

Developing inclusive education systems: barriers and pathways



Mel Ainscow & Kiki Messiou

Agenda

- **How can inclusive thinking and practices be developed?**
- **How can education systems become more equitable?**
- **What are the barriers and how can these be overcome?**
- **What should be the roles of research and researchers?**

The global context: 'Education for All'



THE SALAMANCA
STATEMENT
AND
FRAMEWORK
FOR ACTION
ON SPECIAL NEEDS EDUCATION



WORLD CONFERENCE
ON SPECIAL NEEDS EDUCATION:
ACCESS AND QUALITY

Salamanca, Spain, 7-10 June 1994



United Nations
Educational, Scientific, and
Cultural Organization



Ministry of
Education and Science
Spain

The Salamanca Statement, 1994

Regular schools with an inclusive orientation are 'the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all'.....

..... such schools can 'provide an effective education for the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system'

Education 2030 |

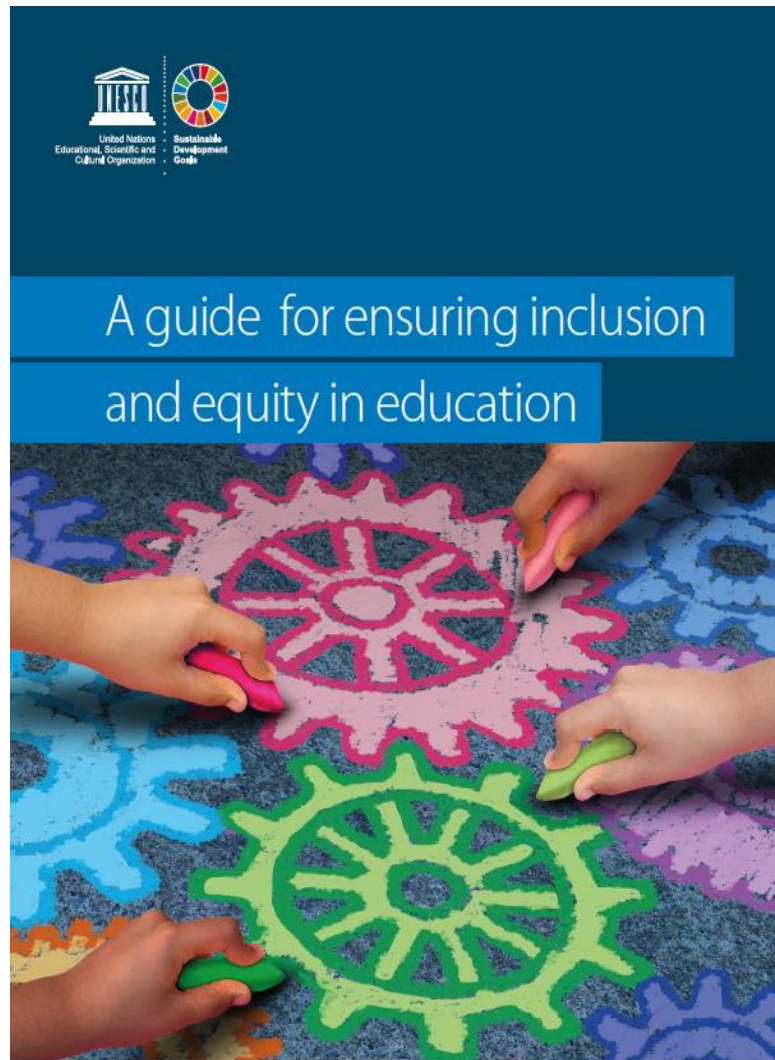


The Framework for Action

‘Inclusion and equity in and through education is the cornerstone of a transformative education agenda.....’

