 interviews (around 30 years old)	
PREVIOUS STUDIES	Psychology
EXPERIENCE	Manager in this NGO (for 15 or 16 years). Area of leisure time: started at holiday camps (3 months as a volunteer). She took a course in early intervention (300 hours), this was only for people without employment and was free, (11 years ago). She started to work in education 8 years ago.
ROLE AND FORMAL FUNCTIONS:	Inclusive programme tutor (2 hours a week with child with Sen B). She has been working with this school for 3 or 4 years to help with adapting child curricular. She moves around and works, in total, for 5 schools, some of which have more than one student that she works with. She has a meeting with the tutors each semester to discuss their development and the topics they were working on and in which way the association could help. Parent's involvement is also discussed. Her role is to support the child within the classroom. Her idea is

	that the child works in a normal classroom and participates as much as possible in the various activities and learns inside their classroom.

APPENDIX FIVE- CONTENT OF THE MAIN TOPICS PER SEMESTER (EDITORIAL BOOK)

First semester: First semester: engaging and experiencing via the environment where they live: the school, the street, the family, the house, fall and Christmas. (My school in autumn, I like the street and Christmas with family etc.).

Some games of following the rhythm of music performing the concept that they have to learn, for example up and down. Through stories, learn songs, rhymes and tongue twisters, sort and classify objects, identify the number 1 and its spelling, different objects, enjoy the games offered and meet various professionals. Reading and writing will be learned through reading images and interpreting pictographs, they will work drawing lines, memory games, differentiate between long and short words, letters and numbers, while the art and craft book will implement various techniques with the main topics of folktales (objectives for the month of November 2011).

Second semester: Comprised of 3 teaching units. Get children to identify body parts, know the characteristics of winter and the work involved in different professions, recognize properties of objects, colours and shapes, numbers and spelling of numbers 1 and 2 , interpret pictograms, know the meaning of communication and their names, role play. (Christmas games, moving my body and let's go and travel around)

Third semester: The third unit focuses on children building a healthy body image, appreciating the natural environment, learning the characteristics of spring and summer, knowing professions and relevant dates on the calendar, quantity and spelling of the numbers 1, 2 and 3, known orientations in space and time, basic notions of measurement and properties of objects, make use of various communication styles as a resource for play and learning. (It is Easter, we discover the animals and understand summer is approaching next).

CASE ONE THE CHILD WITH SEN A

Teacher identified a child with SEN based on an initial developmental evaluation.

The child was identified with SEN A (developmental delay spectrum) at school by his teacher. He was showing a significant delay in relation with his own class group and proper channels were followed to inform the child´s parents. The educational orientation team (technical team of pedagogical coordination) were required to prepare the child scholar report. Parents were requested to sign a form allowing a psycho-pedagogical evaluation of their child. Following this, "educational measures" were followed to help the child complete a form named "family communication template" (dated the 20th of October 2010).

The psychologist of the school, prepared a report on the 19th of October, and identified that

"The child has significant developmental delay (language, social and motor skills), and is unable to follow the dynamics of the classroom. He shows a great language delay (repeating words and an inability to repeat sentences) and has no sphincter control. Subject is unable to follow complex instructions, does not participate in group activities and in the playground he plays alone". This report included observation notes from the psychologist and the results from one psychological test. These documents were sent to the paediatric section of the health services department.

Test Brunet Lezine, (30 months), observation on the 19/10/2010: Subject has good interaction skills, smiles, imitates sounds and repeats words. Subject can also point to objects in a drawing, complete a puzzle of a face and point out body parts. There is no recognition of colours, low fine motor skills and gross motor skills.

The school report was requested by the school director and done by the school psychologist, it stated that the child has psychological disability, language delay and concretely developmental delay. The report states that the child will need the following human resources: SENCo, speech therapist and teaching assistant. He needs a "non-significant adapted curriculum" (adaptación curricular no significativa) and educational modality type b (25-10-10).

INCONGRUENCY AT POLICY LEVEL: The school policy identified clearly that the curriculum should be adapted giving priority to the basic competences of elementary

content within the curriculum. The areas that should be adapted are; Time and Space, Methods, Content Organization, however, the content itself should not be adapted. It has to be evaluated based on the child's educational level which has been previously defined by the regional curriculum. At the same time the child should not be discriminated because of this process. It is also highlighted that if the child hasn't got the basic competences of the predefined educational stage the child won't be able to move to the next educational stage "in an ordinary class".

Non significant curricular adaptation (information from the diversity attention report from the school): targeted to students who represent gaps in the level of curricular competence for the group in which the subject is enrolled. They have severe learning difficulties associated with disability or severe behavioural disorders.

The child started school with a list of defined resources, which the school were meant to take into account.

CASE TWO: CHILD WITH SEN B

The procedures taken with the second child who had Down syndrome, (child with SEN B) were different. His family sent information about his disability to the school before he began his first year. A report was done by the social authorities (The Department of Equality and Well Being) that stated the child has the same or more than a 33% of disability. The information on the child had been brought by the staff from the Down Syndrome Association and the report stated that the parents were the ones who demanded further documents in order to get the child admitted in the infant education stage. "The dictamen de escolarización" (the scholar report) was one of the documents needed. The report was done by a technical team of pedagogical coordinators. The following information was offered:

Type of disability and developmental stage and characteristics.

Familiar antecedents, level of communication (intention) and level of curricular competence (in this moment the child has approved the minimum level of the academic course). Other factors that can influence the learning processes: visual contact, response to orders, attention and concentration levels, cooperation, challenging behaviours, symbolic play, imitation and attention span. Evaluation of motor skills and personal autonomy: The child can walk without support and the child can eat alone. The child is not having sphincter control and they eat mashed food and drink using a bottle.

It is proposed that the child receive the following support: A significant individual curricular adaptation (ACI), the adaptation of all the basic elements of the curricula. The child needs a SEN teacher, speech therapist and a teaching assistant. The child will need scholar transportation. (This information is important as his class teacher, the SENCo, speech therapist and the school psychologist didn't follow what the report said).

Proposed scholar modality: after the evaluation by the educational orientation team (technical team of pedagogical coordination) and considering the psycho-pedagogical characteristic of the child and considering his own needs and the socio familiar context the team have proposed the use of an ordinary team with support. (Type b).

Significant curricular adaptations (information from the diversity attention report from the school).

Aimed at students with N.E.E. (information from the annual school report and the annual organisational project). Require prior psycho-educational assessment by the collaboration of the psychopedagogical team with teachers serving the student (it is noted that a final report had to be included in the document available in Seneca for that purpose). The person responsible for the evaluation would be the tutor and support teachers (not implemented). This measure would be taken when a pupil with special educational needs presents a curriculum gap with respect to their age group. Significant curricular changes will be reflected in a document containing the following sections:

THE PSYCHO-EDUCATIONAL ASSESSMENT REPORT PREPARED BY THE PEDAGOGICAL CO-ORDINATION TECHNICAL TEAM
List of specific curriculum areas or subjects that need the modification of; objectives, methodology, content, assessment criteria and the organization of space and time proposed for the student for adaptation
Adaptation of the criteria for the promotion and certification of students, in accordance with the objectives of the proposed curriculum
Organization of educational support available in the centre and the personal attention needed for the pupils
Data monitoring and evaluation of the progress performed by students

The application of significant curricular changes will be the responsibility of the teacher with the collaboration of special education teachers and a guidance technical team of pedagogical coordinators. The evaluation of the areas or subjects will be shared by teachers and, where appropriate, faculty supporters.

The additional school staff involved with the child during the academic year disappeared when the new teacher arrived:

During the academic year both children were receiving assistance from different human resources:

First and Second Semester: On Mondays the child with SEN B was attending full days at the N.G.O, on Tuesday he was receiving two hours support from a psychologist of the N.G.O, the rest of the week, both children with SEN were receiving one hour daily attendance from the SENCo in the integration setting, 30 minute sessions with the speech therapist and were both receiving the assistance of a carer to assist them in the toilets and changing rooms.

Second Semester only: During lunch time the care giver brought the child into the class (special needs fulltime class). Just before the "main class teacher" asked for sick leave due to health problems, it was established that three teachers from primary education were to assist the class teacher with both children with SEN (The school director said that those teachers were taking the children to other rooms to work with them).

Mondays	Wednesdays	Fridays
9-10(teacher a)	9-10(teacher b)	9-10(teacher c)
12-13(teacher b)	13-14(teacher c)	

Implementation of extra evaluation in order to bring the child from integrated setting to full time special classroom.

During the second semester, the main teacher requested a psycho-pedagogical evaluation of the child with Sen B, and requested the initial scholar report (request signed by the school director on the 11th of March 2011). The school psychologist did both documents at the same time, the scholar report and the psychopedagogical evaluation. The scholar report said that the child had "mental retardation" and "was

not able to work with autonomy". He has great hearing difficulties and problems in comprehensive and expressive levels. His level of curricular competence wasn't higher than the first stage of infant education.

In conclusion, the report said the same as the other scholar report: the report also said that the child needs a significant curricular adaptation, speech therapist, carer and SENCo and that should take place in a full time special class.

SUPPLY TEACHER ARRIVED (From April 2011, the Supply teacher started to work as the main tutor for 3 year olds):

Third Semester: On Mondays the child was attending a full day at the N.G.O on Tuesdays, he received two hours support from a psychologist within his ordinary classroom, the rest of the week he had one hour daily attendance at SENCo using a one year old activity book, 30 minutes sessions with the speech therapist and attendance from the carer to assist in toileting and changing rooms. During lunch the care giver brought the child into the classroom (special needs full time class).

In motor skills: According to the psychologist, the child doesn't show special problems in this area (then she gives a lot of examples that contradicts this information): walk without support or help, run without coordination, go up and down the stairs with support, and walk around the school, all with guide. His autonomy is limited due the challenges to understand specific instructions. Difficulties in fine motor skills. The child shows progression in building towers with 4 or 5 pieces, but he is not able to grasp a pencil, the level of implementation of tasks with precision is very low. He cannot complete 'dot-to-dot' exercises and is not able to colour in big shapes without support.

Linguistic level: The majority of his linguistic challenges are due to his hearing problems, (he uses a hearing aid).

Language expression: He has a significant delay when communicating, he makes some sounds when trying to communicate. He is attentive to others in class and he tries to imitate some gestures and routines. He responds to the word 'no', and he understands simple orders with gestures. He is not able to express basic needs. He is able to point with his finger to all parts of his body but not to diagrams on paper. He follows basic instructions when they have been done before. His own understanding of oral language has not been evaluated but it seems low. Sometimes he seems to respond and understand to very simple commands in an everyday context.

Attention skills: Attention is scattered and he does not sustain attention on a task for a long period of time. This could improve if he had extra help with verbal instructions and physical help and instigation.

Imitation: The student is motivated by interacting with people. He stares but doesn't interact properly with teachers or peers. Often he'll look to adults and the actions they make to the rest of his teammates occasionally tries to imitate and participate actively, if you have an adult to guide you in group tasks. Imitates and participates actively if you have an adult to guide him, imitating gestures of simple songs, when you are working individually and needs to be continually motivated. Personal autonomy: in homework is dependent, is unable to perform a task alone and needs constantly of attention from the teacher. No of show bladder control and in need of being monitored in bathroom and to move around the school (this is contradictory with the information from the SENCo).

Social development: Difficulty in interacting with peers due to his language limitations. He has communicative intent in the classroom demanding needs. Given its limitations the contact with adults and peers in the school context is reduced to sharing spaces. He demonstrates some empathic responses to their partners (laughs, gestures) and he manifest disruptive behaviours with peers. Currently he cannot follow the dynamics of the class, and all his tutors' efforts are concentrated on getting a minimum of habits and eliminating the disruptive behaviours presented (he attacks his fellows). In general, it be said that currently, he needs to learn pre basic requirements to minimally follow the dynamics of the class group. His developmental level is lower than a 24 month old child. The document conclude stating that the child needs to continue his education in a specific class, with an adapted toilet, with the educational materials and specific human resources he needs. According with his age, he will be participant in any social activities with other children of the same age group.

It is important that he gets individual attention, focusing on pre-basic requirements which are: Attention, imitation and ability to follow instructions. He needs individual activities, focusing on stage one of infant education (0-3 years old). He prefers audio visual learning, and needs constant reinforcement in order to keep him attentive. He needs positive feedback via music and compliments.

