

Hi all,

Thanks for giving us this opportunity. I am an English teacher of nearly a decade. Greg Ashman of Clarendon College's submission represents my views (and the evidence) very well. I would only add one thing: While it is tempting to take the oversupply of, say, art teachers etc and put them in special education roles, in my experience this isn't matched by sufficient retraining and awareness of the evidence base.

As Greg Ashman observes, explicit teaching and calm, ordered classrooms support both mainstream and special learning needs. In my experience many teachers who go into special education from other areas carry in the same erroneous assumptions about group-work and constructivism that are popular in their original teacher training. I have seen experienced special education teachers bullied out of roles who are catching up students, getting their reading age up to standard. They have largely been replaced by teachers who approach the job as child-minding.

Kind Regards