

**EERA NW04 – INCLUSIVE EDUCATION
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ABSTRACTS

ID: 118

04. Inclusive Education

Paper

Alternative EERA Network: 14. Communities, Families and Schooling in Educational Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: mental disability, life project, theory of justice, capabilities

How Can the Life Project of a Mentally Handicapped Person Be Developed Democratically and with Respect for the Person.

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Presenting Author: **Viné Vallin, Valérie**

Today, to define the rights to compensation of a person with any kind of disability, we rely on his or her life project. However, several questions arise: how is it developed? Are all people who work with the disabled person heard in the same way during consultations? Do families have a say in the medical profession? Is the disabled person himself/herself listened to and, above all, is his/her wishes and desires respected?

The objective of this work is to try to answer these questions and propose possible solutions. This study is part of a doctoral research project still in progress. It is carried out in France with adolescents aged 10 to 18. They all have mental disabilities or dys- troubles. They are educated in so-called ordinary schools or in specialized institutions. They are asked about the feelings they have experienced throughout their schooling and especially when important decisions have been made during their various orientations.

Hochmann (2012) mentions the need to collect emotional information in order to be able to think about appropriate actions. However, to our knowledge, no study has given a voice to the main stakeholders, students with disabilities. In addition, the latest circulars of the French Ministry of Education, which are in line with international and European regulations, specify the obligation to take into account the life aspirations, choices and desires of these people when making policy decisions (Circular No. 2016-186 of 30 November 2016, n. d.). Nevertheless, these students have very little say in the various decision-making processes surrounding their schooling. Teachers, health professionals and possibly parents speak out on their behalf. However, Feder Kittay (2015) thought she knew everything about disability before the birth of her disabled child. Now, living the situation of disability on a daily basis, she says : “ *now she knows*” (Feder Kittay, 2015). This underlines the cleavage and “confinement of position” (Sen, 2009) that is observable between doctors, teachers who rely on real case observations. So “*we encounter a problem of observability, and often obstacles to understanding what is happening from the limited perspective of what we observe*” (Sen (2009, p 200). They enact rules that have the force of norms, and that society posits as omniscient. For the common people, they know. However, we don't know anything until we experience it (Feder Kittay, 2015). Also, how to put an end to these power struggles (Ebersold, 2012; Viné Vallin,)? Would a joint operationalization of the justice theories of Rawls (2008; 2009), Sen (2009) and Nussbaum (2017) be a solution?

In analysing the legislative texts, they invite us to think in terms of capabilities defined by Sen (2009) or Nussbaum (2017), that is to say to leave the concrete, effective possibility for the disabled person to choose between various possibilities, orientations, in accordance with his/her choice of life, his/her personal limitations

and to give him/her the capacities to realize his/her choice with the help of compensations defined through the personal compensation plan (Nussbaum, 2017 ; Sen, 2009). And for identities to be forgotten, would placing participants in an original position behind a veil of ignorance, (Rawls, 2008, 2009) be a solution (Viné Vallin, submissive)? Consequently, our research question is as follows : would a joint operationalization of Sen, Nussbaum and Rawls' theories of justice allow for the democratic development of the disabled person's life project?

Methodology, Methods, Research Instruments or Sources Used

It is a multi-case study in France, in the form of biographical research (Delory-Momberger, 2014), using a qualitative empirical method. Through it, we want to study in depth the training and orientation path of students with disabilities. It also allows us to take into account many variables that may affect their sense of justice or injustice. Twenty-five students, aged 10 to 18 years, participated in this study, as well as twenty families and five teachers.

This approach is based on the collection of data from processes specific to this approach. The scientific criteria are based on a verification of the data, ensuring its validity and accuracy. We monitor and question these children's students, parents and teachers about their school careers and the times when orientations were played out, in order to understand the process, what was taken into account, and their feelings. Three semi-structured questionnaires were developed for each group of participants (student, parents, teacher). These questionnaires can be modified and are adapted according to the type of structure, the people met, and the exchanges that have already taken place with this person. To test our hypothesis, we asked questions about the history of their schooling, the history of their choice of orientation and choice of school, what they had taken into account, whether they participated in these decisions, whether they were listened to and whether this decision corresponds to their choice(s), how they felt about their daily schooling, within their field of study, their sense of justice in relation to their overall path. In order to facilitate comparisons between different stories, we used the same coding to arrive at similar categories. We examined the associations between freedom of choice, being and doing and indicators of justice. In order to ensure the validity and accuracy of the data, my interpretations were submitted to the actors who participated in the survey and to a college of researchers.

