Including *all* learners in schools through student-teacher dialogues

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What more can schools do?

How can we develop more inclusive contexts through student-teacher dialogue?

Today's presentation

- How can we include all students in schools through an innovative approach, *Inclusive Inquiry?*

- What are the implications of using such approaches for schools?

| Part 1: Key concepts | Part 2: Two examples from a research programme | Part 3: Implications for schools |

Features of inclusion

➢ **Inclusion is a process**

➢ **Inclusion is concerned with the identification and removal of barriers**

➢ **Inclusion is about the presence, participation and achievement of all students**

➢ **Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement**

(Ainscow, 2007)

Inclusion, students' voices and dialogues

- Inclusion is about everyone having opportunities for choice and self-determination. In education, it means listening to and valuing what children have to say, regardless of age or labels. *(Mittler, 2000)*

- Students' voice movement – UN Convention on the Rights of the Child (1989)

- Involving students as researchers/co-researchers

- Dialogue – "is more than conversation, it is the building of shared narrative….Dialogue is about engagement with others through talk to arrive at a point one would not get to alone" (Lodge, 2005)

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Two interconnected studies

- **Responding to diversity by engaging with students' voices: a strategy for teacher development (2011-2014) (secondary schools)**

- **Reaching the 'hard to reach': inclusive responses to diversity through child-teacher dialogue (2017-2020) (primary schools)**

Responding to Diversity

One example:
Responding to diversity by engaging with students' voices:
a strategy for teacher development

The process

- Form working groups
- Discuss diversity, learning and teaching
- Plan, teach and analyse research lessons
- Identify implications for future practice

Students' views permeating the whole process

How can we engage with students' voices ?

Methods/techniques to use

Message in a bottle

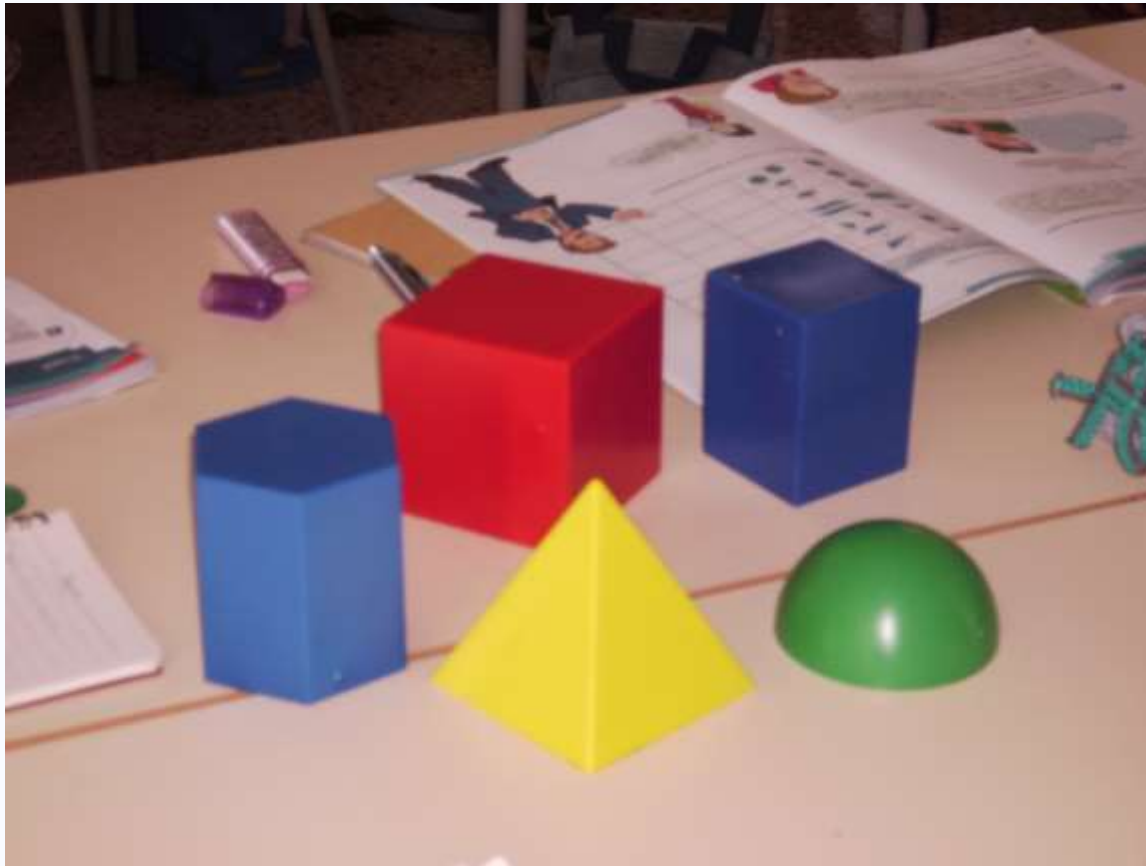If I could change something in my school (something I do not like), what would it be?

