Inclusive teaching: Why every child matters in your classroom and strategies to deploy to ensure this happens within drama

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Inclusive Teaching: why every child matters in the classroom and strategies to deploy to ensure this happens within drama.

Abstract

Inclusion is a term which ensures that all students have equal access to the classroom in order to increase their life chances. This research aimed to explore how having an inclusive classroom could influence how students felt about their learning but also to find specific strategies to use to ensure that inclusion occurred. The literature found that inclusion was difficult to define as it had so many subcategories of Special Educational Needs which suggested different strategies. It also found that all students (both with and without Special Educational Needs) thrive in an inclusive environment. The research through surveys and focus groups to both students and inclusion staff was successful in finding out four key points: students felt working in groups was inclusive; students wanted to *feel* included by their teachers; instruction sheets aided inclusive learning and; students who enjoyed lessons felt more included. Overall this small study of 274 students was successful in finding out about inclusion in my own classroom. The findings could provide the basis for further studies by independent researchers in order to explore whether the four key findings are a key theme across more students and more schools.

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Chapter 1: Identification and overall focus for the investigation

1.1: Aims

As a teacher of drama, I understood the importance of how a subject could empower a student and give them the tools to succeed in life, either as part of an academic qualification or through the skills the subject supports in order for students to achieve in the world. This project aimed to discover what inclusion meant within education but more specifically within drama. It sourced strategies to deploy based on the research of literature and my own classroom data and additionally set out to discover the following sub-questions in order to explore inclusive teaching: why every child matters in the classroom and strategies to deploy to ensure this happens within drama:

- What is inclusion?
- Why does inclusion matter?
- What are the benefits of drama on inclusion?
- What strategies could be deployed in the drama classroom to be more inclusive?

For these questions to be answered I researched literature on inclusion and used this as a basis for a collaborative discussion with the Inclusion Manager (IM) at school to create student surveys intended for all of my classes from years seven to eleven. These data were analysed and used to create questions for discussion in focus groups so I could link my outcomes to the initial research in the literature review and make connections between the literature and my data analysis within my own classroom practices. The questions underpinned sections of my literature review and were at the forefront of the research throughout the project.

1.2: Rationale

National data showed that 20% of all pupils with Special Educational Needs (SEN) achieved at least 5 A*- C GCSEs (or equivalent) grades including English and mathematics in 2014/15, compared with 57.1% of pupils with no identified SEN, resulting in an attainment gap of 37.1%

(Department for Education (DfE), 2016). This statistic showed that despite government drives for different pupil profiles, SEN students were still not achieving as well as their peers. In comparison to the DfE statistics, 63% of students in my school achieved 5 A*- C GCSEs (or equivalent) grades including English and mathematics in 2014/15 and of the SEN students, 10% achieved the same showing an attainment gap of 53% which was wider than the national average. Within drama, the data were just as alarming as 0% of SEN students achieved an A* - C. However, when the data were further scrutinised, two SEN students took the GCSE, both of whom had a target of an E grade and achieved their target grade therefore making expected progress. If you analysed the progress results of 2015 drama cohort at my school, within the class, 86% made 3 or more levels of progress (expected progress) whereas of the SEN students, 100% made 3 or more levels of progress showing a +14% difference. Overall, when scrutinising the Fischer Family Trust (FFT) online 2015 data of the school, students performed significantly above the national average yet SEN students performed significantly below the national average. This contrasted drama students who performed significantly above national average and SEN students who performed at the national average showing drama to be a strong department for SEN students.

As a result of the figures and analysis, my current school had a concern for the lack of progress amongst SEN students and had run an Inclusive Teaching School Improvement Group (SIG) for two years to ensure all teachers were teaching inclusively. The Inclusive teaching team devised a 'menu' of strategies to use based on what teachers felt were what a successful inclusive teacher encompassed. These included suggestions shown in Appendix i. When discussing how inclusion was taught in drama, I collaborated with my colleague and we provided evidence for each of the areas listed in Appendix i suggesting that we were an inclusive department, something I wanted to investigate as part of this process. Continuing Professional Development (CPD) was given and overall the school had a positive approach to inclusion. I investigated

further to see specifically what drama were doing in order for the statistics to show what they were but also to see if the advice in the 'takeaway menu' was shown in the research and the data collected.

1.3: Collaboration

Collaboration was undertaken at various stages in the project. Initial conversations with the IM focussed around my intention for involvement with the Inclusion Department. I wanted to conduct surveys with the Inclusion Assistants (IAs) and therefore collaborated with the IM in order for her to explain what the surveys were for and to give time within their department meeting for the IAs to complete them. Discussions were ongoing throughout the process with my fellow drama teacher who was a critical friend throughout the process. She was a sound board to discuss how we felt our department was inclusive, to see the way the statements were formed within the surveys and to converse over the findings. Another way of collaborating was with my Professional Tutor at the school (a member of staff who was the link between the university and the school) who was also the link to the members of the Senior Leadership Team (SLT). At different times in the process, we had discussions to ensure that limitations were thought of and that the research was well thought through. By using people in this way, they helped me take a step back from the process and keep a focused investigation. A final way collaboration was used was through full staff meetings, the department poster conference (an event where all colleagues on the MSc in Learning and Teaching course collaborated by producing and sharing their explorations) and the partnership meetings (an additional forum to discuss findings and ideas). These all helped me to discuss my research in more detail and for my findings and conclusions to be challenged therefore collaboration deepened the exploration about inclusion within my department.

Chapter 2: Literature Review

2.1: Introduction

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.' (Department for Education, 2015, p92) The Department for Education (DfE) legislated that every teacher should set high expectations of every student who should have access to a curriculum which is broad and balanced; lessons should be planned so all students achieve and that any barriers to learning are broken down. 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (DfE, 2015, p99). Claxton (2007) feels that the goal of education is to expand young people's capacity to learn and provide students with the tools they need for a lifetime of engagement with learning. For this to happen for every child in every classroom, true inclusion needs to occur. For Tsai (2012), teachers are what determine a successful classroom and according to Bain and Parkes (2006), inclusion is the benchmark to a school's accomplishments. Walker (2014) states that as society becomes more diverse, so do the challenges in the classroom; being engaged and in tune with students means being able to adjust the curriculum to their needs. Tsai (2012) believes that teachers should aid students to develop their proficiency and maximise their future prospects into uses for everyday life. In order to explore how teachers and leaders began to develop inclusion through curriculum design, I first had to consider what inclusion was, why all should be included, and the benefits of inclusion on all students.

2.2: What is inclusion?

I explored what the term inclusion meant from looking at the literature. Figueroa (2014) states that for inclusive teaching to take place it must be intentional and both the teacher and the learner need to overcome barriers. For Zoniou-Sideri and Vlachou (2006), inclusion and inclusive education are concerned with finding equity, social justice, participation and the removal

of all forms of exclusionary assumptions and practices. In the UK, schools have a legal obligation to provide curricular and physical access to all pupils (DfE, 2015) thus supporting the curriculum in some way either through individualising or differentiating. Boyle, Topping and Jindal-Snape (2013) researched into teachers' opinions on inclusive teaching through their study of 391 teachers (25.5% of those eligible to complete the survey) from 19 mainstream and 6 special schools in Scotland. They concluded that inclusive practices do work and that inclusive peer support amongst staff is more important than resources. Whilst this sweeping statement seemed positive, the surveys were completed voluntarily and advertised in a newsletter to teachers. It could had been suggested that teachers who felt more positively about inclusion would take the time to complete the surveys due to their underlying passions, therefore it could not represent the full cohort of teachers. Within their literature review they questioned definitions of inclusion. The literature seemed to be vague with no defined school of thought of *what* it was but there was plenty written about *how* to achieve it and *why* educators should be inclusive. Florian and Black-Hawkins (2011) suggest that inclusion is an educational concept that defies precise definition – an idea which I feel inclined to agree with. They maintain that a lack of clarity about definitions of inclusion has contributed to confusion about inclusive education and practices and that inclusion itself means to disregard approaches based on a categorical difference between groups of students. In essence, Florian and Black-Hawkins (2011) argue that if it is not clear what inclusion is, then educators cannot themselves be inclusive. According to Monsen, Ewing, and Kwoka (2014), a child is defined as having a SEN if he/she has a learning difficulty which calls for special educational provision to be made for them. My sub-question was 'what is inclusion' and the research suggests there is not a singular answer but if you put the ideas together, inclusion means supporting all students and to have no discrimination on the grounds of disability or SEN, therefore being inclusive in order to benefit all in the classroom.

2.3: Why include all?

Part of discovering about inclusion was determining why it mattered and why every student should be included. Thomas (2014a) argues that educators need to broaden their perspectives in terms of the differences between them. The article explores how being different does not mean being *less* than and how we need to respect, accept and appreciate our differences. For Jordan, Schwartz, and McGhie-Richmond, (2009), effective teaching skills are effective for all students both with and without SEN. This comment was based on a 16 year study of different research projects in both primary and secondary schools, conducted in the USA but also in the UK. According to Black-Hawkins (2012) whose study focused on exploring 49 key texts on inclusion (out of an original sample of 600) and also Florian and Linklater (2010) (from a study of trainee teachers in Scotland), practising teachers lack knowledge, skills and expertise in order to cope with an inclusive classroom and better training needs to happen for inclusive teaching to be successful. Whilst Florian and Linklater (2010) looked into one course and one institution, and therefore could be seen as limited in evidence, the view was also echoed by Black-Hawkins (2012) whose more substantial evidence of different studies and texts suggested the same point. The Office for Standards in Education (Ofsted) stated (2006) that it is the quality of provision, rather than whether it takes place in a mainstream or a special school that matters. From looking at the key texts on inclusion, Florian and Linklater, (2010) believed there was a culture within some schools of sending students to work with IAs or the Inclusion Department rather than a whole class together. This was supported by Grieve's (2009) ideas that there were three kinds of teachers when it came to inclusion: a teacher willing to implement inclusion with additional support; a teacher who considered inclusion detrimental to pupils without difficulties; and a teacher who believed that pupils needed higher support other than what mainstream could offer. Polat (2011) suggested that inclusion required the child to be present in mainstream schools but also that changes in values, attitudes, policies and practices has to occur for all participants in the

class to reach their full potential. The suggestions overall were that inclusion mattered as it aided the learning of all.

2.4: The benefits of inclusive teaching

Researchers list many different benefits of inclusive teaching and give suggestions as to why educators should be inclusive. Griffiths (2009) believes that having a mind-set to include can break down barriers. For Figueroa (2014), the belief is in the capacity of the learner to learn; students *can* achieve but it is up to teachers to find a way to reach them. This happens with the right mind-set, therefore the combined ideas of Griffiths and Figueroa could lead to inclusive teaching. Jordan et al. (2009) state that effective teaching encompasses the following: engagement, time management skills, scaffolding, encouraging, and supporting success. These, alongside Figueroa's (2014) suggestion of being aware and sensitive to all learners and adjusting teaching to factor in each student's prior experiences, are essential for inclusive teaching and learning. These skills need to be effective for all students, both with and without SEN. Both Figueroa (2014) and Jordan et al. (2009) suggest that teachers who believe that SEN students are their responsibility are more effective overall with all of their students. A change in teacher beliefs on disability is a change in teacher practice; it is up to teachers to be inclusive in the way they teach and to find a way to connect with their students. This statement was based on Jordan et al.'s (2009) 16 year longitudinal study of other research papers and studies and therefore seems to hold some validity in its declaration.

Several research papers have shown that students with SEN are better off in mainstream schools with the experiences of those without SEN also being enhanced (Booth and Ainscow, 2000; Jordan et al., 2009; Kalambouka, Farrell, Dyson, and Kaplan, 2005; McLeskey, Hoppey, Williamson, and Rentz, 2004). Blackorby et al.'s (2005) USA study of 11,000 students found that SEN students in mainstream schools got higher grades and had less absence from school.

There is also proof that SEN students in mainstream schools means a closer gap between SEN and non-SEN students (Blackorby et al. 2005; Wagner, Newman, Cameto, and Levine, 2003). Blackorby et al.'s (2005) study used a large sample size and Wagner et al.'s (2003) study compared data 26 years apart with a repeated study conducted with students two years after they had left high school, giving validity to the aforementioned statement. Also, Demeris, Childs, and Jordan (2007) believe that those without SEN can have their school lives enhanced through integration. Their large study collected data from an entire cohort of students in Canada (n=128,160) when they took their compulsory primary school exams. A data analysis of this size gives clear validity to the statement that those without SEN have their school lives enhanced by being mixed in with those students with SEN. Contrary to this, Litvack, Ritchie, and Shore (2011) found that high-achievers in inclusive classrooms more often reported they achieved less. Whilst these views seem to oppose each other, the Litvack et al. (2011) article was based on a small self-report Canadian study of 321 students and therefore might not be the general views of high-achievers. Kempe and Tissot (2012) felt that the best way to attain high academic standards for all learners is through inclusive education within a student's local setting, something which had been well-established in the UK (Warnock, 1978) and the US (US Department of Education, 2007). General views are that inclusion detracts from the time available for teachers to instruct their students with SEN or that teachers do not have specialist knowledge. However, from their 16 year study, Jordan et al. (2009) concluded that effective inclusive teaching is affiliated with effective teaching practices overall and all students benefit from an inclusive, mainstream classroom. Teachers were interviewed as part of this longitudinal study and rated according to their responses whether or not they had pathognomonic (the disability was fixed and could not be altered) or interventionist (intervention could aid ability) beliefs. Whilst this study was long-standing, it was not clear how many teachers were involved in the interviews. Another conclusion drawn from this study was that the difference between effective and ineffective inclusion might lie in teachers' beliefs about who had primary responsibility for students with

SEN. From the teacher interviews, it was shown that teachers who believed that SEN students were their responsibility were more effective overall with their students. For Florian and Black-Hawkins (2011), by focussing on what is to be learned by the community of learners in a classroom, the inclusive pedagogical approach aims to avoid the problems and stigma associated with marking some learners as different therefore making what is available in the community, available in the classroom, a concept which links to Moll, Amanti, Neff and Gonzalez's (1992) research on funds of knowledge (community and home life impacting on the way of learning in the classroom).