Conclusions, Expected Outcomes or Findings

According to the circular in force in France, these meetings on the guidelines must be “a projection into the future of these children, of the expression of their aspirations and their life choices” (2016, §1-1). We can estimate that the participants in these meetings are behind a veil of ignorance, as imagined by Rawls (2008; 2009). Indeed, who knows what the future will be made of? However, they are not in the original situation imagined by Rawls (2008; 2009). Indeed, the literature highlights the power struggle between the different stakeholders by excluding families (Ebersold, 2012; Ebersold, Detraux, 2003). In addition, according to our data collection, the preferences of the various participants appear to be privileged and satisfied at the expense of what the student is actually able to do and be. We also believe it is important to get closer to the work and capabilities of Nussbaum (2017). Unlike Sen, she does not seek to compare two systems but to propose a person-centred system. It seeks to give her the skills and abilities to answer the following question: what do you want to do and be? The capacities to be defined in the framework of the orientation will belong above all to an individual in all that he/she has unique. Also, we cannot talk about equity since we do not place ourselves in a comparative system. Sen argues that equity precedes justice (2009). Thus, equity between individuals will focus on the respect to grant each one the list of capabilities that we will have predefined during previous consultations. Then the policy decision should lead to a decision corresponding to what he wants to be and do. And a sense of justice should prevail.

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Intent of Publication

Viné Vallin, V. (soumis). Besoins éducatifs particuliers, accès aux savoirs et à la qualification : Quel sentiment de justice chez ces jeunes. Nouvelle revue de l'adaptation et de la scolarisation.

ID: 180

04. Inclusive Education

Poster

Alternative EERA Network: 25. Research on Children's Rights in Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusion, Inclusive education, Visual impairment, Barriers

**Academic Barriers that Prevent the Inclusion of Learners with Visual Impairment in Mainstream Schools
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It is estimated that around 60 789 learners with special educational needs who are attending schools in Ethiopia, 7 911 are learners with visual impairments (Tefera, Admas & Mulatie, 2016; Negash, 2017). Although these learners require specialist education support, they are educated in mainstream schools where their academic needs are rarely addressed. As a result, this study was undertaken to investigate the academic barriers that prevent learners with visual impairment to be included in the mainstream schools.

Methodology, Methods, Research Instruments or Sources Used

A qualitative research approach was employed in this paper. The data were collected purposively from selected schools in Tigray Regional state in Ethiopia by means of interviews and focus group discussions. The selected participants were two school principals, four teachers and 12 learners with visual impairment as well as those who do not have visual impairment.

Conclusions, Expected Outcomes or Findings

The findings revealed a number of academic barriers that prevent the inclusion of learners with visual impairments. The main academic barriers elicited were lack of books in Braille, shortage of computers with JAWS software, few audio recorded materials and minimal curriculum adaptation to suit learners with visual impairments. It was discovered that these academic barriers not only affect the teaching and learning but also the implementation and actualisation of inclusive education. Based on the findings, this paper calls for the Ministry of Education, schools, communities, governmental and non-governmental organisations to intervene and ensure that there is balance between accessibility of education and availability of resources to cater for all learners with visual impairments.

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International Journal of Inclusive Education

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04. Inclusive Education

Ignite Talk (20 slides in 5 minutes)

Alternative EERA Network: 05. Children and Youth at Risk and Urban Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: inclusive Education, case Study, giftedness, twice-exceptional students

Twice-exceptionality

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The Inclusive education, recently introduced in Kazakhstani education system has a goal to be pioneered by 30 percent of mainstream schools by 2020. Due to this reason many teachers, practitioners and researchers are in the dilemma over how to teach students with additional needs such as twice-exceptional students. The purpose of this qualitative research is to investigate, from the perspectives of various subject teachers, the educational experience of twice-exceptional students with cerebral palsy who are currently studying in a school for gifted and talented.