I would like to ....

....

....

Name: .... Class: ....

Visual images - Drawings

Photo voice

Visual images - Photo elicitation

Power map (adapted from Davis, 2000)

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One example – Manchester Academy

- **3 English teachers**
- **Gathering all students' views**
- **Starting point (individual students) – selective mutism and severe dyslexia**
- **Planning lessons differently for *all***
- **Working collaboratively with students**

Rethinking student categories

- John: If I'd have done that in my group, I'd have had SX as the scribe because he doesn't speak very much in class. He's very much EAL and I'd have probably given him one of the less, more marginal tasks but because I didn't give them roles, he was the dad yeah! He put on that deep accent 'Come here!' (in a deep voice)…]

- Kate: He was brilliant

- John: I never expected that! He's so quiet but there you go, they surprise you don't they.

"Reaching the 'hard to reach': inclusive responses to diversity through child-teacher dialogue" (2017-2020)

Research agenda

To find ways of reaching out to all of our students, especially those seen as being 'hard to reach'
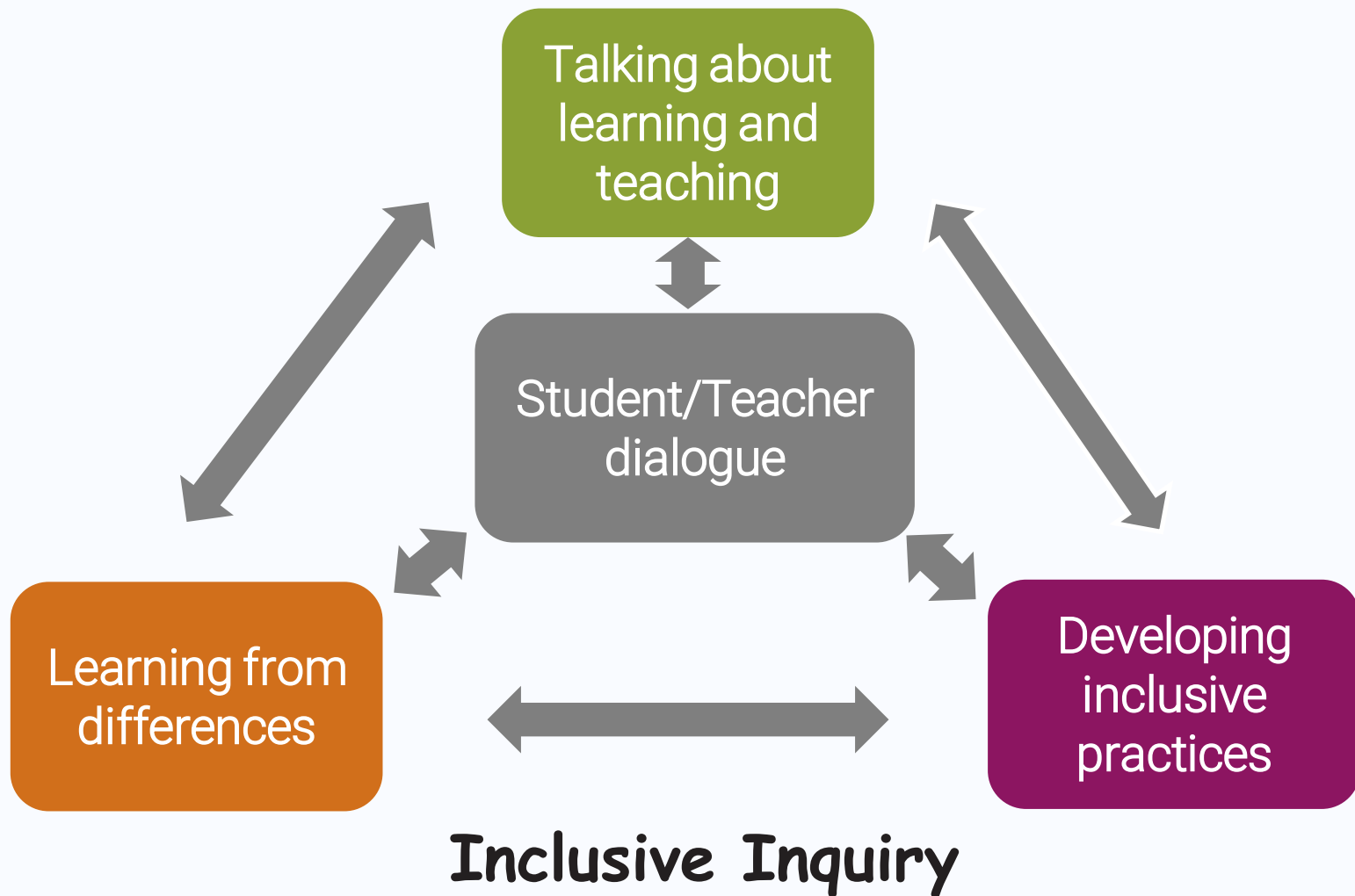
Who are the 'hard to reach'?

