



# Principles of Inclusive Pedagogy Applied to Professional Dilemmas

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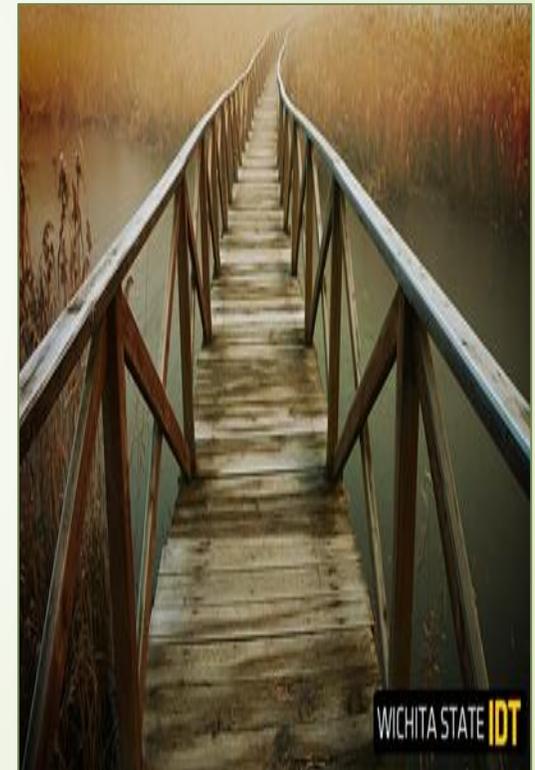
# Promoting Inclusion in Society Through Education: Professional Dilemmas in Practice

Aims to:

- ❑ Facilitate inclusion
- ❑ Prevent radicalisation

This will be done through:

- ❑ Strengthen the profile of the teaching profession
- ❑ Support teachers in dealing with diversity in the classroom (including pupils from a migrant background)
- ❑ Support teachers to adopt collaborative and innovative practices both digital and non-digital.



# Inclusive Pedagogy

## **Pedagogy is .....**

*“what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted...”*  
(Alexander 2004)

**Inclusive pedagogy** is a specific framework for thinking about learning and teaching for everybody.



3 inter-related themes of  
Inclusive  
Pedagogy

# Inclusive pedagogy ( Florian and Black Hawkins 2011)

## What do inclusive teachers actually do?

Black Hawkins and Florian studied the 'craft knowledge' of teachers who are committed to inclusion.

By studying the commonalities between the teachers' practice they developed a theoretical framework which they call **inclusive pedagogy**.

**In short, inclusive pedagogy suggests that instead of providing one set of experiences for most children, with something additional or different for some, that teachers should extend what is ordinarily available to everybody.**

Whilst the actions of teachers may be different according to context, the decisions are informed by similar set of values



FLORIAN, L. and BLACK-HAWKINS, K., 2011. Exploring Inclusive Pedagogy. *British Educational Research Journal*, 37(5), pp. 813-828

# Professional Learning Units

- Participatory design
- Ensures relevance and engagement by teachers
- Responded to issue faced by many projects of this nature
- Collection of vignettes
- Diversity of organisational remit
- Use of language
- Diversity of response
- Challenge of analysis



# Transnational Strategic Partnership

Fontys University of Applied Sciences,  
Netherlands – Student Teachers

PLATO Research Institute, University of Leiden,  
Netherlands

University of Aberdeen  
– College Lecturers

Leeds Beckett University –  
SENCOs and DLPGCE

Eötvös Loránd  
University,  
Hungary –  
Student  
Teachers

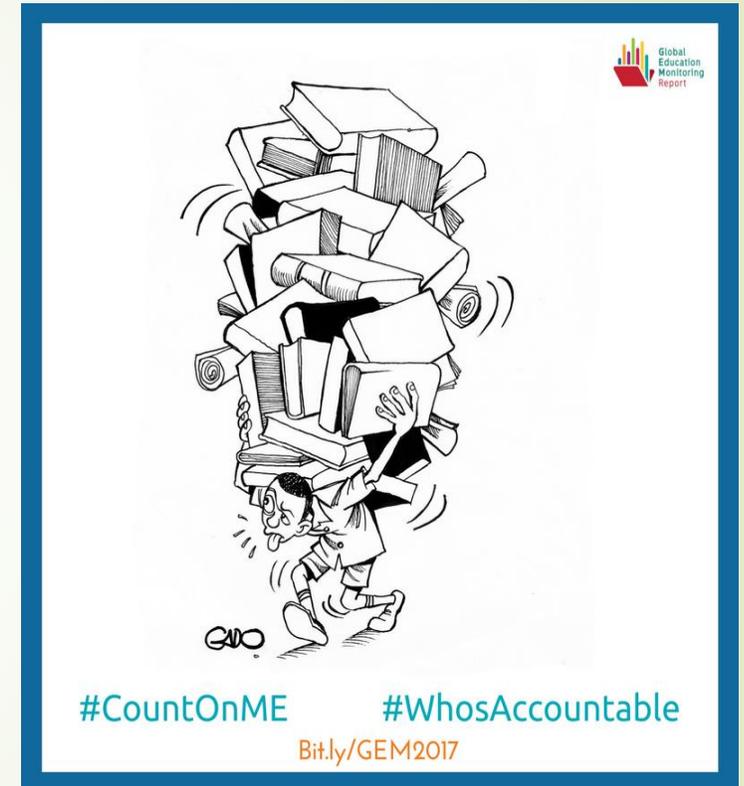
Staatliche Seminar für Didaktik und Lehrerbildung,  
Tübingen, Germany - Grammar School Student  
Teachers