Methodology, Methods, Research Instruments or Sources Used

This study was based on a case study method of qualitative research. The main participants of the study were twelve teachers with at least five years teaching in a school for gifted and talented who participated in semi-structured interviews, focus group discussion and were observed during their teaching to triangulate the research results.

Reviewing relevant empirical research literature and conducting qualitative research, the teachers' awareness, beliefs and experience with gifted additional needs students such as twice-exceptional students and methods how twice-exceptional students are identified in the classroom were analyzed. Furthermore, the research explores the effects of labeling and non-labeling twice-exceptional students on the academic performance followed by examining the inclusive education techniques to accommodate twice-exceptional students.

Conclusions, Expected Outcomes or Findings

The results of the study revealed that twice exceptional is a challenge in participating school. The case study research concluded that educational experience of twice-exceptional children is based on crucial factors such as teachers using a differentiated teaching approach as an inclusive strategy to accommodate the unique needs of gifted students with cerebral palsy.

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04. Inclusive Education

Paper

Alternative EERA Network: 14. Communities, Families and Schooling in Educational Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: immigration, diversity, preschool, inclusion, democracy

Challenges in Swedish Preschools: Possibilities of using diversity to (re)building the preschool?

Anna Katharina Jacobsson

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The Nordic countries have developed a model that often is called universal welfare model (Røn Larsen, 2017). The universal welfare is built on the assumption that it is in society's best interest to provide qualified and widely available child care, with an idea of creating an important arena for learning and development for all children. The Nordic preschool highlights activities that are important for children to learn and develop; to be active, to communicate and to interact with other children (Garvis, Harju-Luukkainen, Williams, Sheridan, 2019). The Nordic countries have become increasingly diverse because of the immigration and questions of democracy, citizenship, social justice and inclusion rise as important topics to highlight. In Sweden, there has been an immigration of children from a foreign background - Syrians, Eritreans and families with no state or country, and 20% of the children have a foreign background (Skolverket, 2017).

The study aims to describe how the pre-school teachers and the principals plan and organize pedagogical and social activities to include the immigrant children into the Swedish preschool context and if and how they use the diversity of different cultures to (re)building the preschool?

How can this result be understood in comparison with an international agenda for children in other EU-countries?

Methodology, Methods, Research Instruments or Sources Used

The design study for the research is a mixed-method – the empirical data consists of observation notes, focus groups- interviews, questionnaires from preschool teachers and principals at seven preschools. Three strategies were used to organize the data in order to make analysis possible; narrative strategy, episodes and graphic representations were used since they provide partly different perspectives on the data material. The theoretically interpreted narratives were inspired by Pentlands (1999) structural levels, based on narrative theory. The courses of events, constructed to enable analysis, contain episodes, where defined activities are carried out according to an intention word at the beginning of each episode.

Conclusions, Expected Outcomes or Findings

The result provides essential information of which intentions the preschool teachers and the principal for the organization, have with pedagogical and social work to include immigrant children into the preschool environment and how their work is put into practice in order to include the children and combine cultures.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: inclusive education, social justice, student voice, higher education

Applying Social Justice to HE Course Design

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Social justice, when applied to education, can be defined as the ability of students to participate meaningfully in their education on par with peers. With globalisation becoming common across all regions it is of the utmost importance that educational institutions develop a framework to ensure participation of a diverse student population. Participation amongst students in higher education (HE) classrooms is a prominent issue for various reasons, one of which is because the middle class is expanding, meaning more families can send their children to international postsecondary institutions (Marginson, 2007). As students seek different education opportunities, HE has become a 'globalisation hub' where students interact in physical (i.e. university campuses) and non-physical spaces (i.e. online platforms) with students from different social, cultural, and linguistic backgrounds.

Nancy Fraser (2007; 2008) proposed a three-dimensional political model of social justice. Her framework includes economic, cultural, and political dimensions. The economic dimension refers to distributive justice, concerned with how goods (economic and social) are distributed in society (Olson, Reid, Threadgill-Goldson, Riffe, and Ryan 2013, p. 25). Fraser (2007) calls for a redistribution of these goods to ensure space for participation. The second dimension (cultural) is concerned with recognition of groups in terms of how institutions place cultural value in hierarchies. This may lead to misrecognition for groups who are at lower levels of the cultural hierarchy (Fraser, 2007, p. 20). The final dimension is political and is concerned with representation. Representation indicates who is entitled to be included or excluded from the preceding two dimensions (Fraser, 2007, p. 21). Representation of students in education can be linked to student voice in both cultural and political dimensions and is a widely-discussed topic in HE (Hämäläinen, Kiili and Smith 2017; Kidd 2012).