APPENDIX EIGHT- PICTURES ORDINARY CLASSROOM

Clothes and bags hanging rack

Blackboard

Materials from previous years

Small library

4 per table seating

TV, video set and assembly corner

APPENDIX NINE- INFANT EDUCATION TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	English teacher ordinary class	Integration class only the 5 year old children and the child with 3 (developmental delay spectrum) – other children in their classes with the inclusion assistant	Library 4 year olds	Integration class	Speech therapist session(10 minutes each) English 3 year olds
10-11			Integration class	Integration class	Integration class
11-11:30			Religion 4 year olds	Religion 3 year olds	Religion 5 year olds
11:30-12	Break	Break	Break	Break	Break
12-13		Physical Education 5 year olds	Library session 5 year olds Physical Education 4 year olds	Physical Education 3 year olds	
13-14	English teacher 4 year olds Ordinary class		Library 3 year olds	Religion 5 year olds	

APPENDIX TEN. TEMPLATE FOR PLANNING DAILY ACTIVITIES

It is recommended that the schedule must follow the activities sequence, following the list of objectives and learning contents:

Session day	Times	activities (planed and implemented)

This is the daily schedule used by "the class teacher"

Development/ competence		Indicator	Procedure/ test
Activities organization			
Session/ day	Time	Activities proposed (normally 2 activity sheets from the editorial book)	Activities implemented
Monday Tuesday Wednesday Thursday Friday			

APPENDIX ELEVEN: INFORMATION FROM THE TEACHER ACTIVITY BOOK ADAPTED BY THE CLASS TEACHER:

Personal autonomy skills	
Clean their hands after touching plants Take responsibility and look after a plant. Respect the natural environment Eat vegetables related with spring	Respect quiet time when classmates are taking naps and sleeping Use of the toilet properly
In relation to the motor skills, a small circuit is used where children guide each other and use and say different body parts. Suggestions as to how children get into relaxation stage after activity is implemented.	
Work with different areas of intelligence is divided into different sections: for example, it is explained that the intrapersonal intelligence is motivated by the area of self-knowledge, by expressing wishes, feelings and emotions and being able to identify your own feelings. Having an understanding of high and low self-esteem. Literature shows how these aspects need to be explored when children reach a certain maturity, during post adolescence.	
Some content to work on: Knowledge of own self and personal autonomy. Identification of their own feelings and emotions.	
Objectives: Perception of their own body, identify their own feelings and those of other people, implement the visual- hand coordination to do graphic activities, help and collaboration, security , hygiene and health	
Evaluation criteria and indicators: identification of body parts, show self-esteem, be able to move around, participate in games, use the garbage bin and prevent accidents in the street or parks.	
Knowledge of the surroundings:	
Objectives: observe and explore the surroundings, initiation for maths abilities, manipulate objects, know and value some of the aspects of natural surroundings, develop positive attitude toward the care, respect and responsibility of the environment. Good relationships with others and knowledge of the different social	

groups around them, recognising their own unique characteristics.
Content: identify objects that are located in the street, identify objects that police use to guide the traffic, compare big and small objects, use of 'more' and 'less', use of numeric series and write the number 1, orientation at the school, observe what adults do in the street, values of generosity, cooperation, sharing, respect towards people who work in the street.
Evaluation criteria and indicators: identify small and big objects, discriminate round shapes, discriminate among 'many' and 'few', recognise number 1, show respect towards the environment, recognise their own and know their address, show autonomy in sounds, relate with other people and understand what work a traffic officer does.
Corporal body: participation on role play "the city", participation in relaxation exercises, imitation of characters, representation of traditional dance.
Verbal language: comprehension and communication of simple messages, interest of improving spelling and pronunciation, express wishes orally, attention and hearing skills, use of books, use of pictograms, reading vial signals, observation of their own street name sign, listening and learning famous stories, contact with foreign language, use of library with respect, take care of books.
Artistic , musical and craft language: use of techniques for art expression, perception and use of red colour, care of materials, learn and listen to recorded tales by tape, discrimination among silence or sounds, enjoyment of dancing and singing.
Use of IT resources: video, DVD and photo camera and viewing of one film.
Evaluation criteria/ indicators: understand verbal orders, express their own needs, memorise poem fragments, recognise their own street, interpret street signals and signs, use IT resources, enjoy a video, identify red colour, use different art techniques, sing songs, move with the music rhythm, identify sounds of the street , be part of a drama play and interpret drama from tales.

APPENDIX TWELVE- EXAMPLE OF DAILY TIMETABLE FIRST SEMESTER 2010-11:

9-9.10	Greetings, hanging backpack and jacket up.
9.10-9.20	Routines: Weekdays, time of the month.
9.20-10	Speak and listen: 'What did you do last night?', 'Did you have breakfast this morning?' Oral expression: Reading the story questions and talk about the theme of the fortnight bodily expression, dramatization: previous activities; large groups and small groups For example: speak about taking care of the environment, circle-square, numbers 1 and 2, colours green and yellow, read a poem, near –far,
10-11.10	Individual Work: "Full moon" book copied (number and objectives) two individual sheets per child Reinforcement and extension activities: drawing about the story or free drawing write card names children who are finishing up a book can play a game
11.10-11.30	Breakfast
11.30-12	Break time- playground (two big football grounds with some trees around- no games)
12-12.45	psychomotor, outdoor games with ropes balls hoops and toilet
12.45-13	Relaxation time
12-13	Thursdays physical education
13-13.30	Educational corners: buildings, plastic kitchen library, puzzles, logical mathematics, writing, videos (nature, human body ...) musical expression
13-13.45	Thursdays: library

13.30- 13.45	Assembly
13.45-14	Personal autonomy: tidy up, put jackets on, say farewell
13.45-14	Personal autonomy: tidy up, put jackets on, say farewell

APPENDIX THIRTEEN. EXAMPLE: SECOND SECTION ON "I LIKE THE STREET" (INFORMATION FROM THE TEACHER BOOK):

Within the oral language section:

A list of vocabulary, words (nouns, qualities, actions) children must learn.

Poems to be learnt and shared with parents:

"the street is fun but be careful never ever cross without looking both ways, hold an elders hand, cross at the traffic lights on those black and white zebra stripes and then when the green man appears, cross with care. When the red man appears, stop and stare."

Riddles

I live on the street, I have three eyes, and I see everyone. Who am I? (Answer: traffic lights)

Tongue-twister

"Por la calle pasaba un perrito paso una carreta y le pillo el rabito" (working with sound "r")

Several long two page histories are presented, in the way that children can represent it (if they imitate what teacher read to them). Some questions related with the story telling and some information related with the moral of the story telling and what it is expected that children will learn.

APPENDIX FOURTEEN- DOCUMENT ELABORATED BY THE CLASS TEACHER(A) AND SHARED WITH PARENTS

To start talking about reading, in relation to your children, we should start from a major general idea: the need to read outside the school. The family environment is an important factor in helping children with learning reading factor.
Parents can help provide an environment that encourages positive evolution in the reading area for their children, encourage and practice new words which they can use in their daily conversations.
Develop appropriate language patterns by listening to your children and communicating to them in an understandable way.
Read to your children. When you read to them, you are developing their appreciation for books and helping them to increase their vocabulary.
Stimulate them to ask questions about everything around them and take time to answer them.

How to help your children:
Turn off the TV and spend more time focusing on talking and reading activities.
With younger children, use picture books and 'look and tell' stories. Stay tuned to what they are interested in each session to provide books about it.
Explain to them what magazines and newspapers are for.
Seize the moment that your children go to bed to read them stories and histories. Get used to reading a few minutes each night. Give it value so it's an act of communication and fun, not as an odious duty.
ACTIVITIES TO DO AT HOME:
Sing songs or nursery rhymes with your child and ask them to repeat favourite nursery rhymes.
Ask your child to talk and describe things, not just about the stories, but also about everyday incidents of home, school or neighbourhood.
When you go to the supermarket, get your child to help you make the shopping list.
When you walk along the street with your son or daughter read shop and street signs, street

names and advertisements together.
As the child begins to read and write. (?)
At this stage it is important to put children in contact with written language in a natural way, keep motivating and encouraging them with different and meaningful stimuli. For example: comics, magazines, brochures, packaging, wrappers, newspapers, letters, and greetings cards.
This way they understand from an early age that reading and writing is an important part of everyday life.
Make clear reading and writing is not only for fun, but also a needed thing to function in society. Examples: Writing their names on property in case it gets lost.
Label with their name: folders, file cabinets, hangers.
Write and read the list of children in class.
Write the titles and names of the characters in stories, read in class.
Write a brief note to all parents.
Write a story, a poem, a riddle.
Write a letter.
In short, we try whenever possible, to make clear that the activities have a purpose: to inform, communicate, remember, learn, express, fun.

APPENDIX FIFTEEN: CONSTRUCTIVISM

Pre-syllabic stage: the child scribbles trying to write, usually the length or size of the scribble corresponds with the size of the object: ant: o
Train: ooooooo When he begins to recognise letters, he starts using the letters in his name automatically.
Syllabic stage: use a letter for each syllable , usually starts getting vocal because they are the ones that give the sound of the word; table (ea) lizard (aao) backpack (oia) Through play, get the children to listen to parts of a word and encourage them to voice the second part of the word which is missing.
Alphabetical stage: The last stage is when the child can read in a conventional manner and recognise familiar names. At this stage, it is important to encourage the child with positive feedback and tell them that they will soon be writing as adults do and that "writing is fun."


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APPENDIX SEVENTEEN- EXAMPLE OF WEEKLE PARENTS INFORMATION

Note and document to be shared with parent's activities to be achieve during the academic year

Dear parents , In this unit we are going to talk about streets, our street and the others around this neighbourhood. We are going to observe the elements that are located within it. Parents are asked to teach the names, and the function they have (letter box, phone box, house, traffic lights etc) and explain the basic behaviour rules on the street. For example, understanding that you cannot run across a road and that you must stop when you see a red man at the traffic lights and throw rubbish away to keep our streets clean etc. We will repeat everything we have learnt at home at school and vice versa. The numeric series: 1, 2, 3 and the way to write them will also be learnt as well as the use and meaning of the words 'more' and 'less', comparing big and small and the triangle and circle shapes. As always, we encourage you to talk about the importance of hygiene with your children and ensure they sleep for at least 10 or 11 hours. Thank you for your participation.

Teacher(a) delivers a list to the parents with activities she will focus on during the academic year. (6 years old):

Understand and write their name : name cards (your name, your peers names, names that start with the same letter, short and long names)
Read and write their name.
Distribute books to classmates.
Write on the board the days of the week.
Stories, poems and riddles about travelling.
Family informative notes.
Different lists (i.e.: shopping list) and activities with stories.
After reading a story: write the title, type the name of the characters, and write the protagonist's name and the bad and good characters.
Show a deeper understanding of the stories and search for words in dictionaries.
Writing and reading (cards), use and spell the vocabulary of each unit, write letters, write greeting cards to classmates on their birthdays, learning games, dictation, write (seasons, weekdays, foods of animal and vegetable origin), draw a human figure and write the names of body parts. Look at a picture and write what you see and read to their peers.

APPENDIX EIGHTEEN- NOTES FROM THE DIARY OF THE SENCO

Child with SEN (a)

SEN REPORT (transition report for next year teachers): He gets angry when he doesn't want to do an activity. He is not able to sit for long. He needs to establish a system of communication, preferably oral, needs to be independent in basic skills: eating and toiletries. Needs to improve spatial orientation, needs motivating and playful activities that foster learning, requires control of sphincters and to ask for toilet, needs to improve self-concept, you need a structured language. What he knows to do: greets and says goodbye.
ACTIVITY BOOK EVALUATIONS First semester: according to the SENCo the child wasn't communicative, he is dependent on someone else when he needs to go to the bathroom and eat. The SENCo used the developmental scale from the book from the editorial and the evaluation pages from the end of each unit (total of three per semester). In the development skills test: the SENCo said in the first didactic unit that he is able to use the garbage bin, recognise himself using pictures, sometimes play with other children, dance to the rhythm of the music, follow simple orders, expels with clarity, uses and knows some words of things from the class and plays with other children. She said that he likes to do puzzles and she decided to ignore him when he behaves badly (gets angry). In the second didactic unit, he understands and can say inside and outside, he follows simple tasks, he understands orders, he identifies and can read the colour green. In the third didactic unit, the SENCo said that he recognises the number one, his communicative intention has improved, he is less dependent, he doesn't like to colour, he is able to recognise and repeat many of the body parts, and he is able to recognise the colour red. Final evaluation first semester: he has improved in understanding, he understands much more words and he is improving with communication skills, the number of tantrums have decreased, he doesn't like to paint with colours but he loves to use different painting materials, he loves to play with gomets, he is very respectful with his mates, and less dependent in learning activities.
Second semester: Transportation he knows: he likes the car. He can mimic the songs with gestures, focus and concentration on tasks varies on the function of the activity, decreases the number of tantrums, knows the red, blue and green colours, use more oral language, so able to interact more, knows the time, know the numbers 1, 2, 3 and 4. Goes alone to the bathroom, eats alone, their level of integration has improved, improves ne the level of development of cognitive basic skills, draws careful, you like graph-motor activities, knows the lyrics to songs, knows what a circle is, can comprise simple message, and attends to the rules, autonomous learning.
Third semester: He knows the numbers 0-9 and he knows all vowels.

Alternative evaluation: He recognizes the parts of the body and can say them, he sits for longer and involves himself in activities, he can eat alone, controls sphincters, interacts more with others, social skills have developed, learnt red and blue, improved expressive language, uses the brush correctly, meets members of the school community She specified that the main class teacher is on sick leave and she is the responsible of preparing the evaluation report to his parents. Draws a careful report, comprising the oral message, comprising the story reading, fine and gross motor skills very good, is related through appropriate behaviours, knows a few words, his vocabulary is very limited, remains sitting in class whenever activities are conducted that are like the games, very independent. She is working on his social abilities. He is responding with less tantrums. He is loving and affectionate. He is well integrated in his regular classroom and in the integrated setting. Collects the materials and he knows where they are.