2.5: Teacher attitudes towards inclusion

According to Florian and Black-Hawkins (2011) the mainstream belief is that teachers are not well-prepared to work with SEN students. Boyle et al. (2013) felt that this is because as schools become more inclusively orientated, the role of the teacher changes and different approaches to teaching in an inclusive classroom becomes more prominent. It is the teachers who have to implement the legislation in the inclusion policy and therefore teachers need to be well-informed and confident in their approaches to teaching all students. Villa, Thousand, Meyers, and Nevin, (1996) stated this twenty years ago with the idea that educators must believe that working with all children irrespective of ability level should be regarded as a process where skills are acquired and changed in order to meet the individual needs of children. Teachers should therefore be trained in order for them to feel they could adapt and change in order for all students to achieve. The European Agency of Development in Special Needs (2011) suggested that institutions need to teach trainee teachers in order to teach inclusively and yet a survey of European countries identified that fewer than 10% of Initial Teacher Training (ITT) courses in 2010 provided any specialist training. McFarlane and Wolfson (2013) state that Higher Education should challenge beliefs about inclusion, a concept which Boyle et al. (2013) also agree on; inclusion is too important to not study in depth during ITT. Florian and Black-Hawkins (2011) wrote that how to

differentiate was part of most ITT courses but it was a useful strategy when it was elastic and creative rather than simplistic and linear. Florian and Linklater (2010) found that teachers lack the necessary knowledge and skills to work with 'less able' students (who were previously in specialist provisions) in an inclusive classroom. Both Black-Hawkins (2012) and Hardin and Hardin (2002) agree that all teachers, not just SEN teachers, should be prepared to teach students with disabilities but teachers feel inadequately trained for inclusive environments. Black-Hawkins (2012) found that a lack of training poses a problem for schools and classrooms to be inclusive and in which every child can reach their full potential. The development of inclusive practices is a multifaceted endeavour therefore a quick- fire solution is not likely to help make a classroom inclusive. Thomas (2014a) feels that the learner should be the starting point for the inquiry for inclusivity rather than a predetermined set of exclusive ideals, an idea also suggested by Gibb, Tunbridge, Chua, and Frederickson (2007) who believe that progress should be against individual targets rather than comparing children with the rest of the class.

Monsen et al. (2014) wrote how inclusion in the classroom was a government policy yet teachers held mixed attitudes towards its implementation and usefulness. This study involved 120 schools in the South of England with 95 teachers surveyed. The study found that teacher attitudes had a significant impact on the classroom and teachers with a more positive attitude towards inclusion were reported to have classroom environments with greater levels of satisfaction. McFarlane and Wolfson (2013) found that Headteachers' perceptions were key in order for inclusion to happen in the classroom and that school leaders had a crucial role within their school to communicate their expectations regarding inclusive practices for inclusion. However, this study surveyed 111 teachers out of a possible 22,851 therefore 0.005% of possible teachers were surveyed making this a tiny study. Although a small study, Boyle et al. (2013) also found that Headteachers and Deputy Headteachers were more inclusive than teachers, which concurred with Macfarlane and Wolfson's (2013) study. However, when you looked at Boyle et al.'s study, where individuals

were interviewed by a survey, it would had been surprising had leadership admitted to not being inclusive when it was a government driven compulsory element in teaching; an interesting point to reference but perhaps not to dwell on. For this same study by Boyle et al. (2013), there was no difference between practical and non-practical subjects but females were more inclusive than males. McFarlane and Wolfson's (2013) study in Scotland found that teachers who attended more INSET days were more positive about inclusion. These conclusions were confirmed later in the findings of Monsen et al. (2014) who found that teachers' attitudes towards inclusive teaching improved when they had perceived internal and external support. They also found that more experienced teachers were less willing to work with this group, something Boyle et al. (2103) also found and that teachers at the beginning of their careers were inclined to be more positive towards inclusion than colleagues with more years of teaching. Both these papers contrast with Ross-Hill's research (2009) who suggested that attitudes were positive regardless of experience in teaching but this study was based in the rural USA with surveys undertaken by 73 teachers from 3 elementary and secondary schools and therefore not large scale. The outcomes here suggest that teachers need more time training and reflecting in order to feel more inclusive. No matter how good the inclusion policy is if teaching staff are not involved, then it is unlikely the policy is going to be successful. Florian and Black-Hawkins (2011) suggested that SEN students were left vulnerable when teachers believed that students needed specialist teaching that they had not been trained to support. It is therefore possible that teachers are saying they are not trained well enough in inclusive pedagogy. It was perhaps for this reason that the legislation in England became a legal requirement rather than a suggested policy.

2.6: The issues with inclusive teaching

Several sources wrote that there is a lack of awareness around pedagogies for SEN students (Black-Hawkins, 2012; European Agency of Development in Special Needs, 2011; Hardin and Hardin, 2002; Ravet, 2011) suggesting the need for national CPD in teacher training and schools.

Black-Hawkins (2012) point out it is ironic that inclusive texts are exclusive in the way they segregate out how to teach students by 'types' of their SEN rather than the inclusive day to day strategies that encourage all to learn together. Thomas (2014b) argues that the categorisation of groups of people forms perceptions that then cause a belief that being different means being less than those who represent the norm; educators need to broaden their perceptions regarding the differences amongst students. Black-Hawkins (2012) suggest that, for some children, separating out 'inclusive' classroom strategies could be a conceptual contradiction and therefore not inclusive at all.

Ravet (2011) explored Florian's (2007) idea of special pedagogies and how they implied that teachers could not teach learners without expertise. Learners need 'special' tasks in 'special' contexts and lack of knowledge reinforces exclusionary practices. When combining the 'special pedagogies' with both perspectives, it is clear there are issues. The rights-based approach where all students were integrated was exclusionary for those with SEN as the pedagogies were not 'special' but common for all. The needs-based perspective was more inclusionary as the pedagogies were linked to certain groups but this required a segregated provision and therefore isolated students and it was debatable whether or not this was inclusive. The conclusion Ravet (2011) drew after studying the literature on autistic students was that there needs to be an integrated perspective alongside 'special pedagogies'. Teachers, parents, students and SEN students should all work together for the integrated perspective to work. Successful inclusion requires collaboration between the teacher, the community, the specialist staff and the parents / carers (Broderick, Mehta-Parekh, and Reid, 2005; Janney and Snell, 2006; Vakil, Welton, O'Connor, and Kline, 2009) therefore the support network must be thorough in order for all students to achieve.

2.7: Strategies for inclusive teaching

According to Allen (2008) there is no single coherent inclusion dialogue that dominated the progression of inclusion practices in schools and Black-Hawkins' (2012) paper concurs that developing inclusive teaching strategies is a complex process which should evolve over time. What Black-Hawkins (2012) suggest here is that a developing strategy is one that contradicts what guidance says about inclusive teaching. There are related assumptions for inclusive teaching such as: inclusive strategies only concern some learners; inclusive practices are an 'add-on' provision; and inclusive strategies have quick-fire solution(s). According to Bain and Parkes (2006), teachers need well-researched approaches in order to differentiate. They also need: advance knowledge of multiple instructional approaches; the capacity to teach the skills to work in groups and management of groups; and to be able to give feedback at different levels. This advice was based on a two and a half year study of one school and therefore could be seen as limited when looking at one centre for the study.

Both Thomas (2014a) and Walker (2014) believe that educators need to empower students to become reflective, reflexive and responsive leaders. Within Walker's (2014) study of literature in Higher Education institutions in the USA, it was suggested that in order to be inclusive, curriculum reform needs to take place and therefore the curriculum should be more aligned with the students' needs rather than 'the system'. The curriculum should become an active program for study with all students in mind. Walker (2014) argues that being engaged with the students and therefore in tune with them means being able to adjust the curriculum. This, in concurrence with Thomas' (2014b) paper that a generalised curriculum standardises groups of people and destroys individuality and differences that are important to our identities, therefore criticises curriculums that do not cater for all.

One way of teaching in an inclusive manner could be through co-teaching. Co-teaching approaches vary and, according to Friend and Cook (2007), includes: one teaching, one assisting either individuals or smaller groups; station teaching where there are two or more learning stations and the teachers provides support at each; parallel teaching where lessons are delivered by both at the same time; alternating / complimentary teaching where one enhances the instruction of the other and; team teaching where both plan, teach and assess while being responsible for the class. Scruggs, Mastropieri, and McDuffie (2007) also studied co-teaching and when reviewing 32 qualitative studies already undertaken, they found that one teaching, one assisting was the most common type of co-teaching. Strogilos and Tragoulia (2013) conducted a study in a Greek primary school of 18 co-teaching pairs. This study looked at the benefits of co-teaching by mainstream education teachers and SEN teachers. They found that there was little co-teaching and that a more 'lead and assist' approach occurred. They also found that parents were intrusive and that they preferred a lead and assistant type approach as they felt it gave their child more individual support. Whilst a small study in a country with a different education system, the idea of co-teaching or team-teaching was one that I had encountered myself within the British education system and therefore the study was relatable. Cook, McDuffie-Landrum, Oshita, and Cotheren-Cook (2011) saw several issues for co-teaching such as the predominant use of one teach, one assist such as the SEN students not participating and the infrequent use of individualised instruction. This was because the role was not defined and the main teacher took over. Cook et al. (2011) state that sharing planning time was essential but not practical in a typical secondary school. Intense and effective collaboration between parents and professionals is also necessary for addressing the needs of students with disabilities, which links again to the studies of Broderick et al. (2005), Janney and Snell (2006) and Vakil et al. (2009).

Hardin and Hardin's (2002) research into practical strategies for an inclusive classroom explored the use of peer tutors in the classroom. Their review of literature also looked at implementing

cooperative learning and applying reverse inclusion strategies. Their exploration of peer tutors to ensure an inclusive classroom looked at older students (than the ones with SEN) who were emotionally mature and good communicators as well as skilled and willing to volunteer. In this case, peer tutors were students who were trained to assist others in the classroom. By working together, the students could affect each other and it allowed the teacher to divide attention more among the class. This peer tutoring did require ongoing training but it provided the SEN students with extra attention, something teachers were often not able to provide. Another suggestion was that cooperative learning could also ensure inclusive learning. This involved bringing students together in groups to achieve a shared goal. In these groups, individuals were given specific jobs and tasks and all mastered the information at their own level. For this to work students had to perceive they were being positively linked to others in the group. Griffiths (2009) also discusses how there should be a focus on cooperation and togetherness through paired and group work. Each pupil has unique needs, therefore a flexible, circular approach which celebrates individual and group achievement would help focus thinking on inclusivity. Hardin and Hardin (2002) also propose the use of reverse inclusion where students without disabilities are integrated into classrooms where there are several students with disabilities. This promotes class wide understanding and students without disabilities role play the disabilities of their peers for several lessons. Overall, Hardin and Hardin (2002) were trying to think of different ways of inclusion working in a mainstream environment. When looking at their suggested techniques, peer tutors and cooperative learning seem to be the most practical in terms of implementation.

As discussed, Black and Hawkins (2012) found the irony when searching for strategies for making the classroom inclusive that inclusive strategies were categorised and excluding. These strategies whilst contradicting by them being ironically exclusive, were in abundance, therefore research is full of suggestions of how to teach students with specific needs. For example, Hart and Whalon's (2008) strategies for students with Autistic Spectrum Disorder (ASD) show that to

ensure the right academic environment, educators have to act out the behaviours of an ASD student to understand the environment they are in. Other techniques this paper suggests is to have graphic organisers and visual supports as well as visual cues, flexible grouping strategies and activity schedules. One could argue that all of these techniques could help any student in school, therefore strengthening the argument that inclusive teaching helps all. Ravet's paper (2011) discusses how 1/100 school-aged people in the UK are on the ASD spectrum; therefore most schools will have ASD children on roll at some point. As most teachers could expect to teach ASD students, teacher training and CPD needs to ensure all staff are ready to teach inclusively. Locke, Ishijima, Kasari, and London (2010) discuss how typically, ASD students have poor peer relationships that worsen in adolescence which create feelings of loneliness and isolation. This US based study of 20 students found that although inclusive classrooms allowed ASD students to be involved in the social structure of their classroom, ASD students experienced more loneliness and poorer friendship quality and social network status as compared with their classmates. The social network in high school increased as students went to different classrooms and the process of transition could make ASD students feel lonely. Locke et al. (2010) concluded that despite there being a progressive and inclusive curriculum, an inclusive classroom alone could be insufficient to integrate ASD students and that more intensive social skills' interventions were required for adolescence with autism.

For students with a variety of SEN, there is plenty of literature which separates and labels 'issues' such as ASD, ADHD (Attention Deficit Hyperactive Disorder) and NLD (Nonverbal Learning Disorder). Whilst in an ideal world you would discard this information and teach regardless of label, teachers must use this information to make teaching inclusive. Different studies showed that students with Foetal Alcohol Spectrum Disorder (FASD) are at risk of a spectrum of difficulties at school (Carpenter, 2011; Dybdahl and Ryan, 2009; Green, 2007; Millar et al. 2014). Neurocognitive deficits, academic challenges, and emotional and behavioural concerns are

associated with FASD, making planning, organisation, attention, memory deficits and failure to learn from consequences difficult for those affected. The lists of concerns from those suffering from FASD are vast and therefore understanding that a student may lack inhibition and has poor judgement is integral in order for a teacher to plan a lesson inclusive for all. This literature review could have been subcategorised with many different sections for dyslexia, dyspraxia, ASD, ADHD, NLD, FASD, hearing loss, partial sightedness, dwarfism and many more in order to fit in with a typical class list. These categorisations may be ironic but it needs to happen in order for teachers to understand how to make their own classes inclusive (Claxton, 2007; DfE, 2015; Figueroa, 2014; Jordan et al, 2009; Thomas, 2014a; Walker, 2014) and get to know the nuances of their students' individual conditions. When looking for inclusive strategies, educators need to consider the individual needs of students within their classroom.

2.8: Issues of inclusion within drama

In order to explore inclusion within drama, I focused part of my study on drama specifically to see if there were any studies that suggested drama can aid inclusion. Barnes (2014) feels that opportunities to publicly play and play with emotions are central to developments in confidence and empowerment. Therefore drama can be a motivator for children with communication difficulties. For example, Kempe and Tissot (2012) discussed how autism can be a social barrier to accessing education as well as the social challenge being part of their disability. As a group, ASD students tend to have a deficit in imagination and a desire for routines and patterns. Mix this with the unpredictability of drama and teachers could find themselves becoming prejudiced by using this method of pedagogy. Drama engages students through surprise and novelty, something which contrasts with the repetition ASD students require. Whitehurst (2007) found that many students with learning difficulties lack confidence in their own creative and communicative abilities thus making drama a difficult subject to partake in. Whilst this was a small two year was based on a study of 29 students (6 with disabilities), it was in harmony with

other articles with comparable conclusions. Inclusion in drama could be an issue with individual students who struggle with a social and unpredictable environment therefore making inclusion in the classroom even more important.

