History in half a lifetime

Riley. Hellen, CanDo4Kids in SPEV\_e-News5\_2\_jul2010-1.pdf(page 10 of 26)

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In this article Hellen discusses her teaching experience, from 1985 until present day, as a mainstream classroom teacher of children who were blind or low vision, in England and in Australia and then as a visiting teacher (vision).

# Values

* Mainstreaming.
* Respect for the challenges that learners face and overcome.
* Collaborative practice.

## Legislation

Warnock Report (1978)

1981 Education Act

Human Rights, Social Justice, and Equal Opportunities

## Issue

Concern that the students would not be supported to achieve led to philosophical debate throughout the 80’s and 90’s about how best to implement mainstreaming.

## Adaptive Technology

The physical space that is needed to support technology such as CCTV and braillers as well as support workers is highlighted.

## Attitudes

Hellen claims that “Successful integration of blind children into mainstream schools in North Staffordshire was attributed largely to the willingness of the head teachers and staff of the schools “to take on the challenge, to adapt teaching styles and to learn about the special needs of blind children” (Bedford, 1991). This is one thing that has not changed over the years!”