Child with SEN (b)

SEN REPORT (transition report for next year teachers): needs to stay seated and attentive to the activities. Needs to establish a system of communication either oral language or an augmentative or alternative system. Needs to improve basic cognitive abilities. Needs to be autonomous in terms of basic skills: hygiene, food. Needs to form its self-concept and have a positive image of the same system, you need to know their educational environment and knowing spatially oriented in the same, you need to control sphincters and ask, need motivating activities and playful needs to develop spatial- temporal orientation.
He can do: hand salutes, remains seated shortly, knows how to hold the pencil, fine motor skills as both irregular thick, learning by imitation.
He knows some words and language used by the oral communication to say pi, water but use is not correct. He reads lips, and speak in front advisable. He is very independent in terms of playing games. He is relating to his peers through non appropriate behaviours: push... the headphones are removed, the eats inedible objects, likes songs with gestures and movements and finger paints, we use social and material reinforces. We have decided to use the material from the first level of infant education.
First semester- he has learned: He has learned to recognize body parts. Remains seated for longer periods of time. likes finger painting learns by imitation, improving his level of integration in the classroom , grabs a spoon and eats, only keeps some inappropriate communicate behaviour with peers, likes songs with gestures.

Second semester- he has learned: He knows parts of the body besides self-concept development, he knows the numbers 1, 2 and 3, tries to say them orally. He tries to say the name of one of his class mates, remains seated all the time, improved ability to focus and concentrate positive development in all areas, known function in the school environment, more autonomous learning, and controls sphincters. Feeds self with spoon and washes hands and face alone, likes to paint, improved integration skills.
Books: Papu editorial one year old, Down syndrome association book, other activities.
Final evaluation Usually comes to class, very loving and affectionate, well integrated into the classroom, oral language communication, calls to go to the toilet (one day), helps feed a fellow classroom Sen maintains. Some little inappropriate behaviours: push. Improved fine motor skills, improved gross motor skills: running, jumping and climbing stairs

The SENCO has done the evaluations that are show in the book from the editorial. She took notes of what the child can do: he can sit in class, he was getting used to following orders, etc.etc., as above.

APPENDIX NINETEEN - COLLABORATIVE ACTIVITIES AMONG THE SUPPLY TEACHER(A) AND THE PSYCHOLOGIST FROM THE NGO

Both staff coordinate their job in order to use mimics so children can follow instructions. "my mouth is a seal with a small key I give a turn, closed mouth says nothing"
Positive reinforcement strategies
Activities that are interesting for the group
Ignoring negative behaviour
Association of letters with histories and previous experiences
Group activities with the 4 and 5 year olds (planning coordinated among teachers to bring to the group into the local theatre)
Explaining orally and by gestures step by step each activity before starting
Educational Materials: brought materials from home: to play with letter and numbers (supply teacher(a) bought them) WORKING IN COLABORATION: i.e. 14/04/11: The SENCo(a) comes to the supply teacher(a) to discuss the activities planned for the day and the ones the SENCo (a) will implement in the integrated setting. They have worked together in changing sitting places for all children in the class. They have decided to pick the ones less attentive and divide them among the tables. They decided to seat the children with less attention span near to the speaker.

APPENDIX TWENTY - IDENTIFICATION OF ELEMENTS FROM THE ENGLISH CASE STUDY:

LEVELS OF ANALYSIS	ELEMENTS	UNITS OF ANALYSIS (FROM-TO)
CHRONOSYSTEM	National level	From integration special units to full inclusion From curricula for school subjects preparation to individual follow ups with play and free methods to achieve objectives From expensive services and free services only for children with SEN and at risk to the entitlement for part time education for all children From clinical research to practical research implication on educational policies From specialised knowledge of professionals to shared competences From self-evaluations to external evaluations, accountability and assessment of children and staff SENCo was responsible to practice SEN policy at schools From connection with special school to inclusion in ordinary school
	School and classroom level	From classroom leaders to distributive leadership From teaching assistants for children with SEN to collaborative work with teachers From special units to classroom inclusion Foundation stage (reception and nursery class) sharing curriculum in the outdoor activities Continuous change on educational materials, time table, pedagogy and methods with the aim of include all children From teaching assistants for a child to teaching assistant for the entire school From being a teacher to becoming a SENCO National policies being followed by staff

MACROSYSTEM	National policies and services	DIRECT IMPACT ON
		MACROSYSTEM (school)
		Identify resources needed for the whole school Children with SEN must be identified (early years, early years plus and statements), assesses and supported by school team (head teacher, government body, teaching and teaching assistant and SENCO) and external professionals following CODE of practice
		MACROSYSTEM (school) and MACROSYSTEM (local authorities)
		Inscriptions and school access procedures Resourcing: accountability in relation to the child, its class, the school and the area
		PERSON (staff)

		Professional roles: teachers and teaching assistants responsibility to develop individual curricula Each child has a Key Person responsible for meeting their needs Staff action on SEN policy elaboration and being aware of processes Head teacher supervisory role and being a contact person Lack of further training to head teachers Nursery staff could be teachers, SENCOs and teaching assistants and years of collaborative work Staff had multiple years of experience working in the classroom with children with SEN Teaching assistants felt the fear that their role will disappear Staff had different working contracts signed with the school
		MESOSYSTEM (families) AND MACROSYSTEM (school)
		Governmental policies against discrimination Obligation of equality practice on schools
		EXOSYSTEM (external staff) and MACROSYSTEM (school and local authorities)
		Framework of multidisciplinary and trans-disciplinary support and prevention
		MACROSYSTEM (school level), MACROSYSTEM (local authorities), MICROSYSTEM (classroom) MESOSYSTEM(families)
		Intervention of children and families offering multiagency support Staff and external professionals general competences of informing parents about policy of SEN
		PERSON AND MESOSYSTEM (families)
		The entitlement of hours and educational options outside the free hours Meaning of being at risk, having disabilities, SEN or in need of a statement
		PEOPLE, MESOSYSTEMS (families) AND MACROSYSTEM (local authorities)
		Role on requesting statutory assessments, information about special provisions and LEA about dispute resolution
		MACROSYSTEM (government and local authorities),PEOPLE AND MESOSYSTEMS(families)
		Tribunal to appeal decisions from LEA
		MACROSYSTEM (government, school and local authorities) AND PEOPLE
		Free professional development as uptake of professional learning opportunities for teaching assistants (i.e. graduate teaching programme) and nursery managers (i.e. SENCO training)
		MACROSYSTEM (government, school and local authorities), EXOSYSTEM (external professionals), MICROSYSTEM AND PEOPLE

		External evaluations(OFSTED), CAF (Common Assessment Framework) and the LE (lead professionals) Transition meetings
		ALL LEVELS
		Entitlement: all children of three and four years old access to a free place of 15 hours a week across 38 weeks of the year Accountability The "Inclusion development programme"(IDP) Transition plans (multiagency group) Parents in Partnership Services (PiPS) A written school training plan i.e. INSET days
	Regional policies and services	MACROSYSTEM (government and local authorities) AND PEOPLE
		Borough offer the opportunity of nursery staff to participate in national policy Local borough: Speech therapist not connected with the school until children are in reception, because they are not in statutory age Local council had paid for: training for teaching assistants in speech and language training in early years foundation and making equipment. Training for teacher linked with the Institute of Education, University of London (i.e. judging impact of interventions)
		MACROSYSTEM (regional government, school) AND MESOSYSTEM (families)
		A system for the school to share information via internet
		PEOPLE, EXOSYSTEM(external staff) and MESOSYSTEM (families)
		Definition of SEN as temporary and aiming involvements Agencies of experts and moderators "Individual Provision Plans" (IPP)
	School policies and services	PERSON
		The school policies defined the staff working days, staff training and the specific role definitions. Teachers had a contract without specific working hours Teachers key workers for children with SEN Teachers responsible for grouping children Teaching assistants had part time contact and full time and they were paid for working hours
		PEOPLE, EXOSYSTEM (previous nursery) and MESOSYSTEM (families)
		Transition plans (from previous nursery to the school nursery from nursery to reception)
		PEOPLE (staff and head teacher)

	School culture	Roles identified when they sign contract with school (i.e. teaching curriculum and coordination) All staff involved in planning and assessment Training on what the school children need (i.e. Makaton and curricula) Bank of resources Library
		PEOPLES AND MESOSYSTEM (families)
		School culture, values and aims Parent helpers and culture of sharing (i.e. church time and cultural activities)
		PEOPLE AND EXOSYSTEM
		Staff retention and families well being Buying resources
		PEOPLE, ESOSYSTEM AND MICROSYSTEM
		Training promoted by the school within and outside the school, outside working hours (some optional and some compulsory. I.e. enhancing communication skills, alternative communication, whiteboard) Compulsory training promoted by the school and within and outside the school inside working hours, specific training for nursery staff: (i.e. treat children with severe allergies, first aid, for teaching assistants speech and language) Staff participate on choosing experts speakers for the school training Cooperation with external expert on using techniques in their curricula in mixed groups and evaluation groups Head teacher offered flexibility to staff for visiting outside schools within working hours (i.e. outside playing area, children with SEN that are starting next year from their pervious settings or implementing foundation stage)
		PERSON AND MICROSYSTEM

		Leader to inclusion that facilitates resources. Nursery got resources without asking for them .i.e. projector 3 preferences of educational levels for next academic year Share results from activities on school corridors Internal evaluations Scheduled days for planning School development plan related to childrens' needs not by academic subject: Buy materials considering different learning styles, speech therapist tools (identification tool and intervention programmes and computer programmes) to be used within the classroom
		All levels
		Nursery links with reception (i.e. activities, children and personnel) School programmes promoted by the head teacher .i.e. Jolly Phonics Head teacher decide the topic for the training session for an hour all teacher staff 2 SENCOs at the school Personal developmental reviews done by all school staff setting targets with a mentor.
MICROSYSTEM	**Nursery Classroom**	MACROSYSTEM (school), PERSON and CHILDREN
		Implementation of Curricula content (early attainment goals) and an EYFS profile per each child Learning through planned play activities Children ratio and minimum staff training requirements Space distribution allowing different spaces or rooms (4 inside rooms and 2 big exterior spaces) 44 children are divided in two classrooms and each classroom is divided in two groups Staff required to plan ahead the daily play activities for outside and inside classroom Teaching assistants responsible to elaborate a list of pedagogical materials Nursery library: academic books, books about curricula and nursery magazine
		PEOPLE , ESOSYSTEM AND MESOSYSTEM
		Children with SEN: 4 meeting to prepare "plan with targets- individual provision plans" with each

		of them (IPP) (teachers, children, external professionals and parents)
		PERSON
		Communication skills: Listen to and listen back "listening ears approach" Value of rules and respect (i.e. professional role, activity rules and classroom rules) Children follow the routine and rituals and didn't need much adult intervention. Promote child independence Children are selected if they were listening and following instructions. Staff instructions were spoken softly, clear and with short sentences and transmitted by the oral communication and by the activity plan for all children (supported by alternative communication and visual clues, pointing) Anticipation of next activity (orally and pictures) Daily group activity Individualised motivators and Positive reinforcement of children behaviour The participation of children with SEN on the activities was reinforced by instructing them to deliver the activity and those are guided by pictograms Children with SEN were seated near the speaker Children activities exhibited in the classroom walls The grouping was following the individual development on subjects: Involved in planning and preparing activities (i.e. read together from ideas from the magazine) Collaboration teaching and teachers assistants on materials and content of activities also for children with SEN Flexible and creative curricula with important aims to promote children communication skills and created by staff Monitoring and activities promote independence Staff and children are all involved in the activities Staff offer a great variety of individual and group activities at the same time. Each report that comes had to be read by all staff

		i.e. Before children start nursery Staff were responsible of their key children Folders with child's individual information and weekly activity planning (available in the room) Classified the classroom materials per topic in boxes Formative assessment: observation(collected by individual profile and folders per child and communication book) and informal monitoring Staff have free information of each child (i.e. individual folders and portfolio including the wow book) located over the teacher table
		Teachers
		Focus of objectives that children will learn. I.e. Being ready for school Follow structure and routine Prepare a year plan. Had prepared a folder located on the classroom computer with the activities planned in previous years and the response of children, children divided in different groups depending on the focus of the activity and children. Per each activity teacher had done schedule specifying the objectives, curricula and class materials needed They prepare the assessment tools (i.e. for children drawing: pencil grasp, counting ...) Transition plans Plan Individual activities for children with SEN involve their own interests Communication book Children with SEN individual activities takes places only for a few minutes a day when it is free time play
		Teaching assistants
		Teach teachers activities and teaching strategies (i.e.Makaton)

MESOSYSTEM	PARENTS	PEOPLE ,MICROSYSTEM AND MACROSYSTEM,
		Parents consultations programme are planned by the school managerial team, more days for parents with children with SEN

		Teachers are the ones to inform parents Head teacher controls feedback for the parents (children report) Formal meeting for next year parents with child visits to the classroom Paper notes for parents with information about the activities children have done during the week Teacher feedback had impact on families
		PEOPLE AND MICROSYSTEM
		Introductory meeting and introductory session
		PEOPLE
		Informal meetings: Parents of children with SEN speak with staff when they leave and collect children Oral feedback from parents conceived as learning about children and part of the teachers job Parents receive information from teacher via annual written reports, written letters, emails and weekly newsletters
	EXTERNAL PROFESSIONALS	PEOPLE
		Impressed by the number of resources and alternative communication used in the classroom AS lack of support from speech therapist teachers prepare activities for children with challenge without communicative skills as part of the child's individual plans Confidentiality

PERSON	ROLE	MESOSYSTEM
		External staff assume work and collaborate with staff
	VALUES	MACROSYSTEM (school)
		staff duties at the school were related to their professional status linked to their professional background and their will for professional learning key role on taking the responsibility for children achievements key children (7 or 8 per staff) transformational leaders and managers of inclusion
	ACTIONS	MICROSYSTEM

		Children with SEN individual follow ups with positive results Job sharing with other teaching assistants Confidentiality
		MACROSYSTEM
		The last three years a better use of teaching assistants influenced by the head teacher. They worked with the classroom not with the children SENCO source of resources for staff

EXOSYSTEM (families, friends, learning communities)	FORMAL LEARNING	MACROSYSTEM AND PEOPLE
		SENCo training promoted by the school and local council (class teacher(b) will work towards being the SENCO(c). Valuable policy and case studies. She is full time SENCO on Fridays at school and they let her go to the training in working hours. Teaching assistant PGCE
	NON-FORMAL LEARNING	PERSON (training outside working hours)
		Training courses that responds to the classroom needs
	INFORMAL LEARNING	PERSON
		SENCO used online 'self-help' forum amongst SENCOs to communicate with others with the same role in other schools Teachers meeting friends that were teachers Teaching assistants meeting friends and experimenting at home with their children Teachers and SENCO reading from library books Teacher in internet resources to be printed out at lunch time

PROXIMAL PROCESS	BOTTOM-UP FORCES	PEOPLE MACROSYSTEM AND MICROSYSTEM
		Staff key role on taking the responsibility for the children achievements Key children Mentoring on observation skills and note taking (teachers to teaching assistants) In supply teachers: Valuing the experience more than the academic degree Lack of human resources affected classroom routines

		Main changes on staff are planned in advance and by mentoring
	TOP-DOWN FORCES	PEOPLE MACROSYSTEM AND MICROSYSTEM
		Transformational leaders a school service Mentoring and becoming (?)