‘We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind’





Education
2030

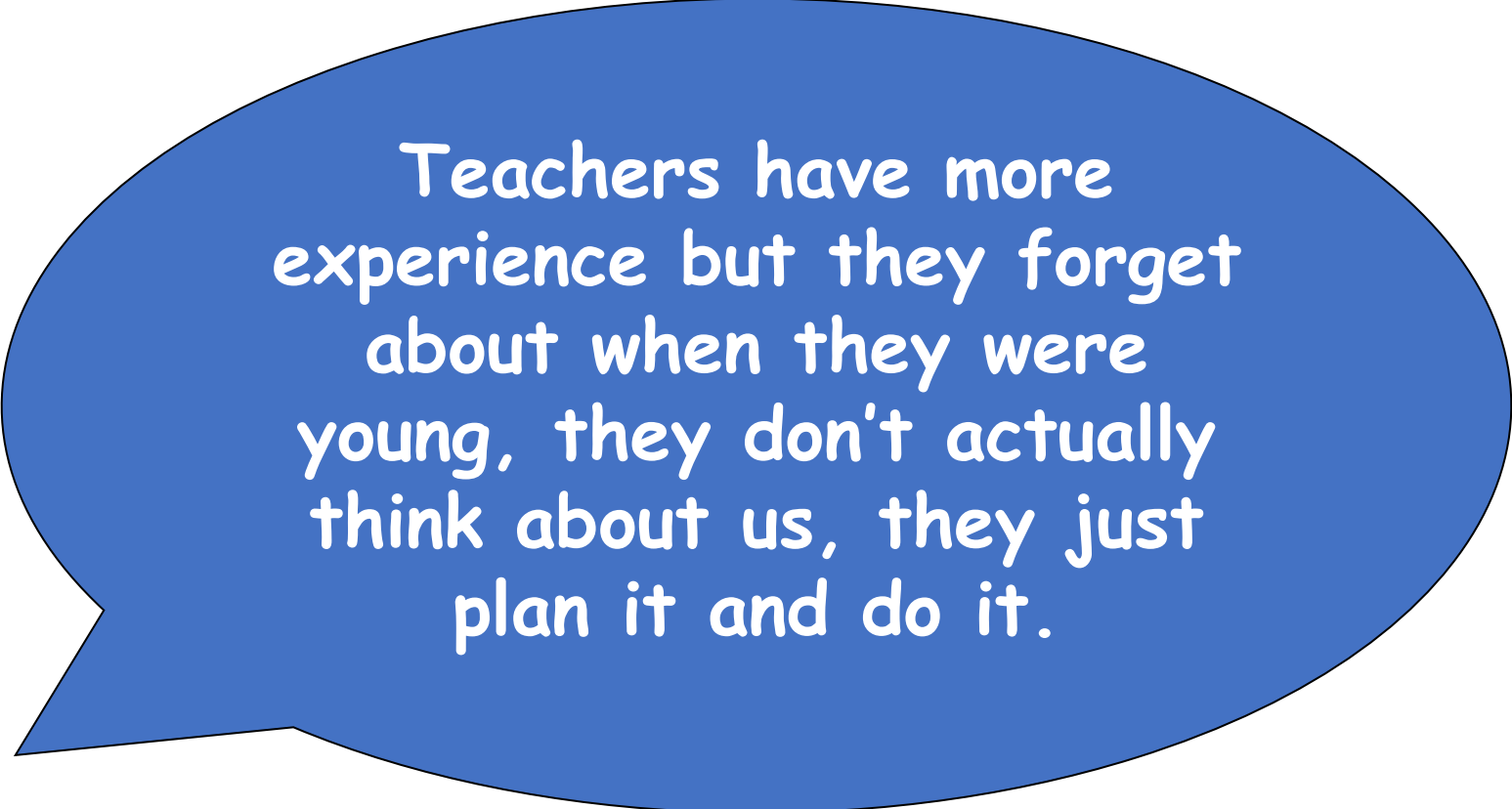
‘Every learner matters and matters equally’

*Students' voices:
a strategy for promoting inclusion
in schools*


Kiki Messiou
University of Southampton, U.K.