2.9: Benefits of inclusive teaching in drama

The benefits of inclusion in drama in the lives of all students are well documented (Barnes, 2014; Shah, Wallis, Conor, and Kiszely, 2015; Tawell et al. 2015; Thompson and Tawell, 2016). Kempe and Tissot (2012) believed that drama could provide a context in which skills could be practised and learned as well as understanding built and confidence heightened. Barnes (2014) concurs with this idea and believes that, for many students, drama can be a forum for developing creative imaginary skills as well as a way of promoting emotional awareness and empathy. Guli, Semrud-Clikeman, Lerner, and Britton (2013) found that creative drama which addresses social perception deficits could be helpful for children with ASD, ADHD or NLD; this was useful through group interventions. Through their control group of sixteen, they found that drama used in this way cultivated social competence and friendship. This was a thought also promoted by Stickley, Crosbie and Hui (2011) who in their two year study of six students found that drama could enhance self and sensory awareness, encourage social skills, relationships and self-esteem. The study was on how drama benefits the community but the skills could be seen as transferable. Another study which looked at drama in the community was by Hughes and Wilson (2004). They looked at the impact of youth theatre on a young person's social development and found a plethora of benefits including improved confidence, a way of making friends, and an increased ability to deal with difficult experiences. They found across four Youth Theatres and twelve students that Youth Theatre could be an important protective factor from students being marginalised in society, something which would have huge benefits if students had in benefit in secondary school. All of the papers of drama and inclusion were based on small studies but seemed to be congruent in their conclusions.

Kempe and Tissot's (2012) study reported on a project which drew on the social skills of non-autistic peers in a school setting in order to help their autistic peers. This study found that with a concrete structure and an invitation to collaborate, drama could be a powerful medium for children with ASD. In their pilot study with two ASD students in a specialist school, they found that the flexibility within drama could be harnessed in order to help students support each other's development of creative and communicative skills. For Daniels and Downes (2014) drama, whether scripted or improvised, is a microcosm of events that reflected events in the real world. For Tawell et al. (2015) and Thompson and Tawell (2016), the importance is that students who struggle in the real world can benefit from learning through 'being other'; students learn to see familiar landscapes through new perspectives in an inclusive environment. For Daniels and Downes (2014), the transformative potential of drama is huge. Students came to the classroom with data which categorised them in terms of attainment. Drama provided all participants with respite from the constraint of notions of 'self' and could provide settings in which participants could both immerse themselves in action and also sought to understand the way in which personal change could become possible. The circle at the beginning of lessons was inclusive and equal and the pupil's role and identity was one of a citizen within a democratic classroom. Daniels and Downes (2014) also believe that in the arts you can activate the imagination and develop belief, but I question whether this touches those students who find it hard to be outside of their rigid beliefs and to dream up an imagination (for example, those who have ASD). The papers of Kempe and Tissot, (2012) and Whitehurst (2007) suggest they will struggle in this type of environment. This was also reported by Locke et al. (2010) who feels that despite a progressive and inclusive curriculum, a mere inclusive classroom may be insufficient to integrate students with ASD – perhaps drama isolates students when they are asked to use empathy, something that could be quite debilitating.

2.10: Strategies for inclusive teaching in drama

In order for adolescents with ASD to succeed in school, Locke et al. (2010) suggest that more intensive social skills' interventions that focus on friendship development are needed for adolescents with ASD. In their study of twenty adolescence, students with ASD reported loneliness and were aware of their own desire for social engagement but lacked the skills and opportunities to do it therefore drama *could* be a way of doing this. They also feel that additional supports such as sensitivity training for peers may be needed to facilitate true social inclusion in high school. Litvack et al.'s (2011) research recommends that schools should consider disclosure to other classmates about less visible disabilities. This corresponds with Hardin and Hardin's (2002) research on peer tutors where peer support was key. Shah et al. (2015) believe educators should encourage peers to become agents of change in a society where people seen as 'other' are not seen as inferior and indeed no longer seen as 'other'. Their performances of five real life stories of people living with disabilities found that they presented learners with opportunities to manipulate and challenge traditional perceptions of disability. It was a forum for a voice and therefore for students to feel included and for the classroom to be inclusive.

Mimetics is a way of having non-verbal communication through copying (Trowsdale and Hayhow, 2013 & 2015). Trowsdale and Hayhow (2013 and 2015) found that through mimetics, there was a change in engagement between students and in the way they took risks; a readiness to reflect on their own behaviour therefore opening up possibilities for those with disabilities. Their 2015 paper, which focussed on studies from the previous five years, found that mimetics might have a place in mainstream school and then might therefore offer a more level playing field where cognitive competence can isolate some learners. Catterall (2007) had touched on this and believed that personal and interpersonal considerations were gained through enacting situations. This also led to reduced peer conflict (n=71 participants and 84 non-participant students in their 24 week study). By exploring different situations and by putting the performance into a public

forum, students took responsibility for their own learning as they became motivated to get things right. This coincided with Cahill's paper (2002), which after studying a year eleven class suggested one strategy was that all students were in it together when there were projects within drama. For students, this pressure could motivate and helped all succeed together. Whilst socially a group performance with shared responsibility could help students be inclusive, for some students with social barriers, this could be the issue that makes them feel excluded.

2.11: Conclusion

Inclusion is important as children are tomorrow's leaders and therefore teachers need to be inclusive from day one (Shah et al., 2015). To be inclusive, teachers must know their students and cater for their needs without isolating the student and making them feel under scrutiny. All students work differently regardless of SEN and this is the challenge of teaching – to inspire and to help grow the minds of all in order for them to reach their potential. This literature review set out to explore inclusive teaching: why every child matters in the classroom and strategies to deploy to ensure this happens within drama by investigating the following questions:

- What is inclusion;
- Why does inclusion matter;
- What are the benefits of drama on inclusion and;
- What strategies could be deployed in the drama classroom to be more inclusive?

It became apparent that inclusion itself was a difficult term to outline without a specific singular definition. The researched clarified for me that a definition for the purpose of this study was that inclusion meant to have no discrimination on the grounds of disability or SEN. Inclusion matters in order for every child to reach their full potential. If no discrimination occurs and educators pursue inclusion within their classrooms then every child should achieve. The benefits of being inclusive in drama were clear when looking at specific SEN. For example, for ASD students to thrive within the subject, teachers should adapt lesson to help students progress socially and

prepare students for the real world. When looking for specific strategies, it became apparent that there were a few techniques such as peer-support or co-teaching but that these would not work for all. Due to the nature of inclusion, there is no one technique or a 'one size fits all' approach and being inclusive means knowing your students and adapting for them to reach their full potential. This research was useful as it clarified what I had suspected (that knowing your class is the best form of differentiation). It also then made clear that when moving into the survey section of my study that there was not going to be a simple response from students with the data showing a clear picture ready for me to have a 'lightning bolt' suggestion for the school. The study at this point became an exploration rather than a technique to prove or disprove.

Chapter 3: Methodology & Methods

3.1: Methodology

I researched a range of methodologies in order to decipher the best way of tackling my research questions. Action research, a term first coined in 1946 by Lewin, was a well-established way of collecting, analysing and acting on data, and was one method I considered. The issue of undertaking action research was time. At the beginning of the academic year I had changed to a new school and was heading up the department which was also a new role to me. This was something I considered when looking into action research and whether I would have the time to implement ideas, analyse, and perhaps start another round with collaboration. This approach may have been skewed by these time constraints and my focus being pulled as a new Head of Department and therefore the outcomes might not have been true to the research undertaken.

Another method I considered was a case study approach. By choosing individuals to follow I could grasp a deep understanding on what it was like to be them in the classroom and gain an insight into how they were being included in school. After considering this I realised that the students I would want to study would be seen as vulnerable and would perhaps feel

uncomfortable with this type of scrutiny thus making the data seem untrue to what was intended. For example, students would not be anonymous in making comments and could therefore not be honest and open about how they felt. They may have found drama difficult (particularly ASD students) and therefore not been honest about inclusion within the subject. For these reasons I decided to not pursue the research in terms of case studies.

I researched a mixed methods approach (Onwuegbuzie, 2014; Pelto, 2015; Teddlie and Tashakkori, 2012) and whilst there were many conflicting ideas on what this entailed and how it should be defined, it was clear from the way I wanted to collect data that I would be looking at both quantitative and qualitative data in order to analyse statistics as well as comments from both staff and students. I wanted to conduct research which evolved, much like the nature of the classroom. I also wanted to ensure that as the research continued, I could choose the way data were collected and analysed to suit the questions but also the way the students reacted to my research. Once I had done this research I decided to use a mixed methods approach to my exploration.

3.2: Methods

The process (shown in Table One in Appendix ii) was a systematic approach of data analysis to inform the next stage of the process. The questions were approved by CUREC and discussed in collaboration with the IM before the opt-out letters were sent to parents. Once the opt-out deadline had surpassed (five students in total opted-out), I issued year seven - eleven students with the surveys which occurred in Term Three of the school year (February). Sixth Form were excluded due to the small numbers within these classes (five in total). Using Hitchcock, Onwuegbuzie and Khoshaim's (2015) advice on survey design I first decided the purpose of the survey: to gain an insight into how drama was inclusive in comparison to the rest of the school. I designed statements so students could rank how they felt and the data could be collated and

analysed. The survey statements were discussed with my 'critical friend' and fellow drama teacher as well as with the IM as part of my collaboration process. When the surveys were circulated, students were reminded that the responses were anonymous and they were given the opportunity to ask any further questions at this point.

The breakdown of percentage of SEN in each of the classes chosen to be surveyed is shown in Table Two in Appendix ii. Overall, 274 students responded to the surveys which consisted of six statements. The statements on the survey (see Appendix iii) were set up so a direct comparison could be made between how the students felt in lessons both across the school and in drama. On average, 16% of the classes had an SEN with a range from 0% - 43%. This confirmed one of my sub-questions of why inclusion mattered as if it didn't, then 16% of my students would not have been able to access the curriculum. Once this data collection had occurred, it was analysed and further questions were then raised for the focus groups which were conducted in Term Four (April).

Before I undertook the focus groups I collaborated with a member of the SLT about some of the comments that students had written on their surveys (34% in total had comments). From this conversation it was clear that more in depth responses and clarification were needed which was why the mixed methods approach worked. I tailored the questions to the focus groups in order to gain a deeper insight to how students felt about inclusion in drama. Students were selected for the focus groups with a range of abilities and SEN students in each group. Table Three (see Appendix ii) shows the breakdown of the students selected for the focus groups. It shows the variation of gender, SEN, prior attainment, and also has comments specific to the students. Students were not aware that this is how they were selected and they were given the opportunity to opt out again at this point. As a result of the survey responses, I formulated further questions to ask students in these focus groups. These questions were based on enjoyment of a subject,

working in groups, the use of worksheets and what it was that made them *feel* included. This methodology ensured I was able to conduct questioning in different ways and could use quantitative data to inform questions used when collecting qualitative data.

3.3: Limitations

The way I collected quantitative data meant that students could be anonymous (and therefore truthful) but that I would not be able to analyse students with and without SEN against each other. I could see whether groups with a higher percentage of SEN were lower but would not be able to see how this affected the individual groups within a class or group that I was analysing which was one limitation of collecting data in this way. Overall, 274 student and four IA responses were collated and analysed. The limitations here were the lack of responses from an already small inclusion team (seven in the inclusion team), therefore this data on its own could not be relied upon but used as part of a larger analysis. Another consideration about these survey responses was that a re-structure was occurring at the time of this exploration. The staff who answered these surveys were affected in this re-structure and were quite negative, something that could have affected their scores and comments. In the focus groups, the students had to trust me with their responses but limitations could have been that students were not always honest with their responses in case they 'got into trouble'. Whilst this could have been an issue, I decided this approach was still strong as I have good relationships with my students and felt they would be honest with me and make comments regardless whether they were positive or negative.

3.4: Validity

This research project aimed to gather data on inclusion and both students and staff thoughts on how this was perceived in their eyes. The data gathered allowed me to address perceptions through the use of focus groups. The conclusion gives further details of what the next steps were

but in terms of validity of data for the intended purposes, I felt the right volume and the type of data were collected. Using a mixed methods approach ensured: a greater validity through a variation in data; the question was answered from a number of perspectives; that there were no 'gaps' to the information / data collected and; that any pre-existing assumptions from myself as the researcher were less likely.

3.5: Ethical Consideration

Before any data was obtained, ethical approval to CUREC 1 was given. The school's Headteacher in which this research was conducted, gave permission for the research to be undertaken and written about for the purpose of this study. Surveys were anonymous for both staff and students. All participants were given a letter with a participant's information sheet with students given the opportunity for their parents to opt out. In total, five students opted out and therefore did not take part in this research. Data were kept locked away (hard copies) and electronic copies were password protected. All names of students and staff remained anonymous and given a pseudonym. As a teacher, students viewed me as an authority figure; therefore I was concerned about how students would react to the surveys. This may have skewed data as students were affiliating the surveys with me (the person who was also delivering the surveys). I surveyed the students in my own classes as it was more accessible than a researcher coming into the school but I had to be aware that students could react differently to me than to a stranger. I also had to consider that a change in pace of the lesson to deliver a survey could influence how students such as those with ASD might feel about the lesson and the survey. This could not work for key groups but I had to ask students to complete the same surveys in order for the data to be able to be collected and analysed.

Chapter 4: A Systematic and Critical Analysis of the Evidence Collected

4.1: Analysing the quantitative data: student surveys

I conducted a survey of 274 year seven – eleven students who I taught drama, in order to gain an insight as to whether drama was seen as an inclusive subject. The students were asked to rate their reactions to the statements on a scale of 0 (strongly disagree) – 10 (strongly agree). The statements are in Appendix iii and were as follows:

1. I feel included in all my lessons;
2. My teachers make sure I understand all of the work set;
3. My teachers push me to achieve my TG and beyond;
4. I feel included in drama;
5. My drama teacher makes sure I understand all of the work set;
6. My drama teacher pushes me to achieve my TG and beyond.

The survey data were then collated and analysed in class groups, year groups and an average total.

The year seven data were taken from two classes (52 students in total). 7O1 had 33% SEN students in comparison to 7S2 who had 19% (both above the average total of 16%). When looking at the data 7S2 were overall more positive in all their answers (see Table Four in Appendix ii). The table shows the average score out of 10 (0 = strongly disagree and 10 being strongly agree) for each of the statement. Both groups were more positive when expressing their feelings about drama in relation to the rest of their lessons. The total average for these classes showed an entire point difference between the whole school (statements one – three) and drama (statements four – six) showing that regardless of how positive the students were, the difference in how they felt about inclusion in drama to other subjects was on the whole more positive. For both classes, the weakest area for drama was statement six. This was in contrast to the weakest area across the school being statement two.

The data for the three year eight classes continued on this similar theme with students overall feeling more positive about inclusion within drama (see Table Five in Appendix ii which shows the average score of each statement for every year 8 class surveyed). The SEN percentages for these classes were 17%, 16% and 19%, all near to year eight average of 16%. All of these classes showed a more positive stance towards drama in terms of inclusive teaching, understanding, and TGs. Once again, the weakest area for drama was statement six. Both 8O1 and 8S2 were comparable to the year seven classes with their lowest scoring statement being number two. 8O2 however felt this was the strongest area across the school with statements one and three being ranked bottom. Looking at the data, year eight were positive with no statement ranking below an average of 6.5.

