Staff Development to embed inclusive learning for profoundly deaf learners in further education

by

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Abstract

Inclusive learning for pupils and learners with Special Educational Needs (SEN) is being championed widely within the education sector, both in the compulsory and the post-compulsory stages. The context for this thesis is an exploration of how staff in the further education sector can be best prepared through staff development to support profoundly deaf learners. The thesis concentrates on the subject specialist who has the skills and experience to deliver their own subject but may not have the skills to deliver the subject to deaf learners.

The exploration of staff development is done after undertaking an overview of the historical context and development of deaf education. Each of these historical phases has had an impact on deaf education and has implications for staff working with deaf learners. The politicised nature of deaf education is highlighted and reference made to the often entrenched views of professionals working in this area. Their vested interests can raise conflicts within the area and I suggest the need to remove the barriers to achievement caused by this clash.

The thesis considered a range of staff development theories and selected two main models (Showers et al (1987) and Brockbank and McGill (1998)) to inform a possible model of staff development work. The staff development sessions and interviews provided data to refine understanding around this specialised area of work.

The research has been undertaken using an action research approach with aspects of modified grounded theory. The research has involved colleagues from a variety of further education settings. Three main research themes emerged: first, finding the most suitable model of staff development to train subject specialists who will work with deaf learners; second, resolving some of the tensions between subject and

communication specialists; third, offering suggestions about the content of staff development.

Key features of staff development are identified and discussed and implications for staff development activity outlined. The thesis draws distinctions between deaf awareness and deaf equality and argues that this distinction plays a crucial role in staff development for inclusive learning.

Two of the key players in supporting deaf students are the communication specialist and the subject specialist. The communication specialist is the professional who supports the access to the curriculum through appropriate communication. The subject specialist is the professional who delivers the curriculum and isn't normally able to present the curriculum using accessible communication. The thesis presents the exploration of the relationship between the two roles from the perspective of the subject specialist.

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Rob Rodgers
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Chapter 1
The background to this thesis

The rationale for this research is discussed and the process by which its three research questions have been reached is identified. These three questions are then placed into a national picture so that the issues identified can be located in the agenda being driven by governmental policies. Some of the concerns that need to be further explored and researched are looked at. This will then lead into the following chapters which will explore the three issues raised.

1.1 Terminology used in this thesis

The professionals involved

For ease of identification in this thesis the process is looked at in terms of the specialist with background knowledge and skills in the education and training of deaf learners as being the "communication specialist" and the specialist in the subjects and further education sector as being the "subject specialist". This distinction reflects the communication specialists' practice which does not cross into mainstream curriculum delivery and this designation fits more satisfactorily within the conceptual framework that is discussed. The old designation of the subject specialist being described as the "non-specialist" fails to acknowledge the different knowledge bases that are at play in this specialised area of education.

The terminology around deafness

The thesis will look at a specialised area of special educational needs and as a result it is important to clarify some of the terminology around deafness. Three terms that are particularly important are deaf, Deaf and hearing impaired. The term 'deaf' is used to mean 'anyone with permanent or temporary deafness and this could be a mild, moderate, severe or profound level of deafness' (NDCS 2001:4). Deaf people who identify as culturally deaf or as part of a linguistic minority who use sign language as a means of communication are commonly ascribed an upper case 'D' (Corker 1994:18). The Deaf student's needs are quite specific and Chapter Three explores the issue of what the aims of deaf

awareness and deaf equality should actually be. The term 'hearing impaired' is avoided as being an unacceptable term to some deaf people. Corker helpfully summarises the issues:

> Many Deaf people resent the use of the term 'hearing impaired' because, in stemming from the need of professionals to have an accurate blanket term for deaf and hard-of-hearing people, it defines them in relation to the hearing centre with the outcome that they are sub-standard hearing people. (Corker 1994: 27)

The phrase may be used in some of the references in the thesis and these have naturally been left. Other phrases such as 'deaf and dumb', 'deaf mute' and 'partially deaf' which have subtle nuances are avoided in the thesis but may be reflected in Chapter Two when the historical development and context is reviewed. Terminology is a sensitive issue which can be value laden and problematic. In the thesis the word deaf is used to refer to people who are deaf or Deaf, as this is terminology that is generally acceptable to the people about whom this is used.

The phases of education

The next area of terminology in the thesis which needs clarifying is the phases of education. The thesis concentrates on the post 16 sector of education and the focus for this thesis will be that part of the sector which is labelled as 'Further Education'. This is a phase which is for 16 to 25 year olds who have left school and wish to participate in part-time or full-time vocational or non-vocational studies. The Further Education category is delivered normally in colleges which were once designated as 'College of Further Education'.

The 'Higher Education' category is normally focussed on students beyond the age of 18 and provides a more advanced level education than 'Further Education'. The majority of Higher Education courses would be of degree and postgraduate degree level. The thesis naturally has links with Higher Education as the support services for deaf students have similar issues to resolve. However, for the purpose of this thesis this will not be the main focus.

The thesis does not look at 'Adult Education' which has a far wider age span and does not cater for any particular academic level. The category delivers its programme of studies in a whole range of settings and using a variety of providers. The uniqueness of each setting has become less well defined in recent years and new learning opportunities are now available in previously unthought-of settings.

The terminology of staff development

The last area to give definitions for is around the terminology of "staff development", "continuous professional development" and "training". The main phrase used in this thesis is "staff development".

There does seem to be an overlap between the various phrases and some element of interchangeable use of the phrases. However for the purpose of this thesis the phrase "staff development" is used in line with Nadler and Nadler's definition of human resource development:

> Organised learning over a given period of time to provide the possibility of performance change or general growth of the individual. (1990: xxvii).

The distinction between "staff development" and "training" is usefully defined by Harrison:

> Training is a shorter-term systematic process through which an individual is helped to master defined tasks or areas of skill and knowledge to pre-determined standards. (1998:6).

Looking at staff development within a college environment, a useful definition can be found in Farringdon College's staff development policy:

> Staff development includes everything that is done by, and for, staff in order to maintain and extend their work related knowledge, skills and capabilities.
>
> Staff development is concerned with: professional and personal development for the individual; development of the college; enhancing quality of teaching and quality of learning for the student. (www.faringdon-

cc.oxon.sch.uk/Pages/policies/profesional_development , accessed 30/08/06).

The phrase 'staff development' is used in the thesis and covers the range of activities that extends staff's work related knowledge, skills and capabilities. The phrase 'training' is used to describe more specific activities which form component parts of 'staff development'.

1.2 Professional disquiet

The starting point for this thesis was a professional disquiet in my previous role as a training and development manager in a specialist college for deaf learners. Part of this role had been to develop and deliver training for professionals working with deaf learners. These professionals are often referred to within the specialist sector as non-specialists, a phrase which shows an underlying view within the specialist sector. Traditional methods of providing and promoting inclusive learning did not seem to empower the learner or the non-specialist professional. The disquiet is born out of many years of delivering deaf awareness training and not seeing any tangible difference in the quality of learning and teaching outcomes. So this thesis seeks to explore and discover what things might be done to improve these outcomes. Many deaf learners will have a communication specialist with them in the class to enable access to their peers and the subject specialist.

Two questions for the thesis arise from this professional disquiet. The first area is about the activity and process of staff development. The second area has been about the content of the staff development. In an on-line conference in 2001, I presented a paper which referred to two important questions:

> We need to clarify what it is lecturers need to know. What would make their job easier? What are the key principles in the application of the service we offer? (Rodgers. 2001:5)

As a communication specialist I have found that there is a general inability to quantify and develop the skills that are actually required by the subject specialist professional. The Royal National Institute for Deaf People (RNID) reported it

would like to see specific plans to ensure that "staff are available as a training and advisory resource for general teaching staff in nearby colleges" (RNID, 1991:22). But specific plans cannot be written without addressing some of the key questions I raise in this thesis. I expressed this in my paper in the following terms:

> How does the deaf learner or the communication support worker influence the lecturer? Anecdotal evidence exists about the various styles of influencing that have taken place over the years. There seems to be a continuum from beat the lecturer into submission and compliance to the passive doormat style of working. (Rodgers 2001:5)

As a teacher of the deaf and an experienced practitioner involved in the awareness training of subject specialists, I have realised there is a mismatch between training and change in behaviour by those who have undergone training. In my own college, this was dramatically reported in the college's Ofsted report. Amongst advice that "the promotion of equal opportunities" should be improved, there are also some comments about the delivery of deaf awareness:

> Training in deaf awareness is widely available for staff in the general FE colleges, although not all those teaching on the programmes have been trained   (2003:17).

> …not systematic, not all of the mainstream staff working with deaf students (2003:17).

> Nevertheless, in a significant minority of the lessons in local colleges, the teachers do not adapt their methods or materials appropriately and students made less progress (2003:7).

> A handout used on a childcare course contained language that was too complex for the students to understand. Some teachers have good awareness of the needs of their students. However, others talk too quickly for effective translation to take place, or they point to books and diagrams whilst talking and the deaf student is unable to look at the diagram and the communicator at the same time. (2003:13)

> Vocational teachers have often not received information on preferred learning styles, communication methods and any additional needs of the student before they start their course. (2003:14)

These references point to failings in the deaf awareness training that has been delivered. This final quote from the Ofsted report highlights the need to have communication specialist staff trained in recent legislation before they can effectively deliver deaf awareness or can be effective in promoting equal opportunities:

> The college (DCDP) has not responded to the requirements of Race Relations (Amendment) Act 2000 or to the Special Educational Needs and Disability Act (SENDA) 2001. Most staff have little knowledge of the legislation and have not yet received training in this area. (2003:14)

This quote acknowledges that there is a need for equal opportunities to be embedded for both the communication specialist and the subject specialist. The failings in the specialist college developed my desire to explore this area and to find some insights into what was needed and what is the best way to achieve it. After preliminary discussions with colleagues from other centres, I realised that this was indeed a wider issue than just my own college. From my own experience as a trainer, I felt that much was still to be gained from listening to the voices of subject specialists.

For this research I have explored a conceptual and practical framework for this area of staff development. This has been done by reviewing literature on the history of deaf education and current practice (Chapter Two), staff development (Chapter Three) and deaf awareness and equality (Chapter Three). This is followed by identification and assessment of the effectiveness of a range of staff development practices for subject specialists. From discussions with lecturers and deaf colleagues models of staff development for deaf awareness have been characterised. Concerns have been shared with colleagues over a period of time and no consensus has been found on what was required in training geared for subject specialists.

Furthermore there was little if any existing research to which reference could be made. There was a numerical survey of the number of deaf students in different educational settings compiled by Langley and Hatton (cited in O'Neill et al 2002:10). Other researchers have looked extensively at medical intervention

aimed at reversing the damage in the ear and alleviating conditions such as tinnitus. (www.defeatingdeafness.org accessed 01/09/2005). Research has also been conducted on the effectiveness of communication methodologies but this has been not been comparative and has focussed on the benefits of a particular method. (www.deafeducation.org.uk accessed 01/09/05).

1.3 Governmental influence on the direction of education

From this initial starting point it has been clear that there has been an ever stronger push by government towards inclusive learning at all levels of education. In this research it is important to unpack what is actually meant by inclusive learning and inclusion, recognising there are important differences in interpretation across different education sectors. Inclusion and its practical implications clearly have a bearing on the teachers and lecturers who will be expected to work with deaf learners.

This gives the third question to explore in this thesis; the relationship between the communication specialist and the subject specialist. The training of subject specialists has for a long time seemed to be a crucial part of the inclusion agenda, but in the education of deaf learners there has been much more emphasis placed on the role of the communication specialist. Does the separation of these two roles cause problems and barriers to inclusion? It seems worthwhile to do some systematic research to explore this area and try to establish some key principles to underpin this work.

This research seeks to involve subject specialists from the start exploring things from their perspective using their experience and expertise in a positive and supportive way. The Learning and Skills Research Toolkit suggests that participation of users can be in any or all of the stages of research (2002:9). The research programme has been designed to maximise the involvement of subject specialists. This has provided an opportunity to see if the researcher's perceptions were shared with the recipients of the training and also ensure that the findings would be likely to have credibility with the key stakeholders that is the subject specialists. If their views are ignored then there are likely to be

difficulties in developing any sense of ownership. As discussed later in the thesis, professionals are arguably more likely to listen to a peer than someone who is from a different professional group (Chapter Three). The subject specialists' views have been balanced with the views of the communication specialists and this is more fully discussed in Chapter Four.

The need for qualifying what is required of subject specialist professionals is set against a background of a growing acceptance of, and nurturing of, inclusive learning on the one hand and the evidence of the decline of Specialist Colleges and discrete provision on the other hand. It is quite poignant that the college I was working at when I started this thesis closed in the summer of 2004.

As I was working originally in the Further Education sector when I started this research, I have decided to work on clarification of the role of the subject specialist and the communication specialist and their needs in the further education sector. Gill Richards usefully summarises this setting and the growing demands on the subject specialist and the inevitably the communication specialist:

> As the further education sector continues to widen participation and promote a more inclusive learning culture, increased demands are placed upon its lecturers. Recent legislation compounds these demands, emphasising individual and institutional responsibilities. This raises tensions for staff as they attempt to respond to policy initiatives linked with the competitive market, whilst meeting
> increasingly diverse learning requirements. (2002:14)

What is it that will actually embed equity within the further education system for the deaf learner? In thinking and deliberations around this subject there are skills and competencies that can be taught which will actually empower the non-specialist and lessen the role of the specialist professional. This concept is supported by Tilstone et al who suggest, "The success of inclusive learning depends upon the ability of teachers to respond to diversity in the classroom" (1998:88). It appears that part of this will have to mean that the non-specialist is able to engage the deaf learner in the learning process. It has been interesting to see that in the Government's new strategy for Special Educational Needs (SEN)

there is an underlying principle of ensuring that all teachers are confident to work with children with SEN:

> We want to see all teachers having the confidence, and access to specialist advice where necessary, to help children with SEN to reach their potential.   (2004:50)

This is clearly geared to school age children but the underlying philosophy transfers or will transfer to the further education sector as this cohort of children progress through their education system.

1.4 The implications for the professional standards

Staff development can give the subject specialist tools so that the learner is actually engaged and able to participate in a receptive way. It can be argued that some very good work has been undertaken since Tomlinson (1996) but it is debateable how much long term change has taken place. Anecdotal evidence suggests that inclusion is not high on current practitioners' agenda. In an investigation of the historical framework it is suggested that there are pointers to add understanding to the debate. Inclusion is the latest manifestation of an evolving process that dates back nearly two hundred years. I will explore the historical framework in Chapter Two.

How then does one embed good practice into teaching delivery? Richards (2002) strongly argues for inclusion to feature far more in the Further Education National Training Organisation (FENTO) standards for initial teacher education (ITE), this argument is not one I particularly wanted to explore too deeply at the start of this research, given that Ofsted had required FENTO to review the standards. The Standards Unit have announced that the revised plan has been delayed and the reforms will be introduced from September 2007(Standards Unit 2004:4). FENTO (now Lifelong Learning United Kingdom (LLUK)) have recognised that a teacher's training is not complete when initial training ends and that there should be a lifelong commitment to professional development. The questions about the skills and expertise required by the subject specialist are

made even more pertinent by the deliberations that FENTO is currently encouraging around the competencies for the professional educator in post-16 education and training. Suffice to say first, that FENTO expressed its support of inclusion, stating that:

> The values of entitlement, equality and inclusiveness are of fundamental importance to teachers and teaching teams. (2004:15)

Second in their current state the FENTO standards explicitly incorporate these three values which are deemed to be required for the FE teacher to perform effectively. In the domain-wide knowledge category which is said to be applicable across all areas of professional practice. FE teachers and teaching teams should have a critical understanding of:

> e. social and cultural diversity and its affect on learning and on curriculum development and delivery.
> f. the social, cultural and economic background of individual learners and the implications of this for learning and teaching.
> g. ways of ensuring that linguistic diversity is valued and accommodated within programmes of learning.
> j. the concept of inclusive learning.
> l. the broad range of learning needs including the needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to meet these needs.

These five areas of knowledge have a potential bearing on inclusive practice. The consultation does not in fact make any specific reference to SEN and inclusion. It does report that 'equality and diversity are central principles of our strategy' (Standards Unit 2004:6).

 It is important to explore the issues around general staff development and ascertain whether there are in fact aspects of good staff development that are being ignored. What is it that actually constitutes good staff development? I will explore this in Chapter Three and use this as a basis to explore staff development for subject specialists working with deaf learners.

1.5 The need for a framework to professional development

Golder et al comment that the Warnock Report recognised that there should be a special educational needs element in all courses of initial teacher training.

(2005:92). They track references from subsequent governmental reports which all reiterate this view but a common theme has been to leave the practical implementation of this to individual institutions. This view is mirrored in further education and as a result developments are far from comprehensive and all-encompassing which is shown in Chapter Three. Without some clear framework to the training which is delivered it will not impact on the subject specialist professional. Issues come into play of already overworked staff having to take on new initiatives, training opportunities and professional development. This makes it even more important that what is delivered in regard to the inclusion agenda is thought out and actually makes a difference to the professional and the learner. Otherwise the staff development activity might be at best intellectually engaging but of no practical use.

It is now important to look at the issues of professional identity in staff development. There is no clearly thought-out rationale for staff development in this specialised area. Richards highlights one of the problems that I am addressing, that of the specialist delivering staff development:

> Special sessions that rely on "specialists" to cover inclusive teaching and learning issues can further reinforce the message that not all teachers can deliver this. (2002:14)

Booth (1992) suggests that specialists should be more concerned with making the appropriate differentiation of the curricula rather than a disability labelling exercise. Research undertaken by Richards (2002) and Booth (1992) resonates with personal experience to suggest that the subject specialist role is underplayed in the education of deaf learners and undue emphasis is placed on the communication specialist. Too much time can be spent on the communication issues to the detriment of the learner's academic progress. Ironically what has happened within the sector colleges is that the specialist colleges have so cloaked their specialism with myth and mystery that it has frightened off the sector college staff. This has meant when sector colleges have been interested because of new funding pots in doing something for the Inclusive Learning Initiative they have been largely unwilling to choose work in the area of deafness.

O'Dell and Grayson (1998) believe that:

> Only those organisations that methodically, passionately and
> proactively find out and transfer what they know and use it to increase
> efficiency, sharpen their product development edge and get close to
> their customers will not only survive but excel.
>
> (Cited in Cox and Smith 2004:31)

The absence of any comprehensive analysis and dialogue around such activities in the specialist college sector place it at risk of not surviving and not excelling. This thread was identified in the Ofsted report (2003) on Derby College for Deaf People which has already been mentioned in this chapter. An inability to actually define and sharpen its distinctiveness is shown as one of the reasons for its failure.

1.6 The role of the specialist tutor

How key is the role played by the subject specialist from the mainstream college? If it is a key role and that is a justifiable position, what training can they be given to be empowered and skilled up? How, for example, can they analyse their teaching and learning to include learners who need to function in a framework without auditory skills? How can they interact with communication specialists? French (1993) (cited in Swain et al 1993:33) warns of the dangers of disempowering the subject tutor. She suggests that this can be as simple as the tutor relying on "gadgets or people" which means it is more convenient for them as non-disabled people because they personally do not have to help or adapt. The ideal must be where the subject specialist feels a confidence to adapt and produce materials such as worksheets and lecture notes which will be accessible and that they will also feel confident to use and direct communication specialists. I feel there is a need to look at a staff development process that can be cascaded to staff. This would also require work upon and consideration of different models of professional development. There are clearly examples of different ways of delivering staff development. What other and maybe new staff development principles and activities can be used for this specialised area?

1.7 The issues involved

From this introduction, there are three key areas that I have identified and these are the three areas of research which I will address in this thesis. These areas can be presented as the following questions:

1. Are there particular models of staff development which provide the most suitable means of training subject specialists who will work with deaf learners?
2. What lessons can be learnt which will maximise the effectiveness of the relationship between the subject specialist and the communication specialist?
3. What can be gathered about the content of staff development sessions?

Chapter 2
The Historical context and Development of Deaf Education

The three key thesis questions are further clarified by looking at the historical background and this helps sets the thesis in context. In the chapter the development of a politicised education system is considered and the fight amongst professionals about whether or not to maintain a separate discrete system of education. This is shown as causing a conflict with the inclusion movement. The two models of education, discrete provision and inclusion are discussed and evaluated and reference is made to the comparison with the education of people with other impairments. This has a clear bearing on the relationship between the subject specialist and the communication specialist.

The next part of the chapter looks at areas that will impact on the other two questions. The chapter sets in context the development of attitudes of professional educators to deaf learners and explores the origin of some of the principles that form the framework to deaf education. The chapter also explores the social model and the medical model of disability and how these have impacted on deaf education. The chapter continues with a more detailed analysis of the Further Education sector and how this has been influenced by developments within the school sector. The final part of the chapter explores the influence of developments within the deaf community. The chapter concludes with consideration of the impact of the official recognition of British Sign Language (BSL) on the education of deaf learners.

As the discussion in this chapter will cover an overview of the history over a period of several centuries, it is inevitable that terminology will have changed. Phrases used at the start of the overview are now considered to be unacceptable. To acknowledge this change I will place the terminology of the time in quotation marks so it is clearly seated within the historical context.

Dale (2000) proposes three key phases in the history of deaf education and the education of the pupil with disabilities. The first being a period where the main

aim was to rehabilitate those who could work. The second phase was a period marked by the labelling of the child as having special educational needs. The last phase which brings us up to date is the phase of inclusion. As with any historical development, these three phases cannot be given distinctive time-bound periods but show considerable overlapping. Various themes that are part of one phase live on into later phases and may be evidenced in professionals' attitudes and practice. Without this overview, the naïve might fall into an oversimplification of the educational framework within which this thesis is set.

2.1 The first phase: Rehabilitating those who could work

In the first phase Copeland (1980) suggests that the education of the disabled child was largely dependent on the efforts of charitable organizations which had concern for the deaf and/or blind child (cited in Nind et al 2003:43). This first phase can also be typified by this quote from a lecture by Harlan Lane:

> By the eighteenth century, the Western tradition of esteeming the poor was replaced by a political analysis of idleness that continues to the present. To make productive citizens out of the idle burdens on the state, it was necessary to distinguish those who could not work (the sick and disabled) from those who would not work (beggars, vagabonds, thieves).
> (1998:1)

An interesting aside is that Lane contends that this attitude continues to date. Thomas Braidwood founded the first academy for the "deaf and dumb" in Edinburgh in 1760 (Tomlinson 1982:30). Braidwood was one of many business men at the time who saw the development of education for deaf pupils not only as an altruistic opportunity but also as a potentially sound business proposition. Wealth provided access to education for some children and Copeland argues such an enterprise was primarily intended to be the basis of a profit-making venture (cited in Nind et al, 2003: 44). This Copeland suggests built up a distinctive characteristic which meant such schools were very isolated and didn't encourage interaction:

> Hence, in a climate of competition, control over teaching personnel was rigid and teaching methods were guarded jealously (2003:44).

Alongside this competitive basis for the school's existence, there is the mission to make employable and useful citizens. Lane (1998) argues that:

> A central purpose of those schools was to teach the deaf pupils a trade, removing them from their families where they were poor dependents and converting them into productive members of society. The Deaf schools in Europe contained shops to teach trades such as printing, carpentry, masonry, gardening and tailoring (loc.cit.).

Another feature of deaf education has been that it has been quite separate from the education of the physically or mentally disabled child. The education of deaf children was linked very early on to the education of the visually impaired. An example of this was the Royal Commission on the "Blind, Deaf and Dumb" which was set up in 1885. Tomlinson suggests, "In the early schools for the deaf and the blind, commercial interests dominated and pupils were taught trades if possible." (1982:36) Quite simply the view was that the deaf or blind pupil would have and could have a role to play in society, which might not have so easily been the case for the physically or mentally disabled pupils. The way that sensory impaired children were educated was different to children with other disabilities. The Elementary Education Act 1893 gave local authorities a duty to provide separate education for deaf and blind children (Tomlinson 1982:21).

Furthermore the education of deaf children has been marked by heated political debate and discussion. The Conference of Milan in 1880 was a gathering of leading educationalists in the field of deaf education who were meeting to resolve issues around methodology for the teaching of deaf children. Since then there has been an on-going and deeply emotive debate on the communication methodology to be used in teaching. Proponents of the oral tradition would argue that anything that stopped the process of possible and desirable integration into the workforce was to be avoided. The main alternative tradition was that of the use of sign language as a natural means of communication for deaf people. The conference effectively outlawed sign language in the education of deaf children and strong tactics were used to try to eradicate its use.

Gregory informs us that there have been specialist teachers of the deaf since at least the eighteenth century and discrete qualifications since 1885 (2005:16). The existence of a discrete professional body over such a period of time will have given rise to ingrained beliefs and values. For example the Milan Conference resolved that and set in place a tenet of deaf education that has been integral to the beliefs of many professionals involved in deaf education:

> Considering the incontestable superiority of speech over signs in restoring the "deaf-mute" to society and in giving him a more perfect knowledge of language, the oral method ought to be preferred to that of signs for education and instruction of the "deaf and dumb".
>
> (Bender 1970:164).

The key motive here seems to have been to ensure that the deaf pupils could enter into society; anything that made them different put this goal at risk.

2.2 The growth of the concept of "Special Educational Needs"

The history of deaf education appears from the key dates detailed in Tomlinson (1982) to be quite separate from both mainstream hearing developments and from developments for disabled people until the 1944 Education Act. Dale shows the characteristics of "rehabilitation enterprises" as an undercurrent, which has dominated the lives of disabled children. The 1944 Act, he argues emphasised difference rather than removed it:

> The Act superficially encouraged the education of all children in mainstream schools but for genuine humanitarian reasons specialised facilities were established for children classified as "handicapped" based on a complex categorisation of eleven disability types (2000:11).

Until the 1976 Education Act, which placed on LEAs a duty to provide special education in "normal" schools whenever it is practicable, education of the deaf child was seen as separate to the "normal" child. The section on this duty was never actually implemented but serves to highlight the growth towards an inclusion philosophy. Dale suggests that the results of segregation were

unfortunately all too often that disabled children got a second rate education. A growing lobby of educationalists started to argue that integration would encourage children with SEN to access the same curriculum as their peers.

In America, Public Law 94-142 required "handicapped" children to be provided with free and appropriate education, allowing many to be mainstreamed into regular public schools (*Sound and Fury* website). This was closely followed by the Individuals with Disabilities Education Act which recommended that disabled students should attend schools with the least restrictive environment. This struck a blow for many residential schools as they were labelled as the "most restrictive environment". Legal intervention brought about plunging enrolments and some schools closed their doors.

In the United Kingdom there has been a more drawn-out process which has had less direct intervention from the government. Warnock in her list of the ten types of special education provision (Tomlinson 1982:56) took the inclusion philosophy further. Even for those children who were in full-time education in special school, it was recommended that these placements were to have "social contact with an ordinary school." Part of the rationale behind such radical changes is explained by Ainscow who comments that:

> Warnock suggested that the quality of education offered to pupils in special provision was unsatisfactory particularly with respect to the curriculum opportunities provided and that many special schools underestimated their pupils' capabilities.
>
> (cited in Booth et al. 1992:172)

Warnock also looked at integration in three ways, "locational, social and functional." Mary Warnock, writing in 2003, comments that her investigating committee actually promoted a system which placed special educational needs outside of the main education system:

> We made SEN into something which was nothing to do with society. Yet it was manifestly clear, even then, that when you are talking about what's wrong with these children, what is wrong with them is not that they are blind or deaf: it is simply that it is impossible for them to fit

into school life because they come from homes which cannot allow them to flourish educationally (TES 19/09/2003:3).

Tilstone et al (1998) suggest integration has been the main method of bringing children with special educational needs together with their "ordinary peers". They highlight the concentration on physical access issues in the post-Warnock period and suggest that little was done around issues of changing curricular provision. Warnock points to the impact of her committee in terms of making people aware of the 20% of school population that do have special educational needs:

> I think the report and the 1981 Act did make a huge difference to the visibility of children with disabilities of various kinds, and the fact that they had educational needs (TES 19/09/2003:3).

Once these children were more visible in educational settings the argument for segregation was slowly weakened by the concept of special educational needs:

> The logic of segregation was challenged by the Warnock Report (1978) which advocated abandoning "handicap" and introducing the concept of special educational needs.
> (Dale 2000:12).

The focus on educational needs brought with it a change of perspective from focus on the disability to the educational needs of the child. This argument also saw the refinement of the concept of education settings being able to meet a diverse range of special educational needs. Ted Cole (1986) suggests that specialist boarding schools had been seen as the best way of concentrating specialist resources, aids, therapies and skills upon "handicapped children." But he also points to the growing malaise with the specialist school and segregated provision:

> In the pantheon of educational mythology, the angels are seen on the side of the integration of the handicapped and the devils are segregationists who would pack the worst handicapped and the most maladjusted pupils off to remote residential schools.
>
> (Introduction)

The tide was turning against specialist and segregated provision but would not be fully addressed until later in the twentieth century. Concerns were being raised by the apparent lack of contact with the rest of the world. "It sometimes appears as though a thick oak door divides the residential school from the outside world." (Cole 1986:13)

Specialist schools for deaf children reported falling enrolments during this period. To survive this period the schools had to look to what was happening in the outside world and remaining in a status quo position was not an option. Work by researchers such as Conrad was showing that 90% of profoundly hearing impaired children entered school with little or no language ability and twelve years later most had not achieved functional literacy (cited in Cole 1986: 81). Special schools were not providing the solutions to the educational needs of deaf children. Such research made it essential for specialist schools for deaf children and other educational providers to re-evaluate their practice. The current National Deaf Children's Society (NDCS) figures also suggest that 80% of deaf children are being educated within a mainstream setting which is an increase on even two years ago when the figure was 78% (2003).This adds to the argument that the children will eventually progress into sector colleges and therefore require support from mainstream lecturers. The majority of deaf children are educated using an auditory-oral approach which is described as "children can develop their listening skills and spoken language without the support of sign language or finger spelling." The implication is that these children would be able to function more easily within a mainstream setting.

 Sally Tomlinson emphasises the growing mistrust in the specialist model:

> The people who are involved in special education are in the position to mystify others, particularly as special education is one of the most secret areas of education in which confidential files are the rule rather than the exception.   (1982:13)

The specialist school could only have survived unchallenged if it could justify its existence and prove that it was meeting the demands of the new educational agenda.

In America at this time there is an interesting comparative development with the publication of the Babbidge Report, a congressional committee, in 1964 which concluded that oral deaf education had been a "dismal failure" and gave support to manual communication and education (Sound and Fury website accessed 04/08/2003). The deaf community in England have not been able to get any similar research-based support from the state.

2.3 The theory of inclusion in educational settings

In the years after Warnock, there has been the emergence of the concept of inclusion in education. Dale describes this move in terms of a leaving of one philosophy and a moving to another:

> For many writers inclusiveness marks a radical departure from the technicist approach of special education, which emphasises medical/psychiatric diagnosis, expert teaching and assistive technology. Inclusiveness is about the political struggle for the recognition of oppression in society and for the celebration of difference rather than the preoccupation with "normality"
> (Dale 2000:12).

Inclusion has become something of an international buzzword. Lewis and Norwich describe the change in thinking that has occurred in this period in the following terms:

> Those who talk about *inclusion* are therefore less concerned with children's supposed 'special educational needs' and more concerned with developing an educational system in which equity is striven for and diversity is welcomed. (Lewis and Norwich 2005: xi.)

Their studies have led me to the conclusion that the theory is there but what is now being worked on is the 'nitty gritty mechanics' (2005: xi.) How are new entrants to the teaching profession being prepared to work within an inclusive setting? Current standards for Initial Teacher Education issued by the Department for Education and Skills (DfES) and the Teacher Training Agency

(TTA) have suggested three specific standards relating to special educational needs (Cited in Golder, Norwich et al 2005: 93).

Initial teacher training has been criticised as not focussing on the underlying principles and practical aspects of pedagogy that trainee teachers both want to and need to know (Golder, Norwich et al 2005: 93). This also raises issues of how trainee teachers are prepared for their role as inclusive teachers. They cite Booth, Nes and Stromstad (2003) who contend that many teachers enter teaching with little understanding of inclusive values and what these values mean for teaching and learning in schools (2005:94). They argue that it is easy to give students the words around inclusion but hard to actually prepare students to tackle the barriers to inclusive development. If this is the case in schools one might wonder how possible it will be for further education colleagues to be better equipped.

In England, Lifelong Learning UK is taking forward the work of reforming the standards for teaching, tutoring and training in the Learning and Skills Sector. The proposal is for a basic minimum standard to be attained by all new teachers, tutors and trainers in the sector, with a framework structure in place beyond this leading to a benchmark qualification. There has been considerable feedback on the draft standards and these will be reported on in the summer of 2006. I have selected three of the challenges and necessary additions that have already been received after the first phase of feedback:

- Not enough about legislative requirements, particularly in relation to Health and Safety and Equal Opportunities
- Not enough about Reflective Practice
- Not enough about motivating and enthusing learners. Not enough about collegiality and collaboration.