- Any child can be seen as 'hard to reach' at some point in school

- Through *Inclusive Inquiry* we focus on how lessons can be hard to reach sometimes, rather than blaming 'hard to reach' children

- We aim to develop more inclusive lessons through dialogues between children and teachers

What did the project involve?

- **Three cycles of collaborative action research**

- **Researchers supported and monitored the developments in schools**

- **Impact on teachers' thinking and practices**

- **Impact on all children's engagement, particularly those seen as 'hard to reach'**

Talking about learning and teaching

Student/Teacher dialogue

Learning from differences

Developing inclusive practices

Inclusive Inquiry

Phase 1: Plan

Phase 2: Teach

Phase 3: Analyse

An example of *Inclusive Inquiry* in practice from one English school

Training children researchers: Observing lessons – What do we need to look out for?

Which photo shows the best learning?

Are they learning?

How do we know?

Training student researchers

"*I saw people talking but I realised when I saw them for a bit longer they were talking on task, because I realised that from far away because they were talking with their heads down writing. That kind of tells me they can't be talking about something that's not what they are supposed to be talking about* "

Student researcher

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Gathering the views of our classmates

Planning the lesson together

The lessons

Teaching the lesson

Student-researchers and teachers observing the lesson

Time to analyse and adapt the planning!

Being a student researcher…

Impacts include:

On students:

- **Engagement in lessons**

- **Improvements in confidence**

- **Including children with history of difficult behaviour**

Improved relationships:

- **Between children**

- **Between teachers**

- **Between children and teachers**

Teacher development:

- **Focus on details of practice**

- **Becoming more sensitive regarding individual pupils**

- **Sharing techniques**
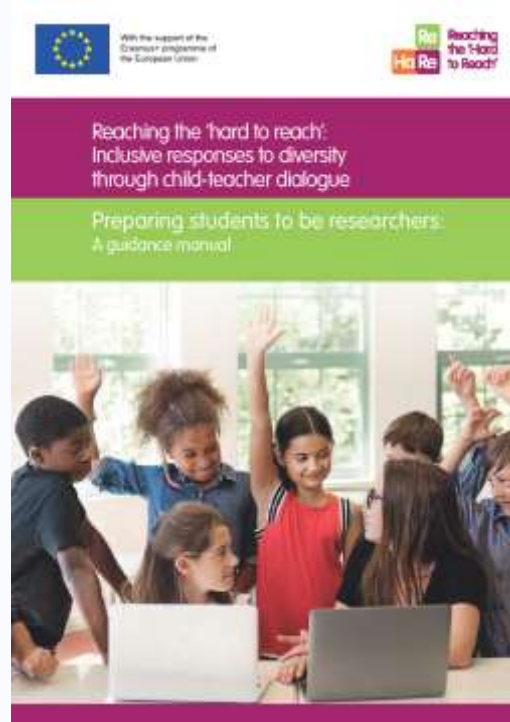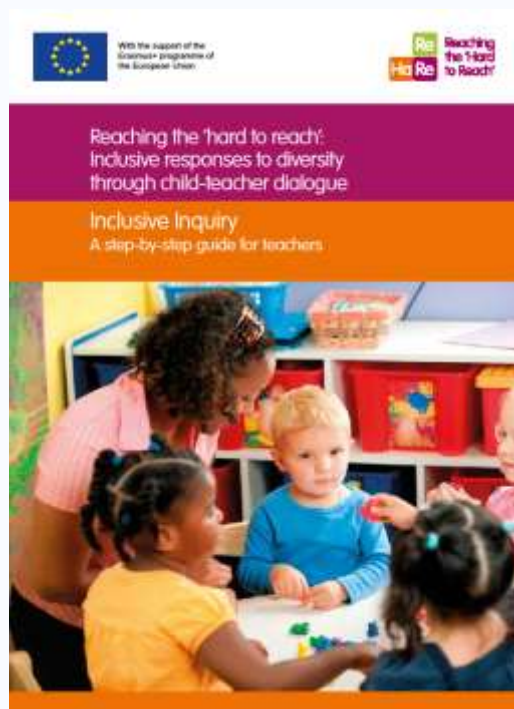
Final thoughts

...practitioners and students embark on journeys all the time. Those collaborative journeys can be seen as ways of reaching out to all learners and creating schools that are all the more inclusive.