The SEN percentages for year nine were 8%, 8%, 42% and 13% showing a clear disparity between classes. Year nine had the only anomaly across all of the data with one of the classes (9S3) and statements showing a higher score for the whole school data rather than drama. This occurred for statements three and six. For these statements, students felt that the rest of the school were stronger than drama. Whilst this was significant as it was the only statement where drama faired weaker, the difference was by 0.2 and therefore not significant in terms of a worrying difference. The year nine group (see Table Six in Appendix ii) was similar to year seven with a difference of almost two points for statement two and five, perhaps the most significant gap.

Unusually, both year ten classes had 0% SEN and therefore could have been interesting when comparing data. However, there was no significant anomaly here and the same patterns occurred. Overall, drama was once again more positive (see Table Seven in Appendix ii). The year elevens, with an above average of SEN students at 33% were also more positive about drama. Analysing this data it was clear that Key Stage Four (years ten and eleven) rated the

whole school inclusion significantly lower than drama. Both 10C1 and 11A1 showed scores of 5.7 for different statements in the first half of the survey therefore showing a lack of inclusion, regardless of SEN status.

Overall, when the data were averaged, students felt a marked difference between inclusion at a whole school level and in drama. Table Eight in Appendix ii shows this comparison further with all statements stronger in drama. Overall, statement six was the weaker area for drama although not significantly so, still scoring 7.8 as an average. As a whole school, the weaker area was statement two with a score of 6.6. The data at this stage in the exploration showed a difference between drama and the rest of the school, suggesting inclusive practises were happening and I was on target to answer my research question and sub-questions. The mixed-methods approach of my study ensured I could collect some qualitative data to further explore *what* the benefits of drama were according to my students.

4.2: Analysing the quantitative data: Inclusion Assistant surveys

There were four employees in the Inclusion Department who completed the surveys with the survey statements in Appendix iv, also listed below:

1. This School is inclusive
2. The school offers helpful CPD on inclusive teaching
3. Teachers actively used inclusive strategies in the classroom
4. Teachers understand what inclusive teaching looks like
5. All teachers are inclusive in all lessons
6. The drama department is inclusive
7. Drama teachers actively used inclusive strategies in the classroom
8. Drama teachers understand what inclusive teaching looks like
9. Drama teachers are inclusive in all lessons

Much like the students, the team were asked to score on a scale of 0 (strongly disagree) to 10 (strongly agree). There were also spaces for comment under each statement. Following on from the trend seen in all classes, the Inclusion Department also felt that Drama were more inclusive than the whole school with Drama scoring higher in every statement. The most significant statement here was the last one being 'all teachers are inclusive in all lessons' where Drama's positive score was double that of the whole school. Arguably the most significant part of this data was that teachers were offered CPD in SEN (average score of 8) and yet for the whole school statement of 'all teachers are inclusive in all lessons', the average point score was 4 thus flagging up an issue with classroom delivery or ineffective training.

The research showed that although inclusion is high on the agenda for the government and my school, IAs were suggesting that the school in general was not that inclusive. Once again the data were showing a difference between the whole school and the drama department but qualitative research would be able to delve deeper into an understanding *why* in order to answer my research question and sub-questions about inclusion.

4.3: Analysing the qualitative data: open responses on the surveys

All students and staff were given the opportunity to write comments on their surveys, both after each statement and general at the end of the survey. For this section of analysis, students are identified by their year and then given a letter to differentiate between them (e.g. 7A would be a year seven student).

For year seven, the comments for statement one seemed to stem around being chosen to partake in lessons. Student 7A commented 'Some teachers never pick me to do something when I have got my hand up'. This was similar to Student 7B who stated 'Some teachers don't choose me'. Student 7C commented that 'I don't think some teachers include everyone', whilst

Student 7D stated ‘Some teachers never pick me to do something or to answer a question when I’ve got my hand up’. These students felt frustrated that they were trying to be involved and yet were being excluded from their lesson by their teacher. For Student 7E it was subject specific, ‘Sometimes I feel a bit left out in some subjects’, but they did not name the subject as opposed to Student 7F who said ‘I don’t feel as included in music’ and 7G who felt they were ‘Not included in maths’. Students were likely to not feel included in some of their subjects but not enough students in year seven wrote down specific subject for there to be a pattern to analyse.

For some students in year seven, understanding a subject was what made them feel included in the classroom. When focusing on statement two, the following comment was made by Student 7F, ‘Sometimes they [the teachers] just give us a sheet and we have to do it and they won’t help us’. Student 7D also commented on the use of worksheets ‘A lot of teachers don’t explain what the worksheet is’. This theme continued with Student 7J commenting that ‘Some teachers sit back and just give us sheets!!!’. As a result of this theme of worksheets and inclusion / understanding, I focused on it in discussion with students in focus groups (see section 4.5 for analysis). Student 7E was very negative and wrote ‘Most of the time they [the teachers] don’t explain’. This did seem to contradict their scoring of 7/10 for this statement suggesting they do understand most of their lessons despite their comment. Interestingly, Student 7H who also gave this statement a 7/10 commented that ‘Only some teachers don’t’; this was reflected in Student 7I who gave a score of 6/10 and stated ‘Sometimes they don’t’. Student 7B, who in the previous statement had felt they were not chosen, only gave this statement a 3/10 and added the comment ‘Sometimes teachers ignore the fact that I don’t understand’. Overall comments at this point in the survey were negative.

The third statement on the form regarding TGs was one that offered fewest comments. Student 7H wrote ‘Not maths’, Student 7G ‘yep’ combined with a score of 9, and Student 7B stated ‘Some

do, some don't' which compared with Student 7A's comment of 'Some teachers do but some teachers don't'. Student 7D commented 'Not all of the time, they tell me my level and sometimes don't say what I have to do to improve', therefore passing judgement on specific feedback interventions. On the other hand, Student 7C was more positive with a score of 8 and stated 'They sometimes personally help you'.

For the statements surrounding drama, students were more positive and there seemed to be a link between enjoyment and feeling included. For statement four, students made the following comments relating to enjoyment: Student 7J 'I like Drama' and Student 7A 'Yes because Drama is fun'. In the further comments section of the survey, other comments were made which included: Student 7K '[our teacher] is nice and always makes sure we're included and enjoy the lesson', Student 7M 'Drama teacher is fun!', Student 7N 'The games at the start of the lesson are fun and I feel it keeps us all included', Student 7I 'I like drama' and Student 7P 'I feel like more classes need to be like drama because drama is more fun and upbeat so I feel like I understand it more'. Due to the volume of comments linking enjoyment of a subject and feeling included, this was a topic I discussed further in the focus groups (see section 4.5).

Statement five involved student understanding of drama. Student 7K wrote 'All the time' which contrasted Student 7O who commented 'Most of the time but not all of time'. Student 7B wrote 'She explains in clear instructions so I know what to do' which complemented Student 7A's comment of 'Yes because it's easy to understand'. Student 7I reiterated this point as they stated 'She explains everything then we work on it', a common theme which 7D agreed with 'Yes because before we start the teacher would explain what we have to do'. These comments suggested that in order for students to feel included in lessons, teacher explanation had a key role.

Statement six regarding TGs in drama received mixed feedback. Positive comments were those such as 'Yes because my teacher tells me what I have to do to improve' by Student 7D, and Student 7C commenting that 'They tell you what you're good at and what you need to improve'. Student 7K wrote 'All the time, she's nice' and Student 7O wrote 'all the time'. Student 7E wrote that 'She tells us what we should add' and Student 7B wrote 'Mostly, yes'. More negative comments included Student 7A who wrote 'I'm not sure because I got my level' and Student 7I who commented 'I've been told my grade not my TG'. Drama specific statements in the 'Any other comments' section included Student 7C 'My teacher is very good but I feel I'm not doing what I could as I go to a drama club which is very advanced'. More generic comments in this section included Student 7J saying 'more classes need to explain what they are doing!!!', Student 7K who stated 'I feel like I'm not pushed to my absolute best' and Student 7H who wrote 'Some teachers don't give me harder eugh [sic] work. Sometimes I get left out'. As a result of this, I formulated questions for the focus groups but also started to think about my grouping in lessons giving different students a chance to push themselves to achieve.

Overall the comments from year seven were a mixture of positive and negative but showed that students felt included when they were in groups and enjoyed a subject. Year eight were also both positive and negative and also chose to name subjects that were not inclusive (much like year seven). For the statement one Student 8A wrote 'Sometimes, but maybe include everybody instead of individual students'. Student 8B was negative in their comment and justified giving a score of 6 'Because in our maths our class is so naughty that the people who do work gets ignored because the teacher is focused on the naughty children'. Student 8C wrote 'Not in maths or English' and Student 8G 'Not in languages'. Student 8I gave the statement a score of 2 'Because I am third wheeling!' but did not give a specific subject therefore implying this was in all subjects. For Student 8J it was an emotive response, 'I think teachers need to know to not to push us too hard as we might not be feeling good'. More positive comments included Student 8K

who wrote ‘I don’t get on well with others, but I feel included with the lessons’ and Student 8D who commented ‘Most lessons’ - it is easier to sometimes be put in partners’. Students 8E and 8F both commented ‘I feel included’ with Student 8H writing ‘I always try to get involved’. Overall year eight were seeing being included as an active role they play in a class rather than inclusion within the umbrella term used in education.

The comments for statement two were negative from the students. Positive comments included: Student 8A ‘Mostly all of the time’, Student 8K ‘If I don’t, I have help to do so’, Student 8E ‘Sometimes’, Student 8F ‘They try their best’ and Student 8H ‘Normally’. The negative comments for this statement included both generic and subject specific comments. Student 8L wrote ‘Sometimes they don’t go into detail’, Student 8M commented ‘They sometimes make the work seem complicated’ and Student 8J stated that ‘Sometimes I understand but they often don’t make sure’. For Students 8P and 8I, it was about the pace of the teacher. 8P wrote ‘Sometimes they go to the next question too quickly’ and 8I ‘Sometimes they move on too quick [sic]’. Other negative comments included Student 8Q who wrote ‘They don’t always help me’ and Student 8O giving a score of 3 ‘Because some don’t explain things well and then complain when we don’t know what to do’. For Student 8N they wrote ‘Maths not’ yet Student 8D elaborated ‘Sometimes the way the task is set is confusing in French’. These comments correlated to year seven’s where specific subjects were mentioned as well as a focus on the teacher and how they make students feel or not feel included.

Once again for the third statement the students gave subject specific feedback as well as generic comments. All of the subject specific comments that were negative were aimed towards maths. Student 8N ‘Not maths’, Student 8C ‘Most lessons, not in maths’, and Student 8B ‘Every class except maths because I told her it’s too easy but she ignores me’. Positive comments included Student 8K who stated that ‘The feedback is quite useful’. Student 8E commented ‘Sometimes’,

Student 8F said ‘They usually mention it’ and 8H stated ‘Yes nearly all the time’. Student 8P also stated ‘In most lessons’ and Student 8D wrote ‘Most work is challenging’. The most succinct comment was from Student 8U who stated ‘All the teachers give me a target to improve my work so I can achieve my end of year target’. Negative comments included Student 8A who stated ‘Not all of them, maybe they should push me to higher grades’ and Student 8T who wrote ‘I don’t feel like I’m pushed by the teachers to achieve my TG’ which both contrast Student 8J who wrote ‘They do but sometimes they push too much’. Student 8R commented that ‘I feel like they give you targets but don’t tell you how to achieve them’, Student 8W said ‘I don’t know my TG’ and Student 8X gave a score of 4 and wrote ‘Not really’. One of the profound comments by Student 8I was ‘They don’t really care’ which is the student who also commented that they were ‘Third wheeling’ in the previous statements (going through the motions but not making an impact on the class).

Statement four fell under the categories of enjoyment and feeling included. Student 8D gave a score of 10 and wrote ‘I enjoy the lessons’ whilst Student 8K gave a score of five and wrote ‘I don’t like drama’. Student 8Y wrote in the general comments section ‘I enjoy all my lessons including drama’ showing another correlation between feeling included and having fun. One negative comment for statement four was a score of 0 from Student 8I ‘Third wheeling AGAIN!’ which contrasted the positive comments such as from Students 8B and 8E who both wrote ‘I feel included’, Student 8F ‘My teachers try the hardest to include me’, and a score of 10 and a ‘Yes’ from Student 8H. From this data you can see a pattern emerge from years seven to eight where enjoyment is key to feeling included in lessons.

For statement five, there was one negative comment. Student 8X gave a score of 3 and wrote ‘Not really or at least very often’. Student 8K stated ‘Most of the time I don’t but they help’ and Student 8D wrote ‘Lessons are easy and laid back’. Student 8E and 8F both wrote ‘Most of the

time' and 8H 'Nearly always'. Lastly, Student 8O wrote 'She explains things well'. From these groups of comments I decided to ask in the focus groups about whether students view drama to be easy, a question which is analysed in section 4.5.

Despite the positive comments on statement five, statement six showed a more negative scope of comments. The statement provided just three positive responses: Student 8F 'Miss tries hard to make me improve on my drama'; Student 8E, 'Most of the time' and; Student 8H stated 'Yes'. For others in the class this area was a weakness. Student 8V commented 'She doesn't focus on individuals and cares more about the whole class'. Three students had a common issue of not knowing their TG: Student 8M said 'Don't know what my target is' and Students 8Z and 8AA both commented 'I don't know my grade'. Student 8X continued to be negative in their feedback and wrote 'Again, not very often', and Student 8K wrote 'There isn't too much feedback'. This feedback made me reconsider if I needed more of a focus on TGs rather than the skills I had been teaching on order to achieve these grades. In the focus groups I devised a question around this (later analysed in section 4.5) to discuss with the students.

The 'any other' comments were varied and insightful. Student 8K wrote 'I have slight Asperger's Syndrome so I find social skills hard'. This complimented their survey answers which often referred to the help they are given (by both IAs and teachers). Student 8Q wrote 'Most teachers try to push me but not all of them' and lastly Student 8X used the opportunity to vent their frustrations: 'The teachers often don't explain well and get very annoyed when you don't understand. They hardly give you a chance to speak so people feel as though they have to a loud to be heard and that affects the way people react. They never make sure everyone understand and it's not fair!'. Whilst this comment could be seen as alarming, it represented the minority. The surveys were undertaken anonymously in order to get students to be as truthful as possible but this did mean that I could not then go on to that particular student to check how they

would want further support in the school, something that frustrated me as a teacher undertaking the research.

