



Conceptualising the meaning of out-of-field teaching practices for inclusive education:

Learning from real-life experiences, reconstructing perceptions

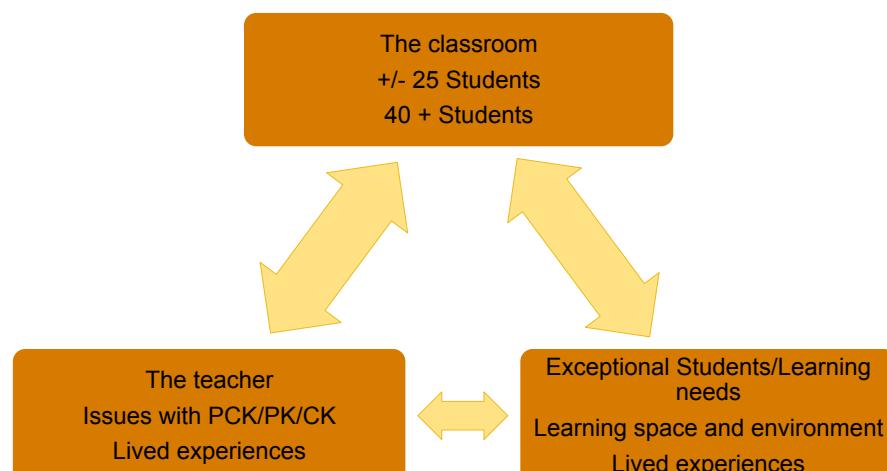
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THE OUTLINE



- Conceptualising the out-of-field teaching phenomenon
- The link between out-of-field teaching practices and effective inclusive learning and teaching spaces
- The dilemma
- Developing an in-depth understanding: The process to turn negatives into positives...

CONTEXTUALISING OUT-OF-FIELD TEACHING



BACKGROUND TO THE STUDY

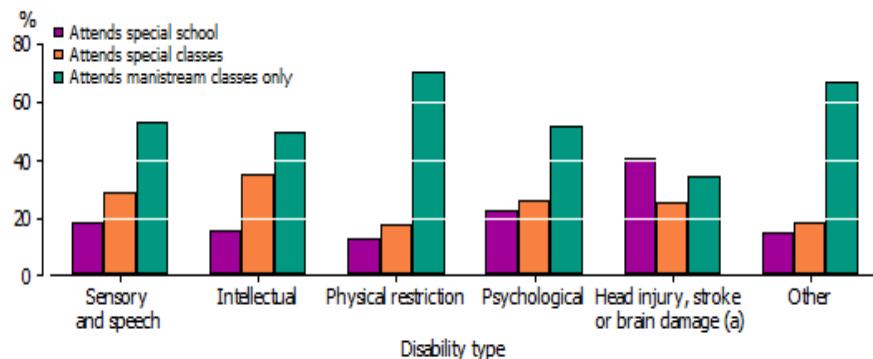


- Objective of inclusive classrooms: Quality teaching for all the students
- Out-of-field teaching: The meaning for inclusion of all students
- Leaders' perceptions
- Teachers' 'truths'

Why does it matter?



8 DISABILITY TYPE BY TYPE OF SCHOOL ATTENDED, All with disability (5-20 years)—2009



(a) People with a head injury, stroke or brain damage are counted twice - in this group and the group that has resulted from the brain damage

Source: ABS Survey of Disability, Ageing and Carers, 2009

THE DILEMMA



Interrelationship between decision-making, policies, and inclusive classrooms

- The 21st Century classroom
- The expectations
- Leadership directions
- Common denominator: The teacher

