Interview Synthesis Domain Three

The interview prompts used in the synthesis of professional knowledge held by Specialist teachers of vision stemmed from three areas. These were:

* Learning Theories
* Human Development
* Inclusive Education.

## Learning Theories

Specialist Teachers of Vision dipped into a veritable grab bag of theorists, both general education theorists and vision specific theorists to guide and inform their teaching practice.

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| Education Theorist | Vision Theorist |
| Bronfenbrenner | Roman -Lantzy |
| Vygotsky | Lilli Nielsen |
| Bandura | Lea Hyvarinan |
| Arnold Gesell | Holbrook |
| Jean Piaget | Koenig |
| Maslow | Corn |
| Lillian Katz | Gwen Nagle |
| Margaret Carr |  |
| Skinner |  |
| Ericson |  |

## Human Development

Specialist Teachers of Vision recognized the importance of holding solid understandings of the milestones of Human Development. This understanding when linked with understandings of the implications of vision impairment on development meant that they were able to develop realistic expectations and curriculum tasks for students.

## Inclusive Education

The view of the child as having strengths, interests and competencies, having potential to learn was portrayed as an essential perspective underpinning inclusion. Positive attitudes of teaching teams and school leadership to inclusive education were essential.

The high demands on teacher time in mainstream settings were highlighted as a barrier to inclusion. The need for fully adaptive curriculum resources that need to be ready and available at the time the rest of the class receives their resources means forward planning is essential.

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| Barriers to inclusion | Approaches supporting inclusion |
| Lack of knowledge | Changing attitudes |
| Teachers excluding the students or forgetting about them | Team teaching, co-operative learning groups, interest groups, peer and cross age tutoring |
| An exclusive environment – ie seated in isolation | Providing an inclusive environment – ie students seated where possible with peers |
| Not having the appropriate technology | Appropriate technology which promotes inclusion, independence and acceptance |
| Technology can be exclusive – ie a CCTV |  |
| Students have difficulty finding other students at break times |  |
| Students cannot read body language/facial expressions |  |
| Poor social skills | Extra support to enable students to access the learning environment and the curriculum with a feeling of control, success and independence. |
| Poor physical skills and orientation and mobility skills | Improving physical skills and orientation and mobility skills |
| Lack of appropriate support | Providing the appropriate support needed for the teachers and the students |
| Velcro syndrome | Encouraging interaction with others |