



**HIBERNIA  
COLLEGE**

## **Transitioning Quality of Provision Through Quality Learner Profiles**

Item Type	Presentation
Authors	O'Síoráin, Carol-Ann;Shevlin, Michael
Download date	2026-04-15 22:04:06
Link to Item	<a href="http://hdl.handle.net/20.500.13012/84">http://hdl.handle.net/20.500.13012/84</a>

The background features a dark blue gradient with faint, light blue circular patterns. On the left side, there is a large, semi-circular scale with numerical markings from 140 to 260 in increments of 10. Several smaller circles and arcs are scattered across the page, some with arrows indicating a clockwise direction. The overall aesthetic is technical and modern.

# **TRANSITIONING QUALITY OF PROVISION THROUGH QUALITY LEARNER PROFILES**

**O' SÍORÁIN, C. A. & SHEVLIN, M. (2019)**

# ACCOUNTABILITY

- Social value system
- Value economics
- Economic competitiveness
  
- Quinn (2013)
- Conway and Murphy (2013)

Historical Values

Governance  
Professionalisation  
Teaching Council

Politics

DIVERSITY

Mechanics

Salhberg International  
Review Report in ITE 2012

DIVERSITY

Salhberg raising  
student learning 2007

Power

Graduate lead profession

Domestic and Global Education Reform agenda

# CURRENT DES INITIATIVES

- Literacy and Numeracy
- Leading learning
- **Inclusion**
- Well-being
- ICT
- Supporting teacher learning

# FINDINGS FROM 2 RESEARCH PROJECTS

- Project Iris (Rose, Shevlin, Winters & O'Raw, 2015)
- Example of teacher vulnerability
- Mary a L/S teacher in a rural school in Ireland
  - 'Too many children... not supported enough... not working at their level...'
  - 'We haven't had any whole staff training...'
  - **Preparing teachers to work with pupils with SEN was absent!** 'if we think about the transitions between teachers, it's a bit haphazard at the moment'
  - **RESULT: Vital pupil information is not transferred**
  - **What about whole-school/multidisciplinary input?** 'No its just me...and the class teacher...or if sometimes the parent comes'
- IEPs lacked student voice

## 2<sup>ND</sup> PROJECT

- O' Sioráin, C. A. (2018)
  - Complexity of disability within autism classrooms presented challenges to the identity of the teacher as a curriculum developer, many demonstrating technician behaviours (programme driven as opposed to child focused)
  - IEPs were available for all pupils, but lacked individual focus, while a framework was used to detail strengths and needs the quality of content was inadequate
  - Cut and Paste issues, wrong name on and within the profile

<p>_____ will attend _____ for social skills, circle time, listening/thinking, gym, fine motor, one to one teaching, life skills, buddy &amp; choice.</p>	SNA support, small groups & 1:1 sessions	Staff of _____	September 20
<p>To integrate daily on the mainstream yard at both breaks</p>	Play with peers will be encouraged. Access to SNA supervision needed.	Staff of _____ & mainstream class.	September
<p>To work on decision making by making choices of 3-4 preferred activities.</p>	Choice board & words.	Staff of _____	September
<p>For home &amp; school to liaise with each other through home-school diary.</p>	Confidential home-school diary to be used by both parents & teachers when required.	Teachers of _____ & home	September
<p>To complete gym work focusing on gross motor skills and do some Brain Gym.</p>	OT /physio based programme Brain Gym programme	Staff of _____	September
<p>To attend swimming sessions, working on developing confidence &amp; competence in the water.</p>	Swimming gear, arm bands etc.. SNA support required	Staff of _____	First & school
<p>To encourage independent dressing after swimming.</p>	Prompting will be given if required	Staff of _____	As a
<p>To sit &amp; have lunch in a real setting with the other children of _____</p>	Restaurant in swimming pool. Life skills work, good sitting, waiting etc	_____	As