POSITIONING THE ARGUMENT

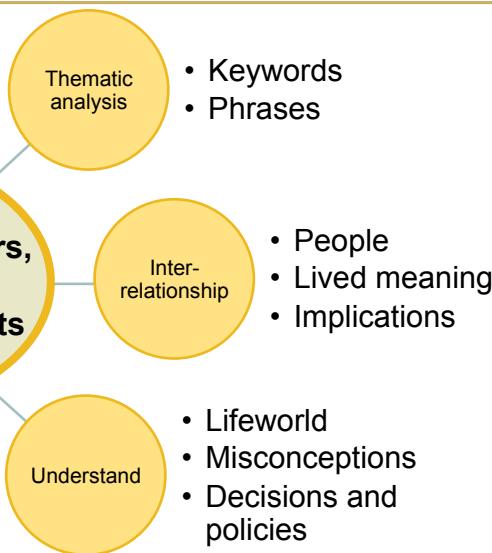


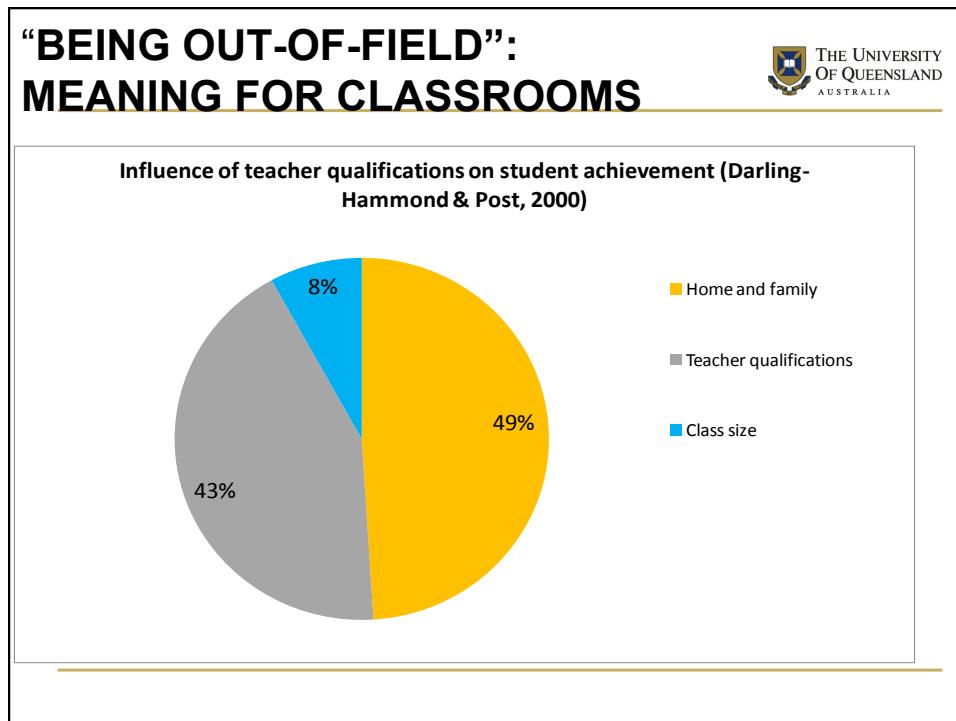
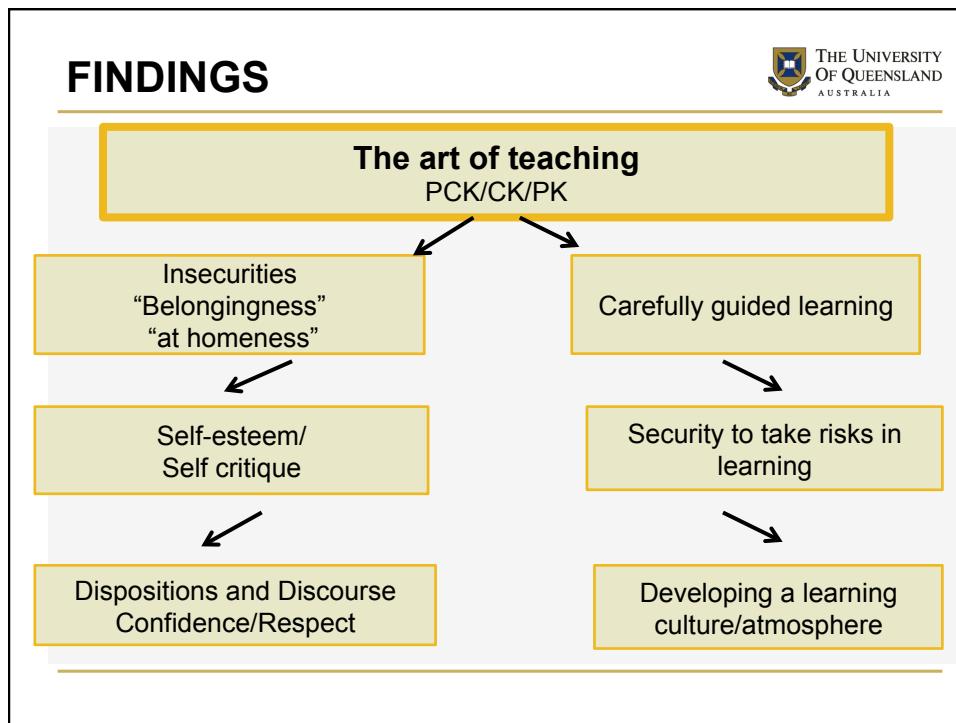
- Teachers: The most important resource (Hattie, 2009; Darling-Hammond, 2010)
- Critical pedagogies (Bray, 2010; Gulson & Symes, 2007)
- Effective management of the out-of-field phenomenon through in-depth understanding of lived experiences (Du Plessis, 2014)