APPENDIX TWENTY ONE- SUMMARY OF MAIN ASPECTS WITHIN THE SOCIOHISTORICAL PATH OF STAFF WORKING AT ST OLAVE SCHOOL

	UK				
PERIOD	POLICY	RESEARCH/ IMPLEMENTATION	SETTINGS	WORKFORCE	COMMUNITY /OTHER provisions
1970S	INTEGRATION Minimal provisions State provisions: Nursery classes in primary schools and Nursery schools (1:10 with nursery teacher and nursery nurses). Handicapped class in school (1:5) EXCLUSION special schools (1:3) All Provisions Divided ministerial departments	Most of: QUANTITATIVE Psychological focus and comparison with average Few: Asking for qualified staff, parents collaboration, child centre learning and provision, informal play Learning Different types: Locally integrated, socially integrated, functionally integrated and fully integration	Curriculum Numeracy and literacy (HMI didactic methods)	Teachers plus assistants	7 kind of provisions Free: social services providers: Local authorities day nurseries Parents fees: Playgroups, child-minders, nursery classes in private schools Different pedagogy: Montessori, Froebel.
1980s	ASSIMILATION Organisational change Ideologically support inclusion Provisions Divided ministerial departments	Psychologists, evaluating children individual challenges of mainstreaming Limited by implementation resources and local authorities	No under 5s national curricula Developmental curriculum	Trans-disciplinary teams and more teaching assistants: many challenges Head teachers and teachers record keeping	Playgrounds

1990s	INTEGRATION Great variety of settings Until 1997: voucher Primary schools 1997: nursery education grant (NEG) 1998: free part time early education 1998:National Childcare strategy, department of education and childcare unit OFSTED inspect schools	A lot of Research promoted by government and NGOs and universities Until 1996: No agreed standards 1996: curricula 1997: educational provisions for SEN incremented pushed by families and NGOs, still few due lack of resources	Accountability and assessment National curricula External evaluations Literacy and numeracy	Multidisciplinary teams tensions Lack of training and professional development	Community of learning evaluate their own practices
2000-2012	INTERNATIONAL AND NATIONAL POLICY IN INCLUSION 2000:Foundation Phase 2011:95% of 3 and 4 years old free part time early education 2001 Early Years development and childcare partnerships (EYDCP) 2008 EYFS 2012 EYFS review Department of Education OFSTED inspect all centres	A lot promoted by government, local council, NGOs and universities Resources from school- local councils	Accountability more flexible curricula External and internal evaluations Early learning goals: personal, social, emotional, communication, language and literacy, problem solving, reasoning, numeracy, knowledge and understanding the world, physical development, creative development. Smooth transitions	Key persons Further training to nursery nurses and staff Challenges in roles-status	School and local council responsibility of resources SENCO Children and families involved in the process Leadership

APPENDIX TWENTY TWO - TABLE OF STAFF WORKING AT ST OLAVE SCHOOL: PREVIOUS STUDIES AND EXPERIENCE

FUNCTION: "MAIN CLASS TEACHER B" (deputy SENCO) AGE: Around 32 years old 2 interview (October, 2010 and June 2011)	
PREVIOUS STUDIES	She had a bachelor of Arts with qualified teacher status and a Summer scheme with autistic children. 12 years of experience with children with ASD, ADHD, Hearing Impairments, EAL, Visual impairments and social and communication difficulties. She was a deputy SENCo doing a SENCo accreditation course by founding available from the school and had been the main one responsible, together with the SENCO, in drawing new targets for children with SEN in nursery. She worked as a school SENCo on Fridays.
EXPERIENCE	She had worked in summer schemes with autistic children. We learn a bit at the university and wherever we are tough and obviously at the teacher training included the differentiation and inclusion and also you get years of experience then you start to pick out different things you go to courses and then you watch other people and a lot of new information and new research comes in and you read it and then you applied it. I got 18 A levels, then I went to the university for four years to do teacher training and I got bachelor of education and history, this is the qualified teacher status. I am a qualified teacher from 3 to eleven and then, I can teach from nursery right up to year 6. I have been in two other schools, but they haven't had nursery classes in the other schools and I had different years groups. I had different years groups in this school and this is my fourth year in this nursery.
FUNCTION: "MAIN CLASS TEACHER C" Age: around 50 years old 2 interviews (October, 2010 and June 2011)	
PREVIOUS	Bachelor of Education Honours and 24 years of experience with autistic children, children with physical disabilities, visual impairments,

STUDIES	hearing impairments, EAL, ADHD and ASD. I did four years of study at the university and as part of the course, they go through how children acquired speech and how language is brought up and how that it was a big section of that (?) and to understand where children are when they come into the school and if they don't speak, what are the possible causes.
EXPERIENCE	I have been working in this service for around 20 years. Mainly in reception, this is my second year in nursery. About 8 years ago, I had a little boy with severe autism and a little boy with psychical disabilities in the same class and I felt that I was quite unprepared to have both of them. They were only 4 at the time and the little boy with physical disabilities had a lot of equipment. He can rotate that he couldn't move(?) and so I made a lot of changes for him, but on terms of the learning experience, they were both fine being in mainstream school. Another 20 years back and they wouldn't be in a mainstream school, they wouldn't have been the right place for them, but that was a hard year with both of them! Since then I have a number of children from the autism spectrum, seem incrementally more and more now and less children with physical disabilities, but a lot of children have barriers in a different ways. I think I see children with speech and language and delay more and more now and they need, not special input, but you have to think carefully the way you explain activities and have the goal of understanding the other children.
FUNCTION: SENCO (C) Age: approx. 60 years old 2 interview (October, 2010 and June 2011)	
PREVIOUS STUDIES	I am a class teacher and I did an Open university course, because she felt she had to have more training, but that wasn't compulsory when she started.
EXPERIENCE	I have been taught in junior schools and with infants , so I had experience on all the primary range when I left teaching when my daughter was born. I came back part time and that is when I started doing special needs work, because there were children that needed a

	little bit extra support During the years the job has been grown and grown until now that I am four days a week and I have now built up my expertise. I did an open university a short course on inclusion and I attended lots of other courses, so I have got the knowledge of most difficulties.
FUNCTION: TEACHING ASSISTANT (a) Age: around 28 years old (part time teaching assistant) HOURS A WEEK: (32.5 hours a week) 2 interview (October, 2010 and June 2011)	
PREVIOUS STUDIES AND EXPERIENCE	I went to school and after I went to college and from college, I actually I got my job straight here. I was 18 when I started here and I have been here for 10 years now
FUNCTION: TEACHING ASSISTANT (b) AGE: Around 24 years old HOURS A WEEK : (30 hours a week) 2 interview (October, 2010 and June 2011)	
PREVIOUS STUDIES	I have done a degree, so it has all been about being inclusive. I have a bachelor in education in childhood studies.
EXPERIENCE	It has been a year and a half that I have been here a year in the nursery and few months in reception.
FUNCTION:TEACHING ASSITANT (c) (part time in nursery and reception) AGE: Around 34 years old.	

WORKING HOURS: (13 hours a week) 2 interview (October, 2010 and June 2011)	
PREVIOUS STUDIES	College for further education to be a nursery nurse, from 16 (the soonest you can leave the school) and I left it when I was 18 and I went straight to the job. The course I did took me around two years to do in which we have to do a lot of coursework , observations, planning and you used to do set amount of days in college and a set amount of days in school and in nursery and some training in a hospital as well
EXPERIENCE	I have 16 years of experience. I have been working in nurseries, in people's home as a nanny, schools playgroups. In this school I have been from last September and I have only been working in nursery only from this September. I have been working with children from anything from birth to 8 years.
FUNCTION:TEACHING ASSISTANT (d) AGE: around 35 years old WORKING HOURS (19.5 hours a week) 3 interviews (November, April and May)	
PREVIOUS STUDIES AND EXPERIENCE	I have been always a nursery nurse, I went to college for two years and I have my diploma from the college and there is always ongoing training and courses
EXPERIENCE	A part of the training was working in a special needs school and I thought that was something that I wanted to do... but when I was there I thought that this wasn't for me. I have been in this school for 17 years and before that I was in a private day nursery for two years.
<u>EXTERNAL PROFESSIONALS THAT ARE WORKING WITH SCHOOL STAFF</u>	
FUNCTION: SPEECH THERAPIST	
	I have a degree on speech and language therapy (a degree of three or four years and an undergraduate program), I have 8 years of

PREVIOUS STUDIES AND EXPERIENCE	experience in total, not always I have worked with small children, early years is part of my job, but I have been working with adults with learning disabilities and in a special school with children with profound learning multiple disabilities, mainly in early years. I am now an early years specialist.
FUNCTION: PSYCHOLOGIST	
PREVIOUS STUDIES	Licensure in Psychology, University of el Salvador, Argentine, master in comparative education (university of London), post graduate certificate in education (university of Greenwich) master in educational psychology (Tavistock clinic, London).
EXPERIENCE	Experience as English teacher in primary schools , Buenos Aires, Psychologist at a Mental Health Service in Buenos Aires, Teacher of English as a Foreign Language , UK , teacher of psychology A level , Spanish GCSE and Inclusive Learning (Newham 6th Form College , London) and worked with children with moderate and severe learning difficulties , Educational Psychologist, London and Kent. I worked as a teacher of inclusive learning at a higher education school (6th form college) with young learners with moderate and severe learning difficulties and I worked as an educational psychologist in different educational institutions, infant education and primary schools.

APPENDIX TWENTY THREE- EXAMPLE OF THE AUTUMN AND SUMMER TERMS

6th of September	School closure- staff training day
13th of September	Nursery children start
29th of September	Perspective parents tour
5th of October	Parents meeting re-managing children behaviour
12th of October	Early years pram service in church with parents
3rd November	Parents-helper course
8th November	School closure- staff training day
10th November	Parents helper course
17th November	Parents helper course
24th November	Parents helper course
27th November	Parent association: Christmas bazaar
7th December	Early years celebration in large hall
8th December	Early years Christmas celebration in large hall
17th December	Parent association: School Christmas dinner

Example of the summer term:

14th of June 2011 – 9.30am	Pre-nursery parents meeting
15th of June 2011- 2 pm	Nursery closed- nursery parents consultation day
16h of June- 2pm 3.15pm	Pre-reception years parents meeting Parent association activity: Father's day sale
17th of June 3.15 pm	Nursery closed- new nursery children visit Parent association: Father's day sale
23rd of June 2 pm	Pre reception year parents meeting
28th of June	Summer music concert
1st of July	Parent association Setting up for summer fair – all help welcomed

2nd of July	Parent association: Summer fair
6th July 3.45-6.30	Parent teacher consultations
7th July 3.45-6.30	Parent teacher consultations
8th of July	School closure- staff training day
18th of July	Parent association: magic show for nursery (tickets 3 euro with a party bag) Parents are needed as helpers.
22th of July 3.20 pm	School year ends

APPENDIX TWENTY FOUR. SUMMARY OF TRANSITION PLANS

SUMMARY OF TRANSITION PLANS for Children with SEN from preschool to nursery class in primary school (information from field notes- document from children's files).

In June 2010, a meeting took place at the school with the **multiagency group**, composed by the head teacher(b), learning support and inclusion manager (SENCo(c)), the home school support worker , the deputy learning support and inclusion manager (teacher(b)), an educational psychologist, the learning support service, education welfare officer and the school nurse. They discussed children making the key transitions from outside nurseries into the school, and they received the clinical statements from child with Sen (c), they were also informed that his mum had requested statutory assessment.