(www.lluk.org accessed 10/03/06)

The draft standards suggest that teachers, tutors and trainers 'value the principles of diversity and difference among learners, the workforce and the community' (www.lluk.org). The standards also suggest that there should be an understanding and application of the concept of inclusive learning and an

understanding of the impact of inclusive learning. The mention of inclusive learning within the basic minimum draft standards is potentially very useful and an opportunity which can be exploited. The 'Through Inclusion to Excellence' report has also recommended that the LSC collaborate with LLUK in the development of occupational standards and appropriate qualifications for all staff working with learning difficulties and/or disabilities. (LSC 2005b:22) The report also reiterates the embedding of skills to work with learners with learning difficulties and/or disabilities in mainstream standards. (LSC 2005b:22) This will potentially answer the

Before looking at some of the mechanics of inclusion in Chapter Three, it is important to explore the broader theorising about inclusion. Tilstone et al helpfully summarise the difference between integration and inclusion, "Integration is about the child fitting round the school, inclusion is about the school fitting around the child" (1998:161). Education Walsall in a document to schools suggests that to achieve their "Vision for Inclusion" a twin track approach is needed:

> **Including all from the start**- changing the emphasis from trying to change the learner who "doesn't fit" to changing ourselves and the environment to fit all learners."
>
> **Returning to learning**- bringing back to learning those at risk of or already isolated and excluded. (2004:1)

Inclusion looks at the child as an individual and not as part of a group labelled as disabled. This is clearly shown in diagram 2.1 which looks at significant areas around the child and more discussion can be centred on Dale's diagrammatic interpretation of Tomlinson's Inclusive Learning model. The model demonstrates the move away from looking at groups of disabled children and young people who are deemed to have similar needs to looking at the individual child whose needs may be different to a child with a similar background.
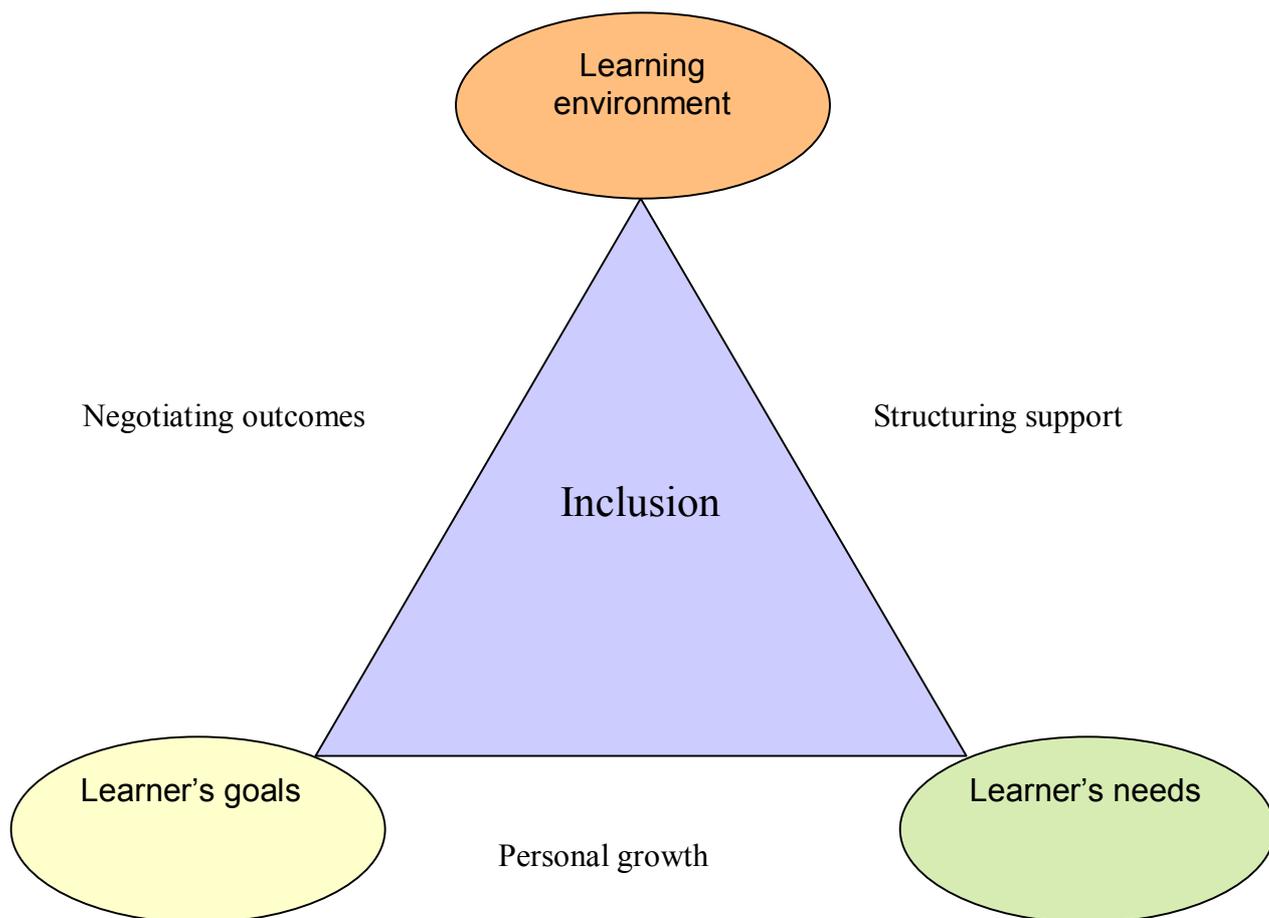
2.1. An interpretation of Tomlinson's Inclusive model.

(after Dale 2000:7)

Dale (2000:7) argues that sadly the most important issue in the post Warnock period became where the disabled child was educated and this of course was concentrating on a small part of the picture. This is further demonstrated in Inclusion International's campaign which focuses on the difference between integration and inclusion:

> The opportunity for the person with a disability to participate fully in all of the educational, employment, consumer, recreational, community and domestic activities that typify society
>
> (Tilstone et al. 1998: p.160).

Chris Darlington, the president of National Association for Special Educational Needs (NASEN), suggests that inclusion is a process. He asserts that effective

inclusion can only be achieved when all those involved are able to participate confidently. He provides a useful summary of inclusion from his organisation's perspective:

> NASEN has produced a policy that recognises that inclusion is not simply a concept restricted to the issues of placement. Its definition has to encompass broad notions of educational access and the importance of catering for diverse needs. Key principles are valuing diversity, entitlement, dignity, individual needs, planning, collective responsibility, professional development and equal opportunities.
> (TES September 19th 2003:3)

Legislation which has been addressing the disability equality issues has also been providing a lever for inclusion. The Special Educational Needs and Disability Act 2001 placed on institutions an anticipatory duty to prepare for a disabled person enrolling at their college. The Act brought education under part 4 of the Disability Discrimination Act (DDA). The DfES (undated) states: "The effect of the DDA part 4 is that, for the first time, disabled learners have legal rights in terms of their access to post-school education." Alison Bryan points out that "If a disabled person is at a substantial disadvantage, institutions are required to take reasonable steps to prevent that disadvantage" (2002:14). Dianne Keetch of the Disability Rights Commission comments that the Commission had received more than a third of its total complaints which have related to the education of disabled people. She goes on to comment:

> It is not ramps or lifts that they are complaining about, it's the lack of reasonable adjustments to their teaching. The didactic style, where a teacher stands at the front and imparts information, may not work with students who have visual and hearing impairments.
> (Reported in TES , 26th March 2004: 17)

If these complaints are valid it suggests that there is an inherent need for staff development. The implications of this Act and current thinking in educational sectors have meant that the history of deaf education is now moving on and having to evolve in a way that was not previously envisaged. A useful observation is made by Shakespeare who believes that more should be done to protect the rights of the disabled and to enforcing existing laws. He, however, argues that the law alone will never change hearts and minds.

33

(http.www.channel4.com/news/microsites/T/30minutes/shakespeare.html, accessed 24/08/06).

Paddy Ladd writing in 1991 described integration as an erosion of identity. Would he also describe inclusion in such a negative way? Hoffmeister talking about the American situation suggests:

> Special education as a professional group has ignored the criticism ……that policy-making based only on hearing values (medical rules) without the input from the deaf community does not serve the Deaf population adequately or appropriately. (1996: 173)

This touches on an interesting difference between deafness and any other impairment. Only deaf people would see their schools as culturally important and only deaf people would identify themselves as culturally separate to other non-deaf people. Lane (1992) is quoted by Hoffmeister as saying:

> The vocabulary and conceptual framework our society has customarily used with regard to deaf people, based as it is in infirmity, serves us and the members of the deaf community less well than a vocabulary and framework of cultural relativity. (1996:188)

Would they still disagree with the idea that is increasingly being accepted? There is evidence in research that many disabled people are now actually rejecting, for whatever reason, their schooling in a specialist-segregated environment (Leicester 1999:77). This kind of student experience was highlighted in The Warnock Report (Booth et al. 1992:172). Warnock wrote suggesting that the quality of education offered to pupils in special provision was unsatisfactory particularly with respect to the curricula opportunities provided and that many special schools underestimated their pupils' capabilities. In 1990 in America there was a readoption of their 1972 "Individuals with Disabilities Education Act". This act recommended that disabled students should attend schools with the "least restrictive environment" (Sound and Fury website). The American authorities actually deemed some schools for the deaf to be restrictive. So the views being expressed by Warnock were being mirrored in America.

The idea that is increasingly being put forward is that the location of the environment is immaterial compared with the language environment, the breadth of knowledge of teaching staff, the peer group and fluency of communication. Innovative developments such as this one described in 2000, are making a huge difference to the experience of the deaf child and are going a long way to negate the perceived negatives about the inclusive setting. Fiona Ison-Jacques explained the rationale behind this new venture of a special school being re-sited to share a campus with a mainstream school:

> This is based on a vision which encompasses the idea that we are a partnership of equals where BSL is simply another language and not a special need. We don't believe our pupils are disabled, it's society that disables them by not using sign language. The beauty of this school will be that everyone will be using sign language and our pupils will be competing on equal terms. (TES 15/12/2000:11)

Tony Booth in the introduction to Booth et al (1992) suggests that sector college staff and specialist college staff could together come up with a better educational opportunity for disabled learners. Herein I feel lies the foundation for a new way of presenting and delivering staff development and an area that will be as controversial as any of the communication debates in the field of deaf education. A fundamental flaw in staff development in this area is that the people who have a vested interest in keeping their specialism to themselves deliver it.

A recent policy development relevant to deaf education is the DfES action plan, *Success for All* (2002) and its determination to widen access, to increase opportunities for education and training for all, and to promote community cohesion. John Tomlinson suggests that the action plan shows that the principles of Inclusive Learning are still relevant in the context of the priorities of the Learning and Skills Council and the objectives of the Government. The *Learning and Skills Act* 2000 in fact states that the Learning and Skills Council has a duty to have "due regard to promote equality of opportunity between disabled and non-disabled learners". As the *Success for All* agenda is being worked out, it will be interesting to see how it impacts on deaf education. The four strands covering strategic planning, teaching and learning, staff

development and leadership training and assessment, accreditation and inspection, are clearly ones that will reveal the whole ethos and importance placed on this area of education and training. An example of the practical thinking in the government's new strategic view is found in the "Delivering Skills for Life" booklet. The manual aims to give all teachers practical information and strategies to help them implement the vision spelt out in "Inclusive Learning" (DfES, undated: Introduction).

In March 2004, the Learning and Skills Council's National Council endorsed the need for a strategic review of its funding and planning of provision for learners with learning difficulties and disabilities. This review reported in November 2005 and has signalled major changes in the further education sector:

> This review has been the first, major comprehensive review of this provision since the landmark 1996 report, *Inclusive Learning*, produced by the Further Education Funding Council (FEFC) Committee chaired by the late Professor John Tomlinson. The progress made over the past decade, based on *Inclusive Learning* has been extensive, and should be celebrated in the context of the LSC's strong commitment to the wider equality and the diversity agenda.
> (LSC 2005a:1)

The report states that the Disability Discrimination (DDA) Act 2005 amends the existing DDA legislation and includes a duty on public sector authorities to promote disability equality. (LSC 2005b:8) The following statement celebrates and embeds the concept of inclusive learning within the further education sector:

> It was noted in *Inclusive Learning* that there is a need to avoid the location of the learning difficulty with the learner and instead to focus on the ability of the provider to understand and respond to the individual learner's requirements. The sector has made a considerable and welcome move away from a process of labelling the learner and towards creating appropriate learning environments. (LSC 2005b: 8)

There are several themes which have particular reference to this thesis and the opportunities they offer could clearly further the embedding of inclusive learning. The first key point made is that high quality delivery is further dependent on 'sectoral workforce development' and without this development of suitably qualified and capable workforce to design and deliver appropriate

programme and curricula, there can be no transformed provision for the LSC to purchase. (LSC 2005b: 22) This point is further expanded by reference to inspectorate findings. The report identifies that the absence of sufficient specialist qualifications, in relation to teaching learners with learning difficulties and/or disabilities, of teaching and support staff severely limits the capacity to deliver programmes. (LSC 2005b: 22) The second key point made is that there is a capacity issue because teachers/tutors and support staff have insufficient knowledge and teaching experience for teaching learners with learning difficulties and/or disabilities. (LSC 2005b:22) The full implications are currently being worked out but one can imagine the development of inclusive learning being supported by this report and the review it undertook. This review gathered qualitative data around issues of practices to be encouraged, barriers still to be removed and solutions and plans to address these problems and widely implement successful practice. For educational practitioners, the local agenda is being clearly set by Ofsted who now are required to make judgements about inclusive practice of schools. Ainscow succinctly expressed the significance, "In Education what gets measured gets done. We value what gets measured." (Creating the Inclusive Classroom Conference, 2003)

2.3.1 Models of disability

Alongside these developments there has been a growth in the recognition of different models of disability. Although the deaf community would have reservations about being described as disabled, it would welcome some of the debate that the wider disability movement has inspired and initiated. Barnes helpfully explains the purpose of a model in the following quote taken from the work of Finkelstein (2002):

> A good model can enable us to see something which we do not understand because in the model it can be seen from different viewpoints…it is this multi-dimensional replica of reality that can trigger insights that we might not otherwise develop (2003:9).

Shakespeare discusses the two models in the following terms:

> Let me distinguish two main approaches to identifying disabled people as a group, one based in a physical or medical understanding, the other based in a socio-cultural understanding. Shakespeare (1996: 95)

The dominant model of disability has been the medical model which Shakespeare usefully describes:

> The key elements of this analysis are performing and conforming: both raise the question of normality, because this approach assumes a certain standard from which disabled people deviate. (1996:95)

Disability Direct (1995) echoes this view of the medical model as an assumption disabled people are ill. It locates problems not with society but as the responsibility of the individual and that it is the individual who needs to change (1995:1). Hoffmeister explains the medical model using the terminology of the pathological model, "The pathological view of the deaf focuses on the hearing mechanism and the potential to measure and correct it, using technology to adapt (or cure) the problem" (1996:172). This model reflects the historical response to disability, but a new response was grounded in the social model of disability. Barnes explains the social model as "nothing more complicated than a focus on the economic, environmental and cultural barriers encountered by people viewed by others as having some form of impairment". He furthermore provides a useful quote describing the extent of the barriers faced by disabled people:

> These include inaccessible education, information and communication systems, working environments, inadequate disability benefits, discriminatory health and social support services, inaccessible transport, houses and public buildings and amenities, and the devaluing of disabled people through negative images in the media- films, television and newspapers.
>
> Barnes (2003:9)

This key differentiation of the application of a social model to disability rather than the medical model has meant that professionals would see disability from entirely different perspectives depending on which model they subscribed to (Hoffmeister 1996:172). Disability Direct, an organisation of disabled people for

disabled people, define the distinction between the two models in an information leaflet; this quote looks at the social model of disability:

> Disability is the way society is organised to restrict or exclude impaired people from participation in mainstream activities. In this context, physical and attitudinal barriers can be removed and disability can be overcome.
>
> (Disability Direct 1995:1)

Justin Dart quite dramatically expresses this in these terms:

> The hard reality is this. Society in every nation is still infected by the ancient assumption that people with disabilities are less fully human and therefore, are not fully eligible for the opportunities which are available to other people as a matter of right (DEMOS project. 2003).

Shakespeare (1996) addresses this standpoint with a further refinement of the social model. He suggests society needs to move on to a position where disabled people are not seen as wanting anything extra but are wishing to be treated the same as non-disabled people. Furthermore he warns about the dangers of a minority group approach as that only serves to reinforce the constitution of disability. Shakespeare also alerts the reader to the possibility of disability being a category of social policy which because of the needs of statutory or policy processes requires the construction of a person within given categories. In this case there is the construction of a designation of officially disabled. This view of identifying disability as a social process moves society on to a standpoint which not only recognises the material, environmental and policy factors and their effect on the disabled person but also offers a richer and more complex picture of disability'. (1996:98) The historical development from the view of disabled people as a "burden on the state" to the belief that people are not less valuable because they have an impairment is a huge paradigm shift. The reality is that many people are still stuck in between the two paradigms. So in any staff development programme there needs to be a consideration of how it facilitates this paradigm shift. Once there is recognition of disabled people as having rights then recognition and diversity can follow. The recent development of disability legislation is obviously a potentially strong lever for equal rights in education. During this period there has been a movement by disabled people away from a

passive acceptance of their lot. Tilstone et al (1998) quote work done by Swan et al (1993) and Reiser (1994) which reports that adults who have been educated in segregated provision are questioning the decisions surrounding their traditional placements. Disabled people and deaf people are wanting equality but not necessarily in the old ways.

2.4 Further Education provision

In the specialised area of deaf education some of the school developments are mirrored in the Further Education area:

> Warnock's concern with the individual is mirrored in the Tomlinson Report which focussed on the need for educational institutions to change in order to respond to individual learner's requirements, thereby creating the greatest degree of match between an individual learner's needs and the provision that is made for them. (O'Neill et al 2002:100)

The Tomlinson Report which was specifically looking at the post-16 sector defined the new concept of inclusive learning in the following terms:

> Our concept of inclusive learning is not synonymous with integration. The first step is to determine the best possible learning environment, given the individual student and learning task. (Tomlinson 1996:5)

Dale (2000:6) described the Inclusive Learning Report as the most influential document of recent times in the context of lifelong learning. Tomlinson recently wrote describing inclusive learning in the following way:

> Inclusive Learning is an educational idea fundamental to good teaching and learning. It requires the creation of the best possible learning environment for a particular learner or group. (2003:5)

Dale describes key features as the concentration on learning rather than education and the concentration on similarities between learners irrespective of their impairments (2000:13). Tomlinson (2003:6) quotes Margaret Hodge who

suggested that the main principle of the Tomlinson Report was a "person centred concept where providers match their provision to the needs of the individual."

In Further Education provision, there are two main options for learners with learning difficulties and disabilities; education in a sector college or in a specialist college. The sector college is a nominally independent corporation within the Further Education sector receiving a contract and funding to deliver education and training from the Learning and Skills Council. The specialist college is an institution outside of the Further Education sector and receiving a contract and finance for specialist work from the Learning and Skills Council and sometimes from the Department of Work and Pensions that could not be delivered by the sector. The Further Education Funding Council (FEFC) developed a culture whereby the expectation was for the needs of nearly all students to be met within the sector colleges and that only some students would need to go to colleges outside of the sector. This division made a clear distinction between the specialist college and the sector college and many students with learning difficulties and disabilities had to show to the funding body that a sector college had assessed them and that that college was unable to meet their needs before they could apply to the specialist college. The impact of Tomlinson has been therefore the opening up of a challenge from sector colleges to specialist provision such as Derby College for Deaf People. The new funding regime made it possible for more deaf learners to be educated and supported within a sector college.

Numerical research evidence in this area of education is scant to say the least. A recent piece of research by O'Neill et al (2002) has documented existing statistical data work:

> The survey reveals increased numbers of deaf students in further education compared to a 1991 survey reflecting current initiatives towards inclusive learning. (O'Neill et al 2002, abstract).

Their data show a development towards inclusion and the demise of the specialist and discrete provision in preference for attendance at a mainstream college. Langley and Hatton (cited in O'Neill et al 2002,p 100) suggested in

1980 that most support for deaf students in Further Education was provided by school services for deaf children or at older established schools for the deaf. Their responses showed a population of deaf students of around 948. By 2000 the NATED (National Association for Tertiary Education for Deaf people) survey suggested around 2,818 students attending 266 institutions. What is interesting from their statistics is that 182 institutions were recording around one to nine deaf students and 5 institutions were reporting 40 to 49 students. What is not so clear from their figures is how many of these students were part time and full time. But what is clear is the fact that these students could not possibly have been in discrete provision in the old established schools for the deaf as their numbers far exceed the number of identified places in such provision. The proportion of mainstream colleges reporting some specialist provision was 11% of the respondents.

Anecdotally O'Neill et al report a decline in the number of qualified teachers of the deaf working in further education (2002:109). This presents an interesting dilemma for members of the deaf community who have cited teachers of the deaf as instrumental in low achievement and a culture of lack of academic success. Bouvet (1990) suggested that hearing teachers of the deaf are the worse culprits in the normalisation conspiracy. Most hearing teachers, she contends want deaf children to conform to hearing norms because of their own lack of familiarity within the world of the deaf (Lynas 1994:61). However, their presence did mean that the deaf learner was identified as requiring specialist support; the removal of the teacher of the deaf and the replacement with communication support workers (csws) has initiated a power shift. By this I mean, the teacher of the deaf was able to enter into professional dialogue with other lecturers but the csw is seen by the lecturer as not on the same level and status and this makes for a difficult relationship. This theme comes into greater significance in Chapter Three on staff development, where I argue that for staff development to be effective it needs to be delivered by someone of the same professional level. Added to this is the fact that O'Neill's survey also points to a lack of qualified communication support workers in terms of training in educational support and in their British Sign Language skills (op cit). So, the deaf student is left potentially in an isolated situation.

O'Neill et al's conclusion about deaf students is that they should have a choice of college available locally and they recommend that the deaf student should travel further for specialist courses such as higher level English for deaf students. (op cit). They also emphasise that "good quality communication and language support should be available in every Further Education College". Interestingly for this research they do not mention anything about the training and equipping of the subject specialist. It is as if they are attempting to maintain the status quo and not looking at the possibilities for all or most lecturers to become competent in inclusion strategies.

2.5 The official recognition of British Sign Language

The history of deaf education has often revolved around communication and language issues. One of the most recent developments which has had an impact on developments has been the government's recognition of British Sign Language in March 2003. In a historic move on 18th March, the Government issued a statement officially recognising British Sign Language as a language in its own right. Andrew Smith states the government's thinking:

> What we are saying today is important for deaf people for
> whom BSL is their first or preferred language for participating in
> everyday life. It is also important for the rest of society to
> understand that BSL is a language and what this means.
> (Soundbarrier, April 2003:10)

It is significant that the whole agenda around BSL has been handled as a "Work and Pensions'" issue rather than an "Education" issue. This refers to the issue as being one which leads to active participation in the workforce and echoes some of the motives of the early educationalists.

The British Deaf Association estimated that there were approximately 70,000 Deaf people in Britain whose first or preferred language is BSL. However an increasing number of hearing people have started to use BSL and the BDA suggest a number of over a quarter of a million hearing and deaf users (BDA

undated: 2). Graham Turner writes about the issues that he feels are at stake in the current developments for deaf people:

> The fundamental issue upon which Deaf people have staked their human rights claims over the last century has been the right to self-determination, both as individuals and as a collective. Historical records consistently show hearing people remaining in powerful positions relative to Deaf people's lives   (2003:1).

This battle will continue and will be the focus of some groups of deaf people as the sense of injustice is strong and strikes at the very heart of the deaf person's experience. Jarvis et al cite a quote from the BDA which goes against the international and national movement towards inclusive education, "The British Deaf Association has very strong objections regarding the widespread placement of individual children in local mainstream schools." (2003:206).

Turner (2004:2) identifies four areas of disadvantage arising for deaf people. They are linguistic disadvantage, identity disadvantage, educational and knowledge disadvantage and representational and perceptual disadvantage. The answer to this disadvantage has been seen by the deaf community as being found in the recognition of BSL. This explains the reasons for the excitement and interest that has been generated within the Deaf community by the recognition of BSL.

2.6 Concluding comments

In this chapter I have explained the context within which the discussion of staff development can be placed. I have shown that this is not a straightforward and easily identified body of knowledge. This chapter has shown the development of deaf education from a means of rehabilitating those who could work and prove to be useful members of the labour force. Deaf learner provision has involved heated political debate and discussion within the profession. The provision has been seen as separate and discrete but this has been threatened and challenged by movements towards an acknowledgement of learner provision based in the concept of special educational needs rather than merely the disability. As this

movement has moved towards the inclusion framework this has clearly lessened the possibility of discrete provision.

However, this fails to acknowledge the existence of strong and often conflicting models of understanding and philosophy. It has been argued that the inclusion framework, where the school fits around the child, is acceptable as long as the child is valued and their needs met. The medical model has been shown as being a difficult framework on which to base an inclusive framework.

The developments in the school based provision for deaf pupils have been reflected in the provision for Further Education deaf learners. Understanding the principles of this framework allows one to more fully understand the sector.

The chapter also reflects on the legislative levers which have encouraged changes in the education provision of deaf learners. The issues that the deaf community bring to deaf education have also been covered and show the complexity of the concepts involved.

Chapter 3 Issues around staff development

In this chapter, I draw out some lessons and general observations from different writings about staff development. Models of staff development are explored in the abstract and then these different models of staff development are looked at and the analytical insights further refine the conceptual framework to underpin staff development of subject specialists in the area of deaf education.

This chapter includes discussion of key policies and theories that have an impact on the thesis subject area; notably the Disability Discrimination Act, Special Education Needs and Disability Act and Inclusive Learning. The specific areas of deaf awareness and deaf equality are then discussed and areas of importance and relevance drawn out. The chapter concludes with a discussion of how this specialised staff development impacts on the individual lecturer or subject specialist and I select a model of staff development to inform the analysis.

3.1 Models of staff development

In this first section I explore different models of staff development and see whether there are particular models of staff development which might be more suitable foundations for staff development for subject specialists. In this chapter the work of Rogers (1983), Showers et al (1987), Bennet et al (1994), Boud (1999), Kanefsky (2001) and Cox and Smith (2004) are looked at. These have been chosen these as models which seemed to have a relevance to further education and involved working with adults in staff development activities and other learning activities. Boud was added to the list as a result of discovering that Herrington had based her model for disability awareness on the work of Boud.

> Themes which enhance good practice and effective staff development have been researched in particular. It is important to first ascertain the driving force behind a staff development initiative as this will impact on the eventual uptake of the staff development and the potential embedding of the practice. Kanefsky (2001:30)

suggests there are three models of leadership: authority led, consumer led or intermediary led. Authority-led in staff development terms would be areas which the government might be requiring, consumer led would be where there are demands for provision from learners and intermediary led would be where an external player requires something. Clearly these different sources of leadership will have varying impact on the involvement of staff (Cox and Smith 2004:39). They also suggest that there will inevitably be suspicion and scepticism over new developments and clearly the driving force behind an initiative will impact on the resolution of this conflict. Rogers (1983:236) makes the comment that, "getting a new idea adopted, even when it has obvious advantages, is often very difficult."

Cox and Smith (2004: 39) advocate the use of high impact approaches so as to avoid the waste of time and effort and furthermore cite the ethos and culture of the institution as liable to have great impact. Booth and Ainscow (2004: Introduction) advocate looking for the levers which need to be given attention to in order to bring about change. If the in-service training is to be effective and become high leverage then it has to be well structured and defined. Clearly when seeking to adopt an innovation then all aspects will have more impact if they have been considered. Skyrme's diagram below looks at enablers of leadership, vision, structure, culture and environment as being the concomitants of a culture that fosters and enables the sharing of good practice.(cited in Cox and Smith 2004:34) Although Skyrme uses the phrase 'enablers' their role is also akin to what other writers would define and describe as 'levers'.

Enablers   Leadership Vision Structure Culture Environment

Levers   Processes | Tacit Knowledge Explicit | Measures | Nodes and networks | Market leverage

Foundations   'Hard' infrastructure – intranet, groupware, etc
'Soft' infrastructure – roles, skills, development, rewards   + Tools and techniques
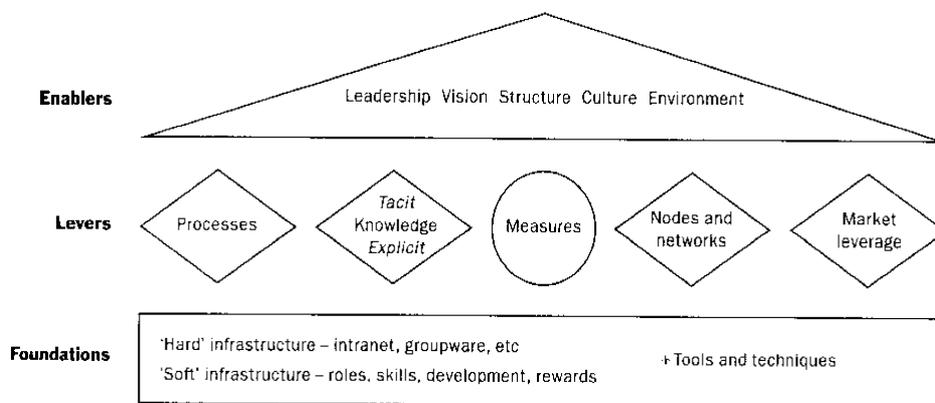
Adapted from Skyrme (1999)

3.1. Sharing Good Practice.

Skyrme points us to levers which support a culture of sharing good practice within an organisation. These levers will not just happen and must be thought-out processes and activity. These link in with models suggested by other educationalists that may use different terminology but refer to comparable stages.

Showers et al (1987) (cited in Cox and Smith 2004:20) conclude that for training to be truly effective, it should include five components or stages: theory, demonstration, practice, feedback and coaching. Kanefsky similarly divides the process into four areas which could form a framework of activity:

> an idea or innovation
> channels of communication to spread knowledge of it
> time during which diffusion takes place
> a social system in which this occurs with a group of potential
> adopters
>
> (Kanefsky 2001:30)

Kanefsky (2001) combines the fourth and fifth stage into "a social system" but I would suggest that Showers et al's distinction of feedback and coaching is useful and practical. Looking at each of these five stages I want to draw out key features of each phase.

3.2 The theory stage for staff development

First the theory stage is a feature used in other models of staff development and is viewed as a fundamental starting point. This is seen to be where the new approach is explained and justified. In this particular area of staff development there is a desire to share good practice and many professionals will talk about good practice as being one of the reasons they go to staff development events. Cox and Smith selected a definition that encapsulates their feelings about good practice:

> Any practice, know how or experience that has proven to be valuable
> or effective in one organisation that may have applicability to
> other organizations. (2004:7)

So it seems clear that the starting point for staff development is to actually define what it is that one is seeking to share. Hargreaves (1999) (cited in Cox and Smith) suggests that good practice should have a high "leverage" and be both effective (i.e. improve learning) and efficient (i.e. help the teacher to work smarter). The good practice should be transferable to as many other practitioners and settings as possible.

The area of staff development can be viewed as similar to the diffusion of an innovation. Rogers (1983) suggests "diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system."

Looking at Bennet et al (1994) **(see Table 3.2)**; there are two contrasting views of and approaches to professional development. The first they describe as the traditional model, which revolves around knowledge acquisition and the second, which revolves around behavioural change. The table summarises two contrasting approaches to professional development.

	Traditional model	**Reflective practice model**
Purpose	Knowledge Acquisition	Behavioural Change
Assumptions	Change via standardised knowledge	Change via self-awareness
Change	Rational	Rational, Emotional, social, cultural.
Content	**Knowledge**; public given, content. **Theory**: espoused theory **Theory/practice**: Implicit /discrete.	**Knowledge**: Public and personal Given and problematic Content and process **Theory and Practice** Behaviour espoused and theories-in-use, actions and outcomes

		Theory/practice: Explicit/integral
Process	Didactic/abstract Individual/molecular, cognitive Instructor as expert Learner as subordinate Practitioner as passive consumer	Dialectic/ experimental Collaborative, holistic, personal Instructor as facilitator Learner as agent Practitioner as action researcher

Table 3.2. Traditional and Reflective Practice models of staff development.
From Bennet et al (1994) p.56

From this overview of professional development, it is important to ascertain what the purpose of the professional development is. Is it simply knowledge acquisition or is it behavioural change? The choice of model will depend on this distinction. The reflective practice model suggests a more active partnership and communication process between the instructor and the learner. I would argue that the reflective practice model might be more appropriate if we are looking for knowledge acquisition that leads to behaviour change. In the course of this chapter I intend to clarify the content that is required.

3.3 Demonstration of new learning

The second stage of staff development has been identified by Showers et al (1987) as "demonstration" and by Kanefsky (2001) as "channels of communication to spread knowledge of it". Participants need to be involved in the process which is emphasised by Kanefsky's suggestion of channels of communication. Showers et al's suggestion of 'demonstration' requires the use of facilitation, collaboration and action research if it is to be embedded. As staff development activity is working with adults, there needs to be recognition that there isn't a blank canvas to be worked on. Brockbank and McGill (1998) draw out this fact that staff have their own expertise and experience, which they bring to any training session (1998:4). Their research also supports a view of the

practitioner as a reflective learner and the suggestion that development can occur through a process which draws on existing knowledge and experience. The reflective practice model of staff development in table 1 brings change about by self-awareness, whilst the traditional model aspires to bring about change by standardised knowledge. To be effective I am arguing staff development must cause firstly the reflection on knowledge and then the application of it to the person's own practice. This again opens up the need to look at the learner and to have an in-depth knowledge of what is going on in his or her mind. The choice of staff development model will also have an impact on the choice of content and process that is followed.

In staff development we are working with adults and should respond accordingly. Boud (1999) suggests that andragogy and the generally accepted understanding of adult learning respect the autonomy of learners and emphasise learning by consent. Boud and Solomon (2003) suggest that the act of naming oneself as a learner is a complex one which opens up issues related to position, recognition and power in any given group. In staff development activity the lecturer becomes a learner and has to admit he/she does not know enough about a subject. Using Brockbank and McGill's terminology, we seek for them to become 'critical learners', a concept espoused by many writers, notably Brookfield:

> The ability to become a critical learner, to be able to shift across paradigms of knowledge and self as well as perceive and act in ways that may transcend understandings in the past requires the capacity to be able to reflect on what is known, felt and acted upon. (1998:5)

Rogers (1983) suggests five concerns that potential learners need to have answered and I feel these are areas that need to be addressed in staff development:

> **Relative advantage.** What will the members of staff gain from the process?
> **Compatibility with other elements of the sociocultural and operational context.** How easy does it fit in with existing practice?
> **Complexity and ease of understanding.** Is it straight forward information or does it require a great amount of understanding?

Trialability (potential for limited and reversible application)
Observability (how visible and well communicated the results are to potential adopters).

<div align="right">(Cited in Kanefsky 2001:30)</div>

These five elements can be seen as a pre-requisite in the planning that occurs before the actual process of staff development. If these cannot be addressed then the activity loses credibility.