Messiou, K. (2012) *Confronting marginalisation in education: A framework for promoting inclusion.* London: Routledge.
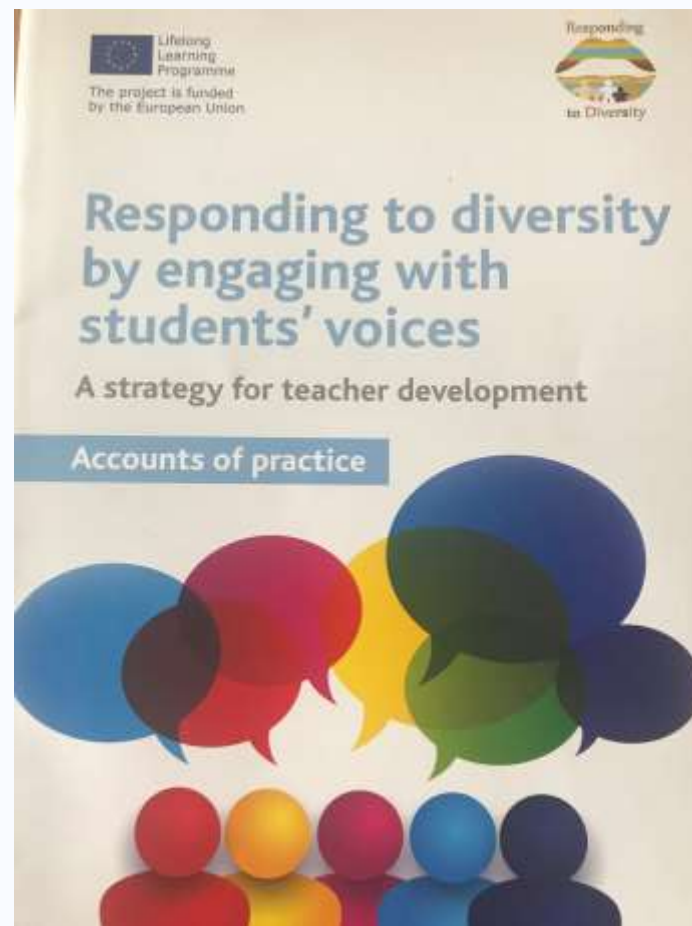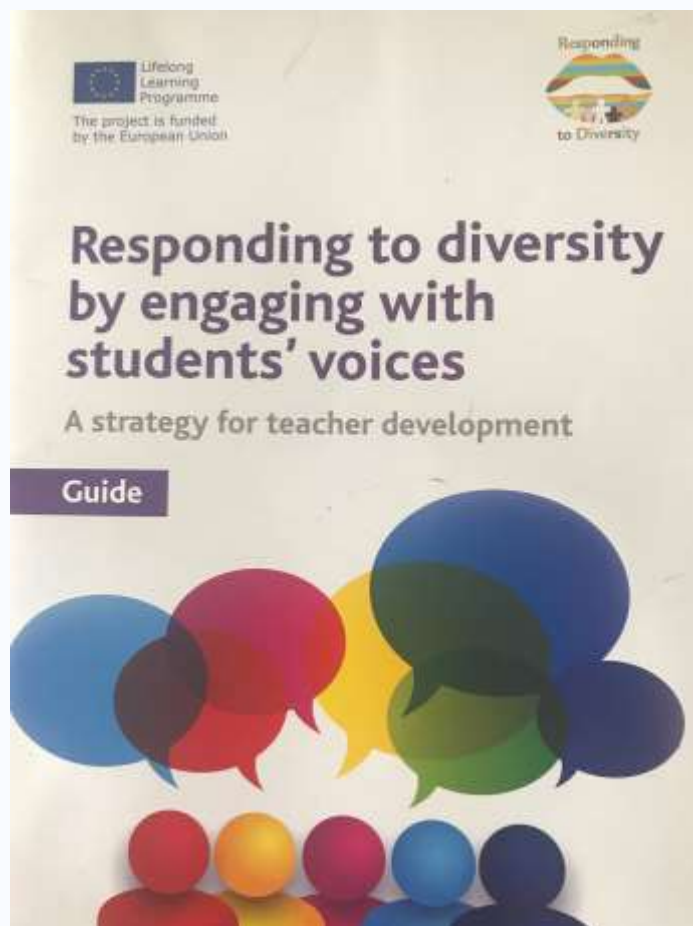
Booklets (free download in five languages)
https://reachingthehardtoreach.eu/publication/

Reaching the 'hard to reach':
Inclusive responses to diversity
through child-teacher dialogue

Inclusive Inquiry
A step-by-step guide for teachers

Reaching the 'hard to reach':
Inclusive responses to diversity
through child-teacher dialogue

Preparing students to be researchers:
A guidance manual

Reaching the 'hard to reach':
Inclusive responses to diversity
through child-teacher dialogue

Accounts of developments in the five
country networks

Booklets (free download in five languages)
https://reachingthehardtoreach.eu/publication/

Reaching the 'hard to reach':
Inclusive responses to diversity
through child-teacher dialogue

Students' Voices Toolkit

Reaching the 'hard to reach':
Inclusive responses to diversity
through child-teacher dialogue

Guidance document for monitoring
students' engagement

Reaching the 'hard to reach':
Inclusive responses to diversity
through child-teacher dialogue

Guidance document for monitoring
teachers' thinking and practices

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Booklets from first study (secondary schools)
https://reachingthehardtoreach.eu/earlier-eu-project/

For more information:
https://reachingthehardtoreach.eu/

Video:
https://reachingthehardtoreach.eu/video/

Relevant publications

University of **Southampton**

Messiou, K., Ainscow, M., Galbally, L., & Page, R. (2020) Primary school children becoming researchers: The use of Inclusive Inquiry, *Impact,* https://impact.chartered.college/article/primary-school-children-becoming-researchers-inclusive-inquiry/

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Messiou, K. (2019). The missing voices: students as a catalyst for promoting inclusive education. *International Journal of Inclusive Education.* DOI: 10.1080/13603116.2019.1623326

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