National Education Institute, Slovenia  
– qualified teachers



# Professional Dilemmas

- Behaviour
- SEN/Inclusion
- Transition
- Curriculum
- Pedagogy
- Parental engagement
- Other teachers.....



# Principles of inclusive pedagogy

Rejects the practice of designing educational experiences on assumptions of fixed ability and predictions of potential

Inclusive pedagogy seeks alternatives to practices that address education for all by providing additional or different experiences for some .

Views diversity between children as natural, but also assumes children have much in common.

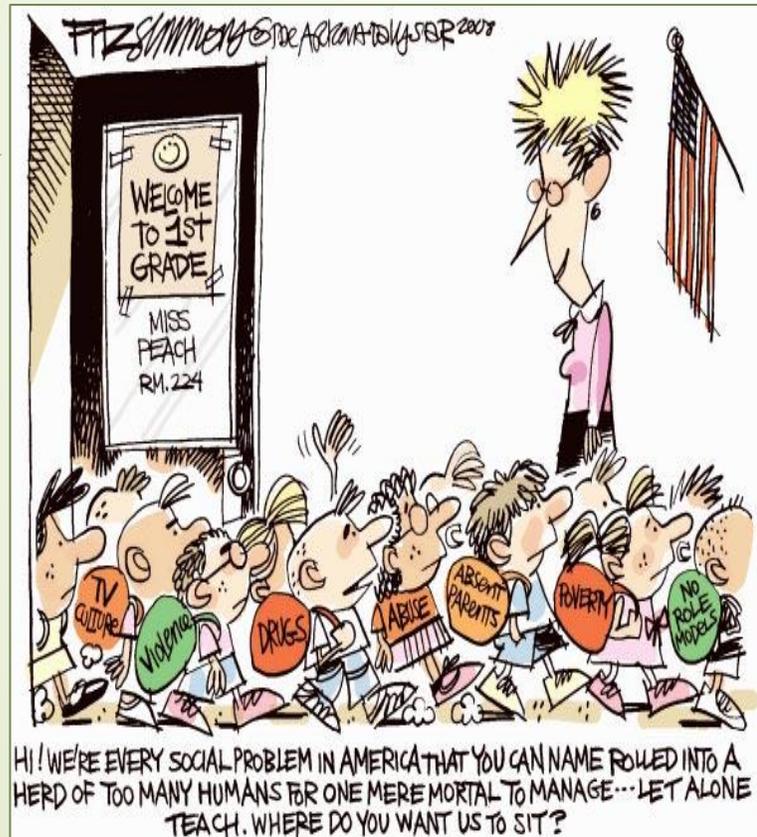
Teachers must **respond to difference** in ways that **respect the dignity of each child** in the **community** of the classroom

Teachers provide a **range of options which are available to everybody**

Demands that teachers take responsibility for all learners.

Teachers **work with and through others** to seek ways of approaching the difficulties in learning faced by children

# Habits of Inclusive Teachers



- They view ALL pupils as their responsibility
- They view challenges that pupils present as a learning opportunity
- They situate themselves as learners
- They avoid providing something different or additional for some pupils
- They trust their pupils to engage if the learning conditions are right
- They listen to all their pupils
- They are willing to adapt their plans



# Workshop Activity

Taking into consideration that the student teachers we work with may face dilemmas that we did not face when we were at the chalk face, consider the following questions:

- ▶ What do you think are the most challenging professional dilemmas facing our teachers?
- ▶ Traditionally within the UK, there has been an assumption that many of the dilemmas related to diversity in the classroom can be dealt with through specialist support and differentiated teaching. How might the principles of inclusive pedagogy provide an alternative approach that is more inclusive?
- ▶ What might this look like in schools and classrooms?

# Repercussions for teacher training materials.....

- Exploring values and attitudes
- Cooperative working between professional sectors
- Use of digital tools
- Working with the community
- Teacher agency for lifelong professional learning