"**The transition plan**" was a template developed by the borough and used to guide class teacher (b) and school SENCo in the meetings with the previous preschool teacher of the child with SEN(c) which took also place in June, 2010. The report specified that teacher(b) would explain the main changes through social histories. During the first two weeks, children with SEN were expected to come to the nursery a few hours a day and then should start the big group in October.

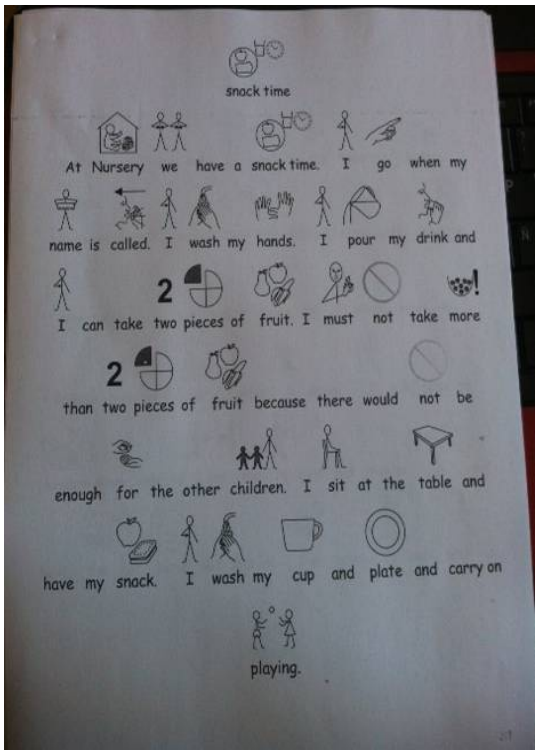
Visit and transition meeting: In the same month, class teacher (b) went to the preschool setting to observe the child with SEN(c) and participated in a transition meeting, she learned how to implement in the classroom certain tools. In that transition meeting the preschool staff confirmed that they would send the child's records to the nursery class and parents gave their permission to share the information of the child. Teacher(b) said that if any problems appear, the local council had a service named **Parents in Partnership Services** (PiPS), which was a multidisciplinary team that worked on promoting their effective partnerships.

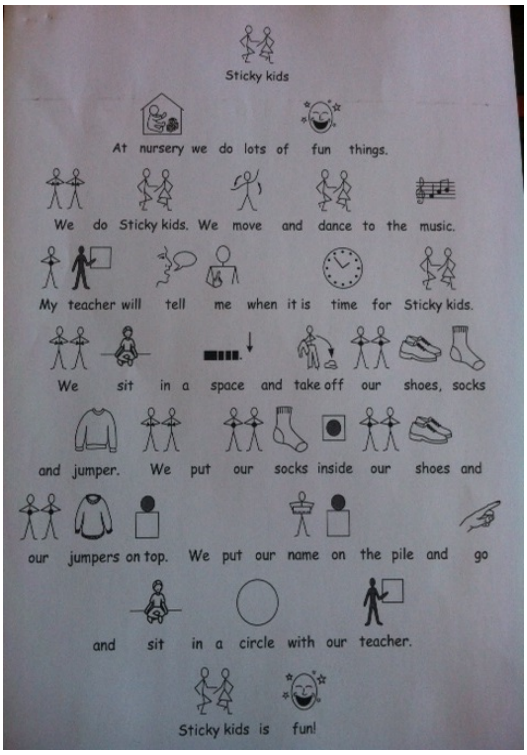
The information from preschool was followed and used in the nursery class room systems, aiming to inform the child on transitions in planned activities. A document named **"about the child"** specifying the child's favourite things at preschool, the behaviour showed by the child when he was happy and upset and which things made him worried and upset. Another document specified what the child did at preschool; the **"work station"** such as matching and sharing activities, copying, modelled play and focussing and listening activities and the importance of keeping him stimulated, and the child's preference to be in an enclosed area. Teacher(b) agreed to also use the "**communication table**" for 7 minutes a day, in order to give instructions on how to

play appropriately, to share and take turns and to produce responses to three word instructions. Another document specified that at the work station the child used a ”**work system**”, a system that had different work symbols to be matched with the help of his key worker into the table top. The “**Schedule system**” displayed the child's own photograph and pictures and symbols specifying the activities that were in progress.

“**The communication systems**” were also used with the child in preschool and what was implemented in both settings was the Makaton signing and he was learning to use PECS (the Picture Exchange Communication system), in situations when he was having difficulty in expressing himself. The document named as “target 1234” elaborated by the preschool, showed examples of how communication among the key teacher at preschool and child with SEN (c) was relevant and indicated which were the main observation targets evaluated on four occasions in the previous year. Focus was on understanding and developing his communication skills (by constructing sentences and reinforcing them by praise of encouragement, or by involving them in small class talks). The previous preschool developed language record files indicating the context of different vocalisation (being spontaneous by repetition or by interaction and if it was with another child or adult). The main objectives that were worked on were specified in these documents and it was shared with his visiting professional (at that time he had attended two meetings with the speech and language council department from the other borough and one meeting with the council educational psychologist) which was signed by his parents. Those objectives, the activities used to imply them, who implemented them and how often they were used, along with the child’s reactions to them, were also stated.

“**Social histories**” were documents informing the child with SEN (c) of activities that were going to take place. They had been elaborated on several occasions (introduction to new activities, school breaks, photo day at school, Christmas time, information explaining that the teacher(a) will leave and promotion of healthy habits) during the academic year 2010/11.





Teacher(b) along with the mum of the child with SEN (c) and her child visited the nursery and had another induction session.

THE YELLOW PACK:

The Yellow Pack

Early Years Handwriting
We start in the Nursery by teaching the children:-
1. Pencil grip
2. Correct hand position
3. Encouraging a steady pressure
4. Trace pictures and patterns

They will want to write their names at some stage and we have provided a sheet to show correct formation of the letters. Correct formation of the letters is essential so please encourage this at home if they are interested and whenever the opportunity arises. **The children will not be expected to be writing their names before they go into Reception.**

Our Curriculum

Personal, Social and Emotional Development
Your children will be encouraged as individuals to share and treat people and equipment with care and consideration. We use both secular and Bible stories for Christian moral teaching. We pray together each day and we take part in assemblies, festivals and celebrations.

Communication, Language and Literacy
We will be encouraging your children to speak clearly, in sentences and with confidence to other children and adults.
They will learn to listen and follow instructions.
Writing will be encouraged in our variety of role-play activities. They will want to write letters, stories, take phone messages, make appointments etc which will be mainly scribbles, symbols and the odd letter or number. This is called emergent writing, an essential early stage.
We encourage you to share books with your child by providing books for you to borrow. We regularly read stories with the children and introduce them to the idea of reading books for themselves during our group work.

Mathematics
We will play lots of games that involve counting, numbers, comparative language and mathematical ideas. This is all basic preparation for school.

Knowledge and Understanding of the world
This title covers Science, Technology, History, Geography and Information and Communication Technology.
It all sounds very grand but in actual fact involves the ordinary development of any
3/4 year-old child. It means exploring and discovering through play e.g. sand and water play where they discover "what happens when ...." Building with the construction toys etc. There are computers available for them to use and we will teach them how to control the mouse and use simple programs.

Physical development
Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive. The children will be encouraged to use a range of equipment which will improve co-ordination, control, manipulation and movement.

Creative Development
We offer the children a stimulating environment where creativity, originality and expressiveness are valued. We will be encouraging the children to take part in painting, cutting, sticking, music, dance, role-play and imaginative play.

Development of Learning and Understanding
Each child is monitored and encouraged in all areas. You will be kept informed by parent consultation, personal contact and a final report.

We have one interview following induction when we talk about your child and how they have settled in, discussing any problems and concerns. If you need to speak to us again we are always available at the beginning and end of any session. If necessary we can make a formal appointment to discuss and serious issues. At the end of the year you will have a written report.

The "Yellow health record" was a sheet in which parents specified if children had allergies, speech therapy or other regular treatments. The parents were asked about

the date of starting nursery, if the child was premature at birth, when the child started to walk unaided, when the child started to talk, if the child could follow simple instructions, if he had any childhood illnesses or any medical information, if the child had any speech difficulties, if the child attended speech therapy, if the child had been in a playground and for how long and if he enjoyed it, if the child had any siblings, the arrangements for the child's collection, and any other information concerning the child that the parents think the nursery should know. This document needed to be returned on their first visit day. Both teachers express the relevance of these documents that helped them to know a lot about the new children.

Parents received an "**all about me**" document to be filled out at home, it was specified that they needed to give an accurate account of what their children can or can't do. Teachers highlighted that the information helped them to plan the initial activities. All parents needed to bring a picture of the child and highlight the things the child could do for himself (for example, dress or zips), the things the child could use properly (for example the toilet or a spoon), the things he liked to do (for example, play with his family or use scissors), the things the child knew (for example, understand yes or no), the things the child did best (his favourite toy). or what made them angry and information on their ability to hold a pencil. With those children at risk of or with SEN, staff asked parents to fill out a parents perception questionnaire (10 open questions asking about the childs enjoyments, friendships and habits). Parent were asked if they felt that their children were settled in their new setting (i.e. speak about it at home and feel fine about going to the nursery). And a lot of communication between the teachers and the parents about all aspects of the child's experiences were communicated from the teachers and parents.

They used "an initial nursery observation sheet" (September October 2010). Staff recorded the following information per child: date, name, separation (good, fair, distressed, other, settles to activity, wanders, refuses, other). Play: solitary, parallel, mixes), speech (clear, baby talk, difficult to understand, lisp, EAL), Uses (sentences, phrases and words), enjoys, dislikes, SEN/ health/ allergies/toileting and comments.

APPENDIX TWENTY SIX - INFORMATION FROM TEACHERS TO TEACHERS ASSISTANT ABOUT MEETING WEDNESDAY MORNING

25/5/11

Briefing

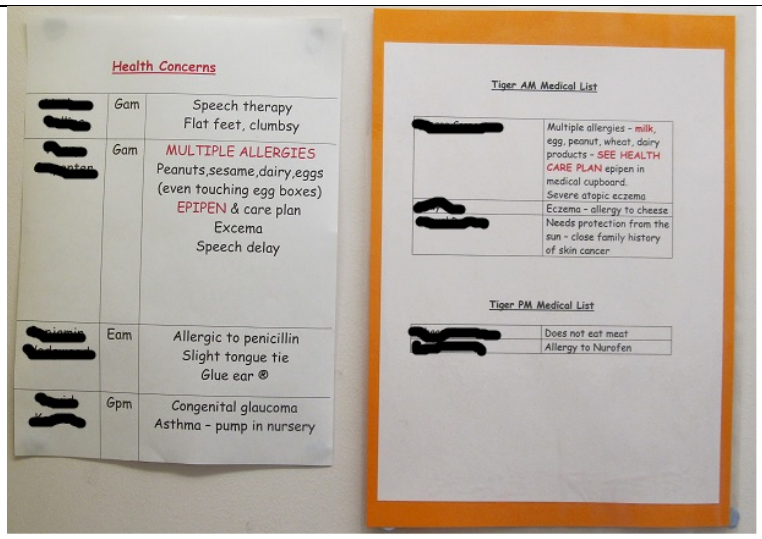
* Congratulations to Maria + Janette.
* Thank you to Emily + all staff for the swimming gala.
* Interviews today + tomorrow for NQT.
* INSET - Friday moderation am - FRONTER pm.
* Thank you for G + T day.
  - next one is 2½ weeks time
* one - one tuition, think about next year.
  need to sort out + claim pay.
* Red trip phone missing.
* Community choir tomorrow in church pls tell chn to tell their parents.
* It is everyones resp for the dishwasher / cleaning of the kitchen.