We now move on to a discussion about the actual content of the demonstration phase. The actual knowledge that is involved can be looked at in terms of knowledge that is intellectually engaging and knowledge that brings about a change in practice. There appears to be knowledge that fits simply into one's existing knowledge base and knowledge that brings about new thinking. Boud suggests one of the features of staff development is "that participants gain practice in communicating and applying their new knowledge within their discipline or profession (1994:4). Furthermore he advocates reciprocal peer learning as an effective method of staff development as professionals are "able to articulate their understanding and have it critiqued by peers as well as learning from adopting the reciprocal role." Brockbank and McGill further refine this process of learning new things by using the concepts of single loop and double loop learning. Single loop learning is explained as a process whereby new knowledge is fitted into existing knowledge. The knowledge all rests within an existing paradigm so the learner does not have to respond with any change because of what they have been taught. The new knowledge may be generalised and links made with existing knowledge. The learner might test and experience the new knowledge and decisions will be made about what to do with the new knowledge.
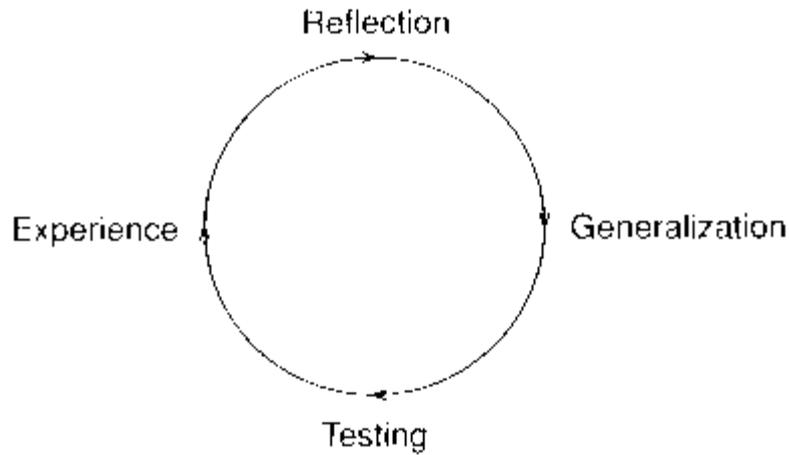
3.3 Single loop learning

Brockbank and McGill (1998:45) (Citing P.Hawkins 1997).

Emergent knowledge if it does not fit into the existing paradigm requires, they argue, double loop learning. The new understanding brings about a paradigm shift, which can then be absorbed into the framework. This emphasises the need to actually have looked at the theory and see how it potentially fits into existing knowledge and practice.
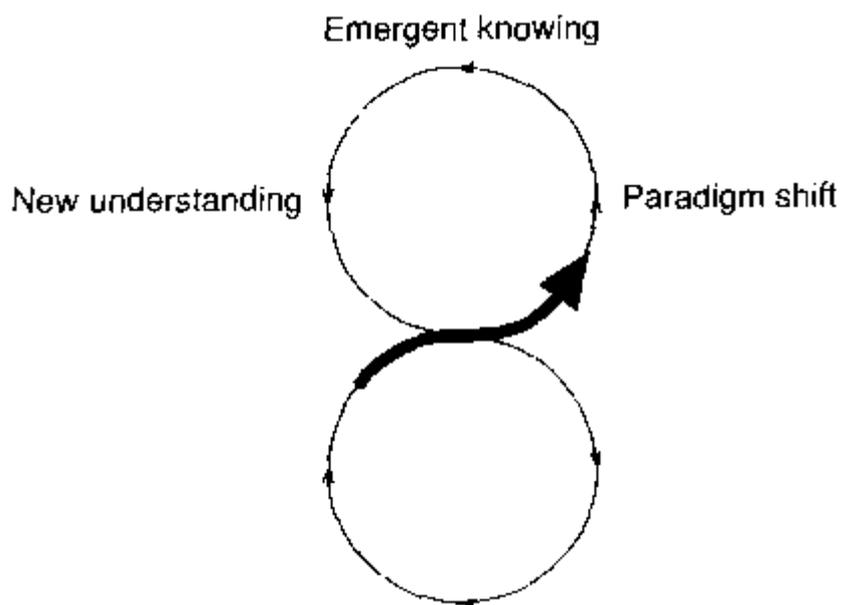
3.4.Double loop learning

Brockbank and McGill (1998:45) (Citing P.Hawkins 1997).

This work seems to suggest that the starting point has to be engaging with the professional so they first see how some of this knowledge fits into their existing paradigm then moving them to the double loop of a paradigm shift in their thinking about new areas of knowledge. Brockbank and McGill suggest that this move requires motivation and emotional engaging in the learning. This concurs with the stages of Rogers' and Kanefsky's work. It seems that stage 2 where the potential adopter is persuaded by the innovation is in line with the double loop learning.
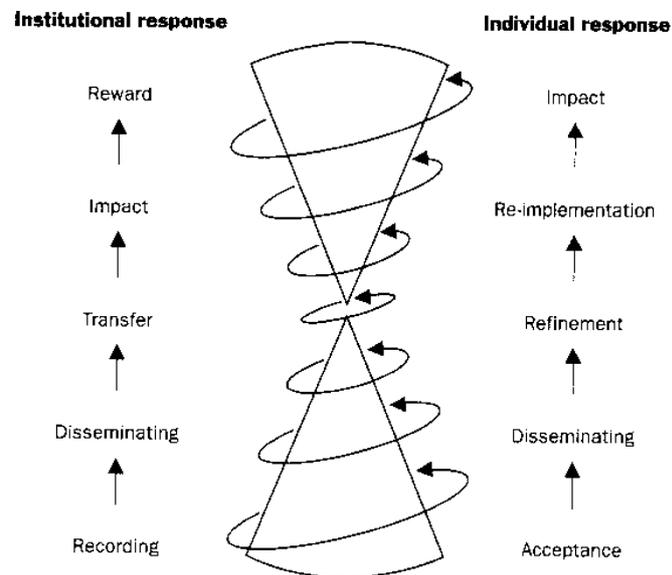
3.5. Institutional and Individual responses to staff development.
Figure from Cox and Smith 2004

The above model links in with the double loop learning model, the first stage or loop being acceptance, disseminating and refinement. Some staff development will not even reach the first point of acceptance; an idea can be rejected before a session is completed. Some will accept and even consider the dissemination into their own particular situation but it may not lead to any change of practice. Then there will be some who actually change their practice and move on to the second stage of the model with re-implementation and impact. How can particular

successful features be incorporated into subject specialist staff development? Can any of these models be accepted and used as suitable models on which to build staff development for subject specialists? In Chapter Four I will suggest a research framework which gives an opportunity to trial these models.

3.4 Making an impact with staff development

From the initial conceptualisation it would appear that there are just two key players in the staff development process; the trainer and the trainee, for example Bennet et al (1994:56) talk about the instructor and the learner. Kanefsky (2001) looking at the key players in the diffusion of an innovation suggests the two roles can be labelled as the innovator and the adopter. The previous section of this chapter looked at the process of demonstration of a new idea and the acquisition of the idea. This process is not a straightforward one as Rogers (1983) reminds us the process of communicating a message is a two way process of convergence rather than a one-way linear act. It is useful to look further at the relationships involved in any staff development as the success of staff development clearly is largely governed by the quality and effectiveness of this relationship. Reece and Walker (2000) suggest that the traditional model of the teacher as a purveyor of knowledge or the fount of all knowledge has changed in post-compulsory education and training. Looking back at Bennet et al's diagram (1994) of staff development, the traditional model falls clearly into the old way of teaching, where the instructor is the expert and the practitioner is a passive consumer. The reflective practice model suggests the instructor is seen as the facilitator and the practitioner as action researcher.

As the relationship between learner and trainer is complex some writers look at an intermediary to facilitate communication between the two parties. The work by Kanefsky (2001) draws attention to the importance placed in diffusion literature on the role of intermediaries. He suggests that intermediaries are crucial because innovators are usually dissimilar to the broad mass of adopters. (2001).The most effective persuaders or innovators are apparently those that are similar in outlook and status to potential users. Rogers (1983) talks about this in

more detail and looks at two concepts, the concept of heterophily and the concept of homophily. Homophily is the degree to which two or more individuals who interact are similar in certain attributes. More effective communication occurs when two or more individuals are homophilous. One of the problems, which been identified by Rogers, is that if the individuals in the diffusion of innovations are not similar in certain attributes (heterophily), then the diffusion of innovations will not be so straight-forwardly effective. This is further confirmed by Cox and Smith:

> Research studies confirm that people are more inclined to absorb and adopt practice from those they know and trust. (2004:21)

Interestingly they suggest that the sharing of good practice from informal personal contact or "active" sharing through action research and development projects is likely to engender such trust. The barriers between innovator and adopter are more likely to be broken down if the two groups are engaged in some working together. Another aspect to consider is the links and shared attributes of the innovator and the adopters. Rogers suggests that;

> Ideally the two participants would be homophilous on all other variables (education, social status for example) even though they are heterophilous regarding the innovation (Cited in Kanefsky 2001:32).

Rogers suggests that the lack of homophily can be overcome if the individuals are able to actively pursue the concept of empathy or the ability to project into the role of another (Cited in Kanefsky 2001:32). Clearly this will be more likely to happen if there is a shared goal. Margaret Herrington (2000) discusses a process of staff development which she labelled as "organic staff development" and which seems to address this dilemma. This links in with the benefits of active sharing through action research and development projects. The process involves working with the subject specialists as active participants and contributors to the staff development process. The trainer is often unable to bring about change and is more of enabler or facilitator, whereas the trainee has a position within the organisation that can be used. Boud (1994:4) echoes this as he highlights the fact that peer learning involves a group of people taking

collective responsibility for identifying their own learning needs and planning how these might be addressed. Tilstone el al's work (1998) quotes Ainscow's belief that teachers working together to look at the needs of students and how to respond to them will benefit all involved. In Chapter 4 I explore how the dynamics of staff development can be analysed in my research.

3.5 Embedding the learning from staff development

The next three stages of staff development identified by Kanefsky are practice, feedback and coaching and are where the benefits of having an on-going relationship and support are apparent. Practice is necessary so that the teacher can try out the new approach which is followed by feedback on how well the new approach is working. Lastly there is coaching which is a mechanism to help the teacher discuss the teaching in a supportive environment and consider how it might be improved. These three stages would require the intervention of an outsider.

Cox and Smith (2004) produce a diagram of activities for spreading good practice (see Figure 2). It would seem to be wise to concentrate on aspects which they label as high impact active strategies. These particular activities build on the five stages, for example advanced practitioners, peer-supported workshops, shadowing and lesson observation. The work of Rogers on homophily discussed above points also to higher impact activity.

Figure 2 Activities for spreading good practice
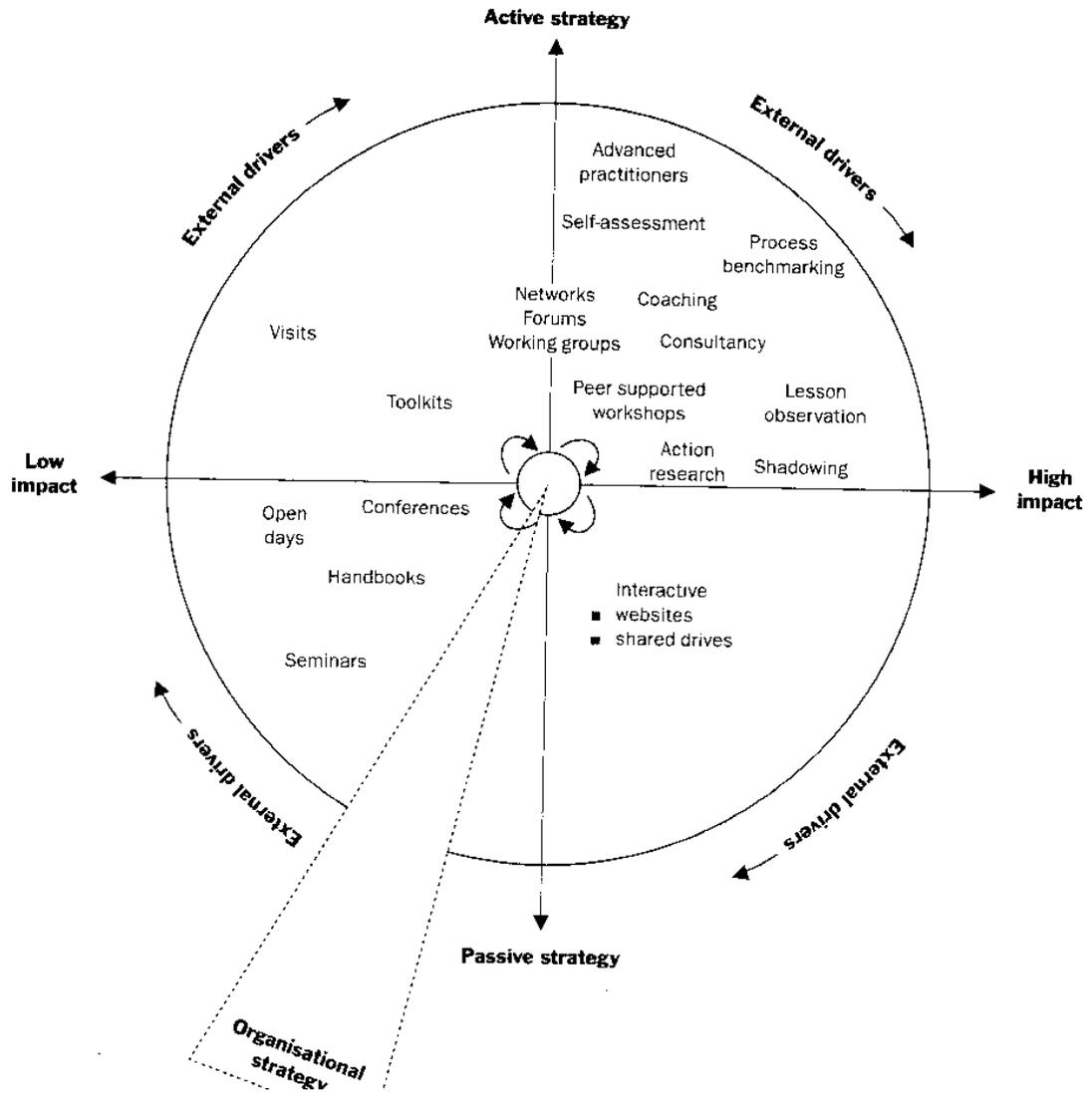
3.6. Activities for spreading good practice

Model taken from Cox and Smith 2004 'From Little Acorns'

Boud and Knights (1996) suggest there are now many strategies which have come to be identified as contributing to reflection. They give examples of the use of learning journals and learning partners, debriefing activities, critical incident analysis, autobiographical work, the creation of concept maps, action research and various forms of computer based dialogue (Boud and Knights 1996:23). These themes are also evident in the organic staff development model; Herrington (2000) suggested that one way of addressing issues was to have

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individual feedback with suggestions about how to amend particular practice. The project she was involved in relied on the role of an animateur which ties in with the role of intermediary that I have described earlier. The role of this person is to observe what happens in the classroom and make useful observations about changes to practice. The importance of the homophilous nature of the intermediary is clear in this delicate and often sensitive kind of work. Fransson's findings (1997) (cited in Armitage et al 1999:22) suggest that a deeper learning is associated with absence of threat and absence of anxiety. Work done by Marton and Saljo(1997) (cited in Armitage et al 1999:22) concluded that it is easy to induce a surface, reproductive approach by structuring the learning demand, but it very difficult to induce a deeper approach. In the area of staff development we are clearly looking to a deep approach to learning where the ideas and concepts are embodied in the practice of the professional

Boud, Keogh and Walker have developed a three stage reflection process model focussing on:

1. returning to the experience

2. attending to the feelings connected with the experience

3. re-evaluating the experience through recognising implications and outcomes

(Boud and Knights 1996:23).

It appears that the role of the intermediary is one that can be explored in these the stages of staff development discussed in this section and might actually be a role that facilitates the achievement of these outcomes. Bennett et al (1994) suggest that the role of intermediary or "internal consultants" is essential and institutions can develop their own capacity in such areas of staff development. This again reflects back to the value and importance that the organisation places on an innovation. Tilstone et al (1998) conclude that if there is to be a real embedding of inclusion developments, there needs to be the development of staff that are more knowledgeable, clearer in their purpose, more confident and empowered and willing and able to experiment. The suggestion is about finding

ways of building capacity and confidence in the trainees and removing reliance on the trainer or the outside expert.

In my research I have identified seven areas that are most critical from this overview of staff development and seem to be most pertinent for this specialised area of staff development.

1. the driving force for the staff development
2. the theory that is being worked with
3. the identification of whether it is knowledge or behavioural change that is required
4. understanding and engaging the learner
5. making the learning professionally engaging
6. decisions about who delivers the training
7. ensuring embedding of learning

The models of staff development employed will need to consider these seven areas and the relationship between them. Does one particular model lend itself to this demand? There seems to be a feeling that staff development has to be part of a process which looks in detail at the delivery and embedding of good practice. The next section considers deaf awareness and deaf equality and tries to explore what it is that is actually being required of the subject-specialist professional.

3.6 Considerations around deaf awareness as a staff development activity

A key area to look at is the actual content of staff development. My rationale in looking more deeply at staff development is that this crucial area is often treated as an area where subject specialist staff will be so motivated that little thought needs to go into the format, the content and the delivery. Staff development is seen as one of the key areas in the inclusion process and as such can not be left to chance. Little has been written about the specifics of staff development for

subject specialists working with deaf learners. However, much more has been written about staff development for subject specialists working in an inclusive environment. In discussing this I will address whether there are distinct considerations for deaf awareness.

The importance of institutional ethos in inclusive learning staff development

I have already mentioned that the emphasis that the institution places on any innovation is crucial. Is this important in an area of staff development such as inclusive learning? Many might not consider inclusion as part of their role or responsibility. Culham reports in his research (2003:37) with middle managers in further education colleges that the majority of his respondents noted that their inclusive culture was not being championed by their leaders but by their lecturers (52%) and support staff (32%). Culham goes on to report that 'staff considered management to be a hindrance to the inclusive cause' (2003:37). A project looking at developing an inclusive LEA suggests twelve factors or aspects of the LEA's operations which might potentially facilitate or inhibit progress towards inclusive policies and practice (Tweddle, Risk et al, undated:4). Each of these factors has a set of descriptors against which the performance of the LEA could be judged. The descriptor for Staff Development and Training states:

> A LEA performing well has a properly funded staff development strategy that recognises the importance of continuing professional development. The LEA ensures that all members of staff are provided with appropriate awareness-raising and role-specific training opportunities on inclusion issues.
>
> (Undated: 7)

Ainscow (2003) suggests that there are three dimensions to inclusion; policy, practice and culture. These can all be set by the institution and one can argue that there is no one else that can actually do this anyway. From Richards' work on inclusion (2002:14) there is an emphasis on acknowledging that if such work is optional then that automatically gives a message implying that the subject matter is not essential for all teachers. This makes it crucial that one has

discerned the power basis of an institution in order to ensure that a staff development activity is supported. There is a feeling that managers will only fully and meaningfully support an innovation when they understand it. Leicester reports that her respondents, who were all disabled people or their carers, expressed the need for disability-aware continuing education. In her conclusion she states:

> Unfortunately, the kind of disability awareness on the part of policy makers, heads of departments, finance committees, lecturers and so on that would routinise good practice is largely absent. (1999: 96)

The institution sets the tone for staff development and determines its priority within institutional plans. Fidler suggests that developing a cultural shift towards a more inclusive approach to supporting students with disabilities is a complex and difficult task (2003:37). But Fullan (2001) suggests that any policy change needs to be simple and efficient and supported with clear guidelines to have any chance of success (cited in Fidler 2003:37). If changes are going to put undue demands on staff then they are likely to be blocked and resisted. This issue has been explored in the follow-up interviews with subject specialists. There has been anecdotal evidence that the communication specialist sees their role as being an essential one but recent writings are placing a growing importance on the subject specialist. How then do communication specialists facilitate inclusive learning good practice in subject specialists, given that they might feel it promotes a threat to their role? Ainscow suggests there is an inherent dilemma:

> I have come to the view that traditional special education responses, despite good intentions, often have the effect of limiting opportunities for children. I believe that the segregation processes and the inevitable labelling with which they are associated have negative effects upon the attitudes and expectations of pupils, teachers and parents (cited in Booth et al. 1992:179).

The communication specialist might actually be limiting opportunities for the child and might be engendering negative responses.

Stages in inclusive learning staff development

Hammond and Stefani suggest three instrumental attributes on the part of the professional in creating an inclusive teaching and learning environment,

> 1. a positive attitude and working ethos in respect to diversity
> 2. supporting students to articulate their needs, expectations and responsibilities
> 3. ensuring dialogue and partnership at all levels with particular emphasis on communication (2001:8)

These three attributes can be linked into Showers et al's model. The theory stage includes the first attribute. Herrington (www.nottingham.ac.uk/ssc/staff/randd_asdsds/organic.html accessed 05/03/2004) stated that 'there must be some underlying ideas about how staff can learn and become more aware.' She outlines four objectives for staff development:

> 1. raising awareness about disability, models of disability
> 2. developing within institutions the ability to be inclusive, the ability to avoid discrimination, the ability to make reasonable adjustments
> 3. changing hearts and minds
> 4. developing agents of change

Her four areas tie in with other models of inclusive staff development but more importantly they address some of the areas identified in research. There may be a proportion of subject specialists who either do not feel they need to change or are very unsure about the issues. Looking at Fidler's research (2003), some of the subject specialists' views and perceptions in relation to supporting disabled learners reveal this lack of knowledge. Interestingly, nearly all the respondents in his research thought that the adaptation of large printed handouts for the visually impaired was acceptable (92.3%). A considerably lower number thought that dyslexic students should be allowed to record lectures (59%). A similar number thought they should change their teaching style to suit needs of students with disabilities (61.5%). A small percentage thought that they would not need to make any adaptations (12.8%) and a slightly larger percentage did not know (20.5%).The Inclusive Classroom work in Walsall has developed a self-review instrument. The subject specialist needs to be able to use such tools

to ascertain how inclusive they are and what they can do to make their work more inclusive. Some impairments are more likely to be considered acceptable and deserving of adaptations by the subject specialists. This may be dependent on the amount of perceived or real inconvenience about adaptations. Ainscow outlines the dilemma facing professionals in staff development when he states:

> The term "inclusion" is travel weary. What do we actually mean by inclusion in Education?
> (Inclusive Classroom Conference 2004)

Professionals seem to be able to agree on what is bad practice as highlighted in Richards' work on developing inclusive practice (2002:17). This first phase towards inclusive practice is suggested as eliminating bad practice. This might be alerting the subject specialist to the implications of communicating with the communication support worker and not the deaf learner themselves. Richards quotes work reporting that teachers' attitudes are a critical factor in their behaviour towards including diverse learners (2002:14). In this first phase then one definitely must look at the elimination of bad practice in terms of attitude and behaviour. However it is important that good practice is defined and encouraged as a DfES booklet (undated) suggests that the subject specialist tutor who is going to work with disabled students needs to feel secure.

> Teachers who have had no previous experience of working with people with a learning difficulty or disability may feel insecure about how to respond to a learner. They may feel that they cannot teach this learner without some special expertise. (Undated)

The second phase towards inclusive practice is suggested by Rogers as being the developing good practice in the teaching and learning process. This is linked to the second attribute suggested by Hammond and Stefani (2001) around the meeting the needs of the child. This would match Showers et al (1987)'s second stage of demonstration. This is a phase that may raise issues for the staff development process. There are practicalities of inclusive settings such as how does one engender such feelings when one is working through an interpreter and how can one ascertain that good rapport is in place?

The third phase towards inclusive practice is seen by Richards (2002) as developing the reflective practitioner. The work by Showers et al (1987) describes the practice, feedback and coaching phases which are essential for embedding inclusive learning practice. This third phase could be around the development of the subject specialist as a reflective practitioner and being able to absorb the first two phases and generate appropriate learning and teaching opportunities themselves.

The advantage of developing a framework of activity is once the subject specialists have gone through the process then they themselves can become supporters or mentors of colleagues and facilitate the cascade (Paterson and Moyles 2002:47). It would seem wise that if, as Bennet et al (1994) argue that for an innovation to take root takes three to five years, then disability awareness needs to be considered as a project to be managed carefully and not a one-off two-hour session.

The communication specialist and the subject specialist within inclusive staff development

Booth et al (1992) believe strongly that the presence of the communication specialist does disempower the subject specialist. Chapter Two highlighted some of the historical background to this conflict of interests. There is the feeling in Booth et al's writing that the presence of designated specialists encourages teachers to pass on to others responsibility for children they regard as being special. So one might end up with the ridiculous situation highlighted in the DEMOS project. Helen a B.Ed student is quoted as saying,

> My class teacher hadn't worked with someone with a hearing impairment before and didn't know how to speak.

(http://jarmin.com/demos/course/awareness accessed 06/06/2003)

As already mentioned it is essential that the subject specialist is able to work confidently within the inclusive setting. The communication specialist is the person who should want to bring about change in the subject specialist and this

is sensible as Rogers (1983) points out in his model that a change agent is more technically competent in his or her field than his or her clients. The important issue is how this is dealt with in the disability awareness session as empowering another means having a willingness to share expertise. Given the specialised nature of deaf awareness work, it is interesting to explore whether there can be a straightforward process of staff development or whether there has to be a stage in between the trainer and the trained. Herrington in discussion gave me a basic framework which she suggests intellectually engages the subject specialist and then as they decide on their chosen area of development they work with an animateur. The more experienced the animateur is then the better job they can do. They can work with the subject specialist on an idea and then support the shaping of action. This reflects Bennet et al's reflective practice model of staff development (1994). Booth makes the plea that practitioners need to be "more concerned with making curricula appropriate for the diversity of learners, than with the identification of students with learning difficulties." (1992:1). This work is more clearly within the domain of the subject specialist who is more likely to be better informed about developments and issues within the curriculum than the communication specialist. So it is encouraging that research in Glasgow School of Art aimed at making an institutional response to the Disability Discrimination Act, focussed on the empowering of subject specialist staff.

> An important part of the process used at Glasgow was the provision of forums for informed group discussion, to which different stakeholders had access, with the aim of being able to reach a shared understanding and ownership of the pedagogic issues involved.
>
> (Freewood, 2003:1)

A key phrase is "shared understanding and ownership", which ties in with the ideas quoted earlier about innovation diffusion. Freewood furthermore points to research, which suggests, "Without such ownership and shared understanding, staff attitudes can pose a barrier to full and equitable participation of disabled students. This is interestingly the case even in institutions which have adopted inclusive practices" (2003:1). In her conclusion Freewood quotes work emphasising that success is dependent on active and equal partnership between

the subjects specialist and the communication specialist (Hammond and Stefani 2001:2). She also states that there is a need at the level of day-to-day practice, for there to be partnership work between the communication specialist and the subject specialist.

Cox and Smith (2004:11) talk about the need for knowledge brokers who "are those who enable and facilitate the creation, sharing and use of good practice-skills and knowledge for the benefit of learners and the college as a whole." Their role is listed as:

> translating and communicating good practice
> filtering information
> sharing relevant practices
> bringing together those demonstrating good working practices with those seeking to improve the quality of a particular dimension of teaching and learning (2004:11)

Boud (1999) talks of the roles of teacher and learner in the staff development process as either not being defined, being blurred and may shift during the course of the learning experience unlike other learning events in which roles are often fixed. I explore this area in my thesis and attempt to make some conclusions. There does seem to be a key area that has been neglected in deaf awareness work, Tilstone et al refer to Wolger's work, which concludes that much of specialist intervention disempowered the subject specialist (1998:86). The dynamics of the staff development setting are crucial for the adoption of concepts. I explore this concept in my interviews with professionals who have been involved in deaf awareness. Powers in his report of good practice in school based education for deaf pupils, comments that one service advocated empowering the mainstream teachers to maintain the important link between pupil and class teacher without the mediation of a third party (2001:184).

The content of staff development for inclusive learning

In this section, I look towards the content of staff development to support the agenda of equipping the subject specialist. Lewis and Norwich (2005:1) suggest that one of the most basic and perplexing questions in the education of learners

with disabilities and difficulties is how specialised is the teaching of this group? Similarly I would question how well thought out this has been with trainers of subject specialists and whether communication specialists themselves have a clear answer to this fundamental question. Looking at the American system, Orkwis and McLane (1998) quote the IDEA Amendments of 1997:

> In terms of learning, universal design means the design of instructional materials and activities that allow the learning goals to be achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organise, engage, and remember. Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with disparities in abilities and backgrounds.
>
> (Cited in Lewis and Norwich 2005:1)

The size of the task cannot be covered in a one off awareness session and using Brockbank and McGill's concept of the double loop learning, I would suggest that single loop learning might be an important foundation to build upon. Lewis and Norwich make the issues for the subject specialist very clear in their review:

> We were not asking about whether these pupils need distinct curriculum objectives. We were asking whether they need distinct kinds of teaching to learn the same content as others without learning difficulties.
>
> (2005:2)

I can see that there are pedagogic needs which could be viewed as specific to or distinct to groups of learners. A colleague and I are looking at the training of subject specialists in terms of pedagogic needs common to all learners. The training areas we have started with are 'Vision needs' and 'Access technology'. We envisage that the two courses would include issues and principles which would benefit all learners. Lewis and Norwich suggest that Warnock's eleven categories of special educational needs do not actually reflect categories of learner characteristics but reflected administration placement and resource allocation decision making (2005:4).

Different respondents will give differing answers as to what disability awareness was about. This is acceptable but it suggests that communication specialist practitioners may have entered into a debate which tries to clarify and conceptualise the subject but that this message has not been received by the subject specialist. It may also be that such a debate has not taken place. In my opinion much can be gained from the more inclusive approach in Herrington's work which "provides a mechanism through which groups of staff can identify their own required levels of awareness". Her work seems to ensure that staff development is intellectually engaging and also practical. Herrington makes the following key points that mark a change of ethos for staff development in the area of awareness raising:

> Staff should not be told what to do to develop their own services and must own their own changes.
>
> Partnership models could be utilised in staff development regarding disability.
>
> Explicit recognition of the importance of staff empowerment in relation to supporting disabled students.
>
> Staff have to feel free to develop their own resourcefulness instead of feeling that they must always do some "right thing" regarding disability, if only they knew what it was (2000:2).

These key points mirror comments made earlier in this chapter about effective staff development. In her work on disability awareness Herrington gives the subject specialists eight key points on how disabled people felt and the subject specialists are encouraged to consider what they want to do about the issues raised. The subject specialists are able to take over the discussion and make decisions about what is needed and what is done.

Knowing what it is that we want to see in the classroom will help determine what happens in the training sessions. Lewis and Norwich suggest:

> This teaching knowledge base has been seen to require both knowledge of the curriculum subject area….and knowledge of the learning process and the learners to be taught. (2005:9)

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Some authorities such as Education Walsall are using the new setting of the classroom as an ideal opportunity to commission action research in schools. This ties in with models of staff development suggested by Bennet et al (1994) and Showers et al (1987). Action research provides an opportunity for subject specialists with communication specialists to explore what is common, specific and unique. Tilstone et al quote work done by Clark et al (1986), which suggests that the success of inclusive education depends upon the ability of teachers to respond to diversity in the classroom (2000:88).This would suggest that the subject specialist needs to acquire a toolbox of skills to respond to different situations and scenarios. Action research being based in the classroom and supported by external experts will potentially enable this development.

3.7 Defining deaf awareness and deaf equality within staff development activity

To generate a staff development plan for deaf awareness, deaf equality and deaf culture I must acknowledge what is the ideological basis and framework that I am about to deliver within (Armitage 1989:82). The United Kingdom Council of on Deafness (UKCOD) guide to good practice in deaf awareness training suggests a useful distinction between deaf awareness and deaf equality. Deaf awareness training focuses on the individual impairment and talks about the basic information about deafness. This links with Herrington's objectives to staff development in disability awareness where her first objective is to raise awareness of disability and models of disability (2002:1). Deaf equality training looks at the development of organisational and personal response to institutionalised inequalities against deaf people and explores the concept of people being disabled by society's barriers and attitudes. This links with Herrington's second objective of developing inclusion, avoiding discrimination and making reasonable adjustments. By interviewing subject specialists and communication specialists I tease out what it is that is required for them in these areas of deaf awareness and equality.

Having looked at the historical context of deaf education in Chapter Two I will now pick out some key aspects of deaf awareness and deaf equality. The British Deaf Association which can be seen as the voice of many profoundly deaf British Sign Language users has made consistent representations about the need for the education system to take account of British Sign Language (BSL). There are four rights that the association have campaigned for:

> The right to be here
> The right to be equal
> The right to be treated as equal but different
> The right to belong
>
> (British Deaf Association 1996:3)

In their discussion of these four key rights they suggest three statements which would have implications for the subject of deaf awareness and deaf equality (1996:9). Deaf awareness which looks at basic information about deafness might include first the concept that 'Deaf people constitute a linguistic and cultural group, who make a positive contribution to the diversity and richness of humankind'. Second deaf awareness should include an 'appreciation of the range of language and modes of communication used by Deaf People'. Third, professionals 'should be sensitive to the communication demands of the situation, and use appropriate forms of support'. This statement was further refined by the BDA and a more defined and more demanding statement was issued in 2003:

> All local authority staff who deal regularly with Deaf people should receive awareness and learn BSL (Minimum Stage 2). Staff who have more involved dealings with Deaf people should receive training to at least NVQ level 3.
>
> (2003: accessed 24/06/04)

This is a demanding requirement for any professional and seems to fail to explore the inclusive setting agenda and the requirements of such a setting. If this was actually to be implemented subject specialists who work with deaf learners would be committed to several years of part-time study to achieve that level of competence. Deaf equality needs to consider ways of responding to the information in deaf awareness. The legal requirement of reasonableness should

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look at a more realistic guidance for the deaf awareness training in the further education setting. This is essential against the demanding background for subject specialists:

> As the further education sector continues to widen participation and promote a more inclusive learning culture, increased demands are placed upon its lecturers. Recent legislation (SENDA, 2001; Race Relations (Amendment) Act, 2000) compounds these demands, emphasising individual and institutional responsibilities. This raises tensions for staff as they attempt to respond to policy initiatives linked with the competitive market, whilst meeting increasingly diverse learning requirements.(Richards 2002: 14)

It would be naïve to discuss staff development without acknowledging the demands on their time and energy. The training that they receive in this area has to be thought out carefully to maximise impact and increase the effectiveness of the process and the relevance to the subject specialist. But the problem lies not only with the subject specialists but also with the deliverers of the disability awareness. Mairian Corker comments in her chapter on deaf education that much debate in deaf education has been about the communication debate and little about the what and why of deaf education (1995:146). Similarly it appears with deaf awareness and deaf equality staff development. Deaf people and communication support workers are inevitably going to have their own feelings about deaf awareness and deaf equality. This is not going to a straightforward activity as Richard Hoffmeister highlights the very distinctive nature of deaf culture.