<p>To work on decision making by making choices of 3-4 preferred activities.</p>	Choice board & words.	_____	Sept
<p>To work on play skills by inviting a buddy from mainstream to _____ each week.</p>	Reverse integration. Pupils interact & play skills are modelled in a natural environment.	_____ & children in 2 <sup>nd</sup> Class.	Sept
<p>For home &amp; school to liaise with each other through home-school diary.</p>	Confidential home-school diary to be used by both parents & teachers when required.	_____	Sept
<p>To complete gym work focusing on gross motor skills &amp; work on co-ordination</p>	OT based programme, taken from any OT recommendations. Brain gym	_____	First sch
<p>To attend swimming sessions, working on developing confidence &amp; competence in the water.</p>	Swimming gear, arm bands etc.. SNA support required	_____	As
<p>To encourage independent showering &amp; dressing after swimming.</p>	Prompting will be given if required	_____	A
<p>To sit &amp; have lunch in a real setting with the other children of _____</p>	Restaurant in swimming pool. Life skills work, good sitting, waiting etc	_____	S
<p>To incorporate regular exercise breaks to _____'s timetable</p>	SNA support required. Breaks between core subjects.	_____	Y
<p>To partake in a 'life skills' programme which will include visits to the library, doctor's, supermarket etc..</p>	Visits within _____ with teacher & SNA's Incorporating work on road safety awareness.	_____	Y
<p>To take part in simple</p>	Small group work,	_____	Y

# REFLECTION

- A cacophony of voice is directed at teachers in special education roles (government policy makers, the inspectorate, unions, and advisors) and learner voice is lost.

# THE 'VULNERABLE'

- Florian & Black-Hawkins (2011) Bell-curve thinking = vulnerable learners.
- Shevlin, Winters and Flynn (2013) teacher attitudes,
  - Knowing them, listening, attending, parental aspirations
  - The spaces and places of learners, and especially learners w/sen
  - Relational space – Disability and Ableism
  - Mobility or the lack of