8.50	The day normally starts with assemblies divided in two groups, the crocodiles and the tigers, when all children are seated on the floor children are divided in two groups each lead by one teacher (approximately 22 children each group) The SENCO of the school comes to observe the class. Then the group start saying good morning and recognising the pictogram of the weather and the date with day, month and year (10 minutes used for coats, names and register) and the children's photos are displayed on a huge poster that included foot prints of animals and stated “we are here today”.
9:00	On Mondays, at 9 o´clock both groups are together for a circle time in which all staff and children share the weekend news and on the other days the activities are implemented in groups. Some days in small groups, for example, for numeracy and literacy or in two groups for sticky kids, reading a book or singing. Staff names the activities that will happen in the day using the concrete materials, pictograms and always main teachers and teaching assistants uses the Makaton communication system to describe the activities. Depending on the activity grouping is established differently. For example, teacher(a) said that the maths activity takes part in different small groups classifying children in different maths abilities if not children get easily bored. Staff encourage children to clap their hands as reinforcement when children do the exercise of counting using their fingers, cups (0-10), puppets ducks and wood blocks (0-5) and numbers in a counting chart, bears(0-20) and all of them sign them, exercises their fingers, write in the air and use cards with numbers.
9:50/10:50	Children participated in child initiated activities that were indoors or outdoors, including the individual groups snack time (two main groups and those with allergies that each before them). The areas of provision included: graphics workshop, literacy workshop, maths workshop, construction, small world, home corner/role play area, ICT, knowledge and understanding, music At the creative area including activities of wet sand, dry sand, water,

	malleable and the creative workshop. Individual activities took place when most children were in the outside area. “Child with sen (c)” had his own work space, named as work station and had a personal graphic timetable. Staff informed the child orally and physically using the PECs that indicated that they would have 15 minutes at its work station. The teaching assistant and main class teachers were the ones who performed individual activities. They used pictograms, Makaton for the child with SEN c, Verbal Communication and PECS. They used other cards that indicated that the activity was going to finish and the “child c” always said thanks and “started the time of free play”. It was interesting that during the time the child was doing these individual activities the teacher focused only on him and if other children came to join in the activity the staff didn't involve them. The “support record” was prepared a week in advance by the Senco in collaboration with the class teachers with the daily individual activities and the list of resources needed, description of activities, space for comments and initial of the staff that will perform it. The children a, b and c with SEN had their own weekly schedule. It was mainly “the main class teacher a” who initiated notes on observations and they were very specific, and after the first week the other nursery staff also gave notes from observations. . “Child a and b” were together in their individual activities that took places in a small room. They sat in the floor with the teacher and closed the door and they performed a 10 minute activity with the teaching assistant or main class teacher. The support “record sheet” was prepared and ready to be shared the Friday before and included the information of the daily activities to be implemented the following week. Each activity had a main topic, for example name and signing using Makaton of animals or food, toys and pictures and locations and positions. The children a and b implemented the activities three times a week and observations were collected. A copy of the observations were located in the staff room. The sheet specified the activities and its relation with the IEP targets, the resources needed and let a space for the instructor to leave comments. Each child had their own individualised sheet although they did the activities together. On some of the observation sheets it was notable that the staff copied the same sentences and only changed the name of the children. Staff took notes from the observations of each of their individual children

	when they were in the playground using "the early years foundation stage ongoing assessment record sheet", a 14 paged document that specified which areas of child development were categorised by dispassion and attitudes and by development over months. Specifically with the children with SEN, personal social and emotional development, communication and language, problem solving, reasoning and numeracy, physical development, creative development. The moment "mum of child with sen a" inform the "main class teacher a" that she is looking forward for getting the statement, the child c gets more observations that the rest of his mates. Staff started taking notes at the ongoing assessment record at the 22nd of September and then each two months at the academic year, stating what skills have showed and the evidence by observation with the date. Each staff member has its six own key children and they need to carry out scheduled observation and sporadic ones. Both main class teachers are the key worker of children in risk or with sen. The notes from the observation from "main class teacher a" to the "child with sen c", indicated that she was collecting information since the first day child was settling, and during the first months these were done twice a week. Mainly focus on how the child responded to the communication systems and the reinforcement strategies used to model his positive and challenging behaviour.
10.55/ 11.15	From activities are mainly two group activities directed (phonics or history) by one staff for each group that can be main teacher or teaching assistant school. On Wednesdays when all staff is in, they have circle time when some topics are discussed among children and staff (for example how to get to school? Or where do you live?). All children know that all are different and then, when some get different activities the rest understand why. For example, children a and b eat earlier as they have allergies, all children let them do it first and as they finish earlier they have time to play after that. One day it was indicated that children have to go outside after lunch and when "children a and b" had finished, the rest asked to the teacher to play with them and teaching assistant explained that they fist had to eat and then they will play outside together, no child asked further.

 **Kitchen** **Weekly planning and** the Early Years Foundation Stage Principles.	**Use of pictograms** 
Specific information about children with sen	**Information in the wall of kitchen area visible to all staff**
Health issues	



Health Concerns

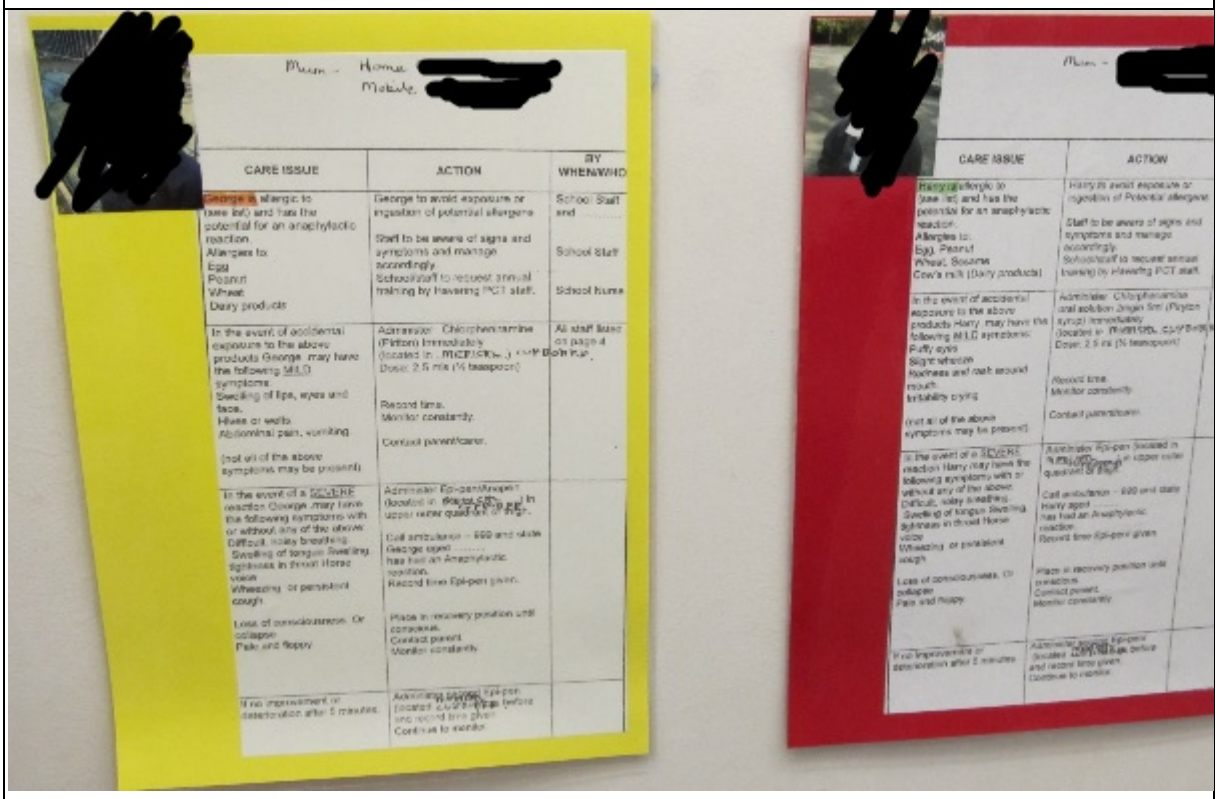
[redacted]	Gam	Speech therapy Flat feet, clumbsy
[redacted]	Gam	MULTIPLE ALLERGIES Peanuts,sesame,dairy,eggs (even touching egg boxes) EPIPEN & care plan Excema Speech delay
[redacted]	Eam	Allergic to penicillin Slight tongue tie Glue ear ®
[redacted]	Gpm	Congenital glaucoma Asthma – pump in nursery

Tiger AM Medical List

[redacted]	Multiple allergies – milk, egg, peanut, wheat, dairy products – SEE HEALTH CARE PLAN epipen in medical cupboard. Severe atopic eczema
[redacted]	Eczema – allergy to cheese
	Needs protection from the sun – close family history of skin cancer

Tiger PM Medical List

[redacted]	Does not eat meat
	Allergy to Nurofen

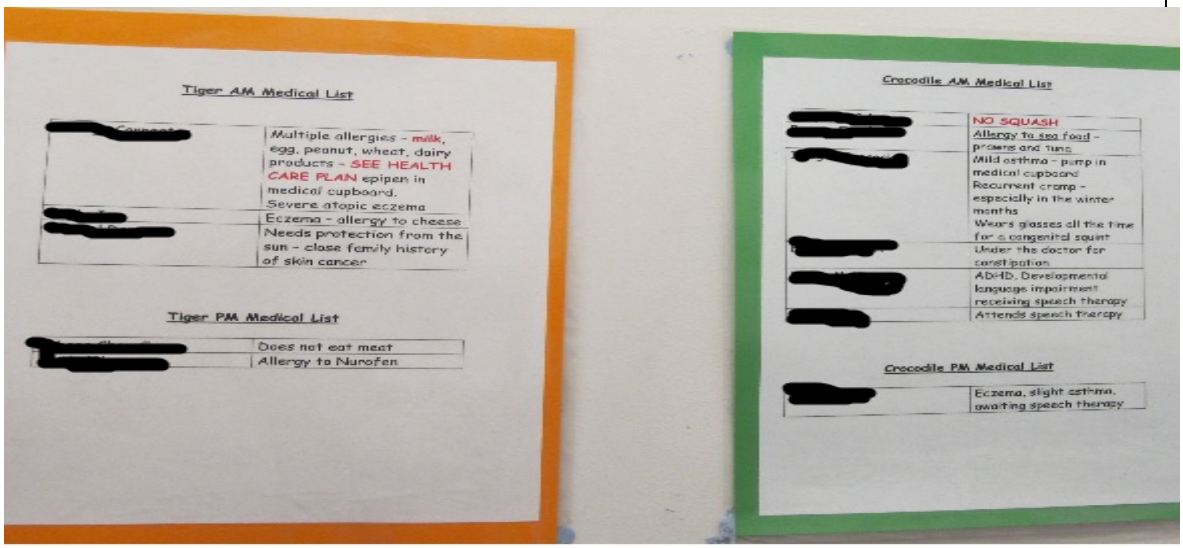


Mum – Home [redacted]
Mobile [redacted]

CARE ISSUE	ACTION	BY WHEN/WHO
George is allergic to (see info) and has the potential for an anaphylactic reaction Allergens to: Egg Peanut Wheat Dairy products	George to avoid exposure or ingestion of potential allergens Staff to be aware of signs and symptoms and manage accordingly Schoolstaff to recieve annual training by Havering PCT staff.	School Staff and School Staff School Nurse
In the event of accidental exposure to the above products George may have the following MILD symptoms Swelling of lips, eyes and face. Hives or welts Abdominal pain, vomiting (not all of the above symptoms may be present)	Administer Chlorphenramine (Piriton) Immediately (located in [illegible] Dose: 2.5 ml (½ teaspoon) Record time. Monitor constantly. Contact parent/carer.	All staff listed on page 4
In the event of a SEVERE reaction George may have the following symptoms with or without any of the above Difficult, noisy breathing. Swelling of tongue Swelling tightness in throat Hoarse voice Wheezing or persistent cough Loss of consciousness. Or collapse Pale and floppy	Administer Epi-pen/Anapen (located in [illegible] in upper outer quadrant of thigh. Call ambulance – 999 and state George aged [illegible] has had an Anaphylactic reaction. Record time Epi-pen given. Place in recovery position until conscious. Contact parent. Monitor constantly	
If no improvement or deterioration after 5 minutes	Administer second Epi-pen (located [illegible]) before and record time given Continue to monitor	

Mum – [redacted]

CARE ISSUE	ACTION
Harry is allergic to (see info) and has the potential for an anaphylactic reaction. Allergies to: Egg, Peanut Wheat, Sesame Cow's milk (Dairy products)	Harry to avoid exposure or ingestion of Potential allergens Staff to be aware of signs and symptoms and manage accordingly. Schoolstaff to recieve annual training by Havering PCT staff.
In the event of accidental exposure to the above products Harry may have the following MILD symptoms: Puffy eyes Slight wheezes Redness and rash around mouth. Irritability crying (not all of the above symptoms may be present)	Administer Chlorphenramine oral solution 2mgm 5ml (Piriton syrup) Immediately (located in [illegible]) Dose: 2.5 ml (½ teaspoon) Record time. Monitor constantly. Contact parent/carer.
In the event of a SEVERE reaction Harry may have the following symptoms with or without any of the above. Difficult, noisy breathing. Swelling of tongue Swelling tightness in throat Hoarse voice Wheezing or persistent cough Loss of consciousness. Or collapse Pale and floppy	Administer Epi-pen (located in [illegible]) in upper outer quadrant of thigh Call ambulance – 999 and state Harry aged [illegible] has had an Anaphylactic reaction. Record time Epi-pen given Place in recovery position until conscious. Contact parent. Monitor constantly
If no improvement or deterioration after 5 minutes	Administer second Epi-pen (located [illegible]) before and record time given. Continue to monitor



Tiger AM Medical List

[redacted]	Multiple allergies - milk, egg, peanut, wheat, dairy products - SEE HEALTH CARE PLAN epipen in medical cupboard. Severe atopic eczema
[redacted]	Eczema - allergy to cheese
[redacted]	Needs protection from the sun - close family history of skin cancer

Tiger PM Medical List

[redacted]	Does not eat meat
[redacted]	Allergy to Nurofen

Crocodile AM Medical List

[redacted]	NO SQUASH
[redacted]	Allergy to sea food - prawns and tuna
[redacted]	Mild asthma - pump in medical cupboard Recurrent cramp - especially in the winter months
[redacted]	Wears glasses all the time for a congenital squint
[redacted]	Under the doctor for constipation
[redacted]	ADHD. Developmental language impairment receiving speech therapy
[redacted]	Attends speech therapy