k.messiou@soton.ac.uk

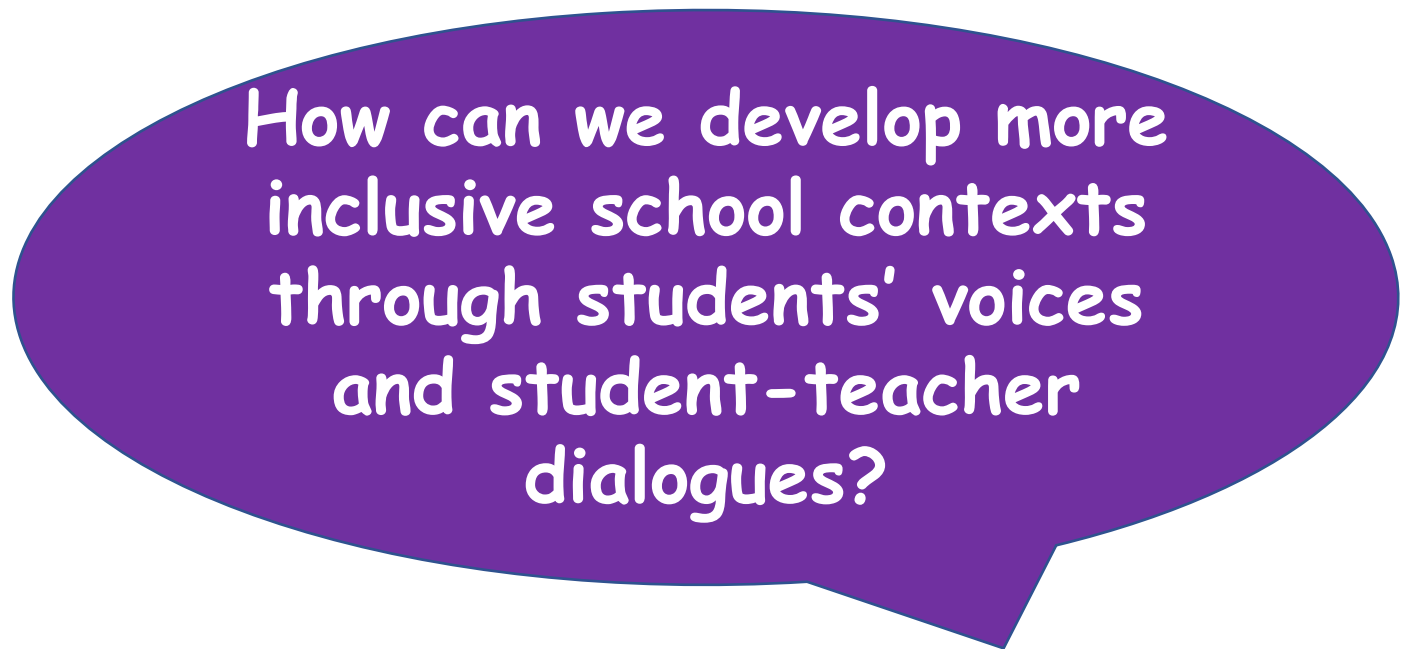
A secondary school student's view during an interview



Teachers have more experience but they forget about when they were young, they don't actually think about us, they just plan it and do it.



What more can schools do to promote inclusion?



How can we develop more inclusive school contexts through students' voices and student-teacher dialogues?

Inclusion, students' voices and dialogues

- Inclusion is a process, concerned with the identification and removal of barriers for all students (Ainscow, 2007)
- 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)

Collaborative action research

- Collaborative action research 'climates of inquiry in communities of practice, often with different stakeholders functioning as co-researchers' (Mitchell, Reilly and Logue, 2009)
- Focus on educational improvement
- Researchers work as 'outsiders' alongside participants in schools - overcoming traditional gap between research and practice (Ainscow, Booth and Dyson, 2006)

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)



“Reaching the ‘hard to reach’: inclusive responses to diversity through child-teacher dialogue” (2017-2020)



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



Adapted from Ainscow, Booth and Dyson (2006)