Year nine followed the trend of years seven and eight and also had a mixture of comments but also specific subjects they were unhappy with. Comments were negative for the first statement. There was one positive comment which Student 9A wrote 'I feel included in most of my lessons'. Student 9B was a little positive but also pointed out a subject they struggled with, 'I feel included in most of my lessons but there are a few subjects I don't feel very included like Core Programme because she doesn't help that much'. All of the other comments for this statement were negative such as Student 9C who gave a 3 'Because you make us do independent work', Student 9D 'Sometimes it's just sit and write independently, sometime we talk with others', Student 9E gave a 3 and wrote 'because I am lefted [sic] out all the time' and Student 9F commenting that 'Lots of teachers have favourites'. For Student 9G, they had mixed feelings: 'I am but sometimes no' which was reiterated by Student 9H who wrote 'I feel included in some lessons but in some we're pushed to the side and forgotten about'. The comments were much like those of years seven and eight therefore created a pattern of mixed thoughts.

The negative comments continued for the second statement. The most positive comments were from Student 9J who wrote 'Some teachers', and Student 9N writing 'Most of the time'. Student 9C started to explain why they don't understand the work by stating 'They just give us a sheet', affirming what Students 7D and 7J were suggesting about the use of worksheets. Student 9N gave a score of 1 and wrote 'No not always' and Student 9L stated 'In most of my lessons I'm left to do my own thing rather than given help'. Both Students 9K and 9I felt teachers could not give them individual support. Student 9K stated 'Sometimes teachers can't get round to everyone if they don't understand' and Student 9I said 'Teachers can't get around to everyone'. Student 9F agreed with this and expanded on their point 'Lots of things are not looked at or explained'. This

comment was also said my Student 9G who wrote 'More explanation would be nice'. The theme of a decent explanation correlating with students feeling included is one that has featured in years seven, eight and nine, suggesting a clear pattern across the year groups.

The trend of more negative than positive comments continued for statement three. Comments that were not wholly negative included Student 9L who wrote 'Some teachers push me more to do better than others', and Student 9B who stated 'In most of my subjects'. Student 9N said 'I don't know my targets' and Student 9J commented that 'Some confuse me'. For Student 9M it was a clear negative for this statement with a score of 0 given with the comment 'No I don't feel like I achieve in all lessons'. Student 9F wrote 'I get very little personal attention towards my grades' and for Student 9O it was subject specific with them stating 'I don't get pushed too hard in geography'. Once again, this was something that had happened in other year groups but the first time that geography has been mentioned as one of the subject they struggled with.

When year nine commented on the drama specific statements, there were fewer negative comments but the same themes as years seven and eight occurred such as enjoyment and a feeling on being included. Student 9F wrote 'Activities are including [sic] and fun' whereas for Student 9P it was about a lack of enjoyment: 'I don't like drama very much so I don't like to be involved in the physical activities'. For Student 9N it was about the content of the lessons with them writing 'Some people play stronger parts all the time'. For Students 9N and 9D, more positive comments were made with 9N stating 'It's quite inclusive' and Student 9D writing 'We're always doing something in groups'. The idea that students feel included because of group work is one that is discussed further in the focus groups and analysed in section 4.4.

Statement five provoked one response in all of the year nines surveyed. In response to statement five, Student 9F wrote 'I have a good understanding and receive personal attention'.

Out of the four comments that were written for 'my drama teacher pushes me to achieve my TG and beyond', three were negative with students stating the following: Student 9A 'I don't know my targets for drama and how to improve', Student 9N, 'I don't know my targets', and Student 9F stating 'Grades are rarely looked at'. Student 9D's comment was positive with them stating that they were 'Always given ways to improve'. One person wrote in the 'any other comments' section which was positive when Student 9L commented 'In drama I feel included a lot more than in some of my other lessons, and am pushed to do better in drama more than other subjects'. Overall year nine's comments were negative but this could be due to the lack of comments overall in comparison to years seven and eight.

The themes of enjoyment and a general sense of *feeling* included continued to trend in the year ten surveys. For statement one Student 10A wrote 'I feel included'. For Student 10B they felt that 'Teachers ask less able students questions instead' whereas Student 10C elaborated and was subject specific in their response: 'In information based subjects e.g. Maths and French I struggle. In subjects I enjoy I feel included'. For statement two, students who felt they should write comments were largely negative. Student 10A was the only student who was not wholly negative with them writing 'Some do, others don't'. For Students 10D and 10E, explanations needed attention: 10D 'There's a minority of subjects where the teacher just lets you get on with it without explaining very well' and 10E 'Some teachers don't explain things well'. For Student 10C, a score of zero was given alongside the comment 'My teachers 90% of the time just give us work sheets'. This theme correlated with both year seven and nine where students commented on the use of worksheets. Student 10B gave a similar comment to Student 8I and wrote 'Don't think they care – get angry when we don't understand'. For statement three, Student 10A wrote 'Some do, others don't' which was reiterated by Student 10F who commented 'Some 10, some 0 or 1'. For Student E the comment was that 'Some do, but in quite a few subjects, teachers aren't very engaging etc'. The negative comments continued with Student 10C who stated 'My TGs are

never mentioned' and Student 10B commented that 'They don't bother giving us actual targets and feedback'.

For the drama segment of the survey, comments for statement one were positive with the two comments made being from Student 10A, 'I feel as if everyone is' and from Student 10G stating 'Always – very inclusive'. For Student 10B, the comment was based on the content of the course in drama where they commented 'It depends on roles we get' being a factor as to whether or not they felt included. The lowest scoring point for statement five was three with Student 10C who stated 'I think a lot of drama is expected to be known already'. After the survey was undertaken, I learnt that the curriculum year ten followed (before I started at the school) did not encompass a lot of skills I would have expected to be known. Therefore this comment was correct because at the time I did expect a lot of the drama to be known. Statement six with a drama focus induced three comments from year ten. Student 10C stated 'Miss does go through what I need to do when I ask her' and Student 10G writing 'They tell me how to achieve the next level up'. There were two comments where feedback suggested room for improvement. Student 10H wrote 'I need a little help to understand how to move levels in practicals' and Student 10I commenting 'I don't understand all feedback'.

As the year groups got older, the volume of comments depleted. This was proportionate to the amount of surveys undertaken for each year group but this also could be that as we get older, we tend to focus on negative rather than positives, or that students became more cynical about school. For statement one Student 11A wrote 'Some lessons just don't include everyone and teachers don't always equally focus on everyone'. This was the only comment made on this statement therefore it could be interpreted that students did not feel concerned enough about this to make a comment. Students in this year group were also subject specific in their critiques. When focusing on statement two, Student 11B gave the score of three and then wrote 'Maths

teacher isn't very helpful'. Student 11C agreed with this in their evaluation, gave a score of five and wrote 'I find it hard to understand some of my maths work, and often the teacher just expects you to know'. For Student 11D, it was about how the teacher understands them: 'I feel like some teachers assume more than ask [about their understanding]'. For statement three, all three comments that were written were negative. Student 11A wrote 'Teachers see me as a 'high achiever' and don't always push me to achieve my full potential'. Student 11B commented that 'They want me to achieve it but I don't feel they do too much in order to get to?' and Student 11D wrote 'Teachers don't push / help you to achieve those grades and don't give enough guidance'.

Although only three comments were made statement four, the comments still followed the trend of the previous years of seven – ten and were either about enjoyment or of a feeling of being included. Student 11D wrote 'I love drama' whereas Student 11B wrote 'Group work: makes you feel included'. Student 11E elaborated on their thoughts further and wrote 'Very inclusive – even general comments are relevant; constructive to how I can improve'. For statement five, three out of the four comments were positive. Student 11A wrote 'Our teacher makes sure we all understand', Student 11B wrote 'I ask if not because they are approachable and nothing is too academically challenging' and Student 11E commented 'Very comprehensive layout of work'. Whilst the comment about it not being too academically challenging was written in a positive way, I felt this to be a negative against the subject and therefore followed this up in the focus group (see 4.5 of the analysis). Student 11F looked at the subject content and wrote 'I feel very excluded from the exam questions' therefore rather than the teacher or environment being a factor, the curriculum itself was the issue that as a teacher I needed to ensure was accessed in order for the students to feel included.

Where students were asked about being pushed to achieve their TG in drama, Student 11E wrote 'Lots of constructive criticism – very encouraging, very useful'. This contrasted with

Student 11B who felt 'If I go for help yes but if not I don't really'. For the additional comments section of the survey, four comments were made, all positive about the subject and their enjoyment of it. Student 11G wrote 'I enjoy drama lessons at school, as I enjoy drama and feel part of all lessons'. Other comments were based on the fact they have had a change of teacher half way through their GCSE. Student 11A commented, 'Since we have had a new teacher I have improved so much in theory and practical drama' and Student 11H wrote 'I love my drama teacher. Since she started teaching us in year eleven I have improved in practical and theory' and Student 11D commented that 'After we changed drama teachers my grades in drama and my enthusiasm for the subject improved'.

To conclude this section, the research and sub-questions needed to be addressed. To start to understand the sub-question of 'what is inclusion?' I analysed the student responses on the survey and found that overall, the survey comments showed inclusion to mean different things according to age groups. For example, year seven seemed to believe that inclusion was about feeling involved in terms of friendships where as other years found inclusion meant the teacher including them in a lesson. For these students, inclusion mattered (the second sub-question), whether this was shown through positive or negative comments, student felt the need to share their thoughts and the benefits (the third sub-question) were shown when students felt they enjoyed lessons more when they were more included. Strategies to use within drama (the fourth sub-question) started to show at this stage in the investigation and therefore questions were formed from the data collected to clarify what strategies, if any, could be applied to the classroom to make it more inclusive. Overall, I discovered that for students who undertook the survey, inclusive teaching matters in order for them to be comfortable learners. In order to discover strategies to deploy to ensure this happens within drama I collated questions to ask further questions in the focus groups.

4.4: Analysis of Inclusion Assistant surveys

The statements for the IAs were different than the ones given to the students and therefore could not be directly correlated (see Appendix iv). For the first statement, Person D wrote 'For the most part, yes' and Person B wrote 'Information is given out, unfortunately not always considered in every class'. For statement two, Person D stated 'Yes, but it is not always well attended due to people's commitment priorities'. Comments on statement three from Person B were that there was 'Room for improvement' and Person C stated that 'Some do, some do not'. Person D elaborated that 'Many do and the kids communicate this, but some teachers use a lot of rote memory and little differentiation'. For statement four, Person C again wrote 'Some do, some do not' and Person A said 'Some teachers are better than others' whereas Person D wrote 'Not all teachers understand. They use inappropriate text, font, strategies, don't focus support enough on the most needy'. For statement five, two comments were made. Person B wrote 'Despite reminders and conversations regarding the importance of SEN, there are some areas and department that need to improve'. Person D commented 'Not providing accessible work means they are not inclusive'.

The comments on the section regarding the drama department were more positive which were in line with the student surveys. Statement six prompted the comment from Person D of 'From what I have heard', from Person C, 'The drama department will ask for help with a student and will act on advice', and from Person B, 'Absolutely – and always request information on students to support further'. For statement seven, Person D gave a score of 8 and commented 'The kids believe so' and Person C gave a score of 9 and commented 'With guidance from the inclusion department'. One comment was made on statement nine was from Person B who wrote 'It has been much better of late as some students find drama very difficult'. A final comment was made by Person A who wrote the following: 'Some teachers use the inclusion department staff well in their lessons and will try hard to work with students with additional needs in an inclusive way.

There are some teachers however, who do not research or take advice from the SENCO about students' needs and then struggle to teacher some students because of their needs'.

The insights the inclusion team gave were quite negative (which could be due to the pressure they may well had been under during the time the surveys were conducted). The inclusion department themselves felt a strong sense of what inclusion was and that it was not happening by all teachers, despite relevant training being offered by the school. The inclusion team suggested that the drama department had improved and therefore had taken on the strategies they had delivered as a team to the whole staff. Overall the inclusion team had backed up some of the research in the literature and shown the disparity between different teachers and their ability or want to deliver inclusive lessons for all.

4.5: Analysing the qualitative data: focus groups

In order to answer why every child matters and strategies to deploy to ensure this happens in the classroom I set out to answer what inclusion was, why it matters, the benefits of being inclusive and find strategies to use in the classroom. In order to answer these questions, I used the results from the surveys to form questions for focus groups from years seven – eleven. The results showed a difference between how the students felt between whole school inclusion and inclusion in drama therefore this needed to be a focus. The questions are shown in Appendix v. All of the questions were based on the survey results and were discussed in collaboration with my critical friend and IM. An example of the year seven transcript can be found in Appendix vi.

The year seven focus group showed an element of ideas surrounding enjoyment, group work, use of worksheets and ultimately *feeling* included. When asked 'What do the best teachers do to push you?', Student 7iv, a female, Middle Prior Attainer (MPA) student, responded 'They make lessons a bit more fun and stuff because like in other lessons for example English or Maths it's

not as fun as you'd want it to be'. Student 7vi, a male Upper Prior Attainer (UPA), agreed with this and said 'When the work's a bit fun you're always like involved because you want to be doing it'. Later in the discussion the same student spoke about drama being inclusive and stated 'In drama you're always active and doing something which students like'. Student 7i, a female UPA, agreed with this and said 'You're always up acting having fun and it's always different each time it's not the same and boring… in drama it's always fun and active'. Another common ground students felt made lessons inclusive was how group work was utilised in lessons. When asked why they thought the survey data showed that drama was more inclusive, Student 7vi answered 'In (1) in drama (2) um you like always in groups and you're always like active and doing things'. This led to a feeling of being inclusive, something that was a strong theme throughout the year seven discussion.

For year seven, being included was a social connection. For example Student 7vi said, 'If you're not included and like and you're not concentrating because you're concentrating on being left out and you're not concentrating on what you're learning'. For this student, he had linked being inclusive as being socially accepted into a group and being happy with this in order to feel happy in a classroom situation. Student 7ii, a female Lower Prior Attainer (LPA) with Communication and Interaction SEN and whose SEN profile suggests she lacks confidence, agreed 'Yeah coz if you're not included then you're not (1) um you're not really part of what they're doing so you're (1) not you're (1) you're less likely to know what everyone is doing so you'll be like "er I dunno"(1) or "I don't understand" [shrugs shoulders]'. This idea of being socially accepted fits in with the development of year seven at the beginning of their school careers and forging new friendships. When asked what the best teachers do to make you feel included, Student 7vi once again drew on the social idea of feeling included: 'They like (1) so when you're like (1) if you go in partners like sometimes there's like odd amount so one person's always left out but they always put you in groups so there's at least one or two people', his immediate response for being a good teacher

was one that did not physically let students be left out of working together. This social behaviour also worked in a negative way as Student 7iv admitted 'Sometimes with some people like they're like just really distracting so then like you like kinda like join them and then like you get distracted with them so then they like for example you get like C1s [consequence – the school behaviour policy] and stuff because of the distraction they caused first'. This suggests that some students behave in a certain way together in order to be social accepted.

