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What counts as evidence of inclusive education?

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Table 1 The inclusive pedagogical approach in action (IPPA) framework

Assumptions	Associated Concepts/Actions	Key Challenges	Evidence (What to look for in practice)
<p>1. Difference is accounted for as an essential aspect of human development in any conceptualisation of learning</p> <p>Professional stance assumes: Rejects deterministic views of ability Accepts that differences are part of human condition Rejects idea that the presence of some will hold back the progress of others Believes that all children can make progress (<i>if conditions are right</i>)</p>	<p>Replacing deterministic views of ability with those that view leaning potential as open-ended</p> <p>Acceptance that differences are part of human condition</p> <p>Rejecting idea that the presence of some will hold back the progress of others</p> <p>Believing that all children can make progress</p>	<p>'Bell-curve thinking' and notions of fixed ability still underpin the structure of schooling</p>	<p>Teaching practices which include <i>all</i> children (everybody)</p> <ul style="list-style-type: none"> • Creating environments for learning with opportunities that are sufficiently made available for <i>everyone</i>, so that all learners are able to participate in classroom life; • Extending what is ordinarily available for <i>all</i> learners (creating a rich learning community) rather than using teaching and learning strategies that are suitable for <i>most</i> alongside something 'additional' or 'different' for <i>some</i> who experience difficulties; • differentiation achieved through choice of activity for everyone <p>Rejection of ability grouping as main or sole organisation of working groups</p> <p>Use of language which expresses the value of all children</p> <p>Focusing teaching and learning on what children can do rather than what they cannot</p> <p>Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation),</p> <p>Interdependence between teachers and learners to create new knowledge, which in turn links to notions of participation.</p> <p>Use of formative assessment to support learning.</p>
<p>2. Teachers must believe they are qualified/capable of teaching all children</p> <p>Professional stance assumes: A commitment to the support of all learners. Belief in own capacity to promote learning for all children</p>	<p>Demonstrating how the difficulties students experience in learning can be considered dilemmas for teaching rather than problems within students</p> <p>Commitment to the support of all learners. Belief in own capacity to promote learning for all children</p>	<p>The identification of difficulties in learning and the associated focus on what the learner <i>cannot</i> do often puts a ceiling on learning and achievement.</p> <p>Many teachers believe some learners are not their responsibility</p>	<p>Focus on <i>what</i> is to be taught (and <i>how</i>) rather than <i>who</i> is to learn it.</p> <p>Providing opportunities for children to choose (rather than pre-determine) the level at which they engage with lessons</p> <p>Strategic/reflective responses to support difficulties which children encounter in their learning</p> <p>Quality of relationships between teacher and learner</p> <p>Interest in the welfare of the 'whole child' not simply the acquisition of knowledge and skills</p> <p>Flexible approach – driven by needs of learners rather than 'coverage' of material</p> <p>Seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners.</p>
<p>3. Teachers continually develop creative new ways of working with others</p> <p>Professional stance assumes: Willingness to work (creatively) with and through others Focussing on students in relationship to each other rather</p>	<p>Willingness to work (creatively) with and through others</p> <p>Modelling (creative new) ways of working</p>	<p>Changing thinking about inclusion from 'most' and 'some' to everybody</p>	<p>Interplay between personal / professional stance and the stance of the school – creating spaces for inclusion wherever possible</p> <ul style="list-style-type: none"> • Seeking and trying out new ways of working to support the learning of all children; • Working with and through other adults in ways that respect the dignity of learners as full members of the community of the classroom; • Being committed to continuing professional development as a way of developing more inclusive practices. <p>In partnerships formed with teachers or other adults who work alongside them in the classroom</p>

than in isolation			Through discussions with other teachers / other professionals outside the classroom
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Source: adapted from Florian, 2014 and Florian & Spratt, 2013

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