

TEACHER AND HEALTH CARE PROFESSIONAL TRAINEE ON A PATH TO MORE INCLUSIVE EDUCATION

AUTHORS

Lies Lockefeer - lies.lockefeer@hogent.be - Research Project Coordinator

Britt Zaman - britt.zaman@hogent.be - Research Project Assistant

Research Centre for Learning in Diversity - HOGENT

INTRODUCTION

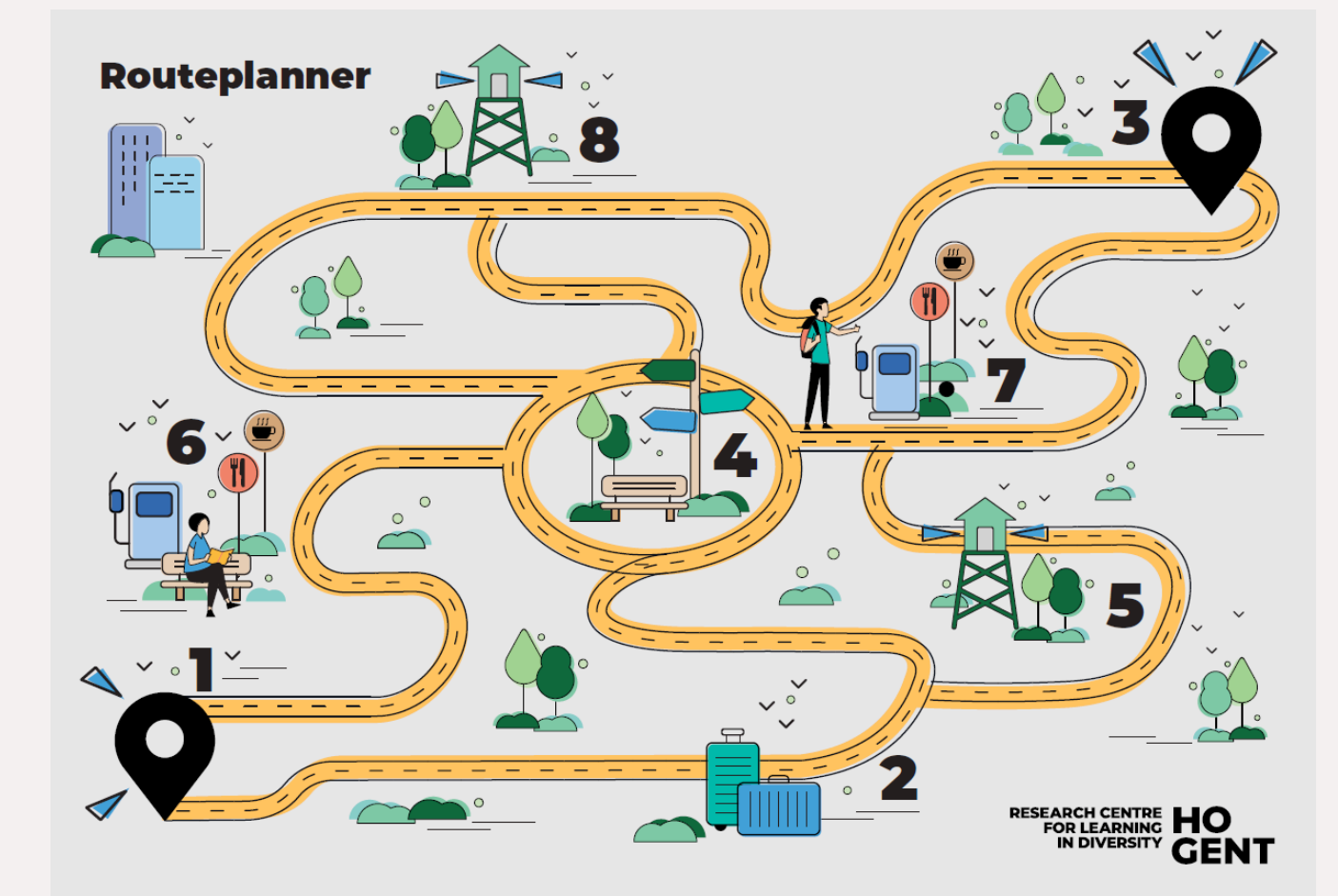
"Complementary co-teaching between a teacher and a health care professional trainee": could this be a response to the challenges in current educational practice?