I also questioned students on the use of worksheets in the classroom and how they made them feel. I had assumed that this would be negative but they discussed how subject such as science use them in a positive way. Student 7i explained 'It helps us to learn because when we're doing a practical it'll say how you're supposed to do it and Miss explains it first but let's say if you didn't get one bit or forgotten a little bit of it then it's on the worksheet'. On reflection, this student was in fact referring to a prompt / instruction sheet. Negative comments about worksheets included Student 7vi who stated 'Say in like Maths or something you're normally just on your own or sitting with someone and forced to do a worksheet which doesn't include you in any way' and Student 7i who compared drama to other subjects saying 'I like it because I get involved and you're not just sat down doing worksheets'.

The year eight focus group showed similar results and comments. When discussing about feeling included Student 8v, a male MPA, stated 'If teachers ask your opinion as well then that kind of makes you feel a bit more included'. For Student 8iii, a female UPA, the best teachers 'Don't work everybody at the same level', for Student 8ii, another female UPA, 'They ask for questions for you' and for Student 8iv, a LPA male, 'They don't assume that there's an average level all in their classes (1) everyone's at different levels'. All of these techniques showed how they felt a teacher was inclusive. This focus had shifted from the social groups of year seven and onto a more individualised response from year eight who felt that personal attention therefore

was a way of a teacher being more inclusive. When discussing worksheets and whether or not they were inclusive, Student 8ii and 8iv disagreed with each other. Student 8ii thought worksheets were inclusive and said 'If you need help you can always ask someone else because they are doing the same worksheet.' Student 8iv's immediate response to this was 'I would disagree that er worksheets make you feel included because er when you're working (.) on a worksheets that's <u>your</u> work (.) <u>you're</u> doing it (.) heads down (.) no talking (2) so you can't go this is <u>our</u> work (1) <u>we've</u> done it'. Group work was also a clear indicator of feeling included. Student 8iv said 'Drama is all about practical and you're always working in groups'. Student 8v agreed, 'We're usually in groups (.) you feel included'. Student 8i, a male student with Cognitive and Learning SEN and a MPA, did not contribute to the discussion in a way that suggested any differing views. He often agreed with his peers and made similar comments. Student 8vi, a female LPA, also with Cognitive and Learning SEN, did not attend the focus group.

The theme of group work being inclusive was one that year ten also discussed. Student 10iii, a female UPA, stated 'In other lessons you're not relied on but you are in drama'. Student 10ii, male LPA student, continued 'I think drama's alright because you're working together to go on stage' and the same student commented 'You're not stuck in the corner doing nothing'. The discussion around what teachers did to aid inclusion provided a number of responses. Student 10iii commented 'They tailor things more to your ability', Student 10iv, a male MPA student, said, 'They'll talk to you and have a full on conversation with you' the same student later commented 'If a teacher's funny it helps as it's more personal than just sort of grades or stats (1) if they kind of (.) know you as a person and have conversations with you'. Student 10iii used drama as a comparison to other lessons and how drama was more inclusive: 'You can't hide behind anyone (2) you can't just (1) like what I do in other subjects (.) you can't just sit and listen'. Year ten also talked about a lack on inclusion in a lesson in terms of joining in however all agreed they were engaged in the lesson but preferred taking a back seat. Student 10iii, an engaged A* student,

surprised me by saying 'I don't contribute very often (1) it's not helping me or anyone'. Student 10i, a female MPA, agreed, 'I don't do much towards lessons' which prompted Student 10iii to add 'I'd rather just listen than get it wrong to be honest'. This showed how as a group they are engaged but do not see inclusion as getting involved which differs to how year seven view inclusion.

Year ten felt a negative attitude towards the use of worksheets and discussed how they disengage them as students. Student 10iv said 'Not as inclusive [the worksheets] than if the teacher was to go around individually'. He continued to say 'If you do everything with sheets and worksheets (.) it gets quite laborious'. Student 10iii interjected 'They're good as a summary but if it's the start of the lesson (.) and (.) it's like "here's a worksheet (1) go" (1) then it's like "oh!" [looks despondent]'. Year ten also commented on the use of TGs and how they could aid disengagement with a subject. Student 10iv commented on the TGs generated for students: 'TGs I don't like (2) sometimes they put pressure and (.) sometimes you feel they are underestimating you'. He was commenting on his lack of enjoyment for a subject if you feel underestimated. When discussing drama and enjoying for it, Student 10iii stated 'You need to have a natural liking and flair for it' to which Student 10iv commented 'I agree'. Overall year ten recognised the teacher influence in order for inclusion to happen which is also the route year eleven's discussion took.

Year eleven were quite negative in their discussions when debating lesson content. Student 11ii, a female UPA student, made a comment about the amount of worksheets used in history: 'You're kind of switched off (1) I don't feel like we learn anything'. Student 11vi, a female MPA with Communication and Interaction SEN, said about PRE, 'We're just left to get on with it for ten minutes' but went on to say that in science they 'Are actually quite useful' which refers back to year seven and what they were discussing about science using prompt sheets. When discussing

the feeling of being included in lessons, Student 11i, an UPA female, stated 'If you're not included in your lessons then it can be quite boring (1) you can just switch off'. Student 11iv, a male LPA with Communications and Interaction SEN who has confidence and self-esteem issues commented, 'If you're included in lessons then you feel more confident'. He went on to also say 'If you don't get noticed you don't feel like you want to work'. When discussing the behaviour of the class, Student 11i said 'The teacher makes a big difference with the behaviour of the students'. Student 11vi added 'If the whole class is being disruptive then the teacher changes the lesson to make it more engaging and er exciting for the students (1) because if the class are bored (.) they're going to be disruptive'. Within this focus group, year eleven also discussed the use of TGs having an impact of feeling included. Student 11v, a female MPA, said, 'If you're not working at the grade you're supposed to be working at then it puts you off a bit'. Another area of discussion which all other year groups agreed on was the impact of group work on feeling included in lessons. Student 11v stated 'I think drama's not like a normal subject (3) [others laugh] no (1) you're not sat in rows all the time you and play games and you're (.) like working as a group so it's naturally inclusive'. Student 11i agreed and commented 'Everyone has something to do and something to work towards themselves which makes it more different from other subjects'.

Overall, all of the focus groups came to the same conclusions that: teachers have a huge impact on an inclusive classroom and how a student is made to *feel* included; group work enables inclusive work to naturally occur; enjoyment impacts how students feel and learn and; classroom content such as worksheets can both help and hinder inclusion within the classroom. After analysing this section of the data, I was able to start seeing how the literature linked into my research and how I might be able to gather some strategies to deploy in the classroom in order to ensure inclusion occurs for all.

Chapter 5: Discussion of findings related to other studies and theoretical perspectives

5.1: Linking to theoretical perspectives

The 2015 data in my current school fell behind the national average (DfE, 2015) and therefore the improvement of inclusion that needed to happen nationally also needed to occur within my school. The DfE (2015, p99) stated that teachers are responsible and accountable for the progress and development of pupils in their class, an idea that the students agreed with in the focus groups. Year eleven discussed the effectiveness of teachers and Student 11i stating 'The teacher makes a difference'. This links to the literature that argues that effective teaching skills are effective for students both with and without SEN (Black Hawkins, 2012; Florian and Linklater, 2010; Jorden et al., 2009). Jordan et al. (2009) focused on the success of a teacher being engaging, something Students 8v, 10iv, 11i and 11vi agreed with. The idea of enjoyment being part of what engages students is a theme that has run throughout my data analysis of both the surveys and the focus groups with Students 7iv, 7vi, 10iii and 10iv discussing the link between enjoyment in a lesson, engagement and inclusion. This connected with Thomas (2014a), and the idea of engagement being crucial in order to maximise academic growth. For Monsen et al. (2014), teacher attitudes are key to a successful inclusive classroom, a strong link that Students 8v, 11i, 11vi and 10iv all discussed. All of the focus groups spoke of how teachers who were more engaging with the students were those who were successful in terms of inclusion. Bain and Parkes (2006) suggested that teachers need to give feedback on different levels which links to those students in the focus groups (Students 8iii, 10iii, 10iv and 11v) who specified that the best teachers taught to a range of levels within a class. Daniels and Downes (2014) wrote about drama in the classroom and its transformative nature. They wrote how students come to the classroom with data categories in terms of attainment. Years ten and eleven felt these constraints and spoke of how TGs can both motivate and de-motivate them.

Group work and its inclusive nature was discussed in both the literature and the focus groups by Students 7vi, 8iv, 8v, 10ii and 10ii. For Bain and Parks (2006), teachers need to be able to teach skills to work in groups and also to manage groups. There was a focus on the positive of group work in all of the discussions and the students felt this was a factor to feeling included in the classroom, most notably in drama. Griffiths (2009) felt that cooperative learning means inclusive learning and therefore there should be a focus on togetherness through paired and group work, a comment that Student 7vi had made. Achievement as a group helps focus thinking on inclusivity, something that the students proved in their discussions about group work. For Stickley et al. (2010) drama encourages social skills, relationships, and self-esteem, something that can also be achieved through group work. Hughes and Wilson (2004) wrote of an increased confidence and a way of making friends through drama thus making it an inclusive subject. Student 11iv's comment of 'If you're included in lessons then you feel more confident' encompasses this idea and shows the impact that a teacher and a subject can have on a student.

One of the noticeable issues when reading on inclusion is that there is no one definition, something Florian and Black-Hawkins (2011) discussed. This was reflected in the student discussion where each student and group interpreted what I meant by inclusion in a different way. Students 7vi, 7ii and 7iv were much more socially focused, with inclusion being something to do with their friends and social groups. In contrast, the older years felt it was more to do with the teacher. It is frustrating that year nine did not turn up as this data could perhaps had shown the change in attitudes between the upper and lower school.

A lot of the literature links to the data collected through the IAs. Teachers lack the expertise in order for inclusive teaching to be successful (Black-Hawkins, 2012; DforE, 2015; Florian and Linklater, 2010; Jordan et al, 2009), a statement which links to Person D who wrote 'Not all teachers understand. They use inappropriate text, font, strategies, don't focus support enough

on the most needy'. Therefore looking at the literature and the comments made in the surveys, better training needs to be provided. This contrasts the IA's surveys where training provided was good but the amount of teachers who actively used these strategies was low. This links to Person A who wrote the following: 'Some teachers use the inclusion department staff well in their lessons and will try hard to work with students with additional needs in an inclusive way. There are some teachers however, who do not research or take advice from the SENCO about students' needs and then struggle to teacher some students because of their needs'. In regards to the training, Person B said 'Information is given out, unfortunately not always considered in every class' showing that training opportunities are there but not utilised in the classroom. For Florian and Linklater (2009), there is a culture of students being sent to the Inclusion Department. This echoes some of the comments made where teachers did not assume responsibility for the students within their classroom and saw them as the problem of the Inclusion Department. Figueroa (2014) and Jordan et al. (2009) both wrote how teachers who believed that SEN students were their responsibility were more effective overall, a message the IAs seemed to echo.

SEN students are better in mainstream schools (Booth and Ainscow, 2000; Jordan et al., 2009; Kalambouka et al., 2005; McLeskey et al., 2004). This seemed to be a problem for some classes where Person D commented 'Not providing accessible work means they [the teacher] are not inclusive'. Person B wrote 'Despite reminders and conversations regarding the importance of SEN, there are some areas and department that need to improve'; although SEN students are better off in the mainstream, teachers need to utilise their training more.

5.2: Implications for classroom or wider school practice and for further research

Allen (2008) and Black-Hawkins (2012) both believed that developing inclusive teaching strategies was a complex process which evolved over time. This idea is one I agreed with,

understanding how my own development had occurred in my years of teaching. Stogilos and Tragoulia's (2013) research made me look into my own practices to see what co-teaching strategies I used. After studying this paper, I concluded that I used more of a lead and assist approach with IAs which worked for me and my classroom mainly because of the open dialogue we had as adults in the room in order for every student to achieve.

For the implications of my own classroom I ensured the following still occurred and were worked on: group work, enjoyment in lessons, instruction sheets for structure, and understanding my students as individuals. Group work had always been an essential part of my classroom and was key to the social aspect of the subject. I continued using groups in my lessons but used a wider range of approaches in order to choose these groups. Ideas were: students choosing their own groups; teacher putting students into ability groups; teacher putting students into a mixed ability groups; student choosing one person to work with and then pairs put together by the teacher; or a random approach (numbered along a row for example). I wanted to ensure that this mix happened in order to help those in year seven who wanted to be able to have help forging friendships but also with the upper school so everyone had the opportunity to work their hardest and not have people 'mess around' in their exam classes.

For enjoyment in lessons I reviewed Schemes of Work (SOW) in collaboration with my drama colleagues to ensure there were opportunities throughout the curriculum for different students to enjoy the subject. This meant reviewing the different genre types of scripts but also by reviewing the roles students played in their groups such as giving a more structured approaches for those who wanted to follow a technical route or who preferred a directorial role with an assessment criteria attached to this rather than just performing. Having reviewed what students had said about the use of instruction sheets for a positive way of including students, I reviewed how instructions were given and also provided a step-by-step guide to lessons and assessments in

order for students to have a check list. This was something I had done with some lessons and SOW but was something I could have done more of.

Finally, I wanted to ensure that my knowledge of students of all abilities and SEN were up to date and useful in order to help students *feel* included in lessons. I created a database to help with this and collaborated with drama colleagues to create and update it. For drama, seating plans were not used in a traditional sense, therefore a database was used and annotated with SEN details and personalised comments about the students. This helped me to ensure I knew my classes and my students, a strength of mine as shown in the data from the surveys. I continued to do this in my classroom practice in order to maintain students feeling included within Drama.

The implications for the wider school were that teachers needed to take more responsibility and use the techniques they had been taught in CPD, in their classrooms. I suggested this be done through a teacher budding system where stronger members of staff in terms of SEN support, become buddies amongst the teaching staff. Staff could self-nominate to use a buddy or if SEN is an area for development in their Performance Management then perhaps this could be referred though their line manager. By having another member of teaching staff to help, teachers could observe each other and discuss techniques in a practical way together, rather than going to inclusion and reading a profile without any practical ways of seeing how ideas could work with particular students. Another way the school had already benefitted from this research project was by collaborating with my colleagues through knowledge share of the survey and focus group results. This allowed staff to ask questions about the research and to also create a dialogue about my findings. Initially I would use the term 'worksheets' in terms of what science were using to help students but it was an art colleague who suggested that it was more an instruction sheet, something I then adapted in the write up of this research and altered when feeding back my findings.