> The phenomenon of a group of exceptional individuals organizing and speaking up on their own behalf is perhaps unique to this population (the Deaf). (1996:171)

The strength of this comment might lead one to think that deaf learners require a very specialised teaching and need distinct kinds of teaching to learn. There is however a complex difference of opinion within the wider deaf community. Sutcliffe (1990) moves away from the view that deaf people are distinctly different from their hearing peers:

> Deaf people should never be regarded as a class apart, as a group with special curious characteristics, and there should never be attempted any research into the psychology of the deaf as if they all had some special traits in common. The fact of the matter is that each deaf person, whether deaf at birth or later, is a unique individual. He or she differs from other people, both deaf and hearing, as does anyone else. (Cited in Corker 1995:29)

Corker mentions the fact that there are nine identity groupings that one can use within the so-called deaf community which are distinct and have different properties. (1995:30). The differences are often glossed over in an attempt to bring about a consolidated approach in the face of oppression. This tension can not be ignored but it does make the inclusive agenda complex.

The great need seems to be for deaf awareness and disability awareness to move beyond the recognising of deafness and disability to empowering of subject specialists in valuing and providing for diversity. An accessible model is offered by the DfES which is seeking to identify three levels of skills and knowledge for teachers; core skills which are for all teachers in all schools, advanced skills which are for some teachers in all schools and lastly specialist skills which are for some local schools. (DfES 2004:56). These levels are for schools but suggest a possible way forward for further education specialists. It would seem possible to suggest that the first level of deaf awareness could be for lecturers and subject specialists who might not have any contact with deaf learners. The second level might be of deaf equality work for those who would have contact with deaf learners and need to be able to translate deaf awareness into professional practice. The third level might be for those who would be able to cascade and lead higher level development work and might be required to co-ordinate and lead work with deaf learners. How does that kind of model reflect the actual experience of subject specialists? In my research I draw out these links.

The current work on deaf awareness and deaf equality within an education setting is confused. For example the British Deaf Association in their sign language policy (undated) makes quite clear statements about their perspective and the tone of this description is one of deficit and negativity. The BDA in their solution to this issue demanded that staff in further and higher education sectors

are provided with deaf equality/awareness training. Their solution did not include any further guidance about the content of this deaf equality training. I believe that is mainly because there is little consensus on what actually constitutes the body of knowledge around deaf culture and even what constitutes the concept of "deafness". Immediately one faces a problem raised in "Constructing Deafness":

> In recent years there has emerged a conscious attempt by Deaf people to assert what it is to be Deaf, to define deafness themselves
> (Gregory and Hartley 1991:11).

The argument about even who actually is a Deaf person is still being debated. The Deaf community, if there is actually such a group in reality, is still debating this issue fiercely. For example even attempts to describe the norms of the community are not agreed by all interested parties. Looking at the norms of communication which I would suggest is one of the essential areas one sees differences which will cause problems. One example of this is from Padden and revolves around the area of speech:

> Even though some Deaf people can hear some speech, and some speak well themselves, speaking is not considered usual or acceptable behaviour within the cultural group. The deaf person finds she must change the behaviour she has always considered normal, acceptable, and positive.
> (cited in Gregory and Hartley 1991:12)

Clearly Sutcliffe (1990) and Corker (1995) would disagree violently with such a generalisation. The diverse nature of the population of people with a hearing loss is well documented in work by Corker (1995) and her advice to be aware of generalisations is clear. Some writers make broad generalisations about deaf culture without presenting any debate or discourse, for example Harris offers three claims which she suggests are made by the deaf community:

> Firstly, "deafness is not a disability". Deaf people tell me they feel an affinity with disabled people …. Yet they have always felt separate and this distinction is important to them.

Secondly, "Deaf people form a linguistic minority". This assertion owes a lot to the central place of BSL within Deaf ideology as a whole, but its importance as a claim lies in its implication that the members require the hearing majority to view them in a certain way.

The final claim is this; "Deaf people have their own unique culture.

(1995:296)

The claims may be items of deaf awareness that are uncontentious but as soon as these claims start to be interpreted they seem to cause disagreement. By this I mean it would be difficult to find consensus. Mairian Corker summarises the issues in the following quote:

> Many Deaf people resent the use of the term "hearing impaired" because, in stemming from the need of professionals to have an "accurate" blanket term for deaf and hard-of-hearing people, it defines them in relation to the hearing centre with the outcome that they are sub standard hearing people. Many deaf people object to the use of the label Deaf on the grounds that it causes divisions in the wider community which needs a unified voice in the face of oppression. But this view can often be labelled as having "a bad attitude" by Deaf people because they feel it means that the deaf person does not accept being deaf. (1995:27)

The quote shows the array of individual feelings which exist within this very diverse group. On top of this is the complexity of other factors which influence self perception and affiliation to other people, Padden and Humphries (1988) agree and show the complex relationships that are at play:

> But the bounded distinction between the terms Deaf and deaf represents only part of the dynamic of how Deaf people talk about themselves. Deaf people are both Deaf and deaf, and their discussions, even arguments, over issues of identity show that these two categories are often interrelated in complex ways.
> (cited in Corker 1994:27)

This makes the conceptual framework difficult for the naïve learner who often wants things to be clearly and straightforwardly defined. It also means that anyone delivering deaf awareness needs to be aware of the wider aspects of deaf community and this makes deaf awareness a potentially difficult area for those involved in delivering it. Graham Turner suggests that in dealing with deaf

awareness we are dealing with a critically important aspect of a deaf person's life:

> For me, though awareness essentially combines both knowledge and understanding; in this sense, it may help to re-involve some of the impact sought by noting lack of awareness therefore logically refers to ignorance and misunderstanding and this is precisely what so frequently characterises the experiences of Deaf people in dealing with the hearing majority of the population (On-line conference proceedings 2004:8).

Combining the comments made by Harris and Turner one is clearly dealing with something in deaf awareness that has a perceived vital importance to the deaf person. Realistically one has to pay attention to Turner's view:

> An hour or two of deaf awareness training will not address this for most front-line service providers. Something a great deal more profound involving the acquisition of a body of knowledge leading to high-level professional skills and values is required.
>
> (2004:8)

Deaf awareness has to look at linking in with the professional's existing body of knowledge. Deaf awareness must look at any assumptions that may be used and which may be impacting on any thinking and practice. Lastly Paterson and Moyles (2002) suggest reflective practice should enable practitioners to develop their own practice. Deaf awareness to be effective has to similarly address the change in the practitioner's practice. Powers et al (2001) comment that identifying and characterising effective practice is never straightforward. Having explored the issues at stake in trying to define deaf awareness and equality I move on to look at examples of existing practice in an attempt to distil from that what are the essential aspects of deaf awareness and equality.

3.8 Existing practice in deaf awareness and equality

What is the practitioner hoping to achieve through the deaf awareness process? In this section I want to make some observations from the aspects of existing training and development in the area of deafness. In looking at existing practice in deaf awareness I am identifying issues that will be relevant to the broader area

of deaf awareness training for hearing subject specialist staff. There may also be identification of what is more effective in developing subject specialist professionals.

I want to first look at BSL classes. Harris suggests that "you cannot, or should not, resort to using your voice as it is considered 'bad form'." She further identifies that "many Deaf people have an intense dislike of anything that is too 'hearing'. In fact "hearing" is sometimes used as a derogatory term." Looking at her critique of BSL tuition she outlines many practices which would be deemed to be bad practice in any other teaching. Although her research is written in a humorous style she addresses some areas of concern which revolve around the lack of systematic planning in BSL tuition and then a lack of positive learning relationships. If one selects out of her passage some quotes then one can gather some of these concerns:

> Sign language courses are strange events.
>
> There is a major problem in controlling the hearing students and it is solved by two means; 'ratting' by hearing tutors and heavy fines for offenders.
>
> Initially it's a nightmare.
>
> Sometimes the Deaf people poke fun at the hearing.
>
> (1995:300)

Clearly if one puts on one side the humour then there are still underlying issues. One might notice this attitude towards hearing people and acknowledge these highly emotive attitudes. This will mean that for some deaf people there may be a reluctance to allow any deaf awareness work to be undertaken by anyone other than a deaf person. This may even extend into an idealistic view of who should be involved in the delivery of teaching and learning. Some deaf people feel that the best way of educating deaf children is by deaf teachers. David Jackson suggests the following reasons why deaf teachers make better teachers of deaf children than hearing people:

Ideally the best teachers to teach these deaf children should be deaf themselves. They can empathise fully with the children because they can detect if the children understand or not.

They can ask for clarification without a subconscious fear of being ridiculed whenever they ask hearing teachers.

The clarification they receive from deaf teachers is direct and precise and what is more, it is delivered in BSL. (2004:2)

The comments made need to be challenged by professionals as lacking any objective research and independent validity but the key purpose of using these quotes is to demonstrate the strength of the feeling that deaf education should be the prerogative of primarily deaf teachers, with hearing teachers as the second best solution. This may well be an excessive reaction generated by the feeling of being excluded from their own education. The BDA Education Policy (1996) states:

Deaf people believe that deaf education has failed because they have been excluded from the system directly and indirectly, as professionals, employees, parents and consumers. (1996:2)

Such a view as the best way forward in deaf education is with deaf professionals who will have an impact on deaf awareness and issues of delivery. Current practice sees much heated discussion about the trainers and whether they should be deaf or hearing. This debate is mirrored in disability equality and is the focus for much anger when non-disabled people cross the divide and deliver any training around disability.

Often deaf awareness is delivered for reasons of principle by deaf people who, it can be argued, might not be homophilous with the practitioners they are working with. Communication support workers might also deliver deaf awareness and their background might equally be different to the practitioners. Does there need to be a group of delivery professionals who are more homophilous with those being trained? Also I would ask how willing the communication-specialists are to empower the subject-specialist. The trainer has to decide whether they are advocating an inclusion model or a discrete model of deaf education. I would suggest that some communication specialists find that there is a conflict between

what they believe and what their authority or institution espouses. The respondents in Culham's research showed uneasiness at teaching people with learning difficulties and/or disabilities in their mainstream classes (2001:13). Underlying messages centre on staff being scared, frustrated and pressured. This should not preclude disabled trainers but it shows the further complexity of relationship that is involved in the training situation: for instance how accessible will information be if delivered through the medium of an interpreter.

Gray and Richer (1988) have suggested that "one of the most effective ways of influence…is by discussion and training" (cited in Culham 2001:14).The issues of a trainer and trainee involved in discussions and development in areas which are dependent on skills and experience to be taught is an interesting paradox. Hegarty, Pocklington and Lucas (1984) also point to the value of collaboration in the professional development activity (Cited in Culham).

Some organisations such as the National Deaf Children Society (2001) look at working within the existing system rather than creating a new paradigm.

> To be a deaf friendly school, there needs to be a positive attitude towards deafness and deaf issues. (2001:5)

The theme of staff confidence and attitude is mentioned in the NDCS booklet.

> This booklet's aim is to stimulate and encourage staff to adopt positive attitudes towards deafness. (2001: 5)

Their view is to work within the practicalities and be realistic in their aspirations. They do not state their feelings about the issue of who should or should not deliver deaf awareness or the place of British Sign Language in deaf education but concentrate on what they consider to be the real issues. The foreword to their information booklet sets out the following aims:

> All staff working in primary and secondary schools should be aware of how to identify the signs of deafness in a child; to understand the educational, social and developmental implications of deafness; and to know how to support deaf children effectively and positively.

The only awarding body for this area of the curriculum is CACDP (Council for the Advancement of Communication with Deaf People). Looking at the curricular introduction (CACDP) the deaf awareness and equality certificate is aimed at those "wishing to acquire knowledge and understanding related to communicating with deaf people". However an overview of the learning outcomes shows that it may not have that much relevance within an inclusive setting. For example in attracting the attention of deaf people there are interaction cues which might not be appropriate in an inclusive setting:

> To gain a deaf person's attention it is acceptable to wave your hand, flash the light, tap them on the shoulder or stamp on the floor, so they feel the vibrations.

It is also acceptable to point to someone or something to indicate who/what you are talking about. What communication skills would in fact be appropriate for a subject specialist in a formal setting? How can one also meet the wishes of some learners who do not want to be singled out in a group? Surely flashing lights or other more deaf-friendly tactics will only serve to single the learner out. Powers et al (2001) have undertaken a report on good practice in deaf education and have outlined some of the main findings. The research sought to find indicators of "true inclusion" and look at six key sub-headings in their research. The first suggests the importance of clarity on the roles and responsibilities in supporting deaf children. They suggest that even though there might be very different approaches, the key thing is whether the features of true inclusion are clear to all involved. The second key feature is that the support should include some aspects of direct support. This suggested that the more severe the deafness then the more likely there would be some direct support. The third aspect of successful inclusion was joint planning (Powers et al 2000:186). Powers et al see a fourth key aspect as being the involvement of pupils in decisions about support arrangements (2001:186).

The fifth aspect was the importance of in-service training for mainstream teachers and this was apparently commonly mentioned as a strategy for developing indirect support to deaf pupils. They suggest that in-service training needs to be given to a wide range of audiences. This ties in with the comments earlier in this chapter from the work by the NDCS and NASEN. The research

suggests that there should be more regular and more advanced training for those with actual responsibility for the child (2001:187). The last aspect that Powers et al refer to is the acknowledgement of possible dangers in support contexts. The most common dangers were "over support" and the development of dependent learners. Another danger was seen as negative feelings towards the communication specialist from the subject specialist. They quote Quigley and Kretschmer (1982):

> Intensive support in the mainstream class by specially employed helpers or by specialist teachers can be an example of positive discrimination becoming counter productive.　　(2001:187)

3.9 The learners' perspective

How can the deaf learner's experience actually be included in the development of inclusive practice?　I would suggest consideration of the comment a man who had been blind since birth emphatically told Tomlinson:

> I am blind; I have always been blind and always will be. I don't mind people knowing that: in fact I want them to know it. What I don't want is their pity or condescension. And what I do want is to be able to learn the same kinds of things as sighted people learn. (1996:4)

The issues raised by the learner with disabilities in this quote are central to any consideration of the content of staff development sessions. Following up the aspects of successful support and what a deaf learner actually wants, I have used work by Jarvis (2003) whose study revolved around the views of deaf pupils. She quotes Lynas (1994) who suggests that there are a range of ways to support deaf pupils and that there is "no one right way but rather different ways to provide support taking into account individual needs, communication methods and school contexts" (Jarvis:2003: 162). From her study, one can pick out several themes which are key in the identification of good practice. She quotes pupils who reported a number of instances where they perceived mainstream teachers not understanding their needs, including examples of teachers asking them to remove radio hearing aids on the assumption that they were music systems (2003:165). The pupils were able to list ten key support strategies that

they felt were important to be used by the mainstream teachers. She concludes that:

> Work undertaken by specialist teachers to raise the profile of deafness and to develop an inclusive school ethos is likely to have significant impact on the inclusion of deaf children. (2003:168)

The key features that are beginning to be clarified in this thesis are that although there may be strong feelings amongst the deaf community, there does seem to be an identifiable benefit from subject specialist, communication specialist and deaf learner working together. There does not seem to be any theoretically predicted negative outcome from the specialists being hearing people. The key feature seems to be that communication with the subject specialist and the pupil or learner is on-going and meaningful. There seems to be a need for awareness to be across an institution and more in-depth knowledge to be in the specific learning environment. There also needs to be a realisation of the strength of emotions generated in subject specialists in this area of activity.

The views of the following disabled learners have been reported in "Student Voices" and I would like to suggest five of their conclusions are important in the considerations that have been explored in this chapter:

> Students told us they wanted to be valued and welcomed by their colleges and to feel as if they belonged.
>
> Students told us they did not want to be labelled as having a disability or learning difficulty.
>
> Students said they did not want to be made to feel different by the way in which additional support was provided.
>
> Students said they wanted teachers to know about their disability or learning difficulty and to understand how it might influence their learning: they thought their staff attitudes and behaviour affected their success in learning and how other students perceived them.
>
> Students in the workshops wanted teachers to use a variety of approaches in their teaching, to give regular constructive feedback on their progress and to get to know them well.
>
> (1996: v, vi)

Whatever one might feel as a professional one always needs to be aware of the needs and aspirations of the consumer. On-going identification of the views of the learner needs to be built into whatever is planned in terms of staff development.

3.10 Concluding comments

For the subject specialist working with deaf learners, there are two key areas which may be new concepts to them. The first is deaf awareness and the second is the concept of deaf equality. For many lecturers some aspects of deaf awareness and deaf equality are innovative concepts, in that they are different and new. From experience, much of existing deaf awareness and equality delivery rest within an intellectually engaging dimension but that often this doesn't influence classroom practice. In the interviews with subject specialists, I intend to draw out what they feel deaf awareness is about and to look at whether it is really a paradigm shift or if it confirms the sort of good practice expected from any skilled practitioner.

Using the concept of single and double loop learning it would appear that single loop learning about disability can become part of existing knowledge and doesn't make a difference until the disabled student arrives in the class and stimulates further learning which brings about proactive and anticipatory action. This is where I believe deaf awareness fails to make an impact; it doesn't reach the point where it is actually adopted and mainstreamed. In my research I have interviewed professionals to try to ascertain what is happening for them in the deaf awareness process.

Further consideration does need to occur around what it is that is being diffused and then how using staff development models can this best be diffused. In the context of this study, we are looking at the diffusion of deaf awareness and deaf culture. Cox and Smith have listed nine critical success factors which need to be present for good practice to be shared:

awareness of good practice

recording good practice

understanding of good practice

confidence in the source of the practice

recognition of professional subculture

cross-functional working

staff motivation

funding and support

measurement of impact (2004:17)

The thesis aims to show that deaf awareness needs to bring about behavioural change and not simply knowledge acquisition to be effective in making the lot of the deaf learner a more successful one. In Chapter Five the findings are shared from the interviews with subject specialists.

In this chapter it has been suggested that if any innovation such as inclusive learning is going to be adopted then the five stages of a successfully adopted innovation need to be actively considered; that is theory, demonstration, practice, feedback and coaching. This must also be the case for deaf awareness. The interviews conducted reveal different attributes of the adopters in relation to these various stages. The influence of the institution and the powers within that institution has been discussed earlier in this chapter using work done by Rogers. This has been followed through in the interviews.

One of the main arguments in this chapter has been centred on a linking of staff development with the whole area of disability awareness. In concluding this chapter, I need to make reference again to the uniqueness of and the complexity of the highly politicised nature of deaf education. Mabel Davies describes it in the following terms:

> Polarised views are being commissioned from extremist groups. The British Sign Language lobby insists deaf children should not "suffer" inclusion within mainstream schools while the oral/aural lobby advocate just that. Thus a juicy piece of journalistic debate is promoted to the detriment of all deaf children.

Although Davies is discussing the school age deaf child, these views equally apply to the further education sector. Communication specialists in the sector are inevitably going to have a view in this political arena. The comment that concludes her article is a fitting one to use in this consideration of deaf awareness:

> So let's stop playing politics with our deaf children's lives and concentrate on developing a flexible system with the child at the centre. Let's celebrate all achievements and diversity through mutual respect for all. Let's learn from each other and make it our purpose to work together in partnership to ensure that no deaf child experiences failure simply because there has been an inappropriate or prejudiced assessment of their needs at the start.

<div align="right">(TES 10/01/03:23)</div>

Encapsulated in that quote is a foundation stone to an inclusive attitude to deaf awareness and equality. The staff development activity needs to be built on a concern for the learner and if at all possible to avoid the politics which seem so readily to leap to the forefront of any discussions. As David Gibson said in a conference at City College, Coventry (2003) quoting Helena Kennedy in Learning Works; "if at first you don't succeed, you don't succeed."

Chapter 4 Research Methods

This chapter explores the options to the researcher in terms of methodology for this thesis. The chapter reviews the research questions and places the research into context. In the practicalities of the research the construction of the sample and data generation and collection are examined. The next area to consider is that of the philosophy of research design that the researcher works within. Easterby-Smith et al (1994:77) suggest that there are two main traditions to consider, those of phenomenology and positivism. It is relevant to discuss the application of these two philosophical traditions to the more practical aspects of this thesis. Easterby-Smith et al suggest that there has been a trend away from positivism towards phenomenology over the last few years. They also suggest that there is a merging of the distinctiveness of the two traditions, which results in a blurring of boundaries.

In this chapter two epistemological standpoints are reviewed and how they will support the tradition in which the researcher will be working. The overall research design issues are identified and explored within the phenomenological tradition. The relative merits of action research and grounded theory approaches to the work are discussed. To ensure validity, relevance and reliability of the research triangulation issues are considered. The chapter concludes with a detailed consideration of the analysis of the data and how issues of validity, relevance and reliability are addressed.

4.1 Overall Design issues

Robson suggests that a framework for research design should include consideration of:

    4.1.1. Research questions
    4.1.2. Purpose(s)
    4.1.3. Theory
    4.1.4. Methods
    4.1.5. Sampling strategy (2002:82)

The five parts are answered in this next section of the chapter and explored with a view to providing the structure for the actual research. These areas clearly interact and overlap with each other.

4.1.1 Research Questions

The research questions or identified problems for the purpose of the thesis are around the following questions:

1. Are there particular models of staff development which provide the most suitable means of training subject specialists who will work with deaf learners?

2. What lessons can be learnt which will maximise the effectiveness of the relationship between the subject specialist and the communication specialist?

3. What can be ascertained about optimising the content of staff development sessions?

4.1.2 Purpose(s)

The three questions acknowledge and explore some of Herrington's objectives for staff development for disability awareness (www.nottingham.ac.uk/ssc/staff/randd_asdsda/organic/html accessed 05/03/2004). In Question One about models of staff development the effectiveness of the model in raising awareness and changing hearts and minds is explored. In Question Two about the relationship between subject specialist and communication specialist the area of how change agents are developed and fostered is developed. In Question Three about the content of staff development the research also explores the issues of developing inclusion, avoiding discrimination and making reasonable adjustments.

4.1.3 Theory

The theoretical background to this research has been explored in Chapters Two and Three and has provided the theoretical framework for this thesis.

4.1.4 Key Questions informing Methods

Five key questions have been used to inform the methods framework and the sampling strategy. These are general questions which were considered before embarking on decisions about the specific methodology. Easterby-Smith et al suggest five choices that need to be made:

Researcher is independent **or** Researcher is involved.

Large samples **or** small numbers.

Testing theories **or** generating theories.

Experimental design **or** fieldwork methods.

Verification **or** Falsification. (1994:84)

Looking at these individual choices allows the clarifying of choices in the design of this research.

Researcher is independent or researcher is involved

Burnaford et al suggest that, "Researchers have been accustomed to distancing themselves from their work as if such separation would somehow render the work more plausible, credible, and perhaps even more scientific" (2001:7). This consideration has to be examined by any researcher and satisfactory conclusions drawn. Robson encourages the researcher to actively look to objectivity which is taken as multiple observers being able to agree to a phenomenon in contrast to subjectivity which is the individual's perspective. Coghlan and Branwick (2001:23) pose the question of how the researcher challenges and tests their assumptions and interpretations of what was happening so that familiarity with the project situation and closeness to the issues are exposed to critique. It is difficult for a researcher to be completely unobtrusive, but the less the natural scene is disturbed, the less the danger of people reacting to the researcher's presence.

The researcher has to be aware of the potential for observer bias and the dangers that will bring to the validity of the research. Being close to the research it is crucial to give due regard to the issues raised by Ward and Edwards (2002) who suggest that researchers have an opportunity to conduct interviews on their own

terms, can control the direction of the interview, the language used and how the data is used. Respondent validation of the interpretations of the researcher is a key area of triangulation which can be employed in this research. The respondents are best placed to judge whether their views, understandings, feelings and experiences are being accurately represented. This has been done by discussing researcher's perceptions with participants in the follow-up interviews.

In this study, the researcher might be confronted with how to respond to the identification of poor practice from some of the professionals involved. How does the researcher deal with these issues? Clearly if the researcher is independent or involved, there will be quite different possible responses. Prior to my job change and being removed from the day-to-day process of student support in the sector colleges, there had to be a conscious decision regarding what to do with examples of bad practice. Certainly the researcher is not there in an inspectoral role. The colleges' management had not asked for any feedback and both colleges had been asked to see if they had any objections to any aspect of the research and if they wanted any official feedback on findings. Participants in this research were allowed the possibility of anonymity but nobody wanted to take that option. Caution has to be exercised when allowing this position as the possibility of participant bias may arise. Some were keen to emphasise that the views were theirs and not necessarily the institution's official line.

Some of the limitations created in this research for the researcher are the politicised nature of deaf education, the subject specialists and their agendas and attitudes and the communication issues. As a professional of many years' experience and knowledge, I bring to the research professionally valuable insights and perspectives; having worked in deaf education for nearly thirty years and having undertaken further professional development at a higher education level. As a skilled and accredited communicator in British Sign Language, I cannot start as if with a blank sheet and therefore will look later at the checks to put in place to ensure the validity, reliability and relevance of my research.

Large samples or small numbers

The numbers of deaf and hearing-impaired students in further education are dispersed throughout the country; the NDCS (2003) suggest that the estimated number of children and young people in the United Kingdom with moderate to profound hearing loss is 34,800. They quote a written reply to a House of Commons question, which suggests that the numbers in Further Education (FE) are currently 1,217. This will mean that the number of professionals who are subject specialists working in mainstream colleges with deaf learners will be spread over many further education colleges. The area of this research is geographically limited to the county of Derbyshire and will not be a wider geographical base as the research for practical reasons can only focus on a few colleges. Triangulation methods are discussed later in this chapter and used to make the validity claims for this research and its possible application to other areas of the country.

Testing theories or generating theories

The area of deaf education is one which does not have much theorising attached to it. Gregory highlights the fact that there is a clear assumption in publications on deaf education that deaf children require specialist teachers and this is axiomatic (2005:17). She asserts:

> However, there has been little research that has examined the pedagogical basis of deaf education or the interventions of teachers of the deaf and evaluated their effectiveness, although a number of surveys of parents would endorse the value of the contribution of specialist teachers.
>
> (2005:17)

It is an area where there is much potential for theorising and for the purpose of this thesis, the whole area of staff development for subject specialists will be explored. In the examination of general staff development literature key areas of interest for the researcher have been identified. Furthermore there is an identification of some key challenges arising out of the history of deaf education. The subject area of Special Educational Needs itself raises questions

and concerns, which will need to be addressed. Two models of staff development, Brockbank and McGill (1998) and Showers et al (1987), are used as a foundation and then these theories of staff development are tested and explored with subject specialists and with deaf people.

Experimental design or fieldwork methods

For this area of the thesis it is not possible to isolate activities in staff development to provide an experimental design situation. I am exploring and trialling ideas around staff development and thereby developing theories from that activity. Staff development is explored within real educational settings.

Verification or falsification

Within an area like staff development, it is not about verifying or falsifying theories. It is about adding to the theoretical understanding of the process and the concepts used to explain staff development.

4.1.5 Sampling Strategy

Boundaries have been set in order to make comparisons easier, and make the research more manageable. Three questions are explored by ascertaining the views and experiences of subject-specialist staff working in the further education sector and in particular those working with deaf learners. The experiences and views of the subject specialists were gathered from several data collection opportunities which allowed opportunities to test the solutions and to see what works and what doesn't work. The learning or possible learning has been shared subsequently with as many of the subject specialists who were willing to be interviewed. This has emphasised the collaborative nature of this research and allowed feedback to be provided on emergent issues from the data analysis. The learning has been applied to improve practice in the area of staff development.

4.2 Epistemological Perspective

Klein describes epistemology as one of the core areas of philosophy and suggests it is concerned with the nature, sources and limits of knowledge.

(www.rep.routledge.com accessed 05/05/05). In particular it is concerned with propositional knowledge that such-and-such is true. The two different traditions within which a researcher can work are examined and followed by discussion of the selection of the phenomenological tradition.

4.2.1 The Positivist tradition

Positivists argue that the properties of our social world exist externally and should be measured through objective methods rather than being inferred subjectively through sensation, reflection or intuition. There is a strong belief that knowledge is only significant if it is based on scientific observations of this external reality. To base this research on this tradition from Easterby-Smith et al's useful summary it appears that the researcher needs to be independent from the item of their research (1994:77). The research must be value-free in that it is objectively studied rather than based on human beliefs and interests. By observation the positivist will determine causality and explanations and fundamental laws can be derived. The tradition continues by arguing that fundamental laws can be hypothesised and then observations can be used to demonstrate the truth or falsity of deductions. Operationalisation of concepts means it is possible to measure them quantitatively. Reductionism means that problems can be best understood if they are reduced to their simplest possible elements. Generalisation means that there is a need to select samples of sufficient size so as to generalise about regularities in human and social behaviour. Cross-sectional analysis goes on to suggest that making comparisons across samples can most easily identify the regularities.

Even with a brief overview it is clear that this approach would create problems in this area of educational research. The number of learners in this area is small so there would be difficulties in having a large enough sample to provide generalisable results. This is an area of education that has not yet reached a point of shared understanding by professionals or even a generally held majority view. It is an area where change is constant preventing any scientific controlled research. Finally too many variables exist in most individual behaviour to be able to isolate cause and effect successfully.

4.2.2 The Phenomenological tradition

Phenomenologists argue that the world and reality are not exterior and objective but are socially constructed and given meaning by people. The very nature of the world means that social scientists can not easily gather facts and measure how often certain patterns occur. The nature of society means that it is possible to appreciate the different constructions and meanings that people place upon their experience. It is possible, this tradition argues, to understand and explain why people experience the same phenomena differently.

Elveton contends that phenomenology originated from the work of Edmund Husserl (www.litencyc.com accessed 05.05.05) and that central to it is the view of the relationship between the experiencing subject and the experienced world. Elveton's views are summed up in the following quote which is also a useful summary of the phenomenologist's perspective:

> Critical of the empiricist and rationalistic biases of earlier philosophy, phenomenology calls for a radical form of self-reflection on the part of the phenomenologist as a means of accurately describing all dimensions of the world as experienced, as well as the mental structures of the experiencing subject. It is the world as it is lived, not abstractly theorized about, that is phenomenology's proper theme.
> (www.litencyc.com accessed 05/05/05)

The central task of the phenomenologist is to obtain insight into essential features of experience. Elveton suggests that each of the phenomenological tradition's proponents offer broadly encompassing visions of the nature and range of human experience and explains that the richness and longevity of the tradition is far from surprising.

Beauchamp quotes work done by Emile Durkheim who believed that sociology must not be contaminated by value judgements (www.rep.routledge.com accessed 05/05/05). He argues that social facts alone have a legitimate role in any sociological explanation and the scientific explanation of a social phenomenon seeks only its efficient causes. Robson comments that phenomenological approaches stress the importance of reflexivity which he

describes as 'an awareness of the ways in which the researcher as an individual with a particular social identity and background has an impact on the research process' (Robson 2002:172). This tradition looks to the unconditional separation between empirical facts and the evaluation of those facts; Weber viewed facts and values as 'entirely heterogeneous' (www.rep.routledge.com). Within this tradition there is an aim of viewing a phenomenon and attempting to explain its cause without justifying the phenomenon. Beauchamp describes how Weber recognised that facts and norms are inevitably intertwined in several ways in the praxis of social science. In this tradition there is a belief that scientific judgements are demonstrable and have a higher status than value judgements that can not be demonstrable. Beauchamp does describe the response of some who doubted if this value-free model could be applied to their 'value-impregnated' fields. In the area of disability studies there will be values and beliefs which are strongly held and which take on the equivalent of scientific status for some proponents. However in this tradition the cultural values and beliefs need to be acknowledged with 'honesty and accuracy'. The importance of identifying areas of potential researcher bias is covered more fully later in this chapter.

For the area of educational research, I find myself drawn to the Phenomenological tradition. This is an area of research that can be qualitatively examined far more authentically than quantitatively. There are observations that can be made but which do not lend themselves to be reduced into minute observable laws. There are varied opinions and a vast arena of overlapping activities and interrelated events. Easterby-Smith et al (1994:78) suggest using this tradition when the more classical method is rejected because it loses the real meaning of the situation. Robson comments:

> Phenomenological research focuses on the subjective experience of the individuals studied. What is their experience like? How can one understand and describe what happened to them from their point of view? As the term suggests, at its heart is the attempt to understand a particular phenomenon.   (Robson 2002:195)

The Phenomenological tradition works with qualitative methods, which explore the full picture, rather than quantitative methods, which dissect the picture into component parts. Easterby-Smith et al quote work undertaken by Dalton (1959). Dalton's work on management studies was, he felt, enhanced by taking from the two traditions:

> Increasingly, authors and researchers who work in organisations and with managers argue that we should attempt to mix methods to some extent, because it provides more perspectives on the phenomenon being investigated.   (1994:83)

Easterby-Smith et al suggest that the Phenomenological tradition has the following strengths. It is possible to look at the change process over a period of time and not be bound by a classical scientific methodology. This is clearly stated by Cohen et al:

> This is to say that the influence of the researcher in structuring, analysing and interpreting the situation is present to a much smaller degree than would be the case with a more traditionally oriented research option. (2003:26)

The tradition focuses on understanding people's meanings, which are often complex and interwoven. Husserl used a catch phrase of 'back to things' which for him meant finding how things appear directly to us rather than through the media of cultural and symbolic structures (Cohen et al 2003: 24). It is possible to adjust to the evolution of theories over time. It is a natural gathering of data in situ, as it were, rather than in an artificial way. Cohen et al suggest that this characteristic makes the perspective a 'singularly attractive to the would-be educational researcher' as it fits naturally to the concentrated action found in classrooms and schools (2003:26).

But by looking at its weaknesses, the very nature of this tradition means there are inherent difficulties. Critics of the tradition argue that data collection is time consuming and heavy on resources. Robson lists this as one of the key deficiencies of a tradition which uses the human as analyst (2002: 460). Robson (2002) continues his analysis of the deficiencies of the human as analyst with some useful comments. He suggests that first impressions often have too much

of an influence and mean that subsequent revision is resisted. The analysis and interpretation of data is problematic and researchers describe often the untidiness of the dealings and the difficulty of controlling the research's pace, progress and end-points. Robson suggests that sometimes information which conflicts with hypotheses is ignored and the researcher concentrates on information that confirms hypotheses (2002: 460). Lastly, there is a feeling that this type of research had lower credibility with some people and policy makers. Clearly in the design of the research, these issues will have to be taken into account and appropriate action taken to avoid the possible deficiencies.

4.3 Considerations to support choice of methodology

Coghlan and Branwick challenge the researcher to decide how their interpretations and diagnoses will be grounded in scholarly theory, rigorously applied and how the project outcomes are challenged, supported or disconfirmed in terms of the theories underpinning those interpretations and diagnoses.