Crocodile PM Medical List

[redacted]	Eczema, slight asthma, awaiting speech therapy

	Gate Duty	Outside 1	Outside 2	Outside 3	Blue Room	Wet Area
Monday	Mrs [redacted]	Mrs [redacted]	Miss [redacted]	Mrs [redacted]	Mrs [redacted]	Mrs [redacted]
Tuesday	Mrs [redacted]	Mrs [redacted]	Miss [redacted]	Mrs [redacted]	Mrs [redacted]	Miss [redacted]
Wednesday	Mrs [redacted]	Miss [redacted]	Mrs [redacted]	Mrs [redacted]	Mrs [redacted]	CLOSED
Thursday	Mrs [redacted]	Mrs [redacted]	Mrs [redacted]	Mrs [redacted]	Miss [redacted]	Miss [redacted]
Friday	Miss [redacted]	Miss [redacted]	Mrs [redacted]	Mrs [redacted]/Mrs [redacted]	CLOSED	Mrs [redacted]

Personal duties – days and rooms (blue room and wet are can be close as they have less teaching assistants these days)

Example of term plan

Foundation Stage Medium Term Plan (Autumn Term 2nd half) – Autumn & Christmas

Personal, Social and Emotional		Communication, Language and Literacy		Mathematical Development	
Learning Objectives: PSED	Experiences/Provision:	Learning Objectives: (inc. Speaking & Listening, Reading, Writing)	Experiences/Provision:	Learning Objectives:	Experiences/Provisio
7,4,5	Separating from carer and making new friendships/relationships	1	Rules and Routines	4,9	Non-standard measure
5,8	Rules and Routines eg. snack. Visual timetable	1,3,5,6,8	Circle Times – taking turns, encouragement to speak? Weekend news	1,2,3	Number mats and number l
11, 5	Using toilet independently and putting on coats	4,3,15	Big Books – discussion	3,10	Matching activities
		17	Chalkboard & easel	1,2	Number songs and rhymes
14,6,2	Special events (Fireworks & Christmas) – special personal events (Birthdays)	17	Free mark making opportunities	9,11,12	Construction toys
8,7,2	Role Play – Home/Post office (inside) / Stable/ Santa's workshop (outside)	4	Chanting/singing Nursery Rhymes	2	Counting to 10 in various ste
4,5		2,4	Ring games	11	2D Shapes
2,3,4,5	Likes and dislikes – activities in school		Writing Christmas lists, cards		Advent calendar
			Following instructions		Estimation – which gift fits wh bag
6,13,14	Circle times		Guessing game – what's in the present (Circle Time)		
	R.E – Bible stories – Moses, Zacchaeus, The paralysed man Christmas		Role play – Stable, Santa's workshop, Post office		

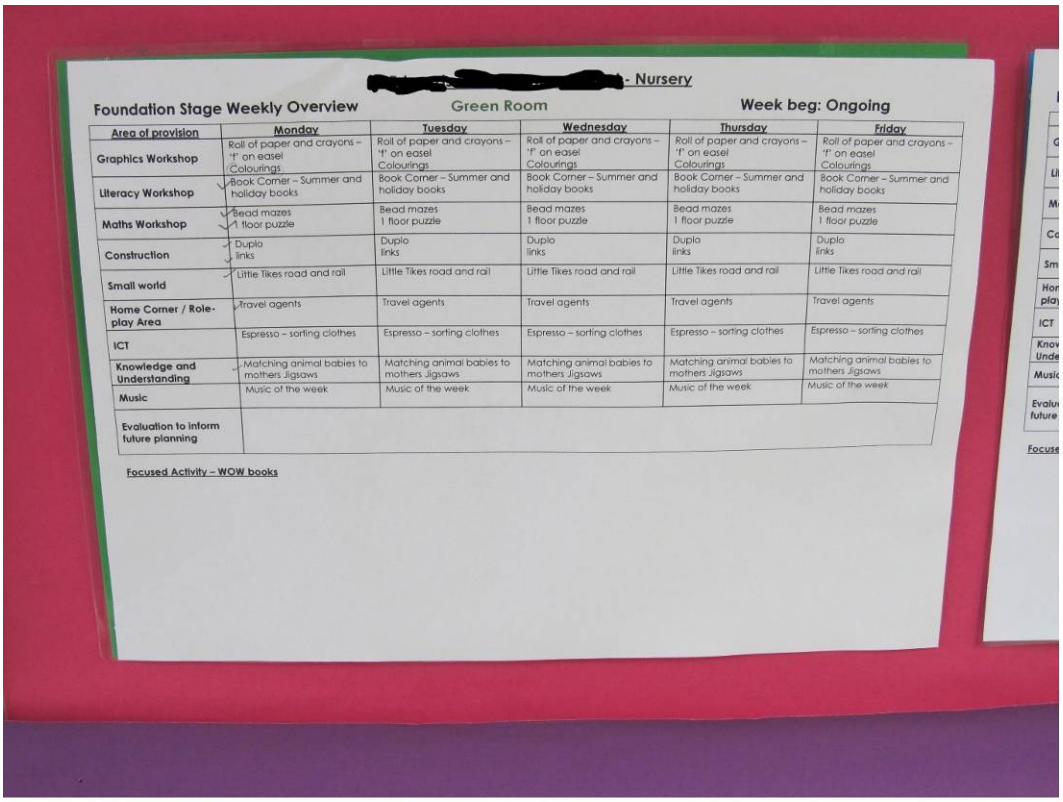
Knowledge and Understanding of the world		Physical Development		Creative Development	
Learning Objectives: (inc. Science & Technology, ICT, Sense of time & place)	Experiences/Provision:	Learning Objectives: (inc. Fine Motor & Gross Motor	Experiences/Provision:	Learning Objectives: (inc. 2D & 3D, music & dance, role & imaginar play	Experiences/Provisio
	Christmas Celebration		Hygiene (washing hands etc.)	4,5	Singing – Christmas celebrati songs
1,7	Times of the day / visual timetable/ talking about weather	1,2,4,6	Change to heart beat (Sticky kids)		Hedgehog – cutting skills
		3,7	Assault course		Calendar
6	Using playdoh Different colours & textures / Cutting skills	4	Autumn Walk around the environment		Christmas cards
			Spacial awareness		Rudolph
3,4,2,10	Winter/Christmas interest table	1,2,4,6	Gym / Dance (Sticky Kids)		Holly wreaths
					Firework pictures
3,4,2,10	Colour table	1,7	Bikes, cars and scooters		
1,6	Sorting and selecting different materials (shiny, wool, card etc)	1,3,7	Balancing equipment, benches, mats, tunnels. Obstacle course	2,1,3	Free painting and drawing
		7,8	Digging (sand)	3	Colouring – Autumn & Christ
1,4	Sand & water play	7,8	Playdough		
			Mark making		
	Christmas decoration treasure hunt	2,7			
		2,7,8	Cutting skills		
	Autumn Walk				

Foundation Stage Medium Term Plan (Autumn Term 2nd half) – Autumn & Christmas

Additional Resources	Vocabulary	Displays / Areas of interest	Outings / Visitors	Special even
Gift bags	Shiny	Firework pictures	– Reception outside / Hall visit	Christmas celebratio parties
	Dull			
Post office materials	Sparkly	Hanging stars		
Stable masks etc	Crinkly			
	Smooth	Free mark making eg. lists, cards		
	Christmas			
	Conker	Nativity scene		
	Acorn			
	Winter	Hedgehogs		
	Fir cones			
	Frosty	Leaf rubbings		
	Christmas story vocab			
		Free painting and drawing		
		WOW Board		
		Number board		

Overall evaluation of theme

ROOM TWO- BLUE ROOM



[redacted] - Nursery

Foundation Stage Weekly Overview — Green Room — Week beg: Ongoing

Area of provision	Monday	Tuesday	Wednesday	Thursday	Friday
Graphics Workshop	Roll of paper and crayons – 'f' on easel Colourings	Roll of paper and crayons – 'f' on easel Colourings	Roll of paper and crayons – 'f' on easel Colourings	Roll of paper and crayons – 'f' on easel Colourings	Roll of paper and crayons – 'f' on easel Colourings
Literacy Workshop	Book Corner – Summer and holiday books	Book Corner – Summer and holiday books	Book Corner – Summer and holiday books	Book Corner – Summer and holiday books	Book Corner – Summer and holiday books
Maths Workshop	Bead mazes 1 floor puzzle	Bead mazes 1 floor puzzle	Bead mazes 1 floor puzzle	Bead mazes 1 floor puzzle	Bead mazes 1 floor puzzle
Construction	Duplo links	Duplo links	Duplo links	Duplo links	Duplo links
Small world	Little Tikes road and rail	Little Tikes road and rail	Little Tikes road and rail	Little Tikes road and rail	Little Tikes road and rail
Home Corner / Role-play Area	Travel agents	Travel agents	Travel agents	Travel agents	Travel agents
ICT	Espresso – sorting clothes	Espresso – sorting clothes	Espresso – sorting clothes	Espresso – sorting clothes	Espresso – sorting clothes
Knowledge and Understanding	Matching animal babies to mothers Jigsaws	Matching animal babies to mothers Jigsaws	Matching animal babies to mothers Jigsaws	Matching animal babies to mothers Jigsaws	Matching animal babies to mothers Jigsaws
Music	Music of the week	Music of the week	Music of the week	Music of the week	Music of the week
Evaluation to inform future planning					

Focused Activity – WOW books

Example of weekly plan room green

ROOM THREE- GREEN ROOM

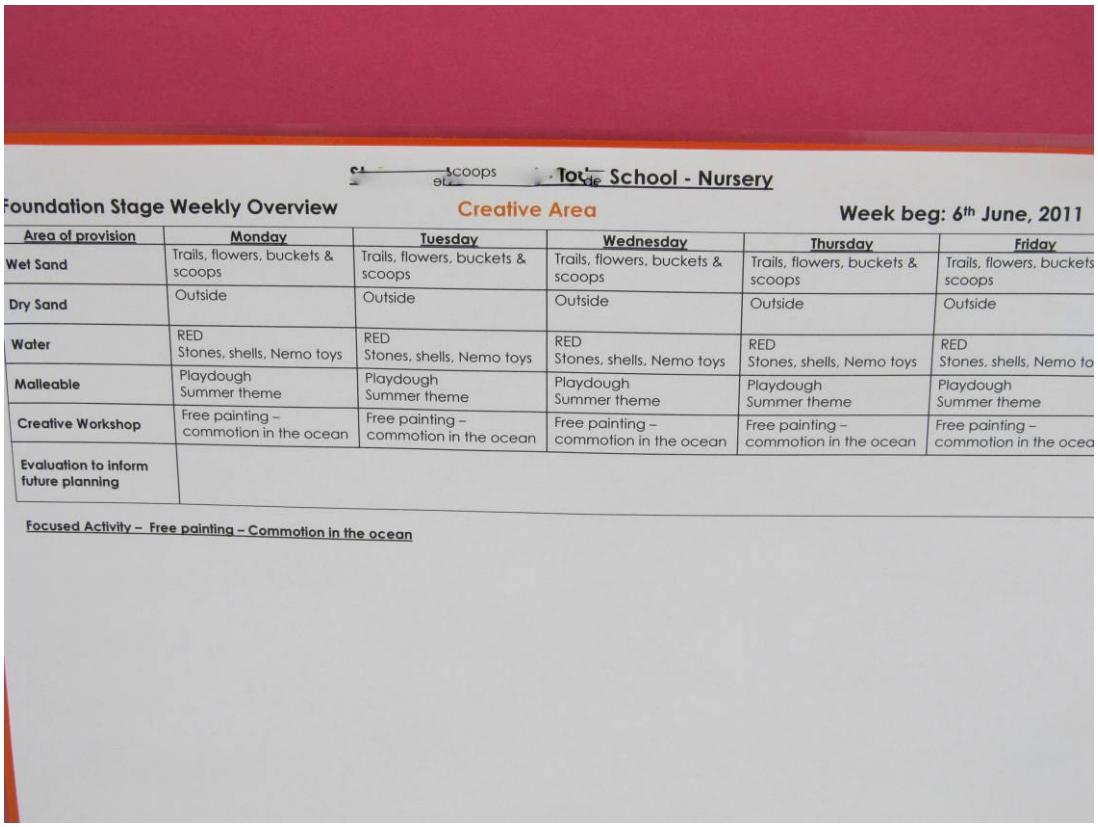
Activity corner

Computer that staff used for planning the activities.