Research agenda

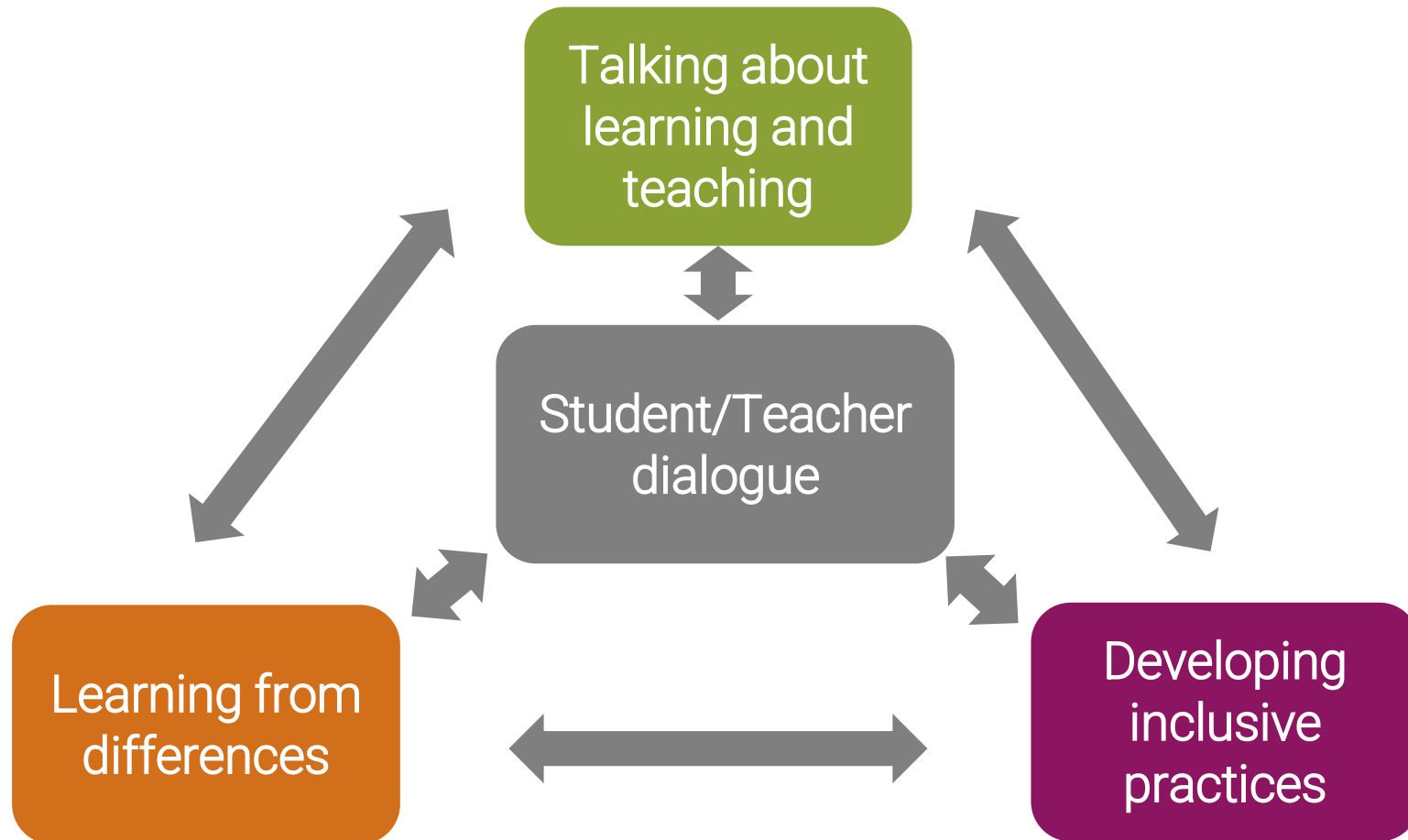
*To find ways of reaching out to all of our students,
especially those seen as
being 'hard to reach'*

<https://reachingthehardtoreach.eu/>



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'



Inclusive Inquiry

(Messiou and Ainscow, 2020)

The Levels of Use Framework	Rating
Phase 1: Plan	
1.1 A trio of teachers has been formed to carry out action research	
1.2 The trio has agreed about which will be their research lesson	
1.3 The trio has involved a group of student researchers in collecting evidence to support the design of the research lesson	
1.4 A lesson plan has been developed that sets out to ensure that all members of the class are engaged in all the activities	
1.5 The three teachers and the student researchers have all contributed to the design of the lesson plan	
Phase 2: Teach	
2.1 Each teacher has used the lesson plan with their class	
2.2 On each occasion, the two colleagues and student researchers observed the responses of class members	
2.3 The views of all students about the lesson were gathered	
2.4 After each lesson, teachers and student researchers met to review what has happened, focusing on the engagement of all members of the class	
2.5 The trio refined the lesson plan before it was used by the next member of the trio	
Phase 3: Analyse	
3.1 After completing all three lesson plans, the trio and student researchers discussed their impact on the engagement of all members of the classes	
3.2 The trio and student researchers drew conclusions regarding what was been learned about making lessons inclusive	

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



**Wordsworth
Primary School**

Bringing out the best in everyone



Training student-researchers





**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!**



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

Pupil Voice for Promoting Inclusion



Main research question

- How can we promote inclusion in schools through an engagement with pupils' voices ?

