Appendix

Chris Jones' transfer paper for confirmation to PhD registration.

'How do I promote inclusion through living my values and developing living standards of judgement to which I hold myself accountable?'.

- **Context/ Background**
- **Research Focus, rationale and draft research questions**
- **Research Methods**
- **Methodology**
- **Contribution to Knowledge**
- **References**
- **Supporting Statement**

i)   Context/ Background

Inclusion has increasingly become a part of the government's agenda and it has been and is the context in which I have and now work. The Salamanca Statement, 1994, called on all governments to adopt as a matter of policy the principle of inclusive education. This statement was supported by the UK and this was demonstrated in the Education Act 1996 and subsequent SEN and inclusion policies which followed. But what is inclusion?
The term 'inclusion' is complex and is a concept which means different things to different people:

> 'Inclusion' – a word much more used in this century than in the last.
> It has to do with people and society valuing diversity and overcoming barriers. But what exactly does it mean? Do different people mean different things by it? Would you recognise it if you walked past it? Where would you find it? How do you create it? How do you know when you have created it?
>
> (Topping and Maloney, 2005:1)

Ofsted describes an inclusive school as follows:

> An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows not only in their performance, but also in their ethos and willingness to offer new opportunities to pupils who may have experienced difficulties.
>
> (Ofsted, 2000:7)

The National Curriculum (1999) sets out three principles in the development of an inclusive curriculum to ensure that the needs of all pupils are met. They are:

A. Setting suitable learning challenges.
B. Responding to pupils' diverse learning needs.
C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

> (The National Curriculum 1999:30)

Booth and Ainscow (2000) go further and the view of inclusion is much broader. Whilst inclusion is seen to be the minimising of barriers to learning and participation and the maximising of resources for all pupils, it is also about:

- Valuing all students and staff equally
- Improving schools for staff as well as for students
- Emphasising the role of schools in building community and developing values, as well as increasing achievement
- Fostering mutually sustaining relationships between schools and communities
- Recognising that inclusion in education is one aspect of inclusion in society

(Booth and Ainscow, 2000:3)

Corbett (2001) believes that the inclusive ethos in a school is demonstrated in the way that staff and pupils treat each other. Inclusion, she states:

> …explores the layered relationship between the institution, its outer context and the inner context of the human interactions and dynamics. This is a 'connective' process. It is a concept which recognises the ways in which our experiences are not separate but are connected

My understanding of inclusion has certainly evolved since 1994 when I understood Inclusion to be including pupils into mainstream school rather than referring them to special school. My practice has evolved also as I have moved from working as a Specialist Support teacher to being a SENCO and now a Senior Inclusion Officer working in a Children's Service in a small local authority. A huge influence on my developing understanding of inclusion has been my work on the implementation and development of the Bath and North East Somerset Inclusion Quality Mark. I include here a clip of my presentation at the Bath and North East Somerset Inclusion Quality Mark Ceremony, 2010, where I present to those schools which have achieved the award that academic year. I believe it imparts some idea of my understanding of inclusion at that time.

http://www.youtube.com/watch?v=W-qvPhqVgks

Being involved in this initiative has encouraged me to explore, enquire and reflect on the concept of inclusion and what my understanding of inclusion is. I now believe inclusion to be based on the concepts of equality and human rights where the individual is valued and respected for who they are, whatever their background or culture. I believe that our education system should be inclusive of all.

Last year saw the formation of a new Coalition Government. The Conservatives, in their manifesto, committed to end the 'bias' towards inclusion and this has now been agreed by the Coalition Government.

What then is the future for inclusion?

ii)   Research Focus, rationale and draft research questions

This enquiry will focus on my own personal knowledge and personal experience as a Senior Inclusion Officer in the Education Inclusion Service in Bath and North East Somerset Children's Service. My work, at present, involves:

- The development of the Bath and North East Somerset Inclusion Quality Mark; setting up systems and working with schools to achieve the award and setting up systems for reassessment.

- The development of SENCOs through :

  ➢ Planning and organising the SENCO Conference in the authority
  ➢ My involvement in the National Award for SEN Coordination
  ➢ Any training deemed appropriate.

- SEN casework

- Advising schools/governors re exclusions and attending the Governing Disciplinary Bodies Meetings when a pupil is excluded.

- Learning and Development budget holder in the Education Inclusion Service

- Monitoring racist, homophobic and disablist incidents in schools.

- Representing the Education Inclusion Service at the Children's Service Equalities Action Group (CSEAG)

- Associate tutor on the Education and Social Inclusion module at BSU

My job is very extensive and varied. My enquiry will focus on my journey as a Senior Inclusion Officer.

My main research question is, 'How do I promote inclusion through living my values and developing living standards of judgement to which I hold myself accountable?' In addressing this question, I will clarify the nature of my values and energy that form explanatory principles in my living theory of my practice. I will clarify how I am going to live my values and promote inclusion in education against the changing political background. I shall identify the challenges which I face and how I work through them. I will explain my living standards of judgement as they evolve in my practice.

My rationale for this research-based approach to improving my practice is the belief that there is little public knowledge of what Senior Inclusion Officers do in terms of their

educational influences in learning. The rationale for making public my embodied knowledge is one expressed by Catherine Snow:

> The…challenge is to enhance the value of personal knowledge
> and personal experience for practice. Good teachers possess a
> wealth of knowledge about teaching and cannot be currently drawn
> upon effectively in the preparation of novice teachers or in debates
> about practice. The challenge here is not to ignore or downplay this
> personal knowledge but to elevate it.