METHODOLOGY AND ANALYSIS



**Lenses:
Educational directors,
principals,
teachers and parents**





THE LEARNING ENVIRONMENT



*You are totally **out of your depth** – the kids say '**We hated the day**' – teachers **yelling and screaming.*** (Out-of-field teacher, D1, high socioeconomic school)

PARTNERSHIP BETWEEN HOME AND SCHOOL



*It caused a **huge amount of stress and tension at home**...the teacher didn't end up **liking me** – she knew that I knew what was going on. It is tricky with these teachers because **they're nervous** of you walking into their classroom because **they think you're going to criticize them.*** (Parent of ADHD student, D7)

THE TEACHER



....**Frustrations, because I want to do a lot for these students.**" (Out-of-field teacher, G5, low socioeconomic school)

My biggest challenge is to be open to the parents. (Out-of-field teacher, D1, high socioeconomic school)

LEADERS' UNDERSTANDING



They are less confident – one of the issues that I deal with as a principal is the type of interaction these teachers have with parents. It was causing parents to feel uncomfortable. It was causing them to not trust the school ...[and] question why their child was in that classroom –.

(Principal, School G)

THE ISSUE



*There are **no extending children** who need that extension, **they're not identified**, there's **no extra helping and supporting children that are struggling or have special needs**. It's just **down the middle** because it's the **easy way**.* (Principal, School D)

THE SCHOOL COMMUNITY



I don't think management realises, it [out-of-field teaching] doesn't just impact on the children and the parents; **it impacts on the entire community**.
I'd like to work with the school and management in trying to **support the teacher**. I would just like the teacher to be **aware of my concerns before we address it** and I'd like to do that as **a team**. (Parent, School D, high socioeconomic environment)

STUDENTS AT RISK



There is **something wrong** with her group dynamic - it was all **Derrick's issues** and problem [behaviour problem] - a lot of emphasis just **on him being truanted** and his behaviour... **I don't want to send him to school.** I was very, very **anxious – he is going to hurt somebody** or he is going to do it to himself or something. (Parent, School C)

STUDENTS AT RISK



He cries before he goes to school. The environment is **not secure, he is slammed. It gets him down** because he realizes what needs to be done. Seeing a classroom do that – **he feels isolated.** The sub-side of this – **the classroom bully, a few of the boys now look at him as a martyr – he got away with – where will that end?”** (Parent F5)

There were other dynamics involved in this – They were due to go on a school visit and the teacher said she wouldn't take him because she said she couldn't control him.” (Parent, C5)

WHAT IS THERE TO LEARN?



- Understanding the multi-layered meaning of the out-of-field phenomenon.
- Acknowledging the dilemma of a gap between theory and practice.
- Awareness of the meaning of the phenomenon for the wider school community, inclusive education improvement plans and learning opportunities.



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Suggestions for structuring the TAS-Collective



Research: The out-of-field phenomenon