Each school determined their own area of focus/research question

First workshop at the university



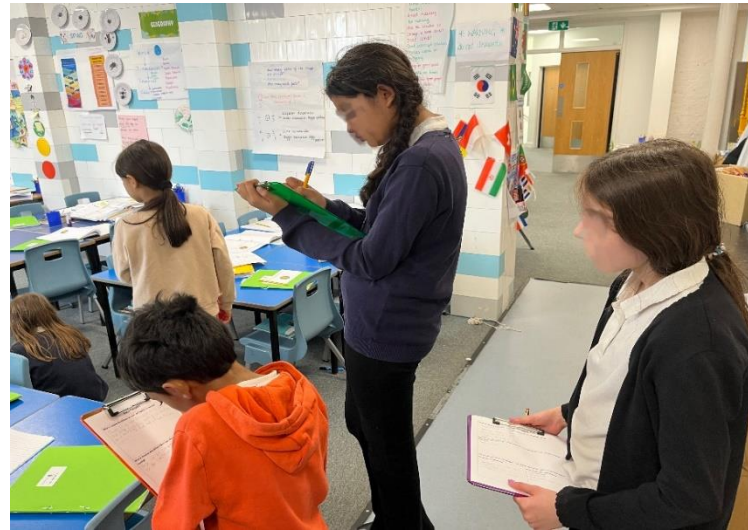
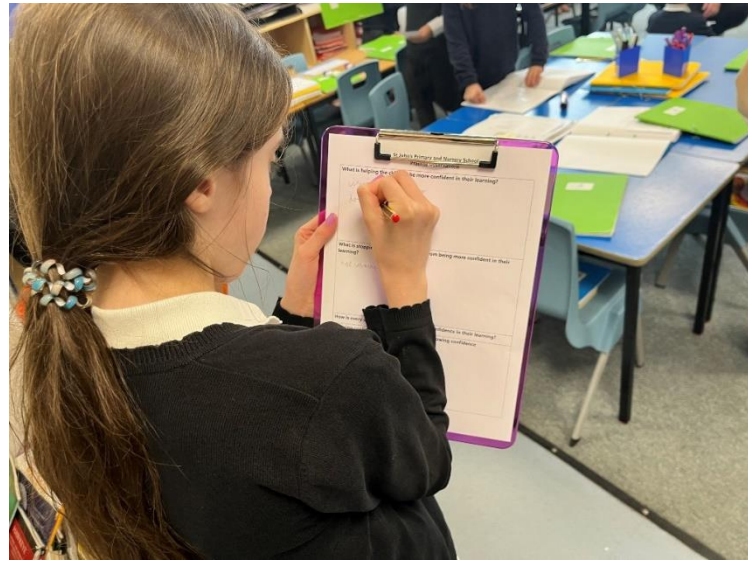
Schools' research questions

School A: How can we support boys to improve their writing?

School B: How can we support children to be confident in their learning?

School C+D: What are children's aspirations and how can our teaching support them with their aspirations?

School E: How can we support students use appropriate and accurate vocabulary to communicate their ideas in their learning?



Where next?



School Voices
Research-Practice Partnership

Final thoughts

- An engagement with students' voices can take practitioners closer to unknown areas, and even those that are perceived as known may be seen in a different light. (Messiou, 2012)
- Dialogues between students and teachers can facilitate the development of inclusive thinking and practices

**Such processes may be challenging but
transformative for schools**



Developing equitable education systems



The traditional approach



Changing education systems: a social process



System-level change

- **Policy is made at all levels of an education system, not least at the classroom level**
- **Educational change is technically simple but socially complex**
- **Clarity of purpose is essential in order to mobilize widespread support**
- **Evidence of various kinds is the catalyst for successful change processes**

An example: 'Every Dundee Learner Matters'



The city of Dundee

- **Population almost 150,000 - one of the most densely populated in Scotland**
- **37% of people amongst the 20% most deprived in Scotland**
- **Eight secondary schools, 33 primary schools, 17 nurseries and three special schools**
- **Educational equity a major concern**