Further research in this area would be into any studies which suggest why teachers are not using strategies that are taught to them in either ITT or in their school's CPD programmes. In my literature review, there were contrasting ideas as to whether it is new or more experienced teachers who are reluctant to take on advice and therefore I think this would be an interesting area to look into. Another piece of further research I would like to undertake is the impact of group work and what specifically makes it successful. Perhaps it is to do with the way humans are more sociable as creatures, or are there may be fundamental arguments for why this works for students.

Chapter 6: Conclusions

This project set out to discover the following sub-questions in order to explore inclusive teaching: why every child matters in the classroom and strategies to deploy to ensure this happens within drama:

- What is inclusion?
- Why does inclusion matter?
- What are the benefits of drama on inclusion?
- What strategies could be deployed in the drama classroom to be more inclusive?

Through the literature review and the data collected, I came to the conclusion that inclusion as a concept could not be easily defined. For the purpose of this project I therefore had to define the term inclusion to mean to have no discrimination on the grounds of disability or SEN. This definition then evolved to a sense of *feeling* included by all whether this be socially or as something encouraged and influenced by a teacher. Why inclusion matters was a more straightforward investigation with studies showing that inclusion equals better life chances for all, both socially and academically. When I looked at the benefits of drama on inclusion, it became apparent that drama was often a factor which accelerated inclusion. With group work at the forefront of drama, it was a more naturally inclusive subject. Whilst there were studies that

showed that ASD students struggled with social elements of drama, the overarching argument seemed to be that if a teacher used their effective strategies to include all, then even students with ASD could connect and feel included in drama.

For this project I also wanted to ensure that I found some specific strategies to use in the classroom in order to make my drama teaching more inclusive. Whilst I found lots of guidelines on how to teach different 'types' of SEN, I found that no specific strategy was going to ensure that inclusive teaching always happened in my classroom. Through conducting this research it had become explicit and apparent to me why single strategies were suggested. There was not a 'one size fits all' approach to inclusion and the nature of inclusion was that a teacher reacts to their students in order to get the best out of them. Through looking at the research and the data from collaborating with the IM and IAs, it was clear that if I continued to listen to students and understand their needs then my classroom would be more inclusive. The four key elements that continued to arise in my research were that the following could be used to aid inclusion: group work, instruction sheets, enjoyment in lessons, and understanding students so they *felt* included. Overall I studied all four sub-areas of my research thus explored inclusive teaching and reaffirmed why every child matters in the classroom. Students needed to feel valued in every subject and have an understanding of the social and academic world in which they live. If I could deploy the aforementioned strategies within my class then inclusion would occur within my drama classroom, ensuring that truly every child mattered and *felt* a sense of belonging and inclusion. The conclusions from this study could be applied to my own classroom based on the student responses but there are clear limitations for all teachers to apply this to their classrooms. The conclusions worked for my students and my classroom but need to be researched further to see whether when implemented they would work on a wider scale. I feel it would be important for this research to continue further in schools with researchers not affiliated with the school for a more independent way of conducting research. If the same conclusions were drawn then they could

be suggested as strategies to deploy in the classroom on a wider scale, across schools nationally in order to ensure inclusive teaching occurs for every child to succeed and therefore improve their life chances.

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Appendix i

Takeaway Menu for Inclusive Teaching (my own school's policy)

1. Ensure **seating plans** facilitate learning;
2. **Constantly monitor** that students have **secured** content / skills – consider the ratio of lesson content;
3. Build **relationships** to foster confidence. Use **praise** / rewards;
4. Support those with high **absences;**
5. Prioritise effective **feedback** in all kinds of form;
6. Utilise **peer-support;**
7. Overcome literacy issues:
    a. Get students **talking**
    b. Provide **vocabulary and phrases**
    c. **Teach structures** for writing
    d. **Use** green pen checks (GPC) and similar;
8. Use **success criteria** routinely with a focus on routine **modelling** good/better/best. **Step tasks** to build greater independence – from group to pair to independent;
9. Plan effective, targeted **1:1, revision, classes, boosters** etc.

Appendix ii

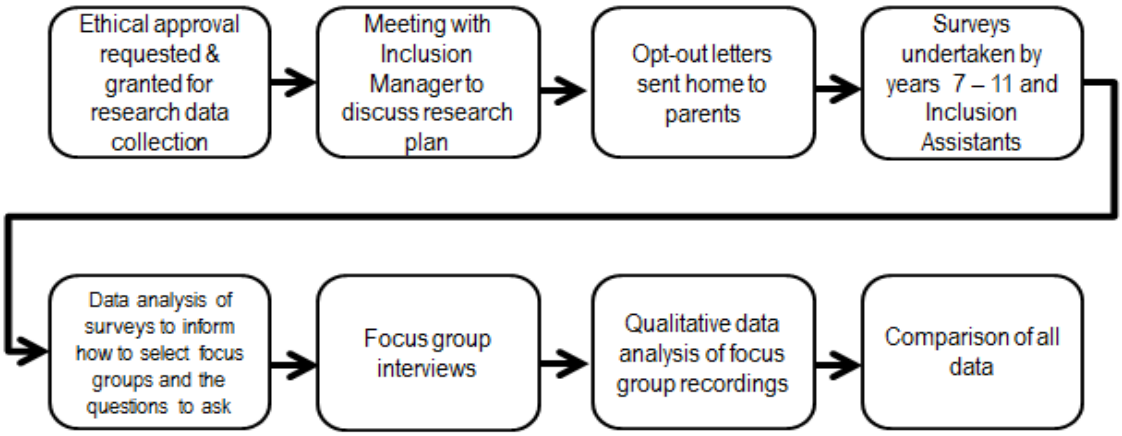


Table One: Flow chart of data collection and analysis

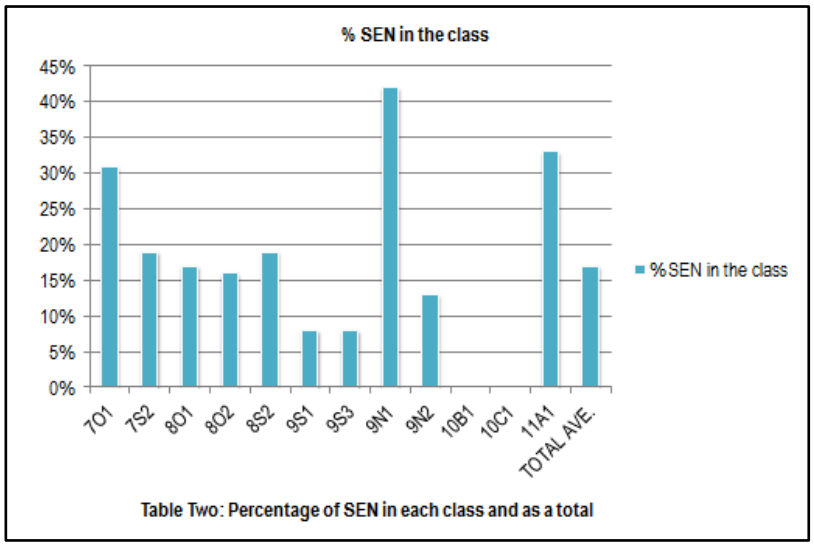


Table Two: Percentage of SEN in each class and as a total

Table Three: Focus Group breakdown of statistics

Student	Gender	SEN?	SEN category	Ability	Comments	Attended?
7i	F	N		U		Y
7ii	F	Y	Communication & interaction	L	Sensory processing difficulties, poor fine motor skills and spacial awareness. Lacks confidence.	Y
7iii	M	N		M		Y
7iv	F	N		M		Y
7v	M	Y	Cognitive & learning	L	Fine motor skills an issue. Socially isolated.	Y
7vi	M	N		U		Y

8i	M	Y	Cognitive & learning	M	Dyspraxia and speech dyspraxia. Difficulty with fine motor skills and impairment of speech. Impairment of judgement of distance - he can bump into people.	Y
8ii	F	N		U		Y
8iii	F	N		U		Y
8iv	M	N		L		Y
8v	M	N		M		Y
8vi	F	Y	Cognitive & learning	L	Difficulty with literacy and comprehension. Use visual prompts and clues.	N
9i	M	Y	Cognitive & learning	L	Reading difficulties, difficulty with auditory processing - needs take up time. Enjoys drama, PE and football - works well in groups.	N
9ii	F	N		U		N
9iii	M	Y	Communication & interaction	L	PPG, LAC, weak literacy, socially immature - should use proper speaking voice. Likes rewards, repeat learning of key concepts.	N
9iv	M	N		M		N
9v	M	N		U		N
9vi	F	N		M		N
10i	F	N		M		Y
10ii	M	N		L		Y
10iii	F	N		U		Y
10iv	M	N		M	Extra time	Y
10v	F	N		L		N
10vi	M	N		U		N
11i	F	N		U		Y
11ii	F	N		U		Y
11iii	M	Y	Cognitive & learning	L	Poor fine motor skills. Slower processing skills. Extra time to complete tasks - focus on quality not quantity.	N
11iv	M	Y	Communication & interaction	L	Hyperkinetic - lack of persistence, often does not complete tasks, disorganised, impulsive. Likes working backstage with Pegasus. Time out card. Clear rules and expectations needed. Verbal reminders and group carefully.	Y
11v	F	N		M	Lacks confidence	Y
11vi	F	Y	Communication & interaction	M	Sensory processing issues, fine motor skill issues. Touch and noise avoidance behaviours. Loves reading. Sit directly at the front of class. Extra time for tasks.	Y