Action research is a methodology that is used widely and has a strong tradition in education research so the chapter continues by looking at its suitability for this research. A working definition is discussed and then key features of action research are explored. From this introduction the chapter moves on to look at the issues raised and some possible considerations to solve the issues.

4.3.1 Definition of action research

Robson states that action research is primarily distinguishable in terms of its purpose, which is to influence or change some aspect of whatever is the focus of the research (2002:215). Maynard and Smith suggest it holds the potential of being able to extend and expand practice allowing practitioners to work through their everyday concerns (Maynard and Smith 2004:3). Cohen et al (2003) use the following definition; "action research is small-scale intervention in the functioning of the real world and a close examination of the effect of such intervention.". They describe two stages to action research, the first which is labelled as the diagnostic phase and the second which is labelled as the therapeutic phase. The diagnostic phase is where problems are analysed and the

hypotheses developed. The therapeutic phase is where the hypotheses are tested by consciously directed change experiments. The tangible features that Cohen et al (1980:186) attribute to action research are that it is situational, may be collaborative, is participatory and is self-evaluative. Robson (2002) adds that there are two key aspects to action research; improvement of a practice, understanding or situation and involvement of those who are the focus of the research.

Various writers agree that there are two types of action research. The second type is action research that deals with educational contexts and has also been described as practitioner research. Burnaford et al (2001:2) suggest that action research in teacher research might have different characteristics. They comment that; "teachers discover that action research is a recursive process of observing, questioning, planning, trying out strategies, describing, analysing, interpreting and sharing insights with colleagues" (2001:40). Jean King states:

> Teacher research has emerged in the last decade of the twentieth century as a potential source for improving education. Teachers, who work with students daily, have a unique perspective on educational problems (1992:1).

Education seems a good field to use action research, as it is possible to try out ideas in practice and thereby increase knowledge about areas such as curriculum, teaching and learning. King suggests that:

> In the future, action research may become a viable tool for education research, helping transform teachers into political actors, and be quantitatively and qualitatively measurable over time
>
> (http://ericir.syr.edu accessed 14/02/03).

One of the issues is the fact that much scientific research values precision, control, and replication and attempts to generalise from specific action. The incompatibility between action research and so-called *pure* research is clear. Later in this chapter the issues of triangulation are covered to address this issue.

Coghlan and Branwick (2001:28) suggest that there are four key activities in the cycle of action research projects; experiencing, reflecting, interpreting and taking action. They talk about these as the recursive nature of action research and point to a cyclical refining and deepening relationship. This is presented in a useful diagram by Maynard and Smith (2004:3).

Fig 4.1 A model of the stages in Action Research

Explore Solutions

Share learning
with colleagues

Identify the
problem

Test the
solution:
what
does/does
not work

Apply learning
to improve
practice
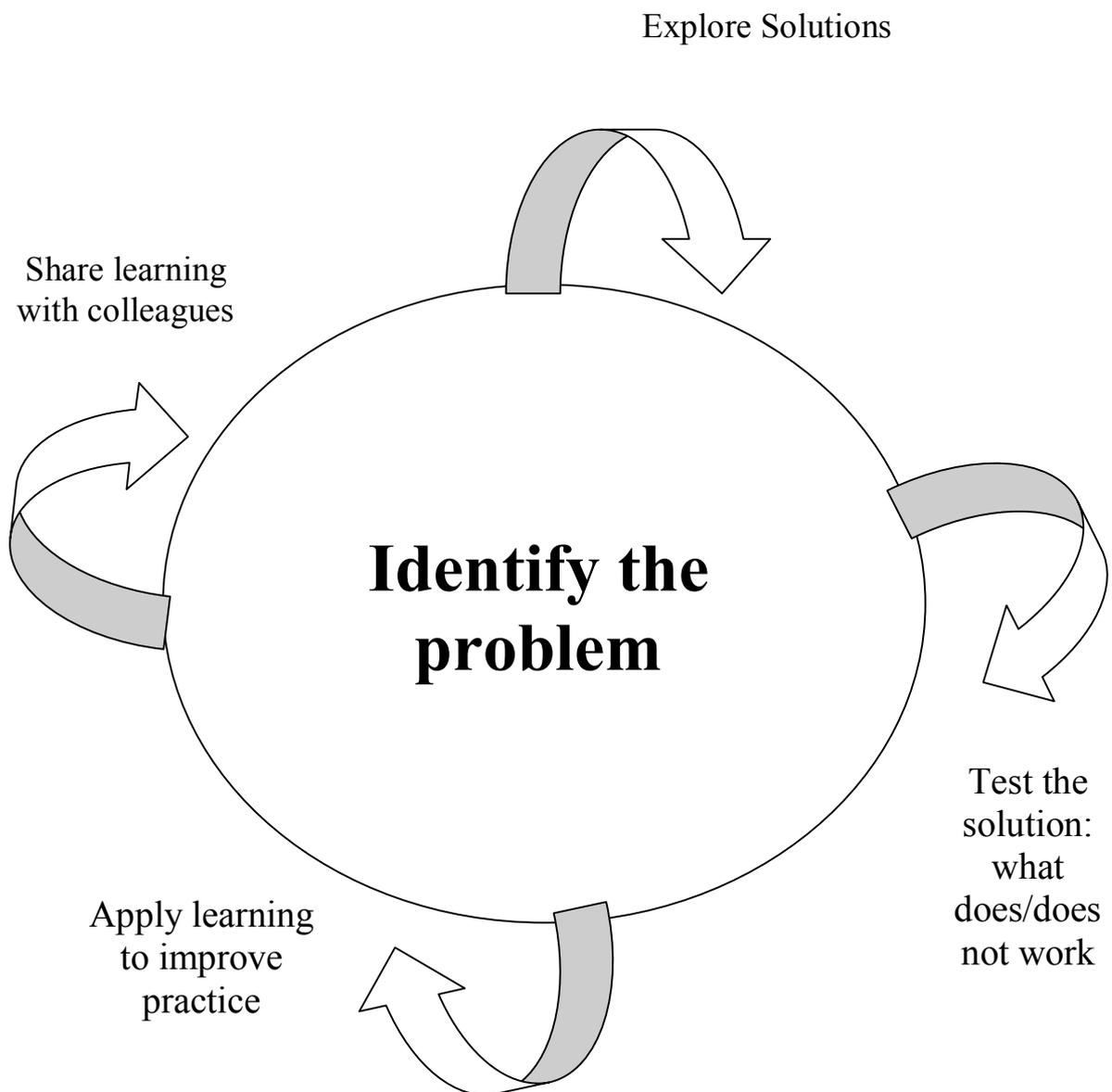
There seems to be a given that the people who are the focus of the research will be involved in developing and progressing the research at the various stages. Consideration is needed on how that will be accomplished in this research and this is discussed more fully later in this chapter.

Cohen and Manion's definition is that the research is concentrated on small scale intervention in the functioning of the real world and close examination of the effect of such intervention. Maynard and Smith quote work undertaken by Somekh (1995) who states action research is able to:

> Bridge the divide between research and practice by taking as its starting point practical questions arising from concerns in….everyday work. (Cited In Maynard and Smith 2004:3)

Robson talking about action research states its protagonists maintain that practitioners are more likely to make better decisions and engage in more effective practices if they are active participants (2002:216). The research is viewed as a form of self-reflective enquiry undertaken by participants to improve the rationality of their own practices. Cousins (2002) outlines the characteristics of successful action research and the comments help indicate key considerations for this research:

> The provider identifies a problem, analyses it and decides where to intervene in order to bring about improvement.
>
> The action researchers are insiders – the research thereby informs practice.
>
> Action researchers monitor the changes being made and collect quantitative and qualitative evidence.
>
> The validity of the changes is tested by critical feedback.
>
> (cited in Maynard and Smith 2004:49)

To address some of these concerns and others mentioned in Cousins' work Maynard and Smith produced an action research quality cycle.

Fig 4.2 Action research quality cycle

Decide next steps

Select specific area/focus

Agree a time frame

Evaluate outcomes and targets achieved

Appoint steering group and team

Monitor progress towards targets

Action research quality cycle

Diagnose problem with context

Adjust strategies as the need arises

Set targets for improvement – quantitative and qualitative

Conduct formative evaluation

Implement strategies

Agree strategies for improvement

From Maynard and Smith (2004:51).

Robson concludes his evaluation of Action Research with the following comment:

> This close and collaborative relationship between researcher and researched fits well with the approach of flexible, qualitative design and is alien to that of fixed quantitative design (2002:217).

Fullan's work (1982) is cited in Robson and makes valid comments about assumptions that can be made by those wishing to initiate change (2002:220). As a conclusion to this section it is useful to review some of these assumptions. The first is one that advises the researcher to be careful and cautious about assuming that their version of the change to be implemented is the appropriate version. Furthermore he points to the inevitable but fundamental nature of conflict and disagreement in the process of change. The fact that people need pressure to change even when the change is one that they want to happen has resonances with work covered in Chapter Three. In particular the cognitive, emotional and physical energy required to move from single loop to double loop learning may resonate with this proposition. The area of single loop and double loop learning would appear to have a bearing on the need for this pressure. As already mentioned in Chapter Three, effective change takes time and can take at least two years. The other assumptions do not have an immediate relevance for this thesis.

The action research model is a suitable model to use for this subject matter. The three questions clearly identify a problem to research. The data gathering opportunities provide ways of exploring solutions to the three questions and then testing the solutions. The data gathering opportunities enable the exploration of what works and what doesn't work. The learning from one part of the data gathering opportunities can inform other parts of the process and practice can be improved as a result. The whole process can be designed to share learning with colleagues through activities such as the Deaf Learner Champion course. This was not fully carried out because of job change but this chapter suggests how this has been dealt with.

4.3.2 Grounded Theory

Little if any research has taken place in this quite specialised area of deaf education and this has been more fully discussed in Chapters Two and Three. Strauss and Corbin suggest that grounded theory has close links with action research (Cited in Maynard and Smith 2004). In discussion with my supervisor, it was suggested that grounded theory approach be investigated as being a possible suitable vehicle for pursuing some of the specific research aims and objectives. The key concept is that of theory being generated by data. Grounded theory is described by Gibbs in the following terms:

> Its central focus is an inductively generating of novel theoretical ideas or hypotheses from the data as opposed to testing theories specified beforehand. In so far as these new theories arise out of the data and are supported by the data they are said to be grounded (2002:165).

Strauss and Corbin identify five features of grounded theory analysis:

1.   Constant comparative analysis.
2.   Development of theoretical concepts and statements.
3.   Theoretical sampling
4.   Theoretical coding
5.   Memoing.

In the practical description of the work of different researchers, Strauss and Corbin give key features of the framework they have suggested and used. This includes a discussion of the setting, observations of practitioners at work, discussion with participants and the use of a notebook and verbatim records of conversations. Even though their work is largely in the medical field, their methodology gives key features to consider in the design of research. The framework supports some key steps for this research (cited in Strauss and Corbin):

> Step 1. Examining the interviews for any differences
> Step 2. Study the interviews and written accounts for themes.
> Step 3. Build analytical categories from their definitions and assumptions
> Step 4. Conduct further interviews to refine these categories
> Step 5. Reread materials

Step 6. Study a new set of personal accounts
Step 7. Make comparisons on selected points

Although this is presented in a straightforward way, it identifies the fundamentals of the grounded theory approach. That is it seeks to constantly refine and discover the theoretical treasures and key features of a situation. Adele Clarke suggests:

> Theory does not just "emerge" from data, rather data itself is constructed from many events observed or read about or heard about, constructed in a highly selective series of actions and interpreted all along the course of the research project.
> (Cited in Strauss and Corbin.1997:64)

Robson describes a grounded theory study as one which seeks to generate a theory which relates to the particular situation forming the focus of the study (2002:190). The generation of theory from the data is obviously a key feature of the grounded theory approach. Robson further clarifies this by stating:

> It has proved particularly attractive in novel and applied fields where pre-existing theories are often hard to come by.
> (2002:191)

Thus two distinct views emerge that grounded theory is both a strategy for doing research and a particular style of analysing the data arising from that research. Looking at data analysis, the process of qualitative analysis using NVivo involves coding pieces of data which Gibbs describes as an essential procedure. This then includes the identifying and recording of one or more discrete passages of text or other data (Gibbs 2002:57) .The process is simply described by Gibbs as asking who?, when?, where?, what?, how?, how much?, why? and so on. The process can be enhanced by programmes such as NVivo. Gibbs makes four statements about qualitative analysis which assisted in clarifying my selection of NVivo. The first statement is that it is based on interpretative philosophy and the information that is gathered can be manipulated and analysed to identify and interpret trends and patterns in the area of deaf awareness. The second statement points to the holistic view of things that can be gathered through this style of data collection. Third, the method tries to capture

acts of interpretation and to understand them. From this raw data there is then a seeking to interpret and, as the fourth statement says there is an attempt to enhance this data to increase its bulk, density and complexity.

The process embarked on then is an action research process with some aspects of practice such as data collection informed by the grounded theory. This approach used NVivo which allows the researcher to "inductively generate novel theoretical ideas or hypotheses from the data as opposed to testing theories specified beforehand. In so far as these new theories arise out of the data and are supported by the data they are said to be grounded" (Gibbs 2002:165). The modification develops from using an established theoretical framework (Showers et al's five stage staff development model) to underpin much of the data analysis whilst being alert to other emergent issues in the data. The process is not the creation of theory from the data as the thesis revolves around the analysis of existing staff development theories and attempts to refocus them in terms of deaf awareness.

4.4 Sample selection and data gathering

The following table summarises the data gathering opportunities. Each is then discussed in more detail:

Data gathering opportunity	Initials used	Number of participants	Research tool used	Phase of Action Research
1.Working with deaf learners	WDL	25	Questionnaire (Appendix 1) EMFEC evaluation sheet	1.Testing the solution
2. Assessing and supporting students and learners with learning difficulties and disabilities.	ASSLD	15	Questionnaire (Appendix 1)	1.Testing the solution
3. Diversity in practice	DP	60	Documents from activities	2. Applying learning to improve practice
4. Key Skills Tutors	KS	15	Group activity (Appendix 3) Flip chart exercise	2. Applying learning to improve practice
5. Deaf Learner Champions	DLC	15	Questionnaire Interview Documents (Appendix 4)	2. Applying learning to improve practice 3. Share learning with colleagues
6. E Mail discussion group	EM	5	Activity on three key learning points	4. Explore solutions

7. IT lecturers	IT	8	Questionnaire Appendix 1	1.Testing the solution
8.Research Students from Nottingham University	RC	4	E mail discussion group question	4. Explore solutions
9. Critical Friends	C	3	Discussion and interviews	4. Explore solutions

Fig 4.3 Data gathering opportunity

4.4.1 The data gathering opportunity

The nine pieces of the listed data gathering opportunity above will give different perceptions of the answer to the three key questions for this thesis. The subject specialists' perceptions of what it is like to work with deaf learners and whether they perceive that they do anything differently to accommodate the needs of deaf learners will give a richer view of the content of staff development. The content of the sessions is covered in the next part of the thesis and the annex contains examples of the work sheets and information booklets.

1.Working with deaf learners February 19th 2002

1.Working with deaf learners February 19th 2002

This was a staff development opportunity delivered through East Midlands Further Education Council (EMFEC). This was a course made up of twenty five practitioners or subject specialists from a variety of further education settings within the Midlands region. These people completed course activities and their end of course evaluations have been used with their permission (See Appendix One). Some had said they would be willing to work further exploring some of the issues surrounding deaf awareness. Unfortunately there was no real response from them. This was potentially a particularly useful group as they were unknown to the researcher as they covered a wide geographic area. The session was used through the activities to offer some observations and comments on the process of staff development.

2. Assessing and supporting learners with learning difficulties and disabilities May 21ˢᵗ 2003

This was a group of fifteen practitioners or subject specialists who came from across the Midlands region. The exercises and activities they participated in generated data around their experiences and concerns. Their session gave an opportunity to observe and explore their experience in terms of first staff development and second in terms of disability awareness and inclusive practice. Their input was collated after answering the questionnaire (Appendix One).

3. 'Diversity in Practice', City College Coventry December 2003 and February 2004

The research was able to use the staff development exercise as a further opportunity to gather data and experiences (Appendix Two). The six awareness raising sessions covered a further sixty staff. The group activities, the staff's perspectives and evaluations have been used to further inform the research. In this activity there was an attempt to ascertain how subject specialists viewed disability before they had undertaken any training and any prior knowledge that they might have. The documents completed by participants were particularly useful in generating data.

4. Key Skills Tutors.

This group of Key Skills tutors of adult literacy and numeracy tutors at Chesterfield College had a staff development session on working with Deaf learners in Key Skills. They had already had a basic deaf awareness session on a previous staff development day. They answered a deaf awareness session exercise on 'What questions do you want covering in this session? The answers have been typed up and included in the appendices.

5. Deaf learner champions 2001 to 2002.

This project had a two-year life span and was funded by Derbyshire Learning and Skills Council. The project worker who was profoundly deaf had an existing network of training and development providers and these relationships plus new ones were to be used to systematically explore the thesis questions. The project

worker also had links with deaf learners whose perspective was actively sought. This was a really useful source of data for the research in particular the discussion with colleagues to support evaluation of deaf awareness sessions to see what exactly can be observed. This was a luxury which is not normally available to trainers and has provided a useful starting point for questionnaires and interviews with participants.

The group consisted of fifteen lecturers or subject specialists who had been through a deaf awareness course of ten weeks. The information was gained from exercises on the course and from reviewing activities during the course (e.g. Appendices Four and Six). The subject specialists answered questions in an evaluation and questionnaire on the course and showed a willingness to be contacted again (Appendix One).This took the form of a post-training evaluation which was an opportunity to share learning from the research with them and tease out further detail. After this four subject specialists completed follow-up interviews which provided an opportunity to explore solutions.

6. E-mail discussion group

This group contained fifty members who can be described as communication specialists but only five replied. They all worked with deaf learners in post-16 education so it should have provided a good venue to share and weigh ideas and findings. One way was to ask them to identify *good* lecturers from their perspective or their students' perspective but unfortunately it was not a very useful lead. There seemed to be reluctance on the part of participants in the group to allow their views to be open to scrutiny by a researcher.

The group's views on what major points they would include in a typical deaf awareness session were explored by posing the following question:

> *What are the three key things a non-specialist lecturer should be taught to be effective as a tutor with deaf learners?*

I posed this question to explore what sort of response would be given and to compare it with what has actually being said by subject specialists. The views and replies have been included in the findings but only five people responded to

the posting. This opportunity gives a different perspective to one of the research questions.

7. IT lecturers.

In a staff development session with IT lecturers who had been working with deaf learners for many years there was a good opportunity to test the solutions which were emerging from the Action Research activity. I had been called in to deliver some workshops to answer some problems that had become an area of dispute between the subject specialists and the communication specialists.

8. Research Students from Nottingham University.

The e mail discussion with fellow research students from Nottingham University was an interesting extension of the analysis emerging from the data. The students were all post-graduate doctoral students. The group have an electronic discussion forum which was used to post a question about their experiences around working with deaf learners. It was reassuring to hear colleagues' views and experiences of professionals working in deaf education, deaf awareness and communication issues. These research students were also valuable as none of them worked in deaf education and as a result didn't have any preconceived standpoints.

9. Critical Friends.

To help compensate for my move from Derby College for Deaf people, interviews with two deaf trainers and a hearing tutor have been included to discuss their aims and objectives in the area of deaf awareness delivery and to explore with them what they felt about the experience. I have also used the views of deaf trainers that I have been able to access from the proceedings of an on-line conference.

I have actively developed three critical friends. They were 1) professionals working in deaf education 2) charged with giving honest and open feedback 3) people with a wide experience in the field. One of these critical friends was the Engaging Deaf Learners project co-ordinator and he provided useful dialogue around this area. Another was a profoundly deaf colleague who has written extensively around deaf issues and is an experienced lecturer with the Open University. She gave a more formal discussion and this dialogue has been analysed as part of the thesis. The last person was a colleague who works and

researches in the area of post-16 deaf education and the main contact with her has been through discussions around the content for deaf awareness sessions.

4.4.2 The Research Tools used

Evaluation reports given by the participants in the activities have been accessed which gave the participants opportunity to give feedback on the environment of the training, refreshments, administration for the course and then the most successful and least aspect of the course and items for further training. This has been supplemented with questions and activities in and after the training events. In data gathering activity two a task was included which simply gave the participants opportunity to list the questions they had at the start of the event. Further questions for data gathering activity 2, 3 and 5 are included in the appendices. Broadly the following themes have been explored through the activities:

> Existing knowledge
> Useful things undertaken in the training
> Use of learning in practice
> Key aspects of working with deaf learners
> Least useful aspects of training
> Making a difference
> Messages for communication specialists
> Inclusive practice
> Additional comments

The Deaf Learner Champions participants (data gathering activity 5) were asked to give access to their workbooks and their responses to various questions which explored the above themes. In an attempt to explore the impact of training three months after the course all of the Deaf Learner Champions a post training questionnaire (Appendix One). This was part of the agreement with participants before the course. This questionnaire formed the basis of a final interview which concentrated on questions which would help clarify and develop responses to the research questions.

4.4.3 Methodologies used in the data collection

1. Interviewing

Robson suggests that there are three types of interview which are structured, semi-structured and unstructured (2002:269). He further pointed out that the appropriate degree of structure varied according to the purposes of the interview and the 'depth' of response sought. Interviews can be used as the primary or only approach in a study and lend themselves well to use in combination with other methods. Balancing the three types of interview, the semi-structured interview has been selected as it allows the structure of predetermined questions with the flexibility of being able to change the order and wording of questions. Robson describes semi-structured and unstructured interviews as qualitative research interviews (2002:271). King (1994) lists five circumstances where this type of interview is most appropriate and exploring these reveals that this might be an appropriate style of interviewing (cited in Robson 2002:271). The study does focus on the meaning of deaf awareness to the participants and it is looking at individual perceptions of processes within a social unit. It doesn't require individual historical accounts of a particular phenomenon nor is it a forerunner of a quantitative study.

Powney and Watts, make some useful comments about interviewing in Educational Research. For example, they suggest three stages to interviews, "preparation, making the first contact with the interviewees, and conducting the main interview" (1987:117). They also suggest that:

> There seems to be a temptation to think of interviews rather like
>
> thermometers – they can be conveniently inserted almost anywhere
>
> within the body of the research and simply read off to provide a
>
> series of trustworthy observations.
>
> <div align="right">(1987: vii)</div>

In this research there is a need to apply triangulation methods to ensure that the information gathered has credibility. Interviews as Powney and Watts suggest are complicated forms of communication with different dimensions at work:

> Interviews necessarily of course, involve people talking and listening
>
> to people. People are delightfully varied in their abilities and
>
> willingness to talk, or listen, to provide accurate information, and abide
>
> by what they have said previously said or thought or thought they said.

They use Piaget's work who describes the interviewer as normally setting up hypotheses during the interview; before, during, and after, these are equally legitimate provided all relevant circumstances are made explicit and available for scrutiny by fellow professionals and others like the interviewees. As Powney and Watts have highlighted, a teacher carrying out an inquiry into an aspect of his or her school will have separate but related roles as colleague, researcher and interviewer, roles which might impinge on and interact with each other. It has been essential in this research to define the role of the researcher and its boundaries with the interviewees. The interviewees have a complex role to play as well, "anyone who agrees to be interviewed takes risks, and for example, they may expose their ignorance, prejudice, apathy or intolerance" (1987:9). This simply states why their role must be explored and issues of confidentiality and ownership discussed. Dodds and Harts (2001) suggest that opening one's professional practice to critical scrutiny demands courage, curiosity, fortitude and a willingness to accept that there are always opportunities for further development.

Brenner suggests eleven rules for a structured set up which are aimed at reaching a consistent approach by an interviewer on each occasion and, as far as possible, consistency between interviews (cited in Powney and Watts 1987:42). As the research is looking for qualitative responses, rather than quantitative, the rules for more structured interviews have not been employed such as "read the questions as they are worded in the questionnaire" (Powney and Watts 1987:42). But rules of "probing non-directively" and "not answering for the respondent" have been used. Counselling techniques have been utilised such as person-centred and non-judgemental approaches, with the emphasis on what the interviewee has to say. On a practical note, this is not easy for researchers who may have agendas they are dealing with. Powney and Watts explore the interviewer/ interviewee relationship in more depth. They emphasise the importance of the personality, bias and preconceptions of the researcher/interviewer and advise the researcher to be explicit as to the nature of their role (1987:39). The writers also emphasise the importance of putting each comment into context which can be best done by an interviewer who is close to

the informant's understanding (1987:42). The face-to-face interviews do allow the interviewer to pick up on facial expressions and other reactions to questions. It is also possible to determine whether the questions have been understood.

Semi-structured interviewing has been used working with broad starter questions which have allowed flexibility within a structure that ensured all interviewees were asked for their views on the same subjects. Robson makes the comment that questions can be concerned with facts, behaviour and with beliefs or attitudes (Robson 2002:272).

For this thesis the questions have been focussed on behaviour, beliefs and attitudes. The comment is made that these are prone to the effects of question wording and sequence. The context of the training has been analysed more fully in this chapter as the events within the colleges could potentially change the answers given. These questions have been around the following areas:

> 1. Views on content, mechanics and dynamics of deaf awareness sessions.
> 2. Communication Support Workers.
> 3. Delivery points on staff development.
> 4. Experiences of support or deaf awareness sessions to share.
> 5. Communication considerations

The discussion has also included queries about emerging themes from the research to test out the validity of research findings. For the follow up from the questionnaires sent to Deaf Learner Champions the following areas have been explored:

> 1. First introduction to working with deaf learners
> 2. Views on what subjects should be covered in deaf awareness
> 3. Communication Support Workers
> 4. Involving other students
> 5. Any follow-up issues from the questionnaire and clarification of responses.
> 6. Other issues not covered in the interview

Deviations from a structured interview have been allowed so as to provide opportunity for clarification or feedback to the interviewee or probe for more detail when answers are too general. The transcripts of the interviews with the interviewees have been checked for accuracy. Each interview started with introductory comments to cover the purpose of the interview, the use of the data and in particular the issues of access to the data and the context for the interviews.

The analysis of interview data has been informed by Cohen et al's work (2000:282). They suggest that there are four stages: the first stage is generating natural units of meaning; the second stage is described as classifying, categorising and ordering these units of meaning and this has been facilitated by using Nvivo; the next stage is the structuring narratives to describe the interview contents and last the interpreting the interview data.

2. Documents and other trace materials

Robson lists some of the advantages and disadvantages of 'trace' measures and of particular interest for the purpose of this thesis the specific physical trace artefact of the 'document' (2002:348). For this thesis that will be materials such as leaflets, handouts, worksheets and other materials used in staff development activity. Advantages are seen as they are unobtrusive and non-reactive as the researcher will not necessarily have any direct contact with the person(s) producing the trace. The 'trace' measures can provide cross-validation of other measures so in this thesis the materials will potentially provide clarification of the questionnaires and the interviews. Some of the disadvantages are that the person(s) responsible for the materials might not be easy to identify. For this thesis it might not be so important as the significance of the materials derives from the message that is being given and not the messenger. A potential disadvantage is that there is the ethical difficulty of researching without people's knowledge or consent. This has been covered for this thesis by asking the permission of the colleges to use the materials.

The method that is being used is 'content analysis' which depends on making valid inferences from the data and analysis on the context of the materials. For this thesis it will be important to place materials into a staff development context

and analyse the content in terms of intention and objectives. Robson makes a distinction on analysis of written materials for witting evidence which is what the author intended to impart and unwitting evidence which is everything else that can be gleaned from the document (2002:351). The materials can be used for triangulation purposes.

Holsti (1969) lists several types of categories for analysis

- *Subject matter.* What is it about?
- *Direction.* How is it treated?
- *Values.* What values are revealed?
- *Goals.* What goals or intentions are revealed?
- *Methods.* What methods are used to achieve these intentions?
- *Traits.* What are the characteristics used in describing people?
- *Actors.* Who is represented as carrying out the actions referred to?
- *Authority.* In whose name are statements made?
- *Location.* Where does the action take place?
- *Conflict.* What are the sources and levels of conflict?
- *Endings.* In what way are conflicts resolved?

(Cited in Robson 2002:355)

This list provides a useful list to consider when analysing the trace measures. This will be discussed more fully in Chapter Five.

3. Questionnaires

Robson suggests that the length of a questionnaire and hence the time to complete it can be very influential in this methodology (2002:238). The complexity of a questionnaire has to be kept to a minimum when it is expected that participants fill in the questionnaire in their own time. The self-completion questionnaire can be open to participant bias as it is completed without the influence of the researcher. The questions are meant to help achieve the goals of the research and answer the research questions. There is a delicate balance between engaging the participants who may often be busy practitioners and achieving something that has validity and accuracy.

Robson produces a useful checklist to avoid problems in question wording; some of the list relevant to this thesis is selected:

1. Keep the language simple
2. Keep questions short
3. Avoid questions which ask two things at the same time
4. Avoid leading or negative questions
5. Try to ensure that the questions mean the same thing to all respondents
6. Remove ambiguity

The content of the questions has already been discussed and examples of the questionnaires are in the appendix.

4. 5 Ensuring validity, relevance and reliability

With any research it is important to ascertain a standpoint on issues of validity, relevance and reliability. Robson asks how the researcher persuades the audience for a piece of research that the findings of the enquiry are believable and trustworthy (2002:93). These three concepts are central to make sure that the study is worth taking account of.

First, validity is an examination of the extent to which the findings accurately represent the social reality the findings refer to and whether the findings are really about what they appear to be about. Robson (2002:93) suggests that there are four threats to this area of trustworthiness which many writers would see as analogous to validity. These are selection where the findings are specific to the group studied. The setting may mean that the results are specific to a given context in which the study took place. Specific and unique historical experiences may determine or affect the findings. Construct effects may be specific to the group studied. The issue of how the researcher can actively ensure that the research is an accurate interpretation of what has happened is a complex one. Part of the answer to this is in ensuring that the process by which interpretations are reached is as far as possible open and transparent.

Second, relevance refers to going beyond the immediate context and seeing how strong a statement they can make about other situations. In the research there

needs to be coverage of what contribution the findings can make to existing knowledge. Robson (2002:93) describes the concept of relevance as 'generalizability' which refers to the extent to which the findings are more generally applicable outside the specifics of the situation studied.

Last, reliability refers to what extent and with how much confidence instances can be ascribed to the categories used. If the research were to be repeated, would the same results be obtained. How can the researcher ensure that given the same data other researchers would reach similar conclusions? Unreliability may have various causes; one is participant error and another possibility is observer error. Robson suggests that the issue of participant and observer bias is problematic and potentially less easy to disentangle. This is looked at more fully later in this chapter.

4.5.1 Triangulation

The findings from this research will need to be recognised as quite clearly unique to a set context. As projects become larger scale the more feasible it will be to make generalisations from the findings or through cumulation with similar projects. But how can it be ensured that the results have validity within their own setting? The major means of validating accounts and observations and anything else in qualitative work is through triangulation. Burnaford et al (2001) suggest that triangulation means quite simply comparing the findings gained by different research techniques. For this research Coghlan and Branwick (2001) make a pertinent comment when they describe action research as having a large degree of messiness and unpredictability about it, as it is research on real-life action. This makes the issue of triangulation even more important in the search for meaning from what is observed and reported on. Cohen and Manion (1980:233) describe triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. To just use action research methods or one method would potentially bring "bias or may distort the researcher's picture of the particular slice of reality *she* is investigating". They make the useful point that the more the different methods contrast with each other, the greater the confidence one can have in the results. Easterby Smith el al comment:

Increasingly, authors and researchers who work in organisations and with managers argue that one should attempt to mix methods to some extent, because it provides more perspectives on the phenomena being investigated.

(1994:82)

Triangulation can help to counter some of the threats to validity. From the work based on Denzin's typology described in Cohen and Manion (1980:236), this research will be using potentially three types of triangulation. For this research, it is not possible realistically to use space triangulation, as it is limited to research within institutions in the geographical area of Derbyshire. At present there seems to be little opportunity to look at respondents outside of the narrow area of the sector colleges. There are no widely accepted theories in this area of deaf education and assumptions seem to be loosely based on personal beliefs rather than principles borne out of research and theoretical interaction. This would rule out any attempt to have theoretical triangulation. The limitations of this current research are that it is solely one researcher undertaking the research so investigator triangulation is not possible. But as decided in the planning of this research, interaction with three critical friends to discuss and refine ideas from the research will have the benefit of balancing and guarding against observer bias.

For this research time triangulation, methodological and combined triangulation have been used. Time triangulation was applicable as the research covered two to three years of activity in the field of deaf awareness and equality training. Some of the respondents have been followed through the period of time to see how their views change. Questionnaires were used with a group during their learning opportunity and then a follow-up questionnaire to that same group and more in-depth interview with some of the respondents.

Triangulation has been possible in the way that deaf awareness has been looked at from different perspectives. The subject specialist and the communication specialist have been consulted in the process of the research. Their views have also been linked to other aspects of the process, for example the communication

specialists' views have been included and the message from materials used has been explored. Methodological triangulation has been used in the way that different methods reflect on the same object of study.

4.6 Ethical Safeguards

Dale in his paper on ethical conduct (2003) suggests a number of common features for research conduct. The ones with immediate relevance for this proposed research are:

> Openness on the part of the participants, towards the public and to the research community
> Truthfulness
> Participants giving informed consent
> Participants should have the right to anonymity and the right to withdraw at any stage
> Sensitivity to cultural context.

The two features that are not immediately relevant to this research are freedom in relation to funding bodies and the obligation to publish. Ward and Evans (2002:55) discussing their research talk of the power inequalities inherent in this type of research. Before my job change this was indeed an issue but this has obviously lessened with my new position. There were at first power differentials involved; the researcher as a senior manager observing and discussing with main grade lecturers from the sector colleges and support workers from within my own organisation. The researcher tried to alleviate fears in this by emphasising their role was as a research student and not doing this as part of any college initiative. This area became more crucial as the college had deaf awareness as part of its Ofsted Action plan. The researcher needs to be aware of this dilemma and then be realistic about the power inequalities that might arise and respond accordingly. This may mean that answers given by respondents can well be influenced by misguided assumptions as to how their replies will somehow influence their status at the college. There was an attempt to address this by making it very clear that although the research work was approved by the management of the college no request had been received to share the findings. It

was also made clear that anything that is used in the thesis will not be easily identifiable as more than one college is involved.