The following small scale study sought to examine the following research questions:

- (a) What role does student voice play in establishing a socially just classroom environment?
 1. Does involving students in pedagogical planning increase student voice?
 2. Does the understanding of student voice change when students are involved in pedagogical planning?
- (b) To what extent does involving students in pedagogical planning incorporate social justice principles?
 1. What can universities do to ensure that pedagogical content is grounded in social justice?

Nancy Fraser's social justice model was applied to 6 courses (4 undergraduate, 2 graduate level) at The Education University of Hong Kong (EdUHK) to promote participation and student voice development since 'participation is strongly signalled by student voice' (Burke et al. 2013, p. 35). This link was made by encouraging students to become co-creators and co-investigators in the pedagogical planning process. The project aimed to explore how a socially just education in HE can be achieved and to what extent student voice may help to achieve this aim. Students acting as co-creators and co-investigators in pedagogical planning may come to view themselves 'as change agents' (Seale 2016, p. 212) in HE through expression of student voice in the classroom. Although the present research project focused on students at The Education University of Hong Kong, the results suggest that it may be applied to other HEIs where there is a diverse student population, such as European HEIs. The flexibility of the course design ensures easy adaptation by educators in multiple disciplines and contexts without the need for policy changes and bureaucratic processes from the HEI.

Methodology, Methods, Research Instruments or Sources Used

Conducting participatory action research (PAR) in HE is a popular methodology (Halliday, Kern, Garrett and Turnbull 2018; Walker and Loots 2018). 'PAR is intimately related to the political struggle for liberation from hegemonic societal arrangements' (Giannakaki, McMillan and Karamichas 2018, p. 202). By using this methodology, students will begin to recognize and address the socially unjust nature of their education and begin working towards correcting this injustice by incorporating their own lived experience into the courses. Changing the flow of knowledge transfer within the classroom may help to give students a sense of ownership over the pedagogical content.

This project ran for 13 weeks (3-hour classes, once a week) x two semesters. Students formed small groups and were provided with the general course outcomes so they were aware of what type of content would be appropriate for the course. The researcher began by teaching the first nine sessions. 30-45 minutes at the end of each class was designated for the small groups to plan their lessons. The final four sessions were planned and taught by the students. Throughout the planning phase, the lesson outlines and corresponding activities were added to the course Moodle space, the virtual learning environment (VLE) used by EdUHK. For students who may not have been comfortable expressing their voice verbally, other student voice options were provided, such as creating online forums, wikis, or e-learning packets. These options were not used in this study.

Two surveys created on Google Forms were distributed at the beginning and end of each course comprising both open and closed questions. The first survey was comprised of 9 closed and 3 open questions. It sought to establish a baseline for how students defined student voice, how they expressed that voice in their current educational experience, if they felt they were listened to by faculty, establish who was responsible for planning courses and assessment, and how student voice could be increased. The second survey was comprised of 7 rated and 4 open questions. It sought to establish if students thought the project was useful, if they felt listened to by peers and the researcher, how their ideas about student voice had changed, how they now define student voice, if they felt student voice was important in HE, and how student voice could be increased at EdUHK.

Conclusions, Expected Outcomes or Findings

The first survey served as a baseline for students' understanding of student voice and the role it has played in their education. When asked to define student voice, some responses included, 'answer questions' and 'the right for students to express their ideas'. The first survey indicates that students understood student voice but that they have not been provided with adequate opportunities to express it in their educational experience.

The results from the second survey suggest a positive experience by the students. Students agreed or strongly agreed that the course design increased their student voice (87%), they felt listened to by peers and the researcher (83.8%/87%), and would be interested in adopting a similar design in their future practice as educators (77%). For the majority of respondents, they felt valued (77%). When asked 'To what extent do you think student voice is important in HE classrooms?', the respondents were clear about the benefits of having the ability to express their voice. For example, one respondent answered, 'In higher education, students need to have more chances to express themselves! It is important to cultivate the ability of critical thinking and expression'. When asked 'How do you view your position as a student within the classroom? Has your view changed since the beginning of the course?' the students' responses were positive. For example, one respondent answered, 'I view myself as a good listener and participant. I changed myself from silent to proactive'.