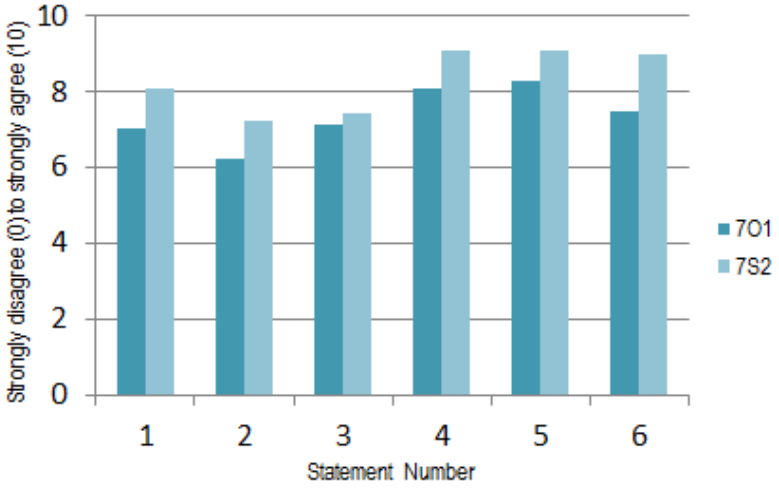


Table Four: year 7 data comparison

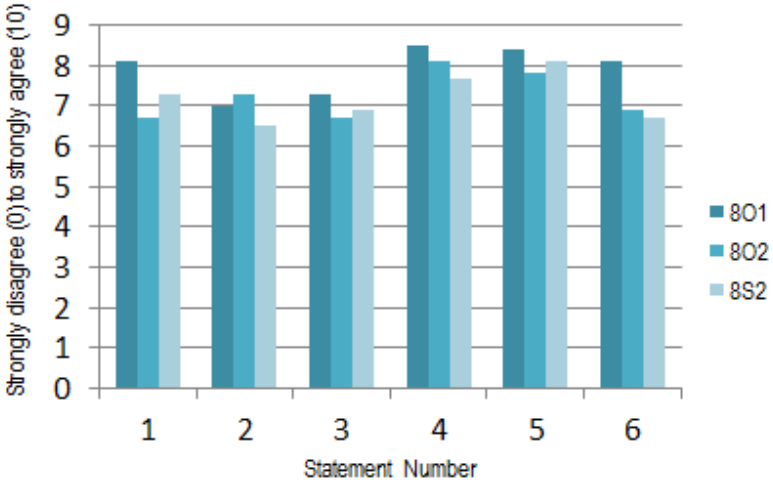


Table Five: year 8 data comparison

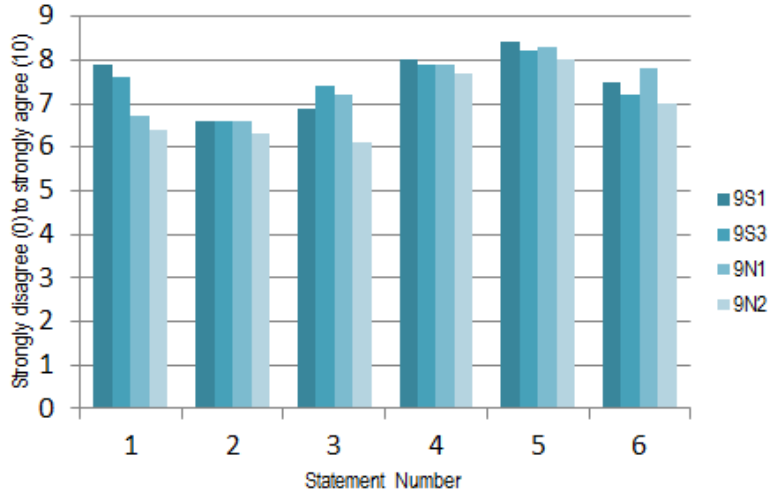


Table Six: year 9 data comparison

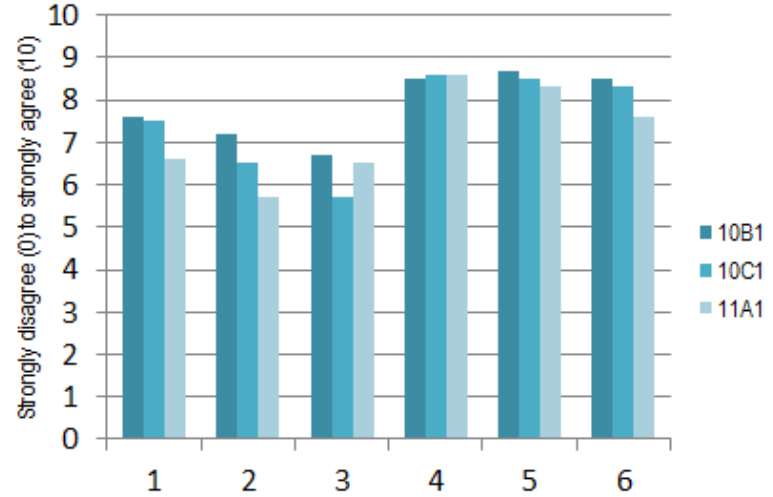


Table Seven: Key Stage 4 (years 10 & 11) data comparison

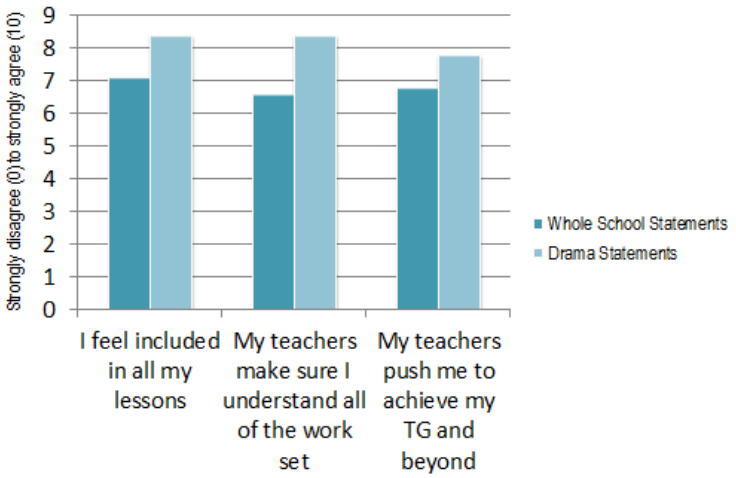


Table Eight: Comparison of data between whole school and drama responses

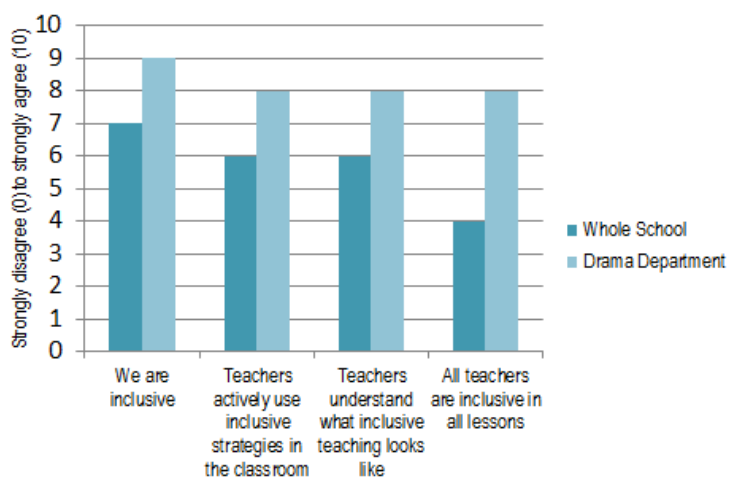


Table Nine: Inclusion Department Data Analysis of Comparable Questions

Appendix iii

Inclusion Survey

Thank you for participating in this study. A reminder: the answers you give on this survey will remain anonymous. Please rate the statements below and provide any comments if you wish to.

1. I feel included in all of my lessons in school

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……..

……

2. My teachers make sure I understand all of the work set

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

3. My teachers push me to achieve my Target Grade and beyond

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

4. I feel included in drama lessons

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

5. My drama teacher makes sure I understand all of the work set

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

6. My drama teacher pushes me to achieve my Target Grade and beyond.

Strongly disagree	0	1	2	3	4	5	6	7	8	9	10	Strongly agree

Comments ……

……

Any other comments?

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Appendix iv

Inclusion Survey

Thank you for participating in this study. A reminder: the answers you give on this survey will remain anonymous. Please rate the statements below and provide any comments if you wish to.

1. This school is inclusive

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

2. The school offers helpful CPD on inclusive teaching

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

3. Teachers actively use inclusive teaching strategies in the classroom

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

4. Teachers understand what inclusive teaching looks like

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

5. All teachers are inclusive in all lessons

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

6. The drama department is inclusive

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

7. Drama teachers actively use inclusive teaching strategies in the classroom

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

8. Drama teachers understand what inclusive teaching looks like

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

9. Drama teachers are inclusive in all lessons

Strongly disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly agree

Comments ……

……

Any other comments?

……

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Appendix v

Focus Group Questions

1. Do you think that feeling included makes you learn better?
2. What do the best teachers do to make you feel included in lessons?
3. Which subjects use a lot of worksheets? How do they help you to learn? Do they make you feel like you are included in the class and engaged in learning?
4. What do you think is more important - target levels or skills? Which one makes you feel more included?
5. What do the best teachers do to push you?
6. Do you ever feel like the lesson could continue without you? Do you always contribute?
7. Does the behaviour of the class affect the way you feel about being included in that subject / class?
8. Is personal attention from a teacher important?
9. Lots of students said drama was more inclusive that other subjects in the school - can you explain why?
10. Do you think working in groups is a big part of being included in drama?
11. Do you perceive drama to be easy? Why?
12. Any final points about inclusion within the school or drama?

Appendix vi

Year 7 focus group transcript

Student	Gender	SEN?	SEN category	Ability	Comments	Attended?
7i	F	N		U		Y
7ii	F	Y	Communication & interaction	L	Sensory processing difficulties, poor fine motor skills and spacial awareness. Lacks confidence.	Y
7iii	M	N		M		Y
7iv	F	N		M		Y
7v	M	Y	Cognitive & learning	L	Fine motor skills an issue. Socially isolated.	Y
7vi	M	N		U		Y

T = teacher

T: **Do you think that feeling included makes you learn better?**

7ii: Hmm, yeah? Maybe?

7vi: yes

7ii: because If you're sad, like (2) you'd not as learn as much I think, I dunno

7vi: If you're not included and like and you're not concentrating because you're concentrating on being left out and you're not concentrating on what you're learning

7ii: Yeah coz if you're not included then you're not (1) um you're not really part of what they're doing so you're (1) not you're (1) you're less likely to know what everyone is doing so you'll be like 'er I dunno'(1) or 'I don't understand' [shrugs shoulders] so

T: **Question 2 then (1) what do the <u>best</u> teachers do to make you feel included in lessons?**

7ii: um they like (2) I dunno help you? (1) I dunno

7i: [giggles]

7vi: They like (1) so when you're like (1) if you go in partners like sometimes there's like odd amount so one person's always left out but they always put you in groups so there's at least one or two people

T: **OK**

7i: and also [7iv enters the room]

T: **We're just recording but come on in, I'm just going to shut the door (7) we're only on question 2, it is recording so don't worry about the recording ok so the question I've just asked is what do the best teachers do to make you feel included in lessons?**

7i: I think like they (.) when they walk around and then they ask questions like how you're doing and (1) um like [7v enters the room]

7v: Sorry I'm late!

T: **It's alright, come on in 7v!**

7v: I completely forgot because I went to go and hang out with X and they were like 'oh 7iii's at the drama thing' and I was like [hits head with hand]

T: **No that's fine, right come on in (1) it's recording**

7v: yes

T: **just a voice recording so don't worry about that (1) I've just asked, what do the best teachers do to make you feel included in lessons (2) and I think 7i was talking (1) do you want to carry on with what you were saying?**

7i: I've forgotten

T: **You've forgotten what you were saying**

7iv: Um for example they make lessons a bit more fun and stuff because like in other lessons for example English or Maths it's not as fun as you'd want it to be (4)

7vi: Yeah so like sometimes in lessons like those you just get given something to do (2) then you do it (.) but when like you're doing it you normally just talk about other things and just sit there like not doing anything (1) but when the work's a bit fun you're always like involved because you want to be doing it

T: **OK does anyone else have anything they want to add to that question? (3) No OK (2) question 3 then (2) which subjects use a lot of worksheets? (3) How do they help you to learn? (4) And do they make you feel like you are included? So it's a 3 part question (repeats all questions again)**

7i: Um I think science

7ii: yeah science

7i: uses a lot of worksheets and (1) it helps us to learn because when we're doing a practical it'll say how you're supposed to do it and Miss explains it first but let's say if you didn't get one bit or forgotten a little bit of it then it's on the worksheet as well and you've got questions at the end to answer as well

T: OK so that's a way it's useful

7i: Yeah

7vi: In maths we got like a lot of worksheets today like they do help you but if you're stuck on things they won't help you because you need to be explain like why this works and stuff so not all the time it doesn't help (5)

T: **Do you get a lot of worksheets 7v?**

7v: Yeah normally Maths like I (.) I find sometimes we don't like in lessons we don't do <u>anything</u> in our books it's just on the sheet and then we stick them in after (2) and sometimes you don't get to stick them in then we lose the sheets so I think we could do more work in the book

T: **OK (4) anything else to add to that one? (2) 7iii you're very quiet (1.) are you happy?**

7ii /7i: [giggles]

T: **Um what do you think is more important than (.) target levels or skills?**

7ii: Tar-

7vi: Skills

7ii: Target levels

7vi: If you like just try to get your target level (1) then you're going to be trying what they tell you to do but with your skills and you develop more then you'll become better in general over time

7iv: yeah but with targets they help you achieve more because example like if like you only do what you know with your skills then you won't know how to do more things so with targets like help you achieve more stuff like for example with things you don't know

7i: Yeah and also with targets you know what to aim for so like let's say you didn't know what your target was you'd be like 'what am I trying to do?' [Laughs] 'What am I trying to get to?'

7vi: For the target level if they give you like 3 things you need to do you'd only practise on those 3 things so then next time you'd get a target grade they'd give you other 3 things

but in the time that you were doing the first ones you could be learning those ones as well so it's just not concentrating on the same things some times

T: I like that there's different views there (2) OK (2) what do the best teachers do to push you?

7i: They give you challenges so instead of just doing like the same worksheet and you're just getting tired of the same thing coz it's really easy (1) you're having like a different challenge and an extension which will like develop your mind into what you're doing next

7vi: So so like if we've been doing something in Maths then there's always going to be an extension that we can do and even if you finish that there's another one that can help you to learn so if you'd just taught then the first task you'd just learn that and if it's harder you learn more about it

T: Next one then (1) do you ever feel like the lesson could continue without you? Do you always contribute?

7v: Yes definitely

7i: yeah

7v: I I I'm like I just get there (.) I do what the teacher asks (.) I never put my hand up because (3) I dunno I don't want to

T: Is that all subjects?

7v: Uh (3) pretty much (1) I mean if I know that no one (1) like I know the answer and no one else is going to put their hand up I might (3) put my hand up but (2) most of the time I don't because (3) [shrugs]

7i: I don't really know because of in some classes teachers say well what do you think because if you don't have your hand up they'd ask you? So [laughs] if you have a day dream and they'd ask you'd be like [looks unsure] yeah?

T: [laughs]

7v: I feel like if everyone puts their hand up then you don't put your hand up they're like 'so 7v what do you think?' If I knew then I would put my hand up! So everyone will be like 'me me pick me' and I'm like 'I don't want to be picked'

7vi: And in some lessons um (1) people just don't put their hands up because they don't want to even though like half of them know the answer so they just can't be bothered

T: 7iii do you ever sit in a lesson and not say anything for the whole lesson?

7iii: Yeah

7v: yeah I do that all the time (3)

T: Do you think that's engaging you in the lesson then?

7iii: Yeah?

T: You're still engaged? [No response] OK um does the behaviour of the class affect the way you feel about being included?

7iv / 7v / 7vi: Yes

7vi: It's like really loud and not organised like the teacher will try to get on and help to get it organised again so they're not focusing on the work so you're like there behaving properly you don't know what to do

7iv: Yeah because sometimes with some people like they're like just really distracting so then like you like kinda like join them and then like you get distracted with them so then they like for example you get like C1s and stuff because of the distraction they caused first

7i: Yeah because if they distract you and then the teacher then picks on you coz you weren't listening because of the distraction you're looking at them or if you look at them because they're talking you look at them as if to say 'can you stop' the teacher will think you're talking with them and then (2) yeah

T: and then does that affect how you look at a subject in a negative way then?

7i: yeah
7v: a lot
T: So that then follows onto the next question then (.) is personal attention from a teacher important?
7v: No
7vi: I think that the teacher should focus on everyone um (1) on their own and not focus on the same person (1) let's say that person gets a lot of help because they're not the brightest person then I think it's fine to help the people who aren't as clever as you are
T: But what about if um (2) you've done all of your work and you want to be pushed?
7vi: Then you normally ask and they'll have something else but yeah (1) if they're just focusing on one person then they won't notice you
7i: I do think it's important as well I think it's important because if they're focusing on the whole class and you're not getting what you're doing then they need to have that personal (2) um attention with you to help you because let's say you're falling behind (1) you need personal attention (.) if you're really really good they need your attention but if they put too much attention onto a certain group (.) let's say you're behind and everyone else if forward and they focus on the group then you're not really going to get anywhere because you're stuck
T: OK so the last questions are about drama then (1) you all did a questionnaire and lots of students across years 7 – 11 said that drama was more inclusive
7i / 7iv / 7v / 7vi: yes

So it made you feel more included than other subjects in school (1) so my question is lots of students said drama was more inclusive that other subjects in the school - can you explain why?
7vi: In (1) in drama (2) um you like always in groups and you're always like active and doing things (1) but say in like Maths or something you're normally just on your own or sitting with someone and forced to do a worksheet which doesn't include you in any way so in drama you're always active and doing something which students like
7v: like in drama there's no one person 'done, done' it's all everyone doing the same thing like when you're acting it's not like one person's done and the others aren't
7i: Yeah I I like it because I get involved and you're not just sat down doing worksheets you're always up acting having fun and it's always different each time it's not the same and boring and boring like a little bit in Maths if you're doing the same equation again and again or if you're doing the same subtitle or whatever I'm like 'I've done this moving on!' but in drama it's always fun and active
T: Did you agree 7ii?
7ii: Yeah I do
T: 7iii? Any thoughts on that? Do <u>you</u> think that drama is more inclusive?
7iii: Um (2) no
T: No? Why? That's good
7iii: Oh no I mean I think it is
T: You do? OK (2) 7iv?
7iv: Um (1) yeah I kinda think it is because like everyone's like doing the same thing it's not repetitive and stuff
7i: Yeah the attention's not on one person and you're always in groups and included because sometimes maybe if you're sometimes really good at it then maybe the English teacher's like 'yea yea yea yeah' but in drama (2) it doesn't really matter about who's better than who because we're always doing like fun things and different
T: So being in groups is a bit part of it
7i /7ii: Yeah

7vi: In maths today there were 3 different worksheets we had to do and everyone were on different stages at the same time so we don't get help from like anyone and loads of people were stuck

T **So my last one then is do you perceive so do you think it looks like drama is easy?**

7v: [shakes head vigorously side to side] no!

7vi: no

7i: no

7iv: Drama is not that easy because there's loads of things to do in drama because some people think it's just like doing activities and stuff like that but there's loads more to drama so like now we're in year 7 we're not doing that much but as you get on it's going to get harder and harder, there's going to be tougher stuff to do and stuff

7v: I don't like going up on stage and like doing things in front of everyone

T: So that's a challenge?

7v: Yeah like practising it is easy but when you're up and everyone is staring at your group it's like [looks blankly] errrr

T: OK is there <u>anything</u> else then that any of you would like to say about inclusion within school or drama? [Shakes of heads to indicate no] OK thank you so much for your end [end of recording]