

Workshop

Engagement for Learning ; innovative approaches to pedagogy and assessment for children with Complex Learning Disabilities

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Engagement has been a major principle influencing and shaping Early Childhood Intervention in recent years, (Aguilar and McWilliam, 2013, Williford et al, 2013). Early engagement with the world around us provides opportunities for learning and practising new skills and acquiring knowledge critical to cognitive and social development (Keen, 2009).

The use of engagement as an observational tool for assessing young children in childcare (Raspa et al, 2001) and in inclusive educational settings (Kemp et al, 2013) has demonstrated the effectiveness of these approaches for maximising the development of young children of all abilities.

Recent research in the UK (Carpenter et al, 2015) has seen the development of a pedagogical approach, the Engagement for Learning Framework (www.engagement4learning.com), which enables educators to plan, deliver and monitor children's responses in learning situations. The approach has had particular success with young children with Complex Learning Disabilities (Blackburn and Carpenter, 2012).

Recently, a UK Government review of assessment procedures for children with Special Educational Needs & Disabilities (SEND), the Rochford Review (2016), proposed that the original research (Carpenter et al 2011) be extended to statutory assessment. A national pilot study was conducted during 2017/18.

In September 2021, all schools were required by law to use the Engagement Model for school-based assessment for children with significant needs who 'were not engaged in subject specific learning'.

This Master Class will illustrate the Engagement Profile approach and how this can lead to a summative assessment of young children with disabilities, and those in the school years, through the aspects of engagement. In particular, it will demonstrate how an app, Evidence for Learning, can be used for this purpose.

The session will encourage personal reflection, dialogue, and discussion.