This small scale study conducted in Hong Kong, suggests that this pedagogy may be a viable option for course design for HE educators in other disciplines who have a diverse student group who may lack recognition and representation in HE. With more people migrating throughout the world, including Europe, applying Fraser's model may ensure social justice is achieved through student voice development.

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Intent of Publication

The place of publication has not yet been decided.

ID: 302

04. Inclusive Education

Paper

Alternative EERA Network: 23. Policy Studies and Politics of Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: special educator, inclusive school, students with special needs, job satisfaction, values

Dealing With The Consequences: An Interview Study With Special Educators Teaching Students With Special Needs in Norwegian Public Schools

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Presenting Author: Uthus, Marit

To a certain extent, the Salamanca statement (UNESCO, 1994) was a significant marker for a new way of looking at the professional work of special educators. Education for children with special needs should, as much as possible, be offered in local settings in inclusive schools. This has been a dominant factor in the Norwegian education system for more than 20 years.

Despite this, Norwegian national statistics from 2020 (GSI) (Utdanningsdirektoratet, 2020) points to vulnerable children being marginalized and excluded from Norwegian public elementary schools. Of the close to 50,000 students received special education during the school year 2019-2020, 28,500 were educated in segregated settings. An additional, 4,138 students were taught within the context of a special school or department. A full 50% of the

students receive special education provided by unskilled assistants. Research confirms this picture (Uthus, 2014); students with special needs are placed in what can be characterized as "random retention groups", where the educational goals are as unclear as the content.

So, what happened? According to Sassen (2014), this situation should be explained in light of ideological changes at a social level. After the Second World War, *school* was considered one of the most important social institutions, with a view to realizing social democratic values of equality, participation, and equal opportunities. But as Bakkers (2014) societal analysis explains, with the development of industrialized and capital-driven societies, education became the most important factor vis-à-vis the survival of nations in a global market. As the overall educational climate evolved from one concerned with democratic values to one in service of profit, it was the students who most needed the aid of benevolent social values, students with special needs, who were most likely to pay the price.

Above this situation, this study was intended as an analysis of the circumstances explain job satisfaction, whether high or low, among special educators teaching pupils in need of special education in an inclusive school. The research question is:

What conditions appear to explain job satisfaction of special educators working in Norwegian public schools?

In this study, *job satisfaction* is conceptualized as the positive or negative evaluative judgments that people make about their jobs (Weiss, 2002). When it comes to special educators, many feel an obligation to help children with special needs (Emery & Vandenberg, 2010; Fish & Stephens, 2010; Hausstätter, 2007). Research points to the necessity of that obligation being fulfilled for the special educator to be willing to remain in a given employment situation (Brownell, Smith, McNellis & Lenk, 1994; Gersten, Keating, Yovanoff & Harris, 2001).

Research clearly describes that the focus on inclusion seems to be primary among special educators in the Nordic countries where special educators see themselves as advocates for inclusive education (Cameron & Lindqvist, 2014; Göransson, Lindqvist & Nilholm, 2015; Lindqvist, Nilholm, Almqvist & Wetso, 2011; Uthus, 2014). This also seems to apply to the Special Educational Coordinators in the UK (Burton & Goodman 2011). There is a tension between the special educators' own expectations of practicing inclusion and the expectations of others, namely that the work of special educators should be more traditional, with individual- and pull out solutions for students with special needs. Based on the inductively derived findings in this study, the special educators' experiences could be interpreted in light of values and motivation theory (Wigfield & Eccles, 2000), value dissonance (Rosenberg, 1977), and role theory (Merton, 1957).

Methodology, Methods, Research Instruments or Sources Used

In order to go into greater depth regarding special educators' subjective understanding of what creates job satisfaction in their work, a qualitative method was chosen. A total of 11 female special educators in primary education were strategically (Miles & Huberman, 1994) invited to share their experiences in this study. All participants were between the ages of 29 and 65, had formal training in special education and been working for a minimum of five years as special educators. In addition, they all had responsibilities for students with defined

special needs.