Interviewees are also especially vulnerable in small-scale research when the participants already know each other. It is suggested that the interviewees need to trust the person interviewing them and furthermore there is an emphasis on the need to establish a good rapport in the interview situation. Deaf colleagues may find that their responses are influenced by the fact I am a hearing person who is also a teacher of the deaf. This issue has been raised earlier in the thesis. The ethical dilemma of such conflict of interest cannot be avoided and would need to be confronted before the next phase of any research.

Clearly the research I have undertaken is covered by the Data Protection Act 1998. The data will only be for this thesis and will not be used for any other purpose. I carefully emphasised to the participants that the research will not be used to inform any other purpose such as Ofsted inspections. The information collected will be "adequate, relevant and not excessive." The design of the questions for the interviews and observations was specifically for the outcomes required and any participant was allowed access to the data collected around their involvement and had the ability to change anything if unhappy with what had been collected and the participants are referred to as respondents and not by name. They have been able to ask for their input not to be directly quoted and referenced if they were so minded. The completed data was only reviewed by me and shared through tutorials with my supervisor.

4.7 Issues in the process of data analysis

I have a specialist role and context within which I am working. As an advanced sign language user I am able to communicate far more freely with deaf people and investigate far more easily the whole scenario of the deaf awareness process. Because deaf learners did not have to use an intermediary meant that some of the subtleties of the interaction were accessible to me as a researcher. As a lecturer with a good professional reputation and having credibility within the further education sector meant I was able to interact freely and with

understanding with other lecturers and ascertain and explore some of the nuances of their responses. The importance of that in research terms is quite clear. If I was not a communication specialist then a lot of communication would be missed and go unrecorded.

The work has involved me working potentially with deaf learners who for various reasons have been excluded from or not fully involved in education experience. This automatically generates a power imbalance. The potential imbalance is well documented in Corker (1995) and Turner (2004)'s writings. Looking at Chapter Two of this thesis it is apparent that there has been a history of deaf people feeling oppressed by hearing people and work in that chapter by Corker and Turner emphasise the issues at stake. To attempt to balance this, I have worked with a deaf colleague and have also assumed that the deaf learner wanted to communicate in British Sign language. Corker (1995) writes quite powerfully about the issues of the power of language in the experience of the deaf person. There are three key issues and ethical dilemmas which need to be explored 1) the practicalities of a hearing person researching within the deaf community 2) a consideration of the power issues of a known practitioner working with learners 3) the depth of communication and shared experience that may be missing.

Data reduction and manipulation is an issue in qualitative interviews such as this as there has been substantial data collected. The results of the project have produced data, which one must be careful about claiming as generally representative data. The findings are specific to a given and quite specialised area of study. However suggestions have been made which might inform other professionals in the field. It is useful that the research is actually generating other scenarios wherein the premises of the research can be observed and commented on. I have made sure that my own assumptions are tested out for their reliability and have periodically sent questions and comments to the e mail discussion group mentioned earlier in this chapter. This has given feedback and comment which has provided a useful balance on interpretation. Critical friends supported exploration of some of the emergent themes as the thesis has progressed. These critical friends have all participated in higher level research

and are familiar with the demands of openness and credibility within the academic community. I have had regular tutorials with my supervisor to explore and debate issues and have attended workshops to provide challenge and focus in the issues surrounding inclusion. These have not been in the quite isolated world of deaf education but have been within the wider area of disability. Lastly I have participated in an on-line conference where I have posed questions and made statements which have been part of the discussion forum in the conference.

4.9 Concluding comments

In this chapter the issues have been explored surrounding the most appropriate research methods. The methodology selected has drawn on an action research approach and taken account of grounded theory principles and looks at three key questions and testing two models of staff development.

Having looked at the positivist tradition and the phenomenologist traditions, I have argued why the latter has been chosen as a basis for my research. Checks on the validity of my findings given the researcher involvement have been included. I have shown how I intend to contribute to theories around staff development and deaf awareness and equality. The whole of the research is grounded in fieldwork and actual staff development activity rather than designing experimental situations isolated from actual practice. I am working towards adding to the theoretical understanding of this area of education.

I have used characteristics of qualitative research as discussed by Gibbs (2002:3) and attempt to see the staff development activity through the eyes of the subject specialist and have used interviews with deaf awareness trainers and critical friends to explore the activity from different perspectives. The process of staff development is researched in the context of a further education setting and the holistic view of what is happening, by exploring and investigating different settings for the awareness work. Triangulation requirements have been looked at in the process of research design. A structure has been developed from the literature search and this has critically informed the research.

Chapter 5 Data Analysis

This chapter provides an analysis of the data that has been collected and reports on the findings from this research. At the start of this chapter it is worth remembering the themes that have arisen from Chapter Three on staff development and are explored in the data analysis. There are three areas that are investigated further in this chapter.

First, Chapter Three suggested that for staff development to be truly embedded it has to be deliberately underpinned by different stages, such as the model outlined by Showers et al (1987) and others; theory, demonstration, practice, feedback and coaching. Also incorporating Brockbank and McGill's model of double loop learning (1998), is that a satisfactory theoretical framework for interpreting the staff development process? The first objective is to use the data to test Showers et al's theory and Brockbank and McGill's theory and to see if these can lead to good practice and improvements in practice.

Second, the relationship between the communication specialist and the subject specialist is very important and knowledge is needed of the best ways to facilitate it. In some cases the use of intermediaries is suggested to actually facilitate and maximise benefits from the staff development process. In the discussions and interviews I have attempted to ascertain what the subject specialist actually wants and expects in the area of staff development. Can the active consideration of this relationship lead to improved staff development opportunities?

Third, Chapter Three suggests that there may be areas of deaf awareness that might be considered as concepts that can be expected as good practice for professionals. The staff development exercises should help clarify what level of prior knowledge the subject specialists have. How can this prior knowledge be built on? As these three areas are discussed I also show how the responses from the subject specialists and the communication specialists make links to the seven areas or strands of successful staff development identified in Chapter Three.

These are introduced as the chapter progresses to draw links between the practice and theory:

1. Identification of the driving force behind staff development is essential

2. The theory stage of staff development should be included

3. The process and stages of staff development depend on whether the intended outcome is knowledge acquisition or behavioural change

4. The process has to show understanding of the needs of the learner and ensure they are fully engaged in it

5. The learning has to be made professionally engaging

6. Who delivers the training is important

7. The process needs to develop a deeper level of learning and reflection in practice

Gates quotes Tesch (1991) who suggests that two of the particular requirements of a qualitative researcher in dealing with data are attaching codes to segments of text and connecting these codes or categories into some convincing and discernible structure (cited in Gates 1991:31). I am seeking to undertake a process of, in Morse's words (1994):

> Making the invisible obvious, of recognising the significant from the insignificant, of linking seemingly unrelated facts.
>
> (cited in Gates 1991:32.)

The data has been taken from various sources as detailed in Chapter Four and has followed an action research format where the research of one stage has fed into the next stage. As discussed in Chapter Four these stages revolve around an initial idea, problem or improvement to current practice. (See Diagram 4.1 Action Research and Improving practice). This then leads on to reconnaissance, involving fact-finding and analysis which then leads to planning and implementation with further reconnaissance. This produces further revision of ideas and action to test out new ideas or pursue further refinement of the idea. The initial ideas are refined and developed by the process and the involvement of practitioners to ensure that the developments are grounded in practice.

The chapter is organised into three phases to reflect this process:

5.1. the preliminary phase

5.2. the development phase

5.3. the triangulation phase

Chapter Four details the research tools used in these various data gathering activities. The same table is included in order to show how the various respondents have been identified in this chapter:

Phase	Data gathering opportunity	Initials used in this chapter	Number of participants who responded
5.1	1.Working with deaf learners	WDL	25
	2. Assessing and supporting students and learners with learning difficulties and disabilities.	ASSLD	15
	3. Diversity in practice	DP	60
5.2	4. Deaf Learner Champions	KS	15
5.3	5.. Key Skills Tutors	DLC	15
	6. E Mail discussion group	EM	5
	7. IT lecturers	IT	8
	8. Research Colleagues	RC	4
	9. Colleagues	C	3

Fig 5.1 Referencing of the data gathering opportunity

The citation for these references includes which participant in the gathering activity made the comment. For example, DLC#15 means that participant 15 on the Deaf Learner Champion activity made a comment

5.1 Preliminary phase

The preliminary phase is analysis and observations made from several deaf awareness and disability awareness sessions. After undertaking research in this area, clarification and refinements were made which informed the second phase. In this first phase some deaf awareness materials are also investigated which reveal some of the underpinning ideas of communication specialists in terms of the stages of staff development model and the content of deaf awareness.

5.1.1 Working with Deaf Learners

This was a staff development opportunity delivered through East Midlands Further Education Council (EMFEC) and was a course of twenty five practitioners or subject specialists from a variety of Further Education settings within the Midlands. These people completed course activities and their end of course evaluations have been used with their permission. Their answers to the key learning points sheet (Appendix 1) formed the basis of the data collection for this part of the research. (See 'Questionnaire given out after 'Working with deaf learners'). Some participants had said they would be willing to participate further but unfortunately there was no subsequent response from them. I had been particularly keen on getting feedback from this group, as they were unknown to me as researcher. The actual session and the activities allowed observations and comments to be made on the process of staff development.

Five stages of staff development

I start by considering the three areas of importance identified in the introduction to this chapter. Following Showers et al's (1987) five stage model (2004:20), this particular training event can be initially interpreted as, the theory stage offering general background of deaf awareness. This section is the information or underpinning knowledge that needs to be effective and well informed and sets the practical work into context. The demonstration stage is evident in the ideas given in the session for the inclusion of deaf learners. This stage is where the participants are shown practices that can be used in working with deaf learners. The practice stage is where the participants are actually working with the ideas of theory and demonstration and questions arise about the actual process. Little of this particular session was about feedback and this shows a weakness of the

one-off training event. The last stage of coaching can be seen in the professional clinic aspect of the questioning about minimal language. One reply said that a discussion on minimal language was most helpful; this is not a basic aspect of deaf awareness and actually occurred as a lunch time discussion point. She had started to move into a more involved and detailed analysis of what they needed to learn. This person seemed to be moving from the single loop to an understanding that more response was required and they wanted to act on their learning. This is a part of training sessions that needs to be considered. Those participants who have questions to which they need to have answers to require a professional clinic within their training. The importance of seeing the training as part of a continuum is underlined by the helpfulness people found in items for further study and development:

Information on web sites (Two replies) WDL#7
Knowing what courses I can take in the future. WDL#8

As part of the empowerment process for subject specialists there needs to be some access to on-going information and development. The impetus behind staff development is made more dynamic if there is more than just a one-off session. The data from the research suggests a whole institution plan, a view which is supported by the demands of the Disability Discrimination Act and the powerful inclusion movement. The evidence in Chapter Three points to successful inclusion being possible only as a result of a full institution response.

This particular deaf awareness session was planned without reference to any formal theoretical structure. As the development opportunities have been analysed and investigated I have taken more regard to using a structure for staff development.

Communication Specialist and Subject Specialist

In this section I want to explore what the subject specialists actually voiced about their training and investigate what they felt were the benefits from the training session. One of the participants commented:

> *I wanted to know more about types of provision, including loop systems etc. I felt we could have found out more about 16+ transitions. But much was useful.* WDL#1

This suggests that often people have their own agenda and interests they want to be resolved when they attend a course and event. Although 90% of the participants felt the training met their expectations, there were 10% who felt it only partly met their expectations. There seems to be a suggestion that it would be useful to engage people in the learning process before the event:

> *It was most interesting. I had no idea what to expect, therefore it is difficult to comment either way.* WDL#2

This is further supported by two respondents who make the following observations:

> *I think the exercises could have been left out as I didn't get anything from these. I would have liked to have seen a more detailed agenda.*WDL#3

> *Maybe more can be on the CSW development.*WDL#4

The second quote refers again to personal agendas that people may have within any training event if the content is decided by the trainer without reference to the trainee. One of the key points from Chapter Two was the importance of understanding the needs of the learner or trainee and the real need to engage them in the staff development learning process. Who actually determines the content of the training session is important and I would suggest this cannot be done in isolation. Anecdotally colleagues who have delivered staff development activities in this field have said they prefer to work within a school or department context rather than an isolated setting which does not have any of the same potential cohesiveness and impact. This links with the already identified importance of making the staff development learning process professionally engaging.

Looking at people's responses to what was the most helpful part of the course, networking was seen as a key feature and causes me to reflect on the aspect of

homophily mentioned in Chapter Three. It appears that if one can discuss learning and development with colleagues then the resultant learning is seen as being more professionally helpful. Cox and Smith's work also affirmed this in the external drivers for spreading good practice as discussed in Chapter Three and in particular figure 3.

The professional value of the training is a clear benefit and the professional dimension of any interaction is noted and deemed by participants as note-worthy.

> *Listening and learning from other delegates.*
> *Networking.* (Four replies)
> *Getting to know everyone's viewpoints*
> *Finding out about people's experiences.*
> *Discussion of relevant issues.* (Two replies)
> *Meeting other professionals and making contacts.*
> *Realising other people all over England have similar problems.* WDL

The networking aspect of training can be used as a strong motivator for change. In the Working with Deaf Learners' activities I did not enquire about the background of participants explicitly so am unable to ascertain what awareness level participants had prior to the training. In the second phase of the research this has been rectified.

Deaf awareness and equality

By analysing the replies it is interesting to notice that two comments imply basic deaf awareness knowledge had been obtained during the session:

> *Finding out about general background of deaf awareness.*
>   WDL#4
> *It gave me a greater understanding of working with disabilities and that progression can be made in teaching deaf learners. Ideas for inclusion of deaf learners in a FE environment.* WDL#5

Using Brockbank and McGill's model discussed in Chapter Three, I would suggest that some of the subject specialists have clearly reached the reflection stage in the single loop learning. An example of this has been shown in a

respondent from the 'Diversity in Practice' training. Their view was that a starting point has to be an 'attitude to disability which is one of practical support, integration and acceptance' (DP # 2). I am unable to ascertain whether the participants have actually moved beyond this reflective stage to working in new ways with deaf learners and entered double loop learning. The ideas of practical support and acceptance are clearly key ideas but they need to be translated into practice. Chapter Three discussed having this theory stage and then a stage of developing a deeper level of learning and reflection on practice.

5.1.2 Assessing and supporting students and learners with learning difficulties and disabilities

This second event was a generic training session for fifteen subject specialists. The exercises and activities they participated in generated data around their experiences and concerns. The session gave an opportunity to observe and explore their experience in terms of first staff development and second in terms of disability awareness and inclusive practice. The feedback has also been taken from the evaluation forms used by EMFEC, who allowed access to the feedback.

Participants' evaluations show that the course met their expectations. The questions on the feedback sheet shape the evaluations given; this sheet had several questions about environment, refreshments and administration of the event. It is still interesting to notice the participants' views of the learning environment in their responses to the evaluation sheet's questions about venue, food/refreshments, administrative arrangements and facilities. These make a big difference to the learners and reflect on the relative kudos of the subject area. Institutions express a lot about the value placed on a training event by the emphasis placed on these environmental factors.

Five stages of staff development
Whilst different participants on the course had different expectations and needs, their experience can still be interpreted using the five stage model. These areas provide a framework of underpinning knowledge for the participants to work within. The first stage of theory was mentioned by four participants:

My prior knowledge was somewhat lacking and so I found all areas covered very useful and interesting. My awareness of the issues involved is greatly increased. ASSLD#1

The awareness of what I have responsibility for and what I need to liaise with others over. The issue of basic awareness training for lecturers. ASSLD#2

Information on DDA and assessment. ASSLD#3

Information re assessing learners. ASSLD#4

Theory informs the activity. The first stage of theory and having the right conditions for learning and staff development was evident in over half of the participants' responses:

Meeting people, exchanging views, discussion, ideas (three respondents)
Very much enjoyed the opportunity to meet with other participants.
Learning about practices and policies of other institutions.
Covering assessment- points out what our college should be doing!
The fact that participants' questions were addressed and answered.
ASSLD

Nearly all the participants were satisfied that there was enough time and opportunity to ask questions. This links into the third stage of practice: the teacher or lecturer will need to feel confident that they are able to practice the new skills and the need to have professionally engaging learning. This is mentioned by one participant who saw "advice on assessment of students" as a most helpful part of the session. However one of the participants found that they couldn't get as much from the course as they wanted because they did not have the experience from colleagues to work with:

Very few participants had occasion to do assessments, so it was mainly my input. ASSLD#9

An issue that arose from this response and other responses was the need to clarify the purpose of attending a course. Several of the participants felt the course information was not relevant as they felt it was not actually their responsibility. One respondent suggested the course was about things which

were management's responsibility. One commented about unhelpful aspects of the training:

> *DDA- Not my role as a classroom support tutor to implement rules and regulations- a management role.*   ASSLD#10

As the trainer for this session, it was interesting to see that my message about the individual lecturer's responsibility under the Disability Discrimination Act had not been heeded. This again highlights the importance of identifying the driving force behind staff development. It cannot be isolated from other areas of institutional practice. Another respondent suggested that the session had produced questions for them around roles and responsibilities. This highlights again the weakness of the one-off training event and the potential strength of an on-going professional development activity. The stages of feedback and coaching would be able to address these issues for the subject specialist; it is debateable whether the confusion highlighted in the quote actually produced a barrier that was not removed.

> *Aimed more at managers rather than support tutors. Need to clarify my role and how I can improve support and continual assessment.* ASSLD#11

Communication specialist and subject specialist

In this event a new exercise was used which attempted to clarify people's expectations. The session started with an exercise called "Two questions I really want answered". This provided a more detailed basis for the day's development and links in with the findings from Chapter Three about engaging the 'learner' in staff development. This also created a reference point to keep returning to which showed how the session was addressing these questions. The questions for the group revolved around three areas of development which reflect the practice, feedback and coaching stages that really bring about the long term change. I have identified and categorised the questions in this particular way but I acknowledge that there are other possible ways of analysing them:

Practice Questions

What can I take back?

What is best practice on assessment?
Are we obliged to take learners with specialist conditions under the DDA?

Feedback Questions

Am I doing the right thing with entry and on-course assessments?
I need help on what to do with severely physically disabled learners' assessments.

Coaching questions

Am I on the right track?

<div align="right">ASSLD</div>

Answering these questions could move the subject specialist to a deeper understanding of the subject area. The added value from such an activity has meant this has become an integral part of any staff development I deliver. The requests point to the fact that the person has been involved in practical activity and is waiting for someone to confirm and validate that activity.

5.1.3 Diversity in practice

The third activity in this section was undertaken at City College Coventry, "Diversity in practice" was a good opportunity to work with a sizeable number of subject specialists. The events were generic disability awareness sessions and were part of the college's response to valuing diversity. The sessions started with a key note speech from David Gibson who was the former Chief Executive of the Association of Colleges. It was interesting that one of his key reasons for celebrating diversity was the fact that staff should seek to avoid vicarious liability. This was the driving force behind the staff development activity and this set the tone for many of the subject specialists' participation in the sessions. I am sure that many of them would not actually have shown concerns in that area if they had not been previously warned. My argument is based on the fact that this concern was not raised in any of the other sessions that I have delivered. The six awareness raising sessions covered a further sixty staff.

The exercises have been used as a further opportunity to gather data and experiences for the research. The group activities, the staff's perspectives and

evaluations have been used to further inform the research. The booklet of activities they were involved in is included in Appendix 2 'Diversity in Practice'. Page 5 of this workbook shows the quotes that were looked at to give the subject specialists an opportunity to examine their views about disability. Page 6 of the booklet shows a practical exercise looking at putting the learning into practice. The EMFEC compilation of feedback has also been used.

Five stages of staff development

The theory stage of staff development is a foundation on which to build and the subject specialist benefits more when they feel comfortable and satisfied with their trainer. In Chapter Three I discuss the importance of who delivers the training as one of the key aspects of staff development. In this training, for example, one of the groups was keen to find out my experience and background as if in a way trying to validate my fitness to deliver the training. Once this was done the group proved to be one of the most productive of the batch. This links with the concept of the importance of the homophilous nature of trainers. It appears a worthwhile process to actually justify one's appropriateness as a trainer and in that process to actually focus on things which will have meaning to the subject specialist.

I have felt that the style of organic staff development advocated by Herrington (accessed 05/03/2004) might be a good way of embedding inclusive practice. Looking at some of the subject specialists' responses to the Golden rules activity it does appear that their preferred style would be for them to have control over and management of the learning experience of all their students:

> *Tools and content should be directed to the student(s) under direction of the tutor.* DP#1

Using the five stage model the communication specialist needs to consider engaging subject specialists at the different stages. For many of the subject specialists there are questions that they want answering. These questions are sometimes not the same as the communication specialist might have considered. For example, in dealing with practical subjects a key area of concern is around

health and safety issues; this is in line with Showers' demonstration stage. Several participants highlighted concerns around the following areas of Health and Safety:

Soldering and health conditions
Machinery usage
Practical activities DP

The following are concerns that I planned to make sure were addressed and seem to also revolve around demonstration and practice:

Calling upon expertise within the college.
Working with sign people(sic).
Specialist people and equipment.
How do you deal with disability without favour or offence?
How do you broach the subject (of disability) without making embarrassment?
How do I speak to this person or am I going to get a law case?
How do I support without making the student teacher's pet?
Can I keep up with the legislation?
What about the extra workload?
What about distraction for other students?

Flip chart exercise, DP

These are practical concerns and could be dealt with in the staff development session. The questions asked and the ideas that are expressed by the subject specialist show the move from theory to deeper level of learning and reflection on practice. Answering these concerns makes the leap from disability awareness, that is knowing about disabled people, to disability equality which is the actual inclusion of the disabled learner. In the evaluation of the sessions several participants found the process of actually writing responses on acetate sheets or a flip chart as a useful way of formulating and clarifying their own ideas.

Communication specialist and subject specialist
There was little mention of issues under this category. There were comments about working with 'sign people', specialist people and expertise. This suggests that it was an expectation that this type of work required outside support, however in the next section I demonstrate that the subject specialists had a good

grounding in awareness. I do wonder whether the mention of vicarious liability might have been counter-productive and may have made them suspicious of the communication specialists. It could be that they might be seen as informants on bad practice. I have already mentioned concerns over the non-homophilous nature of the communication specialist trainer. I am not convinced that it is essential for the trainer to actually be a communication specialist. This area is explored more fully in the next section 5.2.

Deaf awareness and equality

Even subject specialists inexperienced in disability issues acknowledge the need for differentiation:

> *If the class are all deaf you would have to tailor your programme to suit.* DP#2

From the groups' replies I wonder whether there is an amount of inherent awareness that can be teased out from subject specialists? These responses remain within a deaf or disability awareness paradigm and are around describing the condition. Does the subject specialist actually move on to disability equality by doing something with the knowledge? The following responses were given in an initial activity in the sessions, before any input from the trainer.

> *Deaf is only a statement about hearing ability, it does not say anything else about the individual.* DP#3

> *Handicap may not have a connection with academic ability.* DP#4

> *Avoid classification, view people in own right.* DP#5

> *Can be underachieving if labelled and given a resultant level. The classification can be discriminatory.* DP#6

> *Strong temptation to focus on what a person cannot do as a result of their disorder rather than what other things they can do!* DP#7

> *Pragmatic approach required. Not every one can cope with every course.* DP#8

This links with the theory stage of staff development mentioned in Chapter Three. The inherent nature of this awareness is further emphasised in one of the exercises the majority of participants felt an affinity with the following quote used in the workbook prepared for this course (see Appendix 2):

> *Lecturers may like the label of deaf but it does not describe intellectual strengths, current levels of academic achievement, description of behaviour, indication of social skills, motivations or interests.*

From the responses in some of the individual perspectives one can see ways of teasing out this awareness and one would be around personal experience:

> *When younger I suffered from a serious stammer. I have experienced the way in which people look at you, speak to you and try to avoid you when they know you have a stammer problem.* DP#9

There was one participant who had a hearing loss and he was very vocal in asserting that students were deaf and not daft or stupid. If there is some personal experience then this can be sensitively used as a development tool.

It appears that if a trainer can engage a subject specialist at this basic level then they can move on to dealing with their quite specific questions. One of the groups was composed of IT specialists. Their comments about the issues that were concerning them provide a view typical of other subject specialists. The session underlined the fact that the subject specialists have some prior disability awareness and this should be incorporated in planning staff development sessions. Their concerns can also be grouped:

Theory questions

Lack of knowledge/understanding
Knowledge of legislation
Legal liability with regard to an event that could occur

Demonstration questions

Can one always spot a problem?
Loss of students' interest due to slow down of work

Practice questions

Unintentionally offending
Lack of communication or support
What is available in support?

DP

Looking at the comments from the participants, there are areas that would inform staff development activity. By this I mean updates on acceptable language, support available and communication issues. In the action research process, I used these findings to modify the next phase of staff development.

There was a further delivery of disability awareness at City College Coventry. Some of the groups in this round of sessions were non-teaching staff. An initial activity which proved to be useful in ascertaining the starting point for subject specialists has been to ask the practitioners to put ideas together around what the word disability means to people. The comments reveal a basic awareness of the implications of disability:

Disability means physical, mental, social, behaviour and learning difficulties.
Communication concerns
Individuality
Not always obvious
Special people and special facilities
No go areas
Inclusive learning
Independence
Can be positive DP

A lot of the answers and responses to activities revealed similar comments. There does seem to be a level of pre-existing awareness though this might be expected from professionals. This view is suggested by the fact that the responses were similar across the groups and were usually given without any prior input. This theory stage is an important part and an essential foundation but needs careful handling as the subject specialists here are clearly not starting from a point of no knowledge at all.

An activity that I used to summarise learning in the staff development session is to write three golden rules that they would advocate to other lecturers. The five

groups' responses have been collated below and can be re-grouped into three
headings:

Treating as individuals

1. *Treat as any other*
2. *Treat as individuals*
3. *Address person as an individual not as a disability*

Communication skills

1. *Be aware of your body language and communication.*
2. *Listen to what person says.*
3. *Don't mention disability unless they do.*
4. *Find comfortable communication.*
5. *Good clear communication*

Attitude

1. *Give time and enough time.*
2. *Don't assume.*
3. *Don't patronise.*
4. *Not assuming we understand everything about disability.*
5. *Patience, keep calm, be tactful.*
6. *Be practical and honest.*
7. *Not over aspirational and be realistic.*

DP

If deaf awareness work for the subject specialists concentrates solely on
reiterating what is clearly already known it will not be professionally engaging
and will not lead to deeper level of learning. The evaluation at the end of the
session revealed the items from the session that were found to be useful and
showed that having an opportunity to show prior learning was valued.

5.1.4 Deaf awareness materials

The on-going search of the literature has informed the thesis and provided
further data. This included web-based materials as well as traditional books and
journals. It became apparent that there were some emerging considerations
which had an important impact on the area of staff development. One of these
was the materials given to participants. The actual profile of deaf awareness
materials and training are often lower standard than lecturers are used to
nowadays.

To conclude this preliminary stage of data collection there is a review of the deaf awareness materials. I have used this as a means of identifying what the communication specialists view as important knowledge and skills for subject specialist to acquire. I compare and comment on this in relation to Herrington's objectives for disability awareness. She suggests raising awareness, changing hearts and minds, developing change agents, developing inclusion, avoiding discrimination and identifying reasonable adjustments (www.nottingham.ac.uk/ssc/staff/randd_asdsds/organic.html. accessed 05/03/04).

The materials examined have come with permission from four sources; Derby College for Deaf People (see Appendices 8,9,10), Broomfield College , Engaging Deaf learners' project and Wolverhampton University. How do these materials compare with Herrington's objectives and what message do they give?

There were two sets of materials from Derby College for Deaf People. It is interesting that both sets were in current usage but gave different messages. The first set gave four sheets of information. The message seems to be conflicting and disempowers the subject specialist; this can be seen in two of its assertions. The first assertion is:

> *The deaf students need to be treated the same as other students.*
>
> (Appendix)

Having said this, the document then proceeds to describe four sides of special treatment required from the subject specialist. It seems to emphasise the need to build in the stages referred to by Showers et al. Looking at the list of messages there does seem to be a need to clarify and prioritise the message. Without some logical progression and sequencing of ideas there is arguably too much information for a subject specialist to assimilate. The information on the sheets misses out the theory stage. Obviously this may well have been covered in staff development sessions but it is also the case that the sheets were given out to subject specialists at their first meeting with a communication specialist.

The second assertion is:

> *A communication support worker: signer, lip-speaker, or note taker, is there to facilitate communication, not to participate. You should speak directly to the student.*

(Appendix)

The assertion clearly goes against what some of the subject specialists have requested which is reported later in this chapter. This could well be seen unhelpful and raise issues of what a difference active participation might bring. There is strong research evidence and theoretical evidence that active collaboration will enhance the learning experience of the deaf learner. Jarvis (2003) actually shows that learners want a less intrusive level of support and this suggests that the amount of support needs to be carefully decided. The idea advocated by Education Walsall of an inclusion planning session would seem to be something that would meet the needs of both the subject specialist and the deaf learner. This would also benefit the communication specialist as they would be more closely aware of what was needed within a particular learning environment. The child or young person has not been involved in this process but one would need to ascertain how the voice of the child or young person can be included.

Another assertion in the handout which crosses professional boundaries and raises questions about whether such comments can actually be made by someone who is not homophilous is comments about teaching styles. The handout contains over fifty per cent of its guidance around changes to teaching delivery and style (Appendix). The guidance includes telling the subject specialist how to lay out their rooms, how to arrange visits and how to structure lessons. These are all areas that are very much the prerogative of the lecturer and can not easily be changed without negotiation. These changes can be linked into Showers' five stages. If the subject specialist has not got the first stage of theory then it is not straight-forward to move to the demonstration and practice stage. As mentioned earlier in this section without having some of the basic theory there is a risk of the subject specialist making decisions on the basis of inaccurate information. The request for change without being made within a context and framework of theory can also be seen as oppressive to the subject specialist. If one of the objectives is developing change agents then it is essential

such work is on a firm and valid foundation. As reported earlier it can also lead to subject specialists feeling there are too many adjustments that need to be made. When a theoretical foundation is established and understood then other stages can be accessed more fully and more meaningfully.

In the sheet there are references which require background knowledge:

> *Speak clearly- not too quickly or slowly.*
>
> *Keep the distance which suits the student- not too close, not too far.*
>
> *Do not use long words where short words will do.*

(Appendix)

These statements raise the question as to how a subject specialist decides upon these measurements without more guidance and the need for information to be placed within a knowledge base.

The second set of materials from Derby College for Deaf People gave some negative and potentially confusing information (Appendix). The leaflet does not help in the development of inclusion, avoiding discrimination and making reasonable adjustments. First, the terminology used refers to 'handicap' and 'hearing impaired' (interestingly the college actually tells its own staff not to use these phrases) and then Hearing Impaired Support Service (which is not part of the college's service).

Second, the message given is sometimes not going to support the inclusion of deaf learners:

> *Hence, such youngsters moving onto Further Education would seem to have the almost impossible task of coping on a full integrated college course.*
>
> (Appendix)

This kind of comment only serves to feed some of the insecurities and concerns of the subject specialist. Having fuelled these anxieties the handout then places the blame for the difficulties:

Many of the initial problems faced by lecturers when working with hearing impaired students centre around their own failure to appreciate the following……

(Appendix)

The comment then gives a list of problems and finishes with the worrying additional comment:

The list is endless. How can lecturers be expected to cope?

(Appendix)

This is clearly inaccurate as it is not literally true but places more burdens on the subject specialist. The phrasing of the points of action leaves the reader again with many areas of confusion or interpretation. The advice suggests using 'straightforward' and 'concrete' words and the avoidance of 'unnecessary' and 'abstract' words. The information sheets continue by encouraging the subject specialist to 'come armed with alternative vocabulary' and to 'focus on essentials, try not to waffle.' Obviously the idea of 'using teaching techniques which enable the student to participate' is one the subject specialist would subscribe to but the information sheet is unhelpful in that it doesn't actually give any practical ideas. As an experienced teacher of the deaf, one of the teaching techniques seems particularly unhelpful:

When asking questions, give an example answer to clarify to the student what is required – even a blatantly wrong answer.

(Appendix)

Such advice is confusing and unclear and I would suggest unhelpful, for such handouts to be given out without a lot more advice will not empower the subject specialist. A deaf student would find it confusing to have a model suggested that isn't accurate. The leaflet does not help in changing hearts and minds as it proposes a teaching style that is liable to create confusion and lack of understanding. A deaf colleague showed that often it is worth actually asking the deaf person themselves, as her response showed she had very clear thoughts on what was needed and what was not needed:

What is it I like about deaf aware tutors? I'm on an IT course it's about getting attention and sitting in the right place, not let's stop whilst we make sure that Anne knows what's happening. If we do that then other students are bound to think I am getting

preferential treatment. It's more about the layout of the room and doing things in a subtle way. DLC#5

The next leaflet to be examined is one produced by Broomfield College. The information is produced in a small leaflet and looks at frequently asked questions that the writer of the leaflet has compiled. The leaflet is clearly more acceptable as it attempts to provide theory information and acknowledges the professional standing of the subject specialist. The answers are provided by the writer who is an experienced csw. The leaflet does not actually address any actions which might be required from the lecturer and leaves this to the subject specialist to adapt the learning to their environment. The leaflet cannot be a stand-alone tool and again needs supporting by additional information and training.

The next leaflet was part of the Deaf Learners' Champion project. The session was one that was designated as deaf awareness and not as deaf equality. This session was planned to be delivered by a deaf person and a hearing person and seems to be a useful precedent in the delivery of staff development. It moves away from the more extreme ends of the continuum where some advocate the session can only be delivered by a deaf person. It also acknowledges concerns that have been expressed in Chapter Three about the ease of communication that is possible with a deaf trainer and hearing participants. The session covered information that was considered of use to subject specialists. When asked in the project, some of the subject specialists said they did not find the statistics of any practical use. Some of the items in the presentation are contentious and subject specialists need to be given more information and knowledge to be able to accept some of the statements. Subject specialists have suggested that they are particularly concerned about assertions about the working conditions of support workers:

Allow regular breaks for the interpreter- remember they are human.
Broomfield College leaflet.