LITTLE RESEARCH ON THIS TYPE OF COLLABORATION

GATHERED EXPERIENCES FROM DAILY PRACTICES ON THIS TOPIC

TO GAIN INSIGHT INTO WHETHER IT OFFERS ADDED VALUE (AND WHAT THE VALUE IS)

As a result, the insights from this pilot study (from September 2022 to January 2024) were incorporated into a practice-based tool called "Routeplanner". This tool contains eight duo assignments to support teachers and health care professional trainees during their collaboration through complementary co-teaching (1, 2, 3).



OBJECTIVE

In this research project, we aimed to investigate how "the Routeplanner" facilitates the role of the health care professional trainee as a co-teacher in a classroom.

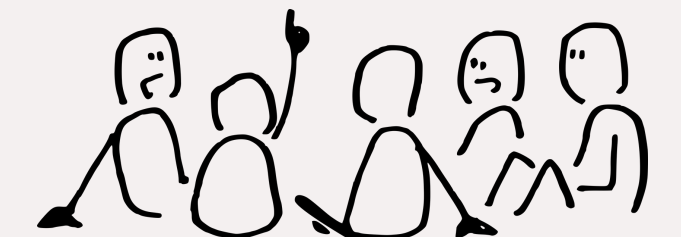
Additionally, we explored whether this collaboration through "the Routeplanner" has a (sustainable) impact on teachers' skills for effective inclusive teaching.



QUALITATIVE RESEARCH QUESTIONS AND -METHODS

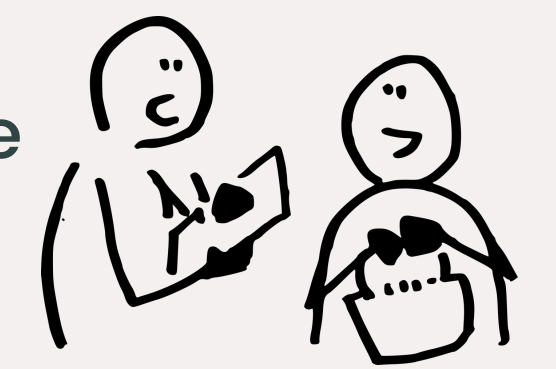
How does the "Routeplanner" facilitate the role of the health care professional trainee as a co-teacher in a classroom?

- Two focus groups with the health care professional trainees (N=19)
- Two focus groups with the supervisors at the college of the trainee healthcare professionals (N=4)



What impact does the "Routeplanner" have on teacher skills for effective teaching? And is this impact sustainable?

- One semi-structured interview with the teachers after the health care professional trainee's internship
- One semi-structured interview with the teachers after a period without co-teaching with the health care professional trainees



The interview is based on the five competencies that contribute to creating an inclusive learning environment (4), supplemented with several teaching methods and interactions that value and harness diversity (5).

The data from these research methods (specifically, transcripts of the focus groups and interviews) were analyzed using the method of Boeije & Bieijenbergh (6) with the assistance of the Nvivo 14 program (7). To enhance inter-rater reliability, the data were coded independently by two researchers.

RESULTS/ANALYSIS



Teacher

Teachers have shown actual growth in these sub-competencies. Teachers were able to apply these sub-competencies more effectively due to the presence of the health care professional trainee.

HPT occupational therapy	HPT orthopedagogy (special needs education)
Competency 1: Recognizing, Valuing, and Leveraging Diversity	
<ul style="list-style-type: none"> • recognizing diversity • valuing diversity • leveraging diversity 	<ul style="list-style-type: none"> • recognizing diversity • valuing diversity
Competency 2: Fostering Positive Relationships in a Safe Classroom Climate	
<ul style="list-style-type: none"> • devoting individual time and energy • classroom and behavior management • creating calmness 	<ul style="list-style-type: none"> • fostering positive student relationships and social cohesion • addressing socio-emotional needs • devoting individual time and energy • creating calmness
Competency 3: Designing and Implementing Effective Learning Processes in an Accessible and Flexible Learning Environment	
<ul style="list-style-type: none"> • differentiation and customization • designing an accessible and universal classroom practice (UDL) 	<ul style="list-style-type: none"> • designing an accessible and universal classroom practice (UDL) • providing structure and clarity • employing methods to enhance engagement and active participation
Competency 4: Collaborating with Diverse Stakeholders	
<ul style="list-style-type: none"> • no significant results 	<ul style="list-style-type: none"> • no significant results
Competency 5: Purposefully Advancing Professional Development	
<ul style="list-style-type: none"> • developing one's professional expertise through an investigative mindset 	<ul style="list-style-type: none"> • no significant results



Health care professional trainee occupational therapy
Third year student

- Especially in the first weeks, it serves as a useful guideline
- Students find their role more quickly and work with greater purpose
- Facilitates discussion between co-teachers -> supports the competencies of a Bachelor in Occupational Therapy: "Taking initiative in the development of the internship service" and "Consulting, reporting, and professional collaboration."
- The 'action plan' assignment is mentioned most frequently -> particularly the **student took the lead**
- More actions are taken at the classroom level (compared to the pilot project)