Corner where staff work with child with sen

Storytelling corner

ROOM TWO- CREATIVE AREA

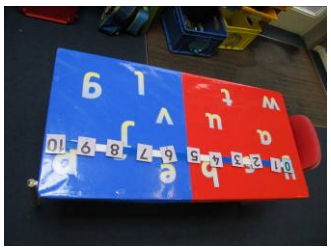


School - Nursery

Foundation Stage Weekly Overview — Creative Area — Week beg: 6th June, 2011

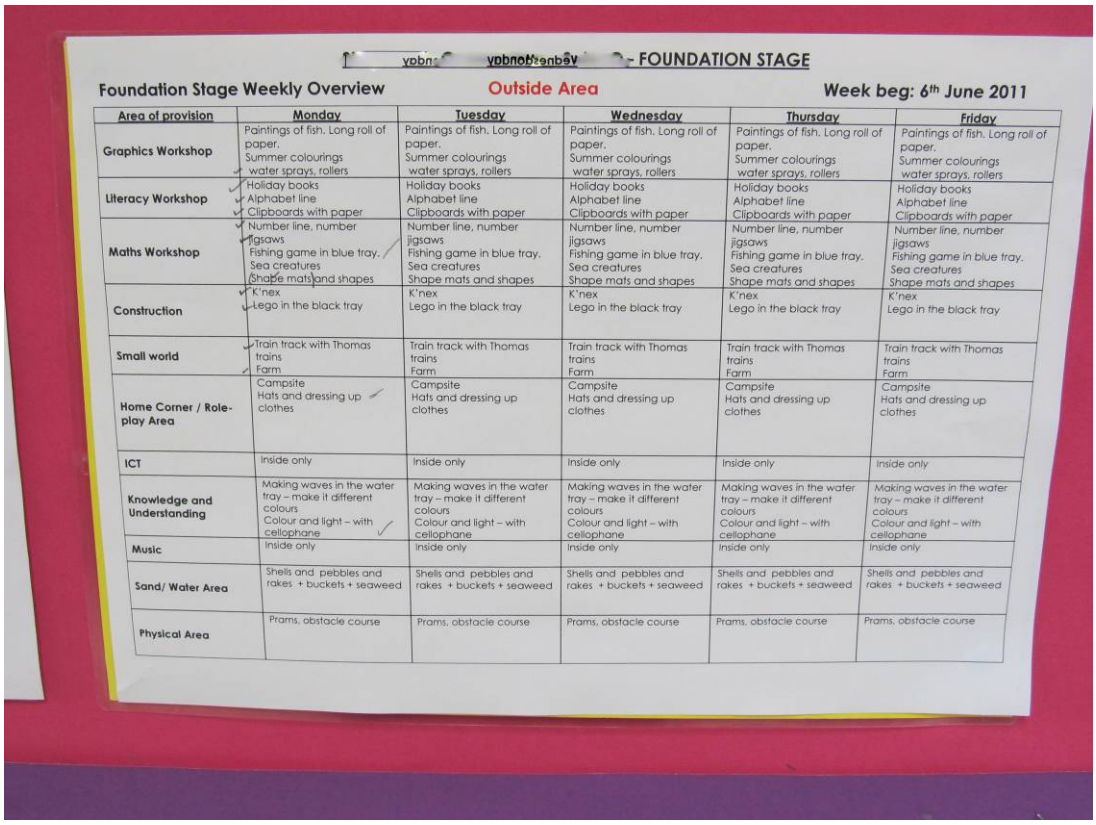
Area of provision	Monday	Tuesday	Wednesday	Thursday	Friday
Wet Sand	Trails, flowers, buckets & scoops	Trails, flowers, buckets & scoops	Trails, flowers, buckets & scoops	Trails, flowers, buckets & scoops	Trails, flowers, buckets scoops
Dry Sand	Outside	Outside	Outside	Outside	Outside
Water	RED Stones, shells, Nemo toys	RED Stones, shells, Nemo toys	RED Stones, shells, Nemo toys	RED Stones, shells, Nemo toys	RED Stones, shells, Nemo to
Malleable	Playdough Summer theme	Playdough Summer theme	Playdough Summer theme	Playdough Summer theme	Playdough Summer theme
Creative Workshop	Free painting – commotion in the ocean	Free painting – commotion in the ocean	Free painting – commotion in the ocean	Free painting – commotion in the ocean	Free painting – commotion in the ocea
Evaluation to inform future planning					

Focused Activity – Free painting – Commotion in the ocean



OUTDOOR ACTIVITIES

When children are outside, should be two staff outside and two inside (organising the next activity)



[redacted] - FOUNDATION STAGE

Foundation Stage Weekly Overview — Outside Area — Week beg: 6th June 2011

Area of provision	Monday	Tuesday	Wednesday	Thursday	Friday
Graphics Workshop	Paintings of fish. Long roll of paper. Summer colourings water sprays, rollers	Paintings of fish. Long roll of paper. Summer colourings water sprays, rollers	Paintings of fish. Long roll of paper. Summer colourings water sprays, rollers	Paintings of fish. Long roll of paper. Summer colourings water sprays, rollers	Paintings of fish. Long roll of paper. Summer colourings water sprays, rollers
Literacy Workshop	Holiday books Alphabet line Clipboards with paper	Holiday books Alphabet line Clipboards with paper	Holiday books Alphabet line Clipboards with paper	Holiday books Alphabet line Clipboards with paper	Holiday books Alphabet line Clipboards with paper
Maths Workshop	Number line, number jigsaws Fishing game in blue tray. Sea creatures Shape mats and shapes	Number line, number jigsaws Fishing game in blue tray. Sea creatures Shape mats and shapes	Number line, number jigsaws Fishing game in blue tray. Sea creatures Shape mats and shapes	Number line, number jigsaws Fishing game in blue tray. Sea creatures Shape mats and shapes	Number line, number jigsaws Fishing game in blue tray. Sea creatures Shape mats and shapes
Construction	K'nex Lego in the black tray	K'nex Lego in the black tray	K'nex Lego in the black tray	K'nex Lego in the black tray	K'nex Lego in the black tray
Small world	Train track with Thomas trains Farm	Train track with Thomas trains Farm	Train track with Thomas trains Farm	Train track with Thomas trains Farm	Train track with Thomas trains Farm
Home Corner / Role-play Area	Campsite Hats and dressing up clothes	Campsite Hats and dressing up clothes	Campsite Hats and dressing up clothes	Campsite Hats and dressing up clothes	Campsite Hats and dressing up clothes
ICT	Inside only	Inside only	Inside only	Inside only	Inside only
Knowledge and Understanding	Making waves in the water tray – make it different colours Colour and light – with cellophane	Making waves in the water tray – make it different colours Colour and light – with cellophane	Making waves in the water tray – make it different colours Colour and light – with cellophane	Making waves in the water tray – make it different colours Colour and light – with cellophane	Making waves in the water tray – make it different colours Colour and light – with cellophane
Music	Inside only	Inside only	Inside only	Inside only	Inside only
Sand/ Water Area	Shells and pebbles and rakes + buckets + seaweed	Shells and pebbles and rakes + buckets + seaweed	Shells and pebbles and rakes + buckets + seaweed	Shells and pebbles and rakes + buckets + seaweed	Shells and pebbles and rakes + buckets + seaweed
Physical Area	Prams, obstacle course	Prams, obstacle course	Prams, obstacle course	Prams, obstacle course	Prams, obstacle course

ROOM ONE outside


The Zoo
The Zoo


Good Morning



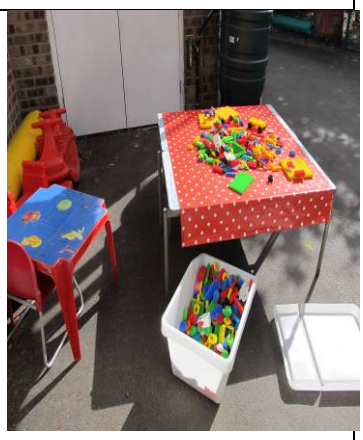



OUTSIDE ROOM SHARED WITH RECEPTION







ROOM TWO OUTDOOR




Nursery
Growing
Area

APPENDIX TWENTY NINE: NEXT YEAR WORK PROPOSAL

Children knew the next year teacher some weeks before the end of the last term, and they had a meeting with the new teacher and they visited the new rooms. In the third term, five to ten children from reception come to nursery class, two teaching assistants also interchanged during outside time. Nursery staff, two main teachers and teaching assistants met to distribute groups for the next reception academic course. They first looked at which children had SEN or were in-risk and created groups.

All children had "**transition notes**" reports elaborated by the main class nursery teachers by their reception teachers. Some notes specified when children had healthcare plans and individual progression plans and statements, or had twins brothers or sisters, if children had severe allergies or eczema, if they received any support from a speech therapist or psychologist. **Transition notes.** Children with SEN (d) and (e) would continue with school action in coordination with the council speech therapist. At the end of the third term a new individual education plan would be drawn up, with set targets related to the language developmental skills acquisition. The reviews of the individual provision plans took place in June 2011. Parents, SENCo(c) and both class teachers (b) and (c) attended. Both children were identified and they reviewed targets. It was stated that the child with SEN (c) listened with attention for five minutes and the child with SEN (d) could, particularly when the topic interested him, and both still needed encouragement, especially in group settings. The child with SEN (c) had more difficulty waiting for his turn. Alternative communication, such as Makaton, was requested for them both. It was noted the provision expected in the next year: such as individual and group language work 10 min a day, individual focusing, small group activities and monitoring health needs. The child and parents voices were included in the document and the staff encouraged new teachers to use the circle time activities. New targets were indicated such as routine structures, familiar vocabulary and taking turns. It was specified that the child with SEN (d) had developed more vocabulary.

The sheet elaborated by teachers (b) and (c) included information on speech based on the notes from observations on children with Sen on IPP or/ and statements, pencil skills (drawing a familiar person. i.e. mum, writing their name, underlining etc.) and hand preference and pencil grip, scissors skills and hand preference, listening skills (concentration and attention span, following instructions), detecting the number of sounds learnt (from 15 sounds), mathematics (counting to 5, recognising the number of apples in a tree). Recognising colours and shapes (triangle, circle, rectangle and

square), recognition of the numbers from 0-20, count of 6 objects from a large group and correspondence 1 to 1) and areas of development following the early years foundation stage ongoing assessment record sheet (scale in all areas).

The review of the individual provision plan of child with SEN (c) was implemented in June 2011. In April of 2011 his parents received a letter from the local council and it was sent together to the school head teacher, child speech and language therapy service, educational psychology service, hospital a clinical psychologist, hospital an occupational therapist, hospital b orthotics specialist, paediatrician hospital b, the head of the department of paediatric neurosciences hospital b and special needs local council team with the result of the statement. It was specified that the child was able to attend for 4 minutes, but his concentration declined toward the end of the day and he needed support to adjust to the new reception class, as it would be at least five hours a day. The school did the report that stated to implement a relevant and detailed individual education plan, including targets and strategies in the areas specified previously and also should describe staffing, and other resources the school is deploying in order to meet the child's needs and always in consultation with the child's parents and relevant professionals.

The review of the individual provision plan of child with SEN (c) Strategies were listed including the speech programme, communication target activities from 10 to 15 minutes, communication supported by school and classroom, Makaton signing, breaking down language into small chunks, checking understanding, visual material, setting plays on interaction with pairs or groups, individual support on rehearsing language and social skills on a one-to-one basis, teaching verbal routines, a clear system of rewards and consequences, attending positive behaviour and ignoring inappropriate actions, access to school resources (such as the workstation), visual schedules and a communication table.

In the child statement, it stated that a skilled and experienced teacher was needed to plan programs and alter the curriculum for children with SEN and noted the importance of staff giving the children positive feedback for progress and achievements. The local authorities specified that they will fund, in addition to the resources founded through the school budget for special educational needs, 5 hours a week for special assistance to be used for and on behalf of the child which should be used in combination of individual and group work and supported in the classroom. Each term the school should monitor the child's progress and consult with the teachers

and parents. Within two months of the placement, staff and parents should meet to discuss the short term educational targets and the statement should be reviewed every 6 months until he reaches 5 years old and after that should be renewed annually. The evolution of vocabulary acquisition and sorting words into categories was getting broader and so vocabulary would be reinforced in the new setting. His interaction skills were improving and he was starting to approach other children, he liked to take turns but liked to go first. The following strategies were ongoing: visual timetable, work station, monitoring concentration and behaviour, language steps programme, spirals communication circle time (with the whole class group) and daily speech therapy activities.

The child with SEN (c) said he liked school and he liked playing and certain activities, for example, riding a bike, cutting paper and puzzles. The parents stated that they were happy with the targets and the current progress the child had made. Teacher(a) said that the child was settled into the routine and knew what was expected of him, and he liked to sit very close to her. He knew the names of his friends and that he also liked to talk to adults about computer games and his dog. He followed the activities in his work station and carried out the activities. It was specified that the transition would be carefully planned and he would visit the area and take part in some activities. The new targets were: to adapt to the routine and structures in reception.

The "**foundation stage report**" was done by the staff for all children and summarised the main activities each child had performed during the year and informed each person from reception, what to expect in relation to the curriculum areas. The "**foundation stage report"** were expected work in relation to the curriculum areas such as communication language and literacy, mathematical development (recognising counting colours and shapes), knowledge and understanding of the world (topics such as autumn and Christmas), physical development (directed task coordination and space), creative development (painting ,cutting, role play, music and dance) and personal and social development (3 pages signed by the key worker and head teacher). The progress and development paragraph of "the child with Sen (c)" explained routines, visual time tables, social histories and work stations focusing on his concentration levels. It stated he loves playing outdoors and with the small world toys and how he was independent from his brother and needed to be reminded not to shout out at inappropriate times.

In the case of children with SEN (d) and (e), it specified that both tended to spend only a short amount of time on each task and had benefited from adult support to help them settle for longer periods. It said that the child tended to play with and seek with his twin, however his twin (child with Sen (e)) had begun to play alongside other children, it also highlighted that with adult intervention he was trying very hard to interact with them. It specified that the child with Sen (d) had begun to acquire basic vocabulary although it was still difficult to understand. In a short time, a small improvement had been noted in their concentration levels.