This kind of comment without some theoretical background is not likely to be well received by a subject specialist who will be under increasing pressures anyway. Fidler in his work comments about the subject specialist:

> The expanding student numbers and declining unit resource have increased staff workloads. Change has been fast and relentless, and this has given rise to perceptions of resentment to new policy initiatives and continued change: a factor worth considering when dealing with new disability legislation.
>
> (2003:33)

Quite simply the subject specialist needs to know why the interpreter needs more breaks than a lecturer is allowed. The Association of Sign Language Interpreters suggest that working from BSL to English or English to BSL the interpreter needs time to comprehend and reproduce in spoken English what is signed in British Sign Language and vice versa. (ASLI 2005:3) The publication further explains that this is taxing as it involves working between two languages. This sort of background information will help the subject specialist understand the issues involved in the interpreting process. A simplistic comparison devoid of information is another of those areas that is not going to be well received by some professionals who are not immediately homophilous with the trainer. I would also refer back to the need for clear definition and explanation of key themes within the subject; some items of information from sessions are clearly not givens.

The leaflet delivers the deaf awareness part of this area with clarity and ease of comprehension but raises some fundamental questions in the more difficult area of deaf equality. Looking at deaf equality as a more advanced part of the process, there are flaws in the content of the session. In some of the do's and don'ts there are comments which need unpacking:

> *Don't be embarrassed*
> *Don't give up*
> *Do persevere*

These are only three statements from a list of commands. The insecurity and fear that have been identified within subject specialists cannot simply be resolved by simplistic comments like these which may fuel fear and insecurity? There are elements that need to be gently drawn out in the theory stage of staff development. The subject specialist cannot hope to build lasting change if they have not dealt with the need for a firm foundation and feel confident in the underpinning knowledge for the actions they are being asked to take.

The next set of materials has been produced by Wolverhampton University (2002) and provides a different perspective. It is worth pointing out that they arise from a project aimed at developing an inclusive approach to Higher Education. This is the difference with the previous materials; they have all been delivered from within a communication specialist perspective which has not been grounded within a particular learning environment. Interestingly the materials have been developed in collaboration between a communication specialist and a subject specialist.

The starting point is different and these materials set a conceptual framework which links in with the subject specialist and allows a process of development:

> *The guidance in this booklet should help you understand the basic issues in teaching, learning and assessment whilst teaching art and design to d/Deaf students. (2002:1)*

The information works from a basis of what is reasonable and what promotes inclusion. Information is related to the lecturer's experience and does not attempt to jump from working in one paradigm to a new area of thinking. This is exemplified by the comment about deaf community and the use of the upper case "Deaf":

> *It is used in the same way other nationalities and groups would be spelt with uppercase letters, e.g. Spanish or Muslim.*

The materials avoid a political bias to the content and make a very clearly neutral comment about communication:

No communication used by d/Deaf and hearing impaired people is inherently better or more effective than another- it depends on the individual and the precise nature of their hearing loss.

Chapter Two outlined the key features of the historical developments in this area of education and the strength of feeling in the communication specialist professionals. These materials do not actually refer to any deaf community issues and maintain the line that there are different types of deaf people who have different needs. This is in sharp contrast to any materials used by other providers already discussed in this chapter. It is also supported by the comments made in Chapter Three from Corker (1995) about the diverse nature of the deaf population. Mole and Peacock (2002) are writing the materials for a university audience and have clearly decided what exactly is needed for that audience. Their assertion would seem to be that it might be intellectually engaging to discuss in great detail the characteristics of the deaf community but it has little direct practical relevance. The importance of statements which clearly suggest strategies is evident in these materials:

Many Deaf people who do not use English as their first language will use BSL instead.

They then explain briefly the characteristics and implications of using BSL and move on to look at good communication strategies. They have set the issue of BSL in context and have not allowed the linguistic issue to be underplayed or overplayed.

Issues raised in Chapter Three about ensuring that information was context sensitive have been addressed in this booklet. In the area of getting someone's attention, they do not mention flashing lights or stamping on the floor but rely on tapping lightly on the shoulder or waving hands. This requires ascertaining the views of the deaf learner as to the appropriateness of the intervention within a given educational setting.

The materials also suggest ways of building on the relationship between the subject specialist and the communication specialist:

> *Accessing and analysing these notes (taken by a note-taker)can be a useful evaluative tool for lecturers to improve their communication skills with deaf students.*

The materials clearly set out to develop informed subject specialists working confidently and proactively with communication specialists. This aim ties in with Herrington's objective of developing change agents (2002). The content looks helpfully at specific areas that have been raised by subject specialists in regard to their subject area and developing inclusive practice. The materials raise the health and safety issue that was raised when I was delivering sessions for City College Coventry. The issue is not tackled in any confrontational way but as a straight-forward health and safety risk assessment. Rather than develop a discrete case for deaf learners, Mole and Peacock tackle it as part of the normal health and safety considerations. Their advice is to seek guidance not from a communication specialist but from the health and safety officer or the disability officer.

The whole of the section on teaching issues looks at practical concerns that have been raised again by the subject specialists. The emphasis is on exploring ways of including rather than making special excluding provision and so there is clear guidance on idea storming, class management and course handouts and information. This includes a useful section on encouraging student participation.

There is guidance about the very specific subject related issues and an example of this including a section on "sound, sound editing and lip-synch". The materials give clear informed guidance as to how the subject specialist needs to practically manage the learning environment to maximise learning opportunities for the deaf learner. The benefit of a collaborative approach between the subject specialist and the communication specialist working together to produce advice and guidance on the specifics of the learning experience for the deaf learner is evident.

At this level it is important to ensure that advice is not decontextualised so that the subject specialist is aware of why he/she is doing something. This helps to build the capacity and confidence of the subject specialist.

5.2 Second phase: data collection and analysis

Themes that had arisen in the first phase have been further explored and developed in this phase. The development phase was particularly focused around the Deaf Learner Champion course and tracked several participants. This work was a structured attempt to deliver deaf awareness and equality to a group of subject specialists. The planned activity was unfortunately drastically curtailed by events outside of my control. First, I started a new job during the course of the project. Second, the colleges that were involved underwent a merger and restructure in a relatively short period of time. These changes did not impact on the start of the project but took on more prominence as the project went on.

Several data gathering opportunities arose during this activity. The first booklet includes activities which were completed in the staff development situation. Each transcript has been imported into NVivo and several participants have been tracked. The coding was worked on in more detail through a process which has involved reviewing each interview transcript several times and making links and observations. The coding has brought out various themes which I will proceed to explore in detail. From the existing work undertaken I have worked from the framework and foundation of knowledge and ideas to make considerations and interpretations about the subject areas.

5.2.1 The Five Stages

In this area of the research there were no specific comments which demonstrate explicitly the five stages but from the respondents' comments there are issues that are important and which can be related to the five stages. In reviewing the data I could discern the five stages of the process model suggested by Showers et al (1987). The first stage of theory raised some fundamental areas of concern surrounding the outworking of deaf awareness principles. Comments from the participants showed that they had taken on basic deaf awareness issues:

It boils down to things like lesson plans, making things visual. DLC #2

Some respondents showed that they had taken things to the next stage and were actually doing something about it. Deaf awareness as discussed in Chapter Three is about a description of the deaf person and deaf equality is about taking action so the deaf person is not discriminated against. The respondent who talks about the need for things to be visual for deaf people takes this to another stage by describing how this would happen:

> *Adapting any work into an accessible format and simple things such as writing key words on the board.* DLC # 2

Likewise another respondent shows firstly knowledge of deaf awareness and then their awareness of deaf equality:

> *Getting attention, they should be looking for anyway. Issue of touch to get attention is one that I have never felt comfortable with; it's a side of deaf culture that doesn't sit easily in hearing culture.* DPC # 2

Deaf awareness suggests that deaf people get attention through touch but as this respondent suggests, this is not solely the responsibility of the subject specialist. Deaf equality accepts that there might be issues about the working out of that premise in an inclusive setting. Another issue that needs to be carefully handled is the issue of support for deaf learners. Various respondents have seen the importance of support for deaf students as a deaf awareness issue but the practical outworking of that seems to be open to interpretation. However the same premise when considered in deaf equality is complicated by the fact that some of the subject specialists are identifying that there is a better relationship without the communication specialist:

> *When I didn't have CSW relationship was better. Finger spelling and putting on the board.* DLC#2

Deaf awareness alerts people to the fact that deaf learners might have problems with written and spoken English. I can see that deaf equality might simplistically be seen as allowing the deaf learner extra time but is that actually the best solution? The responses from the subject specialists in this section suggest that the answer is around a collaborative approach to support. The responses also show the double loop learning in practice. Deaf equality moves the subject

specialist to a change in behaviour and practice. Deaf awareness could be viewed as single loop learning as it continues to rest as additional knowledge within existing paradigms. Herrington's view of changing hearts and minds is also shown in this change from deaf awareness to deaf equality and the concept of working with others in the classroom is a change of mind for some (2002).

Communication specialists might talk of the importance of British Sign Language but it remains merely an intellectually engaging aspect of deaf awareness if is not translated into practical action. For example one respondent discussed this move from deaf awareness to deaf equality in the following terms:

> *The students are quite ingenious they do things like e mail to one another or scribble on paper. I actively encourage that sort of thing. That is the lecturer's role. A lot of students will go down the road of learning BSL if encouraged.* DLC# 3

Another example of this would be around issues of absence. Deaf awareness recognises if there are any reasons why a deaf person should have more absences than a hearing person; this is then followed by a response with deaf equality in mind:

> *Or another case is the Student not making it to classes and has missed so much then there comes a time when it is too late its exactly the same if deaf / hearing. No Buts. Making allowances for students, people maybe think a bit hard; always have to be a bit hard.* DLC # 4

The last area is the embedding of the process and looking at issues of on-going professional development, building capacity and using untapped potential. In dealing with any low incidence impairment, it is inevitable that participants on courses might first adapt materials and use the learning if they have deaf learners but if they have not got any quite naturally it will fade away:

> *Went on a deaf awareness course, adapting what I learnt to my teaching experience.* DLC#3

> *At forefront of mind for two weeks then fades.* DLC#1

5.2.2 Communication specialist and subject specialist

This second area covers an exploration of the subject specialist's basis of involvement. This includes consideration of the reasons for their involvement and whether there are any common features which are identifiable and of use to the trainer. As I have shown clearly in the theory chapter the driving force behind an initiative is important and makes a fundamental difference to the staff's participation. Buying in to inclusion can occur through institutional support and respondents' experience of this varies:

> *My college actually paid for the Three years of part time study, time off, exams. 1 1/2 hours remission from teaching the group I think one of the good things was the fact that it got reported in HMI inspection as an example of good practice.*
>
> <div align="right">DLC # 1</div>

> *But there wasn't much of a push in this college, they aren't clued up to thinking about these things really it is an after thought. Not much awareness of the deaf.* DLC #2

> *Did Stage 1 off my own bat. College paid for the course but it was in my own time.* DLC#3

> *Deaf students are an important part of College.* DLC#1

It would appear that there has also to be a motivation for inclusion from the individual tutor. This may come in the form of personal interest and links:

> *Purely and simply that I was mesmerised by Communication Support Workers communicating with deaf people*

> *Jerry Hannifin (here Helen smiled and used warm words).* DLC#1

The subject specialist has to be supported in their work. Some have no preparation and have deaf learners who have just turned up in their class:

> *Faced with deaf students I immediately thought Oh God what do we do with this.* DLC# 4

It is important to notice that for some lecturers their first reaction may be one of fear and panic when faced with an individual or a group of deaf learners.

Lecturers are unlikely to admit to their real feelings to someone they do not trust and may well mask their real feelings. The background to this research was a complete re-structure of the colleges closely followed by an Ofsted inspection. With so much change some lecturers' willingness to be involved in inclusion diminished. This is clearly evidenced by one of the champions asking for a deaf student to be removed from her sessions which were to be observed by an Ofsted inspector. Unfortunately I was unable to ascertain why she asked for this to happen. It may have been that she was concerned about the regulatory implications of the inspection and how the deaf student might lead to a lower grade in the inspection report. It was interesting to reflect on the fact that this champion actually had grave concerns about the effectiveness of the communication specialists working with her. I wonder how she was able to reconcile this with her strong view supporting inclusion?

One of the key areas of preparation focuses on the relationship between the subject specialist and the communication specialist is a potentially very influential one which needs careful fostering as it won't just happen. One deaf person pointed out the importance of this:

> *Social inclusion is so difficult when we're looking at stressed people taking on new concepts. It's a fact stressed people resist everything.* DLC#5

This potentially develops frustration in the subject specialist and an expectation that they should be kept informed:

> *Communication pathways are not open; pulling in quickly a named person to phone up or contact us is not always so easy. The student I was talking about I didn't know student had left, there was no formal ending.*
> *They have to realise there is a relationship: Where are they? Time and energy invested, filling person in.* DLC#2

If the subject specialist is to be really involved and have any ownership then the issues need to be addressed. These issues seem to be at different levels from a basic information level to an in-class communication and curriculum level. One respondent made this clear:

Really feel there is a lot more needed on communication and what and where are you going and where it is leading. DLC#2

The feedback from the subject specialists seems to suggest that some of the subject specialists and many of the communication specialists saw the deaf learner as the responsibility of the communication specialist. The reliance on the subject specialist being able to use their skills and expertise in the deaf learners' education is drawn out clearly in this respondent's comments. She underlines the importance of making decisions in co-ordination with the communication specialist:

You have people who have GCSEs which aren't brilliant, they want to do something and they're not sure what. There's some who think that IT is suitable for the deaf.
Any systems analysis will need to ask people about the job. It isn't a skills based subject. Analysis skills relying strongly on language ability. Some should definitely not be there. Don't know whose decision. DLC#3

If the subject specialist is to have responsibility then there has to be an awareness of the whole process and not simply putting a deaf learner in a class without any preparatory work. A Deaf colleague made the following observation which suggests that part of the problem may in fact lie with the communication specialist. She is also a communication specialist trainer and considers the issues:

Professionals across the board just don't see that deaf young people have the same rights.
Barriers need addressing, not allowing themselves to feel that they are having work done for them. It boils down to help in empowering skills, how do you practically empower? DLC#5

Some of the respondents suggest that the communication specialist actually works against deaf equality. It is an interesting discussion item to explore to what extent the communication specialist actually hinders the inclusion process. Comments from some of the respondents support the views of some researchers expressed in Chapter Three. There was a concern that sometimes the presence of

a specialist support worker actually works against the efficient working of an inclusion placement.

> *75% of Communication Support Workers are top class and the other 25% leave a lot to be desired.* DLC#1

> *Some people from here (DCDP) make so many allowances.* DLC#4

> *The problem some CSWs have is that they do not get involved with class if CSW working with student, waiting for me to do it CSW could be more willing to be an assistant.* DLC#4

An example of this is around issues of deadlines for work:

> *June 19th is the deadline for an assignment Monday morning comes and they have missed the deadline. Staff making excuses for the student. The fact they are deaf is irrelevant pleading deafness as a reason for concessions. The csw should support the person achieve the deadline. For an Extension I am normally quite adamant about no. Inadvertently being patronising. There there, you're a deaf person, getting an extension patronising.* DLC # 4

Does the communication specialist have any concept of how their role fits into preparing the learner for the world after school? A deaf colleague who has been acting as a critical friend commented on this area:

> *A lot of support workers have never met deaf adults, its earth shattering for them. They really need to meet deaf adults then deaf children. Why can't they see the value of deaf tutors and getting them to see what is being taught?* DLC # 5.

The negative experience the subject specialist had of some communication specialists centred on some of the communication specialist making too many allowances.

> *Learning problem is ok to think in terms of but behaviour problem is not ok. Not treating them any different you know the "does he take sugar syndrome?" That automatically makes a barrier? Some people don't want to know, they are scared. This is often because of a lack of experience.*

DLC # 4

This subject specialist and others point to the unwillingness of the
communication specialist to get involved.

> *Yet if I've taught something then I am disadvantaged if CSW doesn't
> intervene, why wait for teacher all the time may move on. Some
> teachers might get shirty. But the csw is or should be confident as they
> are in the classroom, knows what the student and themselves are good
> or bad at. Some lecturers see a threat in the CSW in a classroom. But
> it does help in the deaf students mixing with others.*
> DLC # 4

Some subject specialists feel that the communication specialist should not be
teaching. Others are concerned about the actual quality of what is being
interpreted, if these concerns are not answered in staff development sessions
then it will have an unduly negative effect on the relationship.

> *Can reinterpret subject but you do wonder who's doing the teaching.
> How much correction goes on and doing it right or wrong. Depends on
> the person and their integrity. It's useful to have a relevant
> background. If students aren't getting it should not be the interpreter's
> fault, time saving they should be relaying info. Occasionally the
> support worker takes over teaching but shouldn't normally.*
> DLC # 3

The importance of dealing with the dynamics of the relationship between the
two specialists was emphasised by a deaf colleague:

> *The mechanics and dynamics of deaf awareness is really a crucial
> area. Deaf awareness often misses out on the crucial phase of
> dynamics.*
> DLC # 5

The communication specialist needs people skills to work in the inclusive
setting. A deaf colleague made the following observation:

> *CSW s need to understand the philosophy of education, they need to be
> able to talk to teachers, talk to other csws, talk to the deaf, and to the
> hearing.* DLC#5

One respondent expressed the need to understand the philosophy of education fairly bluntly:

> *CSW maybe don't understand what goes on behind the lesson. CSW supporting one or two students and are focussed on that student whereas lecturer has up to 15.*
> DLC # 4

Another subject specialist outlined some of the barriers in trying to accomplish an effective working relationship:

> *They have an aura about them; feel they are there for the student and no-one else.*
> *Work produced by student depends on the variety of and quality of Communication Support Workers you've got a spectrum from Kevin to those just employed this year. One class I have had 5 different Communication Support Workers this year.*
> *You can't over emphasise the importance of relationship with the CSW and lecturer consistently working together, getting the message across.*
> DLC # 1.

> *There are a cluster of Communication Support Workers who you can trust to deliver to best of their ability. Some csws do the work for them Some are very critical For example I was covering a class, the CSW was very critical of me in sign not realising I could receive signing. That doesn't help at all.*
> *You have to try to forget the CSW is there. But this does underline the importance of good relationships with the Communication Support Workers.*
> DLC # 1

First the communication specialist and the subject specialist need to be able to relate to each other as equals in the working environment. Second there needs to be consistency in what is offered by the communication specialist; it should not depend on who the specialist is. Third there needs to be practical guidelines on working with another professional. It would appear not to be an automatic skill and competence for some communication specialists. The importance of the dynamics of the relationship have been emphasised by colleagues on both sides. One of the respondents pointed to the changes that are present for some subject specialists. Similar feelings were also mentioned in Chapter Three in the 'Inclusive Classroom Project' at Education Walsall. The subject specialist needs to be able to see their potential role in the process:

At start I felt threatened by the interaction they had with the deaf students.
Started to realise I had control over the learning, but felt my own ignorance; I felt the lack of knowledge of BSL was a barrier for me.
DLC # 1

One aspect of their role is around identifying areas that need to be resolved. Looking at some of the issues raised by the subject specialists as concerns then one can readily see an agenda for collaboration:

Integration implies not being isolated but I am really not sure.
DLC # 1

You know that the pace and handouts can be adjusted to deaf students if discrete.
DLC # 1

We looked at numbers and it seemed better to have the group as one discrete group. My personal view, they benefited but missed out on hearing student's views. They took to it more with no inhibitions. Their group work was brilliant.
DLC # 1

This respondent has identified issues of isolation, pace of lessons, handouts and group work. These are barriers that the communication specialist should be able to support the subject specialist in overcoming. I have mentioned in Chapter Three my concerns that many communication specialists are in fact unable to offer such support because of lack of experience and expertise in the practicalities of inclusion. One possible answer to this dilemma is for the two specialists to actually work together to find an appropriate response within an inclusive setting. Herrington's organic staff development model would clearly give the professional development setting for this to happen. I have shown that subject specialists given the appropriate information can often be helped to resolve practical issues.

5.2.3 Deaf awareness and equality

The third area is the theory and demonstration of the subject matter. The distinction between deaf equality and awareness is the starting point of this

section. As an experienced practitioner, deaf awareness and equality are about far more than how to get a deaf person's attention. However, looking at the respondents this is seen by some of them as an issue of importance. By interviewing subject specialists and communication specialists I have tried to tease out what is required. The mechanism and practicalities of support are investigated. Lastly the demands of inclusion are commented on. This section includes analysis of the responses to include an attempt to qualify whether something is basic information which would be expected of a specialist, general deaf awareness or specific professional theory linked to deaf learners. This section will also include an analysis as to what might be considered the subject specialist's role and what might be expected to be the communication specialist's role.

Chapter Three raised the importance of understanding and engaging the 'learner' who is the subject specialist in our staff development. Other responses referred to the intellectually interesting information that many communication specialists include about the prevalence and statistics of deafness but questioned its practical relevance. I responded to these issues by first developing a course booklet which allowed further reading and activity after the session. Further changes that these reflections brought about were removing the statistics exercise and replacing it with a reference in the course booklet. Second I identified that without some pre-course planning deaf colleagues were likely to become anecdotal and were not likely to address the issues that the participants wanted. It also caused me to reflect on the need to consider carefully who should become involved in the staff development session. Before leaving my previous job I had started the process of a 'training the trainers' session for deaf colleagues who were to be involved in staff development activities. Chapter Three suggested that the learning has to be professionally engaging and this can not be done in isolation from considering who delivers the training.

The majority of respondents valued the opportunity to ask questions and receive answers which were grounded in practical knowledge and experience of teaching. Staff development activity benefits from there being an arena for discussion and dialogue. Colleagues seem to value an opportunity to give voice

to concerns and rehearse solutions and reflect on practice in a supportive professional environment. Relating deaf issues to their own subject area was a key feature and exercises which did not have some direct perceivable link were not welcomed. In this activity there was an informed perception that the subject specialist was moving from deaf awareness to deaf equality. It also seemed to allow the movement from single loop learning to double loop learning. This move required a personal engagement in the process and without this opportunity during the training sessions I would suggest that many would not actually do this.

Another issue that was not straightforward to subject specialist colleagues was the use of quotes with intellectual reflections on disability. There seemed to be an enjoyment of the exercise but annoyance in the materials used. I changed the quotes from theoretical writings to ones from practical experiences and observations. Activities should not take away from the desired outcome for the session; the quotes were getting in the way of the outcome which was a reflection on what deaf awareness meant in practice.

Looking further at the content of the skills required this same colleague stresses the practicalities of support work.

> *Handling social relationships can be stressful and challenging, working in a cultural model. Too often deaf awareness ends up being intellectually engaging. It's about things like being able to include a student without making it obvious.* DLC#5

The dialogue around culture is engaging but needs to be brought to a practical outworking. It is easy to champion the cultural aspects of deaf education but far more difficult to encapsulate how deaf learners can be catered for in an inclusive setting. If a subject specialist is allowed to hook on to a single aspect of deaf awareness and not encouraged to see the fuller picture of deaf equality then the result is imbalance. The subject specialist often has a good foundational understanding of the issues:

> *Having a disability does not mean the learners cannot behave like any other student can be idle, enthusiastic etc just the same.* DLC#6

An interesting follow-on warning captures a key principle when working with any learner with a difficulty.

> *Potential to not take full part in life if you let it.* DLC#7

Responses received reflect the dichotomy which was outlined in the history chapter, deaf people are often unhappy with the education they have received but acknowledge the benefits they have received from that education. This dichotomy is not always reflected in the thinking of the naïve subject specialist or communication specialist.

> *But I suppose it's changed them and really it's made them the people they are today with high profile jobs.* DLC#5

How do the views of the deaf community which are often conflicting and complicated become reflected in such thinking? Who actually decides what the best option is and what weighting should be given to different perspectives? There can be a reluctance to acknowledge different perspectives and consider the issues and go instead for a less demanding interpretation and solution to a situation:

> *When in a mixed group they felt isolated. Deaf students wanted a discrete group, and actually chose that when we gave them the opportunity to stay in a discrete group.* DLC#1

I would be interested in whether the personal preference of the learners was actually weighed with optimum learning environment for them. Deaf colleagues affirm that the best scenario is when deaf and hearing people work together:

> *Inclusion, well there's a question. Deaf children have a right, I seriously wonder if teachers see it like that. You get it from deaf people who say "I went to a hearing school" That's rubbish; it*

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should be that school was for anyone, it's not a hearing school.
DLC#4

Seeing inclusion as a right will make a difference to how the subject specialists see their role. Deaf awareness may discuss the facts around discrete schools for the deaf but may not fully explore the issues around inclusion. One respondent emphasised the balance that is required:

Encouraging tolerance and understanding from hearing students. Conversely making sure that deaf students accept that they are working in a hearing world and that they have a responsibility as well. DLC#5

In this project I asked some of the respondents what they thought were key areas of importance for the staff development courses. These respondents were ones identified by having had deaf learners for a number of years and who anecdotally were respected by communication specialists. Their comments revolved around three areas of sign language, treating deaf students the same as others and teaching styles:

1: Sign language

Interested in basic signing, don't use it, lose it. DLC#4

Learn about their language and their background. You have to take a step in their direction; you'll be rewarded like going to France and asking for things in French. Signing simple phrases and the fact you've made an effort. If you don't, they feel that you can't be bothered with them. DLC#3

Found it really useful having a basic understanding and awareness of BSL. Stuff like where were you yesterday. Knowing the structure of BSL helps you understand why a piece of work looks like it does. DLC#3

2: Treating deaf students the same as others

Aware of student, where from – assumption, how is it different from hearing student background. DLC#4

Getting over to the people that a deaf student is a 16 year old who happens to be deaf. DLC#2

Disabled claim DSA. Is a deaf student disabled? Only disabled if let them be. Don't treat deaf students differently: if want to give them a b******** do. DLC#4

Focus on individual not on deaf. DLC#3

Try and concentrate on their ability and not on the disability. DLC#6

Three: Teaching style

They make full use of the OHP and writing on blanks and make full use of hearing aids.
It's an emphasis on visual plus plus. DLC#2

Techniques different ways to approach way to teach use CSW. DLC#4

Focus on working with an additional person. DLC#3

Partnership is the key word DLC#5

One simplistic conclusion from some of these responses would be that all subject specialists need a BSL course. However, I am concerned about the content of a comment made by a deaf colleague and her clear statement that BSL skills are not enough. As reported in Chapter Three, the level of signing skills required for competence would need an unjustifiable commitment of time and energy.

Going on a BSL class is fine but where are they going to get it reinforced? We really do need to look at contextualising BSL for the lecturer and describing BSL in a way that is meaningful to the lecturer. DLC#5

It is important not to see BSL as the panacea for including all deaf learners and the respondents are clearly not suggesting this. This was interestingly picked up by one of the respondents who was formerly a teacher of the deaf in another part of the country:

Limited view in Derbyshire I can't understand deaf people not being told about what they can do. DLC#2

> *What is worrying about it is actually those who are hearing impaired in county (Derbyshire) There is far more that can be done for the severely deaf in the use of residual hearing there is a lot I am aware of from my Audiology training? Impression of not wishing to include my views I wouldn't mind if this was there already yet it is not included.* DLC#2

This quote highlights the problem that often faces people within the specialist sector. There is a lack of communication about good practice and an unwillingness to consider other solutions. It is also a matter of concern actually to define good practice within deaf education from which to measure any activity. My own feelings about the lack of such opportunities were confirmed by a reply from a colleague in an on-line conference.

> I don't doubt that good practice exists, but I agree that actually seeing it is a problem. Perhaps the reality is that those institutions which could be considered as models need to be resourced to act as consultants to others.   (Turner 2004:2)

5.2.4 Conclusions from the Model

The Deaf Learner Champion model provided theory and demonstration within the course and developed the foundations for the other three stages of staff development. Each week there was an opportunity for participants to ask particular questions about their own situations which was a conscious attempt to move from theory into action. To facilitate the embedding of good practice, this area has been further developed. I have accepted that the last stages are the important ones for embedding new practice. To ensure that there were opportunities for practice, feedback and coaching I included and planned several activities. The first was an e mail discussion group as part of the college's web site. This meant that any questions from the subject specialist could be posed and model answers given by the communication specialists; these questions and answers could then be viewed by other subject specialists. The web site had all of the sessions from the Deaf Learner Champion course so that they could be used as a resource for others. The Deaf Learner Champions were going to have regular networking meetings after the course to receive further training and updates from the communication specialists. Issues from the Deaf Learner Champions would also have been fed into the communication specialists' meetings. I envisaged that there would have to be further work on disseminating

the findings from the activities and follow-up interviews. I would also consider the feedback from the communication specialists as being a possible measure of impact of the training of subject specialists. I would also suggest that the student feedback mechanisms might provide triangulation evidence as a measure of the impact of training.

In my new work in Walsall I have been impressed at the way the Inclusive Classroom Project has embodied aspects suggested by this research. These developments have reinforced my views about embedding good practice. Phase one of the project was based on trios of colleagues working together; namely an Advisory Teacher or an Educational Psychologist and two teachers. These trios enabled feedback, coaching and practice. In phase two of the project phase one colleagues were used to support teaching colleagues which clearly uses the benefits of their more homophilous nature. This concept of homophily relates strongly to the findings I have drawn from the Deaf Learner Champions. The project was based on the currently widely used concept of the champion in much recent innovation in further education.

5.3 Third stage of data collection: triangulation

In this section I will use information and data gathered from four different sources; an awareness session with subject specialists, an e mail discussion group, discussions with colleagues who are subject specialists and discussions with colleagues who are fellow researchers. The data collection work with colleagues focussed on discussion around five loosely grouped themes:

    1. Views on content, mechanics and dynamics of deaf awareness sessions.

    2. Communication Support Workers.

    3. Delivery points on staff development.

    4. Experiences of support or deaf awareness sessions to share.

    5. Communication considerations.

Each of the data-gathering opportunities serves to further clarify, deepen and refine the research findings. But most importantly they serve as a means of

triangulating existing thinking and observations. The triangulation phase has been one where further clarification and refinement has been undertaken by making links with other activities in this subject area. This phase has been grounded in theory and changes have been made as each activity has been undertaken.

The group of Key Skills tutors of adult literacy and numeracy tutors at Chesterfield College who were doing a session in working with Deaf learners in Key Skills. They had already had a basic deaf awareness session on a previous staff development day. They answered a deaf awareness session exercise on 'What questions do you want covering in this session? The answers have been typed up and included in the appendices. It has become clear that subject specialists' questions can be divided into questions around deaf awareness and around deaf equality. It also suggests that staff development sessions do need to allow the tutor to explore both aspects of the subject. This is shown clearly when one analyses the questions raised by this group. They had knowledge and information but wanted to move it on to further action. Using the double loop learning model, the subject specialists had already gone through the single loop learning of deaf awareness and were ready to move on to double loop learning. These questions posed by the subject specialists show a desire to move beyond deaf awareness to deaf equality.

How do deaf students integrate in schools/ colleges?
How do students choose which college to attend- special or general?
Do deaf students receive nationally recognised qualifications if they attend a school for the deaf?
How can I communicate with deaf people?
What is a manageable lesson length?
What teaching strategies work for deaf students?
What strategies are best for teaching a deaf person to read?
How do you involve a group of deaf and non-deaf students?
Are there any good books for tutors who have just started teaching deaf students?
How can tutors co-ordinate that?
How can I teach abstract mathematical concepts?
Is it normal for deaf students to have difficulties with telling time?
How do you think deaf students prefer to learn grammar skills?
Where can you get resources for teaching literacy to deaf students? KS

These questions show a whole range of issues that are important to the subject specialist and may not actually even be considered as questions to answer in deaf awareness sessions. Does the communication specialist know what information a subject specialist actually requires to provide an appropriate inclusive setting?

This lack of awareness is shown when I asked for comments around this subject to an e mail discussion group which was a list of communication support workers working in the further education sector and posed the following question:

> *What are the three key things a non-specialist lecturer should be taught to be effective as a tutor with deaf learners?*

I posed this question to explore what sort of response would be given and to compare it with what has actually being said by subject specialists. One reply suggested that the essential knowledge was the cultural and communication factors. It is hardly surprising that this did not appear in any of the subject specialists' responses. The comments also confirmed that it is not an area that has been considered and debated.

> *Phew, quite difficult to agree on just three points! There are many cultural and communication factors which lecturers should be aware of.*
> EM#1

This was expanded by another respondent who wrote:

> *Communication and cultural factors which effect learning opportunities for Deaf learners i.e.: teaching not provided in first or preferred language, oppression experienced by Deaf learners, the dominant form of language being English which is not always accessed by Deaf learners, not understood by educationalists.*
> EM#2

It was interesting that the first respondent agreed with this perspective in theory but saw it as an area to be discussed if the tutor was to be around Deaf learners for a while and then only if time was not an issue. The other advice given ties in

with the issues deduced by the subject specialists. It is interesting how the variation in the respondents' replies revealed that it is possible to look at the question in two ways. The first way disempowers and this second response empowers. If one emphasises the difference and supposed uniqueness of the learner then this moves to a body of knowledge which disempowers. If one focuses on the knowledge which is needed to empower then this raises possibilities of subject specialists having sufficient underpinning knowledge to work with. The third respondent suggested:

> *The key areas that the tutors found most useful and interesting are the language and limited vocabulary of deaf students. The majority of tutors did not relate language with deafness, so were very surprised.* EM#3

> *Another key area we covered was the role of the CSW, both direct and indirect. Consequently tutors were keen to get course material to us a lot sooner because they realised the importance of modifying the language and the length of time it takes to do this. Most of the tutors now consider language and layout of any handouts they produce.* EM#3

These points might be considered as part of the on-going discussion around the content of staff development sessions. There needs to be a scenario where the participants in the learning environment of the staff development session are able to perform the roles which utilise their expertise and experience. An inclusive approach needs to include the key people and make sure that they are all working to capacity and are all working in a coordinated approach. Some subject specialists will have to be supported in making the step from deaf awareness to deaf equality and be helped in moving from theory to practice. A respondent made the following comment that reflects the theory supporting partnership or collaborative working mentioned in Chapter Three:

> *One of the main things we noticed was that huge improvements came out of tutors merely talking to csws, a concept new to some!!* EM#4

It is interesting to see the communication specialist actually referring to an issue identified by the subject specialists. Where does this real or perceived breakdown in communication actually stem from?