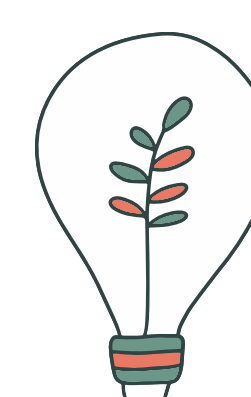


Health care professional trainee orthopedagogy (special needs education)
Second year student

- Especially in the first weeks, it serves as a useful guideline
- Students find their role more quickly and work with greater purpose
- Facilitates discussion between co-teachers -> supports the competencies of a Bachelor in Orthopedagogy: "Interprofessional collaboration," "Building an authentic and equal relationship with clients," "Providing tailored and action-oriented support," and "Guiding groups."
- The 'action plan' assignment is mentioned most frequently -> particularly the **teacher took the lead**
- More actions are taken at the classroom level (compared to the pilot project)

IN THE BEGINNING, I FOUND IT A BIT CHALLENGING BECAUSE I HAD NEVER DONE AN INTERNSHIP AT A SCHOOL OR WORKED WITH CHILDREN BEFORE. DURING THE FIRST FEW WEEKS, I MAINLY OBSERVED HOW THINGS FUNCTIONED IN THE CLASSROOM AND OBSERVED THE CHILDREN. BUT ONCE THE ACTION PLAN WAS INTRODUCED, WE DISCUSSED CONCRETE STEPS TOGETHER, WHICH HELPED ME UNDERSTAND, 'OKAY, THIS IS WHAT I CAN DO.'

BECAUSE YOU HAVE TO MEET WEEKLY AND FOCUS ON BOTH YOUR COLLABORATION AND WHAT YOU BOTH FIND IMPORTANT—SUCH AS THE ACTION PLAN AND WHAT ACTIONS YOU WILL TAKE—IT REALLY ENSURES THAT YOU FOLLOW THROUGH. SINCE YOU CREATE THE PLAN, YOU IMPLEMENT IT MUCH MORE QUICKLY, AND IT ALSO MAKES BOTH OF US MORE ACTIVELY ENGAGED BY DOING SO.



EVERYTHING IMPLEMENTED IN THE CLASSROOM—SUCH AS TOOLS AND CLASSROOM ADAPTATIONS—IS STILL IN PLACE

SIGNIFICANT POSITIVE IMPACT WITH MINIMAL EFFORT REQUIRED FROM THE TEACHER, AN ANSWER TO THE NEEDS OF THE CLASS

SUSTAINABILITY

SOME IMPLEMENTED ADDITIONAL UDL STRATEGIES IN THEIR CLASSROOM PRACTICES AFTER THE INTERNSHIP

INTENTION TO CONTINUE USING THE SUGGESTED EXERCISES OR METHODS

IF THIS WAS (STILL) NOT ACHIEVED, IT WAS PRIMARILY DUE TO MANY SICK COLLEAGUES OR LACKING THE TIME TO DO SO



FUTURE DIRECTIONS

Intervention study from February 2025 to June 2025
Intervention="The Routeplanner Mathematics", implemented through co-teaching between teacher & health care professional during (part of) the mathematics lessons.



RELATED LITERATURE

- (1) Pameijer, N., Denys, A., Timbremont, B., & Van De Veire, H. (2018). Handlingsgericht werken: samenwerken aan schoolsucces. Vlaamse editie: handreiking voor onderwijsprofessionals. Leuven: Acco.
- (2) Fluijt, D., Struyf, E., & Bakker, C. (2016). Samen lesgeven: co-teaching in de praktijk. Pelckmans.
- (3) Lockefeer, L. & Zaman, B. (2024). Complementaire co-teaching tussen een leerkracht en een zorgprofessional in opleiding: een proeftuin in een Gentse school voor gewoon basisonderwijs. HOGENT.
- (4) Vantieghem, W. & Van de Putte, I. (Eds.). (2019). Vol potentieel: krachtig lesgeven in diversiteit. Leuven/Den Haag: Acco.
- (5) Roose, I. (2020). Measuring and investigating secondary education teachers' professional vision of inclusive classrooms through video-based comparative judgement. Gent: Ghent University.
- (6) Boeije, H. & Bieijenbergh, I. (2019). Analyseren in kwalitatief onderzoek. Denken en doen. Boom.
- (7) Lumivero (2023). NVivo (Version 14) www.lumivero.com