# REFRAMING INCLUSION AND SPECIAL EDUCATION

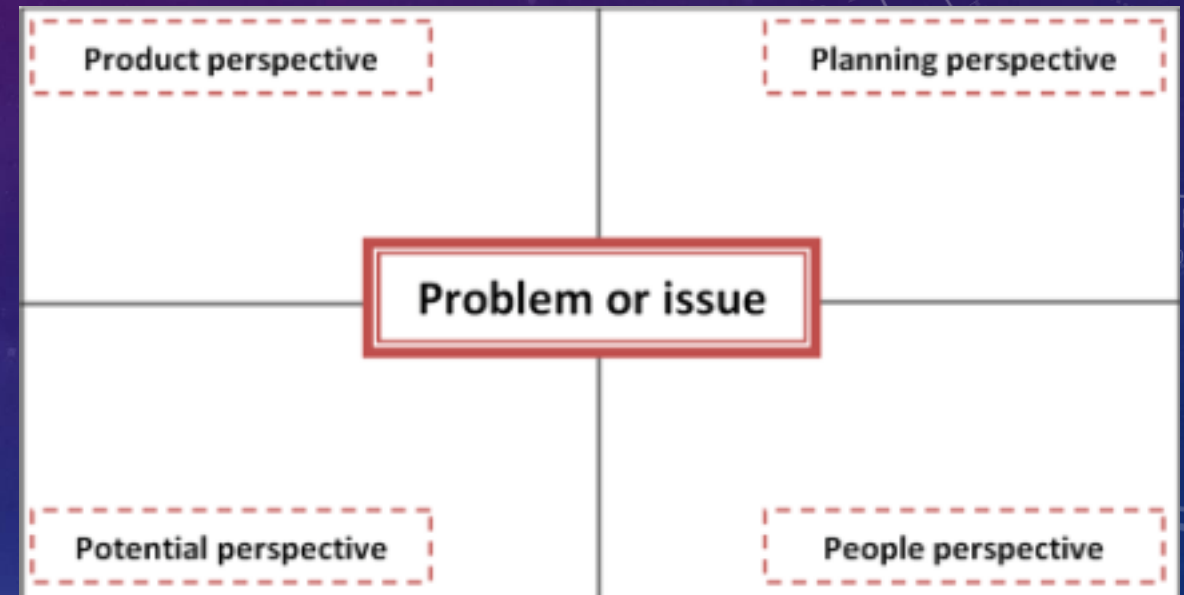
Insert school logo here

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

**A Continuum of Support**

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

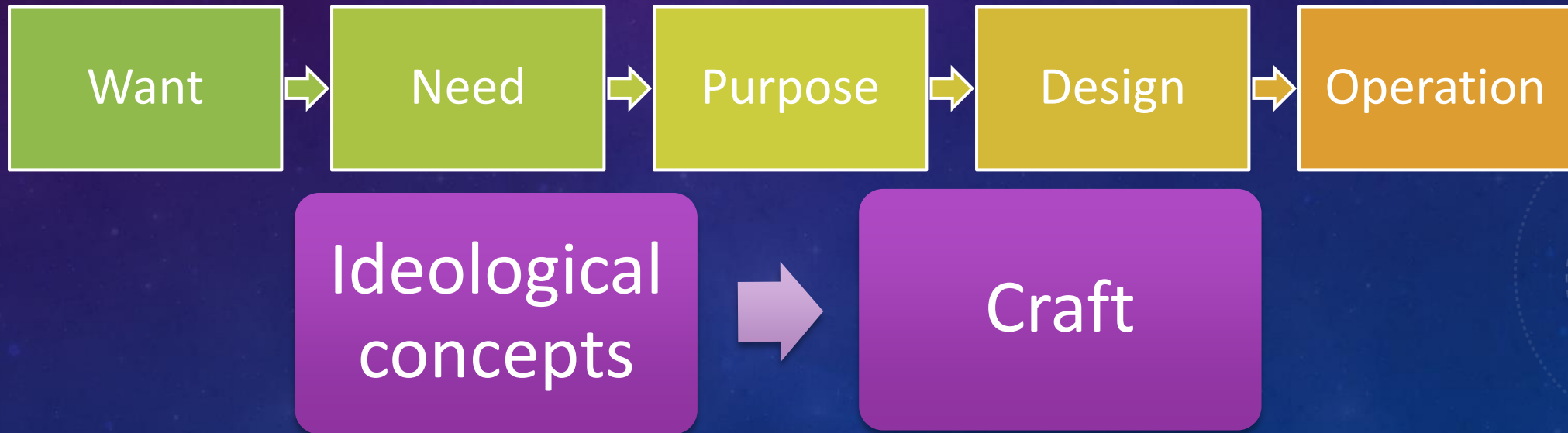


# THE NEW MODEL

- A new model – baseline educational profile, before targeting additional resources to those ‘with the greatest level of need’ (National Council for Special Education, 2014, p. 6)
  - **Relies on the school’s professional capacity of knowledge, skills, and competencies and the disability approach to supports**
- Florian and Pantic (2017) maintain that many of the proposed reforms to more inclusive approaches **do not address the preparation of the teacher** to work with the growing diverse needs of learners. In fact, they argue that this lack of attention to teacher education **limits and maintains the idea that ‘special qualifications’ are needed to work with different student/learner groups**

# CPD ALIGNMENT – AGENCY AND AUTONOMY

An Cosán TC (2016) promotes a relationship of collaboration, learning processes to include reflection



# DEVELOPING AN INQUIRY STYLE TO CURRENT PRACTICE



Thank you for your attention.

**“For the want of a nail the shoe was lost,  
For the want of a shoe the horse was lost,  
For the want of a horse the rider was lost,  
For the want of a rider the battle was lost,  
For the want of a battle the kingdom was  
lost,  
And all for the want of a horseshoe-nail.”**

**— Benjamin Franklin**