One of the respondents suggested a key area which would actually help move staff development on to the two final stages in Showers' model, the feedback and coaching stage:

> *Knowledge about regional networks and/or people who can*
> *help both educationalists and Deaf learners to get the most out of the*
> *learning/teaching experience!* EM#2

The model suggested in the second phase of data collection, the Deaf Learner Champion model, provided a good means of ensuring or facilitating feedback and coaching. What becomes clear is the danger of allowing subject specialists to think they have become communication specialists by default. Some subject specialists felt they were communication experts because they had worked with deaf learners over a period of time. In the discussions with colleagues who are subject specialists there were some myths being put across by them as facts about deafness. One tutor who was responsible for organising support for deaf students in a sector college claimed that a tutor needs four times more time to cover the same material as hearing learners. When challenged about this their only basis for this claim was experience. I would question that premise and suggest that there would be additional support and particular teaching styles which would be used to enhance the learning experience without prolonging it. This implies that the subject specialist with solely practical experience needs to be supported with theoretical knowledge.

Another example of the need for some basic information to be included in the theory stage of staff development was highlighted for me in a staff development session with IT lecturers who had been working with deaf learners for many years. I had been called in to deliver some workshops to answer some problems that had become an area of dispute. Their views were crystallised by two of the participants:

I'm not happy with deaf people's work being translated by the csw. I don't know if they are cheating as their written notes are different to the transcribed work. IT#1

Deaf people would get a better deal if they were taught separately at their own pace. IT#2

 BSL is different to Asian languages; I haven't got any issues with arrangements for Asian language users. IT#3

These were comments from experienced subject specialists who had been working for many years with deaf learners. I explored the background to the comments and found that the view about discrete education had arisen because of the influence of a communication specialist. The other views about languages came from a lack of understanding of the nature of what the communication specialist was actually doing and an inability of the CSW to explain what was fairly basic information about British Sign Language. This seems to emphasise the importance of some explicit knowledge actually being taught. This emphasises the importance of the subject specialist and the communication specialist working together and planning and working towards mutual empowerment.

The e mail discussion with research colleagues was an interesting extension of the analysis emerging from the data. I found it reassuring to hear one colleague's view that there were ingrained views held by some professionals. I would suggest that this criticism could be aimed at both sides of the relationship. The following quote suggests this as being a characteristic of professionals working in the deaf world:

The only thing I felt was vital was going in totally open and non-judgementally, I know from what parents said that they felt some professionals had ingrained beliefs which must affect their interactions with other professionals of different beliefs as well as impact on the deaf individual themselves.
RC # 1

The professionals referred to by this colleague were the communication specialists who had a specialism in working with deaf people. The other replies from the research colleagues did not reveal any further new information.

A failing in the system of the staff development reviewed here, which has still not been resolved, has been the lack of input and development in the feedback and coaching stage of the model advocated by Showers et al (1987) (cited by Cox and Smith 2004: 20). In the model of the Deaf Learner Champion staff development, there was the opportunity to have regular meetings between the subject specialist and the communication specialist. The idea was also to have an e mail help desk which would enable the champions to deal with on-going issues. I have used this informally with colleagues and have found it a welcome facility:

> *Thanks, just a couple off the top of my head, there are more to follow.*
> *Our deaf students haven't been assessed for a couple of years.*
> *Exams are here and a big problem for one student who has no*
> *proof and refuses to pay his doctor for a letter, how do we go on?*
> C # 1
>
> *One of the lecturers was concerned that during a maths exam the csw*
> *was signing the answers. What's the official answer to that?*
> C # 2

There are other examples of this feedback and coaching style of staff development. One area that has not been addressed has been that of coaching on professional practice. This could have been part of the on-going meetings that were envisaged in the Deaf Learner Champion project. Cox and Smith suggest:

> Coaching goes one step further: it provides an opportunity for the
> teacher to reflect on the lesson and consider, in a supportive
> climate, why an approach did or did not work and how it might be
> changed or refined. (2004:20)

5.4 Concluding comments

The ultimate aim for the staff development can be echoed in the comment made by a subject specialist after undertaking an autism awareness session at Education Walsall:

Like a light switching on as to why some children behave the way they do. Gave me lots of ideas and ways of dealing with the child
C # 3

This quote graphically supports the Brockbank and McGill (1998) model of double loop learning which is also shown in the responses in this chapter.

The following five questions have been collated in Table 5.2 Response and Overview from Data Analysis and Findings:

1. Who delivers it?

2. Who receives it?

3. When is it most effective?

4. What should it contain?

How should it be delivered?

This table gives a useful summary of the findings from this research and can be confidently used as the information has been gathered from several situations.

Showers et al (1987) provide a good practice model to shape staff development in this subject area. The five stages are clear and distinguishable in the responses. There is a body of knowledge needed to underpin understanding of the deaf learner's situation and appropriate action. This body of knowledge sets things in context and enables the subject specialist to be informed and have a degree of understanding. This then informs further activity and intervention. The question raised by this research is how the trainer does that in the context of deaf learners. The knowledge divides into areas of deaf awareness which provide information about the deaf person and areas of deaf equality which offer changes to provision to accommodate the deaf learner. There are dangers in focusing on one without the other and I have shown examples of this in the respondents' replies. I have also linked the theory of single loop learning and double loop learning to deaf awareness and deaf equality. I have argued that single loop learning is evidenced in deaf awareness where the information is absorbed into an existing framework of knowledge and does not lead to any change in teaching behaviour. If this information leads on to action then double loop learning is evidenced. For double loop learning to occur and be embedded then I argue that due consideration has to be made of the latter stages of

Showers' staff development model. Single loop learning focussing on theory and demonstration may not lead to any building of confidence and capacity. Whereas double loop learning linked with practice, feedback and coaching will lead to improved confidence and capacity building. My experience of the coaching stage diminished when I left my previous job. This is an area that would be important to develop in future research.

There is also a body of knowledge which is specific to deafness and can make an institution and the curriculum restrictive if there has not been due regard given to this. There is not an automatic link between descriptors of an impairment and an effect on learning. In this chapter there has been a clear identification of the issues which need to be considered in delivering a truly inclusive learning experience for the deaf learner. This links with Herrington's objective of developing change agents for inclusive practice. A key feature that has been emphasised has been the working relationship in staff development and in on-going support between subject specialist and communication specialist. This relationship can either empower of disempower the subject specialist. If the communication specialist jealously guards this information then this places the subject specialist at a distinct disadvantage. The communication specialist can learn much from the subject specialist. Healey describing disability awareness in Higher Education makes this distinction clearly:

> Most of the academics had little knowledge of supporting disabled students, whilst most of the disability advisers had relatively little experience of teaching and learning……
>
> (2003:12)

There is an interesting additional benefit if both parties work together, this was one of the results identified in the Healey's research; "both groups underwent a period of rapid learning as the project developed" (2003:12). A link is made between Ofsted's criticism of the communication specialists being unaware of equality issues. This is raised by some of the subject specialists as a concern about what in effect is actually disability discrimination on the part of the communication specialists. Communication specialists need to consider how

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they can develop inclusion, avoid discrimination and make reasonable adjustments.

The model of staff development advocated in Chapter Three based on work by Herrington and others emphasises this model of collaboration. Mike Adams, the director of the National Disability Team promotes:

> It was led by academic staff in partnership with disability practitioners. This kind of partnership has signalled a real shift in thinking regarding disability issues. (2003:12)

The benefits of this kind of working have also been drawn out in the section of this chapter on the Deaf Learner Champion project and in the section on the materials being used in deaf awareness and equality training. I have discussed the importance of not making any assumptions about communication specialists having appropriate skills in inclusive learning.

This chapter has supported the fact that there are indications that Showers' (cited in Cox and Smith 2004) five stages of development is a more effective tool around which to design staff development. The five stages are shown as being required to enable the embedding of any change. The Showers model provides a suitable framework for staff development in inclusive learning. Emphasis has been made that the theory stage is clearly essential in effective staff development. Fidler comments:

> Once staff are aware of the issues of equal access and the needs of students, they are more likely to support initiatives based on equality. (2003:39)

Showers et al suggest in their study of 200 In-service Education and Training programmes that even though teachers were often very enthusiastic about training they received, they rarely applied it in a way that led to long-term change in practice (cited in Cox and Smith 2004:20). I have shown how the staff development model used by Showers et al can actually be used and can lead to good practice. In the data analysis responses and interviews have been reported which make suggestions about how the feedback and coaching stages can be

addressed. Reference to activities for spreading good practice have been discussed and reference made to Cox and Smith (2004) who suggest activities such as advanced practitioners, coaching, peer support, workshops, shadowing, action research and lesson observation.

Brockbank and McGill's double loop learning has been shown to be discernible in selected staff development activities. The model works alongside the Showers model and can be seen to refine that model and the practice of staff development is further improved by drawing on it.

Last, I have emphasised the fact that staff development has to be a structured and considered approach if it is to actually make a difference to deaf learners. From the data it can be shown that the institutional driving force behind a staff development activity makes an immense difference to the eventual impact and the successful building of capacity. I have also shown that the theory stage is vital and emphasise the danger of making assumptions about the level of knowledge of subject specialists and suggest that Showers et al's model is a good model to bring about behavioural changes in subject specialists and contrast it with other models which bring about knowledge acquisition. Much emphasis has been placed on the importance of understanding and engaging the subject specialist in the learning process. Staff development has to be professionally engaging to be successful. The developing of a deeper level of learning and reflective practitioners is effected through the model of Showers et al and enhanced by Brockbank and McGill's model.

Table 5.2	**Response and Overview from Data Analysis and Findings**
FIVE KEY QUESTIONS	RESPONSES AND OVERVIEW FROM DATA ANALYSIS AND FINDINGS

1. Who delivers it?

A trainer who:

- can engage subject specialists
- is homophilous ideally
- has experience in Further Education settings
- is able to demonstrate the appropriateness of their participation
- has the skills to tease out existing inherent knowledge and experience
- does not make assumptions about the training needs of the subject specialists
- is able to offer positive feedback
- is able to coach

2. Who receives it?

A subject specialist who:

For deaf awareness and deaf equality
- is sponsored or encouraged to attend by their institution
- has a clear understanding of their remit on the course
- has a similar level of experience as other participants
- is able to contribute and support colleagues

For deaf equality
- is working with deaf learners
- is willing to accept guidance and support in terms of his/her own practice
- is willing to be coached and receive feedback

3. When is it most effective?

When the activity:
- is not a one-off activity
- is clear about target student population and does not use deaf and Deaf indiscriminately
- clarifies responsibility for the students
- works actively towards inclusion
- responds to subject specialists' agendas and interests
- acknowledges subject specialists might have fears and concerns
- acknowledges the situations at play
- provides pre-course information and gives opportunity to negotiation content
- is developed in partnership
- engages subject specialists
- changes hearts and minds
- develops champions and change agents
- allows participants to identify links back with their own settings

When supporting materials are provided which:
- have clear and concise objectives
- are based on the theory and practice stages
- are based in the real world and good practice

Chapter 6 Conceptualisations from the research

The research that has been undertaken has used a modified grounded theory approach with aspects of action research methodology. Michael Bassey describes Education Action Research as "an inquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some education practice." (cited in Hassall 1998: 93) I have looked at staff development and the history of deaf education as underpinning knowledge for this research. I have used this as a theoretical framework to undertake interviews and observations. I identified and have explored three key themes and use these to structure the reporting of the findings in this chapter. As Bassey suggests I am now in a position to bring change which will "improve some education practice." Looking at the various areas more closely will give a fuller picture of staff development for subject specialists in deaf education. The three key themes are 1) a model of staff development for subject specialists, 2) the relationship between communication specialist and subject specialist and 3) deaf awareness and deaf equality.

6.1 A model of staff development for subject specialists

The first theme is the five stage model of staff development as advocated by Showers and others. Staff development to support subject specialists has to make reference to these five stages and should include detailed consideration of each stage of the subject. I suggest that deaf awareness is a subject that leads to knowledge and information about deaf people and needs to be covered in the theory part of the development. Deaf equality which is information and consideration of changes in practice to support the removal of barriers to learning for deaf learners can best be facilitated through the practice, feedback and coaching stages of the process.

Another of the key findings is about the delivery of meaningful deaf awareness and deaf equality. The importance of the content and characteristics of single loop learning and deaf awareness has been clearly stated. This stage gives the

context and understanding for further action. Examples have been shown of the difficulties that arise if this has not been covered adequately. The importance of double loop learning and deaf equality has been emphasised as an important goal of staff development. This stage benefits from being offered within an institution specific context. The replies from the subject specialists around the content have helped identify what is most useful and what is least useful to them. Clear concerns and statements about the role of the communication specialist and the impact that can have on the inclusion of the deaf learner have been noted. I suggest that the subject specialist's understanding and commitment may best be enhanced by following a method of staff development which allows them to develop their own individualised response to the learning. Cox and Smith suggest in their work:

> For any training or development to have an impact, it needs to be put into practice actively and supported by opportunities for feedback, reflection and coaching. (2004:42)

To attempt this various tactics were used. One of the activities was to make the participants think about different scenarios which were based on the participants' experience. It became clear that those colleagues who were involved in the process because they wanted to be were generally more active during the process and after the process. Some colleagues who were sent on the course because of an institutional decision often showed their disapproval by arriving late. Those who engaged in the learning moved from single loop learning to double loop learning as they interpreted theory and put it into practice.

6.2 The subject specialist and the communication specialist

The second theme is around the communication specialist and the subject specialist. One of the key issues has been identified as the role of the communication specialist in any staff development activity and the importance of reflection on the relationship between the actors in the process. I have shown the concept of actors being homophilous or actively promoting that kind of

relationship. I have also included discussion of and clarification of the distinctive yet mutually dependent roles of the subject specialist and the communication specialist. Many comments in the interviews and in the staff development exercises have centred on the demands of inclusion and seeing the collaborative partnership as being a key lever. Inclusion needs to promote exploration of the mechanism for and practicalities of the communication specialist and subject specialist working together.

The analysis also showed that the staff development should link in with the agenda of the subject specialist and what they deem to be necessary for their own professional development. The emphasis in the Deaf Learner Champion project was on empowering the subject specialist; this was facilitated by activities which made the participant feel at ease. In another activity used in the Deaf Learner Champion project an exercise early on in the training worked on discerning what was the knowledge base of the subject specialist. A useful part of my analysis has centred on changes that have been made to practice in the delivery of my deaf awareness as a result of involving subject specialists in a meaningful dialogue. This area of data interpretation also includes reflections on the resources such as handouts and support materials and how they can be used either as a means of empowering and involving the subject specialist or as a means of excluding and disempowering. This again emphasised the importance of the subject specialist being given deaf awareness information rather than simply expecting them to move straight to deaf equality work.

Comments were made about the embedding process and real integration and absorption of the practice in the professional's skill base. The identification of issues in this area includes on-going professional development, building capacity and using untapped potential. Responses in the interviews and in the exercises have emphasised to me that the average subject specialist has ideas about the practicalities and outworking of inclusion that the communication specialist needs to listen to.

6.3 Deaf awareness and deaf equality

The third area was around the actual content of staff development sessions and its relevance to the subject specialist. I have criticised the staff development session that has no formal structure and objectives. Respondents preferred to have a structured session rather than have an anecdotal ramble through the area. General feelings about anecdotal sessions were that they were interesting for some and a waste of time for others and participants generally identified that this had little practical relevance.

Colleagues reflected on the need to have differentiation of learning in the staff development process. The needs of the experienced subject specialist and the needs of the inexperienced subject specialist can not be covered in the same session and any attempt to do so causes dissatisfaction for the participants. This seems to underline the importance of knowing the theoretical basis of the subject and the roles of key players in the process. Without such considerations being catered for the whole process of staff development loses professional credibility and relevance. I have responded to this by introducing a labelling system to identify the level of the session. However there are two possible ways forward for this. One is labelling as level one session which are providing deaf awareness to those with no experience and level two for those who have experience and need to build on this. The second way would be to look at courses which identify a foundation course in generic inclusive practice skills and have relevance across a range of disabilities and then progress on to a first level course which explores "meeting the needs of a deaf student/ learner in an inclusive setting."

6.4 Application of research findings

The research has been useful in my new role in Education Walsall as training and development has been the framework to our new continuous professional development programme. There has been an acceptance of the government's assertion that every teacher should expect to teach children with Special

Educational Needs (SEN). The five developmental stages suggested by Showers et al (cited in Cox and Smith: 20) are used as the framework for the programme. Using this model we are looking at stages 1 and 2 of theory and demonstration which can be covered most effectively by central training or school based training. Stages 3, 4 and 5 can be best facilitated through Consultation Inclusion and Support Service involvement through Inclusion Planning meetings and projects based in schools. The model offers the benefits of developing capacity within schools and ensuring that there is a mechanism for on-going support and challenge. To encourage the maximising of impact, we have agreed that there needs to be a formalising of how the identification of development needs happens. The information is available for individual schools and could inform the development of the central programme of Continuing Professional Development (CPD).

The actual centrally based training is delivered in line with the double loop learning model. We are offering training that meets basic awareness information and starts the route to disability equality (e.g: Achieving a hearing impaired friendly school) and then move on to training that develops and embeds disability equality (e.g: Developing a hearing impaired friendly school). The links with the support services are being developed so they can actually progress practice, feedback and coaching stages.

I have not yet been able to implement any of the specific findings about communication specialists and their training and development needs within an inclusive setting. I am part of a special schools development group which will be exploring training of colleagues within the special schools in their new and developing role in outreach. I am aware that communication specialist colleagues might not agree with my stance on collaboration and partnership working, preferring to work in isolation. It is hard for some colleagues to accept that they might learn from subject specialists about how to best meet the learning needs of deaf learners.

6.5 Reflection on the research process

I have included comments in the thesis about how I reconciled difficulties faced in my new job. I used the opportunity to explore staff development practice in other disability awareness work and to explore the general principles of inclusive practice.

I would have liked to have time to develop the process of embedding the good practice. I think that one possible way of data collection that would have been useful is reflective diaries completed by the subject specialists. The use of specific situations from these diaries would have been a good addition to the training process. I would suggest that this whole process might have been more productive if there had been an agreement drawn up about participants' involvement. Some of the participants did not have any access to deaf learners which made some aspects of the programme too theoretical. I have subsequently learnt a lot of useful practical points from Education Walsall's Inclusive Classroom Project. The project has had trios of practitioners in phase one who have become facilitators for phase two and three. Their agreement has stipulated a follow up day and meetings six months after the completion of the project. The project has also developed a set of self evaluation questions which participants have agreed to meet with others in their trio termly to discuss. I would want to similarly stipulate the number of sessions of post-course activity that were required; this would help in the follow-up interviews.

I had planned to feed findings from the research in to communication specialist training but have no longer been able to do that. I have gathered much that can be included in that area in the future. I have started the process of using specific learning outcomes to inform developments for colleagues in special schools.

I had also planned to link research findings into the development of the next stage of the Deaf Learner Champion project but have now transferred the work to my new role on Continuous Professional Development for subject specialists working in an inclusive environment. Ideally I would have liked to have applied

research findings within the specific sector of deaf education but that has not been possible.

I would have valued an opportunity to feedback to the colleges who had been working with me in the research. If I had remained at my previous job this would have happened through a conference supported by the local Learning and Skills Council. This would have enabled me to follow through the action research methodology and to actually make tangible differences to practice in this specialised area. I have not used focus groups to collect data but I am sure that this would be an appropriate alternative data collection method through events such as the planned conference. Sadly Derby College for Deaf People has recently closed so there is no mechanism for me to pass this research on to appropriate colleagues. I have met with staff development colleagues at the sector college and have made the findings available to them.

Three of the individual colleges I was working with in the Deaf Learner Champion project have merged since the start of my research and many of the participants have now got new roles and are not necessarily working with deaf learners. It would have been very helpful in my thesis to have been able to have follow-up interviews with more of the participants of the project. Those participants who did take part provided me with some very useful material.

6.6 Future research activity

In the course of my research there have been areas that have arisen which have made me think further research would be possible. The first area has been the curricular content of deaf awareness and deaf equality work. Without taking away the opportunity to respond to subject specialist concerns, I feel there is a lot more that can be developed in the content of this training. I would envisage this could include a comparative approach looking at the work already undertaken by organisations such as the British Dyslexia Institute in dyslexia awareness for teachers.

The second area has been the effectiveness of classroom support. I would be interested to explore what difference there would be in the impact on learning for deaf students from support offered by a communication support worker and that offered by a learning support assistant trained in inclusive practice. Some of the subject specialists and deaf colleagues have reinforced my own personal concerns about the potentially negative impact of inappropriate support. In some work I was doing for Edexcel I started a revision of the training programme for communication support workers which was reflecting some of the research findings but was unable to complete it because of my job change. Foster et al(1992) used an interesting way of assessing how successfully an inclusive environment promotes equal access to instruction by comparing the perceptions of deaf and hearing students. This has raised issues in my planning about working with deaf and hearing learners more in future study.

The third area of further research that I have identified is ascertaining the voice of the child. Several references have been made to this in my research but I have been unable to pursue this within my current thesis. I would be particularly interested in ascertaining what they might identify as helpful practice from subject specialists and communication specialists. I have included some useful comments from deaf colleagues and this would seem to be an area for further research.

What contribution have I made to the body of knowledge in this area?

I have shown that Showers et al (1987) provide a model which will bring good practice in staff development for subject specialists. I have advocated consideration of Brockbank and McGill's model as a good overlay to the Showers' model. The content of staff development in this area can only bring about deeper learning by moving to encouraging double loop learning. I have provided a review of key features of effective staff development to promote an inclusive environment. I firmly advocate collaborative work between the communication specialist and the subject specialist but emphasise that this requires preparatory work with both sides of the relationship. I leave the reader

with a considered framework for staff development which will support and foster the inclusive learning of deaf learners in post-16 settings.

Diagrams

2.1. An interpretation of Tomlinson's Inclusive model (after Dale 2000).

3.1. Sharing good practice. (Skyrme 1999).

3.2. Traditional and Reflective Practice models of Staff Development. (from Bennett et al. 1994).

3.3. Single Loop learning. (Brockbank and McGill 1998).

3.4. Double Loop learning. (Brockbank and McGill 1998).

3.5. Institutional and Individual response to staff development. (Cox and Smith 2004).

3.6. Activities for Spreading Good practice. . (Cox and Smith 2004).

4.1. A Model of the stages in Action Research (Maynard and Smith 2004).

4.2. Action Research Quality Cycle (Maynard and Smith 2004).

4.3. Data gathering opportunity.

5.1. Referencing data gathering opportunity.

5.2. Results from data gathering opportunity.

Appendices

1. Key Learning Points Sheet

2. Post Training Questionnaire

 3. Key Skills tutor

4. Post Training Questionnaire to Deaf Learner

Champion Participants

5. A Guide for Lecturers working with deaf students

(DCDP)

6. Language Development of Children born deaf or

becoming deaf in childhood (DCDP)

7. Teaching Techniques particularly helpful to hearing

impaired students (DCDP)

8. Suggested model for deaf awareness

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Appendix 1

Key Learning Points	How can I use it? When will I do something about it? How will I do something about it?	Date of action	Other considerations Additional resources needed? Further training and development needed? Information needed?
1.			
2.			
3.			
4.			
5.			

Questionnaire given out after 'Working with deaf learners' February 19th 2002

Appendix 2: Post Training Questionnaire

Please be as honest and detailed as possible

Name (optional):……………………………………………………………..

1. What key things have been most useful in the training you undertook?

2. Have you used them in your teaching?

3. What would you say are key aspects of working with deaf learners?

4. Thinking back on your training, what was most useful?

5. What was least useful?

6. Any additional comments:

Appendix 3

Flip chart notes

Answers given by tutors at Chesterfield College May 2002

What questions do you want covering this session?

- How do deaf students integrate in schools and colleges?

- How can I communicate with deaf people?

- What teaching strategies are appropriate?

- Is it 'normal' for deaf students to have difficulties with telling the time?

- How can I teach abstract mathematical concepts e.g algebra?

- How do students choose what college to attend- specialist or general?

- Where can you get resources for teaching literacy to deaf students?

- Are there any good books for tutors who have just started teaching deaf students?

- How do you think deaf students prefer to learn grammar skills?

- What is a manageable lesson length?

- Do deaf students receive nationally recognised qualifications if they attend a school for the deaf?

- What strategies are best for teaching a deaf person to read?

- How do they involve deaf and hearing people in a group?

- What teaching strategies work for deaf students?

- What are the best resources for students?

- How can hearing impaired students participate with hearing and how do tutor's co-ordinate this?

Appendix 4: Post Training Questionnaire

Please be as honest and detailed as possible

Name (optional):……………………………………………………………..

7. What key things have been most useful in the training you undertook?

8. Have you used them in your teaching?

9. What would you say are key aspects of working with deaf learners?

10. Thinking back on your training, what was most useful?

11. What was least useful?

12. Any additional comments:

Appendix 5: Derby College for Deaf People

A guide for lecturers working with deaf students.

General Points

- The deaf students need to be treated the same as other students. Discipline regarding deaf students in lectures, lateness, deadlines etc., is the responsibility of the lecturing staff.

- Never be embarrassed to say "forget it, its not important". Please be patient. If you really can't be understood and there is not a communication support worker available write it down.

- A communication support worker: signer, lip-speaker, or not taker, is there to facilitate communication, not to participate.   You should speak directly to the student.

- Be aware that a hearing-aid does not make a student able to hear you perfectly. The aid amplifies all sound – chairs being moved, traffic passing the window, students chatting in the room. The student needs to see your face to try to read your lips, to enable them to make sense of any sounds they may hear.

- To gain a deaf persons attention it is acceptable to wave your hand, flash the lights, tap them on the shoulder or stamp on the floor, so they feel the vibrations.

- It is also acceptable to point to someone or something to indicate who/what you are talking about.

- Be aware that deaf students need regular breaks because having to concentrate on the communication support worker can be very tiring.

Good communication in lectures/practicals

- Ensure you have the student's attention before speaking to them and try to keep eye-contact to enable them to read your lips. Try not to walk about too much.

- Be aware of the time lapse in using a communicator, give the deaf student time to understand the question and reply.

- Do not obscure your mouth, chewing, smoking etc. when talking as this makes you difficult to lip-read.

- Use natural gestures and facial expression. Speak clearly – not too quickly or slowly. Repeat if necessary. Do not shout!

Changes

When changing important details – assignment hand in dates, room changes, meeting times or place being changed etc. make sure the deaf student gets the message clearly. Put it in writing to avoid any misunderstanding.

Trips/Visits

Before you go make the objective clear, so the student knows – why they are going and what is expected of them.

Is it for general interest? Are they going to compare this place with another they will visit? Do they have any specific information they have to gather? Do they have to collect physical evidence? Will they need a camera or other equipment? Will they be writing a report or doing an assignment linked to this trip?

Don't walk along in front of the group lecturing "on the hoof". If you have something to say to them stand still and ensure the deaf student can see you, and is close enough to see your face, (if lip-reading) or to see the communication support worker.

Keep the distance which suits the student – not too close, not too far. Remember they may not want to be singled out for special attention, even if it is in their interest to be at the front, it is their choice where they stand.

Also remember that when visiting a noisy environment or if working outdoors, distance and weather conditions may make acoustics a problem for the student.

Make sure the meeting place and time for the return transport are clearly understood.

Environment

The usual classroom design with the lecturer at the front and students in rows can be a problem. Comments made, or questions asked or answered out of sight of the deaf person are often missed. If it is possible, moving desks and chairs around can make lectures more accessible.

A horseshoe shape, with the deaf student sitting at one side, enables the student to see the communicator, the lecturer, the board and be able to see where comments are coming from amongst the group.

If it is not possible to move furniture you could help by repeating or paraphrasing what the other students have said, so as the deaf student doesn't miss their comments.

Group work is made easier if everyone could agree to indicate who is speaking and try to speak one at a time. Also if the student is using a radio-aid, ask the student to pass the microphone around the group to the speaker.

- Do not stand in front of a window or bright light, as this puts your face in shadow.

- Do not talk whilst writing on the board with your back to the student

- Taking dictation is not an option for a deaf student. It a note-taker is not available try to get another student to photocopy their lecture notes, so as the deaf student can concentrate on what is being said and done in the lecture.

- Do not talk whilst they are copying from the board or looking at O.H.P's, until you can see they are ready to continue watching you.

- If you are introducing a new subject, give the student a clue, write key words on the board.

- Check you are being understood.

Handouts

Try to give students copies of your handouts before the lecture whenever possible. This will give the students time to read them and have a better understanding of the lecture.

Briefs/Proforma

Use short sentences in plain English. Do not use long words where short ones will do e.g.
Current: now
Produce: make
Utilise: use
Locate: find
Require: need, prevent: stop
Adequate: enough
Use pictures or diagrams if possible as it will make the information easier to understand.

Videos

If possible let the communication support worker know before hand so they can have time to view it to decide which method of communication is suitable for the student.

If a video is not subtitled a transcript will help, even if it's a brief outline to enable the student to be better prepared for the lecture.

Before you show the video explain what it is about and why you are watching it.

If you are working in the dark, e.g. Lecture theatre or watching a video please remember the communicator will need to be visible to the student.

Appendix 6

LANGUAGE – Development of children born deaf of becoming deaf in childhood

Although a hearing loss can affect many facets of development, perhaps its greatest impact is on how deaf children acquire and develop language. Many people are unaware that the handicap of congenital deafness is always accompanied by a severe handicap in the acquisition of the English language. Research (Conrad 1978) indicates that the average reading age of all sixteen year old deaf school leavers is approximately seven and a half years. Hence, such youngsters moving onto Further Education would seem to have the almost impossible task of coping on a full integrated college course.

Many of the initial problems faced by lecturers when working with hearing impaired students centre around their own failure to appreciate the following:

- the student may have a very limited vocabulary
- he may be unable to read the handouts or information written on the board
- he may be unable to write sentences without constant prompting and help
- he is likely to have great gaps in his general knowledge
- he may have a complete lack of understanding of technical terms, e.g. "What special precaution must be taken when positioning this type of oil seal in its housing?"
- he is likely to be very confused when words are used with double meanings e.g. "take into account ………carry out the task"

The list is endless!

How can lecturers be expected to cope?
What can they do to help hearing impaired students understand what is being taught?

Obviously an appreciation of the points mentioned above is a good start but you can help further if:

1. Handouts and teaching notes are made available
2. Use straightforward language and avoid using unnecessary words or jargon.
3. Avoid use of abstract words. Hearing impaired students will find it easier to understand concrete words and ideas.
4. Tutorials or handouts are given to introduce specialised vocabulary before the student meets that vocabulary in the lecture situation.
5. Encourage the student to list/underline words he does not understand.
6. Be ready to rephrase a question or statement if a student looks confused.
7. Relay important information given by other member of the class.
8. Make use of visual aids to display information or develop students skills e.g. charts, pictorial information, demonstrate on relevant equipment.
9. Often hearing impaired students will continuously say "yes I understand" as they do not wish to appear "stupid". Check out understanding using pertinent open questions.
10. Discuss with the Hearing Impaired Support Service to arrange tutorials. They can work on language development.

TEACHING TECHNIQUES PARTICULARY HELPFUL TO HEARING IMPAIRED STUDENTS

1. Introduce all subjects by an overview – which should be visually accessible.

2. Refer frequently to the overview, especially when studying a new area.

3. Present ideas in a logical order and based on already understood concepts. This may necessitate going back to earlier lessons and notes.

4. Choose language carefully, come armed with alternative vocabulary.

5. Make greater use of visual material.

6. Focus on essentials, try not to waffle. Anecdotes can be confusing.

7. Recap and revise frequently, checking on how much has been internalised so far.

8. Provide handouts, including notes, graphs, charts etc., whenever possible.

9. Use teaching techniques which enable the student to participate.

10. Remember good rules of communication.

11. When asking questions, give an example answer to clarify to the student what is required – even a blatantly wrong answer.

12. Allow more time for explaining the task. Thoroughly check that the task has been understood.

Appendix 7

TEACHING TECHNIQUES PARTICULARY HELPFUL TO HEARING IMPAIRED STUDENTS

13. Introduce all subjects by an overview – which should be visually accessible.

14. Refer frequently to the overview, especially when studying a new area.

15. Present ideas in a logical order and based on already understood concepts. This may necessitate going back to earlier lessons and notes.

16. Choose language carefully, come armed with alternative vocabulary.

17. Make greater use of visual material.

18. Focus on essentials, try not to waffle. Anecdotes can be confusing.

19. Recap and revise frequently, checking on how much has been internalised so far.

20. Provide handouts, including notes, graphs, charts etc., whenever possible.

21. Use teaching techniques which enable the student to participate.

22. Remember good rules of communication.

23. When asking questions, give an example answer to clarify to the student what is required – even a blatantly wrong answer.

24. Allow more time for explaining the task. Thoroughly check that the task has been understood.

Appendix 7

Derby College for Deaf People

11. DO NOT POINT WHEN THE COMMUNICATOR IS SIGNING
This distracts the deaf student.

12. ASKING QUESTIONS
When asking questions, give an example answer to clarify to the student what is required. Even a blatantly wrong answer may help.

13. MAKE GREATER USE OF VISUAL MATERIALS
Provide clear handouts. Jargon should be used as little as possible. This is helpful for all students.

14. IF A COMMUNICATOR NEEDS CLARIFICATION

Keep it brief, to the point and in simple English. Most of the time it is to find a way to be able to present a concept more visually, or to find another way to explain jargon to the deaf student.

15.   IDIOMS, PROVERBS, ANECDOTES ETC CAN BE CONFUSING
        to a deaf student, if they are unconnected to the subject matter. Focus on essential information and try not to waffle.

16.   DO NOT EXPECT THE STUDENT TO BE ABLE TO LIP READ YOU
        Lip reading is very difficult and new language is impossible to see

Appendix 8: Suggested Model for deaf awareness session

Delivery method

1. Powerpoint presentation – available on support website

2. Handouts printed out from Powerpoint presentation

3. Handouts

4. Handbook with follow-up materials and guidance on accessing support website

Programme

2 hour session

1. Introduction including communication issues i.e. how to use an interpreter, communication ground rules for session.

2. Ice breaker activity – 'Give me a clue' or 'Pictionary'.

3. Introductions – job, background and key point.

4. What do you already know about deafness?

5. Clear Communication – stereotyping, getting attention, lip reading exercise,

6. Language of Deaf People – British Sign Language, Example of English issues.

7. Appropriate terminology – why do you think its inappropriate?

8. Issues exercise – Line manager says that you will be teaching a deaf learner next week. What issues do you think of?

9. Support available in terms of people and equipment.

10. Your own situation – think of ways you could make your situation more deaf aware.

11. Further information and action. Linking to the web site and support systems.