A design-based strategy

The aim is to support equitable change in educational systems through collaborative design and testing of solutions to persistent educational problems

Towards a self-improving system

- **Led by schools for schools**
- **Moving knowledge around**
- **Local authority staff supporting and challenging schools**

**Guided by the principle of equity, defined
as:**

**‘A process of improving the presence,
participation and progress of all
children and young people by
identifying and addressing contextual
barriers’**

Focusing on 'Three Ps'

Presence – ensuring that all pupils attend regularly

Participation – creating a climate within schools where all pupils feel welcome and valued

Progress – developing practices that maximise the achievement of all pupils

Key features of the strategy

- **Led from within schools, coordinated by a school inquiry group**
- **Each school is part of a school improvement partnership, the members of which offer mutual support**
- **Education officers support the school partnerships, linking these to other resources across Dundee**

School-based inquiry



Peer inquiry



Wednesday 11 January 2022

I can see the understanding of the text
characters
I understand in the story in how one character is
quite angry, I know the because she
would be on the angry but so in broken this
because she gave up something up to see her
After reflection she told her son, although
it did mean because she said her son, although
she did see him, his mother looks to me to
realize that she is a feminist mother, I know that
because she said she was to hear from her
boy.

On the boat
It is my understanding that her the brother
and I know this because almost a
year ago in also for

Tuesday 11th January 2022

I can recall retrieve key information from the text
Prediction
I predict that the cat's and all the wolf's
could get to that the human's just them, so they
were under ground to hid away from the hunters
When they wolf catches up with them he tells
them about why they are hunting to, they were
only hunting them because they were
made out of gold fur. Also that they tell them
about not to go out to see the big hunters
instead of listening to them thing about gets out
to see the human's but gets caught.
I predict that blue wolf make's up
and release's that she had quite cut then
the wolf went to save when he got
he had to jump over a fire.

Summarise

Tuesday 11th October 2022


WALT: retell the story Lucy and Tom at the beach using first person
WILF:
• I can use time adverbials correctly
• I can use conjunctions to add detail to my sentences
• I can write in the past tense consistently

One day many years ago a Christian
family to go to the beach with their
and daddy they packed in a picnic
and took a picnic basket
and spoke then every all were on a grass
they go on the sun and
the children when they go to the beach they
the dog's garden then they go to the beach they
then they went in the water then they found
rock pool Lucy found shells and fossils
Tom found a crab leg He chased Lucy
with the crab leg then they built a big
sandcastle then they the tide came in the
shell down into the sea.

Tuesday 11th October 2022

Word	Meaning	Scripture
Gift	When you are worried and anxious to do something, but not do it with God helping you	Matthew 11: 28-30 / Jesus invites us to rest. Jesus made the disciples go to the other side of the lake. The next morning Jesus came to the disciples walking on water. They thought it was a ghost. Peter then asked to walk on the water even though he was afraid he still did it.
Worship	In acknowledgement God has a plan for us even when we don't know what it is.	Matthew Salomon asked God for wisdom so he could lead his people. Luke 1: 26-38 / The baby Jesus conceived by the Holy Spirit was born to Mary, helping her she will have a baby boy and name him Jesus and that he will be the son of God. She didn't understand, but she accepted it.

Tuesday 10th October 2022



The dove is the Holy Spirit and
the disciples. Jesus gave them the
baptism language. He did this so
the gospel could spread the world. He
did this through the language of

Capturing My Thoughts

response to how a Confession looks
to Confession? I take more
in Confession. I take more
responsibility of my faith. I want to
Reclaim my parents' church.

The roles of research and researchers

- **Working in partnership with teachers to bring about improvements**
- **Gathering evidence to draw lessons that can inform developments in other contexts**

Making sense of the barriers

- ***Social factors***, including the extent to which relationships exist that encourage the sharing of expertise
- ***Cultural factors***, created by local traditions and the expectations of those involved as to what is possible
- ***Political factors***, due to the impact of policy processes



International Bureau of Education

‘Reaching Out to All Learners’

**A resource pack for supporting the promotion of
inclusive education**

Available free at:

<https://www.ibe.unesco.org/en/node/103?hub=41>

And remember..... 'educational change is technically simple but socially complex'