(Snow 2001:9)

Snow further explains that the reason that the knowledge of teachers is untapped is because there are no procedures for systematizing it; she feels that this systematised knowledge would certainly enhance research- based knowledge. I believe that in telling my story as a Senior Inclusion Officer that I will be making a contribution to educational knowledge.

iii)   Research Methods

My methods will include the use of action reflection cycles (Lewin, 1946; Schon, 1995; Carr and Kemmis, 1986; Whitehead, 1989). Eisner (1993) explains that the relevance of different forms of representation in research is growing and throughout my enquiry, I will use video to reflect on my practice (Farren and Whitehead, 2006; Jones, 2009). The use of narrative enquiry (Connelly & Clandinin, 1999; Clandinin & Murphy, 2009) will be used throughout. I will draw on Habermas's (1976) four criteria of social validity and Winter's (1989) six principles in relation to the rigour of my research. My enquiry will be further validated by a validation group who meet weekly.

iv)   Methodology

For my enquiry, I will use a living theory methodology (Whitehead, 2008) whereby practitioners create their own educational theories by making explicit the meanings of their embodied educational values as explanatory principles in explanations of their influence. In adopting a living theory methodology, I explore the implications of such questions as, 'How can I improve my practice?' and 'What are the educational influences in my own learning, in the learning of others and in the learning of social formations?' In this exploration, I will generate my own living educational theory as I explain these educational influences in learning in the professional context of inclusion (Jones, 2009).

v)   Contribution to Knowledge

This enquiry is significant in its contribution to the development of a new epistemology for educational knowledge (Schon,1995; BERA symposium, 2009) and to an understanding of the influence of living standards of judgement on the development of educational policy and practice. It also makes a contribution to understanding how multi-media narratives (Huxtable, 2009; Jones, 2009) can be used to communicate the meanings of embodied expressions of the energy-flowing values that contribute to the educational principles that can explain educational influences in improving practice in relation to inclusion.

vi)   References (at the end of the text)

vii)   Supporting Statement

I have been in education for thirty years approximately. Most of this time has been as a teacher of special educational needs in primary and secondary schools. The last seven years have been spent working as an Inclusion Officer and now a Senior Inclusion Officer in what is now called a Children' Service in a small local authority. This research is a celebration of my life in education.

I have always been driven to do the best I possibly can for the children and young people (C&YP) whom I have taught and to give them opportunities for them to grow and thrive and although I am not now in direct contact with C&YP, I still have an influence as a result of decisions I make and advice that I give.

I believe that fundamentally, I am driven by my values; values of fairness, equality, justice, hope and respect of the other. These values drive me in my work and in my personal life. They form the basis in how I conduct myself and in how I relate to others. This research will draw and reflect on my journey as an educator as I endeavour to live a life which is inclusional and inclusive of the other.

Research undertaken in the last few years reflect my desire to improve my practice, to contribute to educational knowledge and theory and to endeavour to live my values in all that I do, to work inclusionally with others and to inquire and reflect on my understandings of inclusion. My research includes the following:

How Can We Support Educators to Develop Skills and Understandings Inclusionally? Joint paper with Marie Huxtable presented at the BERA Conference, Warwick University, 2006.

How Can I Improve My Practice as a Senior Inclusion Officer Working in a Children's Service. Paper presented at the BERA Conference, Heriot Watt University, Edinburgh, 2008.

How Do I Improve My Practice as an Inclusion Officer Working in a Children's Service. (2009). MA Dissertation, Bath Spa University. Retrieved 11th November, 2010 from http://www.actionresearch.net/living/cjmaok/cjma.htm.

Explicating A New Epistemology For Educational Knowledge With Educational Responsibility. BERA keynote symposium, 2009, in which I was a discussant. Retrieved 11th November 2010 from http://www.actionresearch.net/writings/bera/bera09keyprop.htm

How Can I Improve My Practice as a Senior Inclusion Officer in Contributing to the Development of the Knowledge and Skills of SENCOs Through My Involvement in the Implementation of the National Award for SEN Coordination. Paper presented at the BERA Conference, Warwick University, 2010

My research is on-going. As the structure within the Service in which I work is changing as a result of government initiatives and cut-backs, my reflection on what I do continues. My research will reflect how I continue to live my values and continue to improve what I do.

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ii.) Writing your Transfer Report

We have included, as an Appendix A?, Christine Jones' successful transfer report that confirmed her registration on a Ph.D. programme. To give you the big picture, your proposal marks the beginning of your registration for a research degree. Your confirmation or transfer report is usually presented some two years into a 5-6 year part-time PhD research journey. Your final thesis is usual presented some 5-7 years into your part-time registration. Now we look at a transfer report.

Christine Jones' successful Transfer Report to Liverpool Hope University

The transfer report for the confirmation meeting for Chris Jones was organised as follows:

How Do I Promote Inclusion by Living My Values and Developing Standards of Judgement to which I Hold Myself Accountable (Working title of Thesis)

Introduction
Aims of My Enquiry
Literature Review
        Self Empowerment
        Empowerment at Work
        What type of organisational culture promotes empowerment?
        Servant Leadership
Methodology
My Values and Living Standards of Judgement
Validity
Methods
        Action reflection Cycles
        Narrative Enquiry
        Video
        Validation Group
        Other Methods
Ethical Considerations
Interim Findings and Outcomes
Proposed Structure of the Thesis
References
List of Appendices. A-G