In order to approach the subjective reality of the 11 special educators inductively, the interview guide was prepared with open and different follow-up questions, with the intention of capturing the complex and potentially challenging reality as it appeared to them. For example, each interview started with the informants being asked to share their present thoughts about their work. Furthermore, they were asked questions about the expectations, appreciation, challenges, concerns, working environment, co-determination, collaboration, work before versus now, and values. Before the interviews started, everyone was informed that the interview was voluntary and that they could withdraw at any time. The interviews were digitally recorded and later transcribed. Each interview lasted approximately 90 minutes.

In line with an inductively oriented interview guide, the initial analyses were performed near the data: After each interview, spontaneous reflection notes were written with an emphasis on what was unique in each special educator's narratives: What were their individual experiences that could explain high or low job satisfaction? And what was the essence of their shared experiences? Then the 500 pages of transcribed text were read. The goal was now to reduce the data to a few topics, with underlying categories and codes (Miles & Huberman, 1994). The reduction took place through step-wise analysis. It appeared at first that there were a number of different conditions that explained job satisfaction, such as "positive relationships" and "seeing students learn and develop" (high satisfaction) and "unclear role expectations" and "loneliness" (low satisfaction). After sufficient analysis, a pattern emerged in which conditions that led to both high and low job satisfaction could be understood in terms of three mutually dependent conditions or dimensions: (1) a value dimension, (2) a professional knowledge dimension, and (3) a dimension of proximity to the students with special needs.

Conclusions, Expected Outcomes or Findings

The 11 special educators all described having high ambitions to make a difference for students with special needs. This was a personal value that led them to choosing this job. This means, in the terms of Wigfield and Eccles (2000), the profession confirms who they are; as if their "identity" and their "professional identity" are coincidental. The personal values are a source of well-being and perseverance in their everyday work. When working in a school for all, it became clear to the special educators that there will always be some students in need of the educators' professional knowledge, as a prerequisite to these students participating on equal terms with other students. This gave them feelings of pride and importance. The proximity to the students gave the educators a unique insight into the needs for learning and development of students with special needs within the framework of an inclusive education. When they succeeded, they describe their work as meaningful.

At the same time, the three dimensions of the 11 special educators' job satisfaction were challenged, turning areas of satisfaction into their opposites: concerns, negative emotions, and exhaustion. They described that students with special needs seemed to be a marginalized and excluded group. They also spoke of headmasters having the opinion that special education competence (and hence the special educator) is superfluous in a school for all. When this was the case, they practiced special education in segregated settings, alone and disvalued among their colleagues. Taking this into account, their personal values (challenged), professional knowledge (not in use), and proximity to students (see they suffer) are tuned to conditions of low job satisfaction. The implication of the study was to reset the educational agenda, with inclusion as a critical component. Doing so places focus on the special educator as a key contributor.

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04. Inclusive Education

Paper

Alternative EERA Network: 31. Language and Education Network

Topics: General Submission (not submitting to Network Special Call)

Keywords: Philosophising with Children, Community of Inquiry, Uncertainty, Dealing with Heterogeneity, Participation

Philosophising with Children in the Community of Philosophical Inquiry - Uncertainty and Ambiguity as Media for Complex Thinking and Speaking

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Philosophising with children focuses on philosophical questions and complex, ambiguous content, which is open to different and diverse interpretations. Typical questions would include: Do we always have to tell the truth? Do things always have a beginning or an end? What is happiness? Can animals think? etc.

We believe philosophising as a method can make a very specific and unique contribution to the development of complex, anti-dogmatic thinking and positioning, and which can enable children to cope with uncertainty as a key component of modern life. Empirical research into Philosophising with children also provides evidence that philosophising supports children's linguistic development, helping them acquire language as a tool for participation in learning and in society (cf. Michalik 2018 b).

"Uncertainty" is central to the method (Michalik 2019). Philosophical inquiry is characterised by an openness as to the results achieved, in view of the fact that there are no simple, right or wrong answers to philosophical questions. Philosophical inquiry can conclude with answers, new questions or controversial points of view. The key aims are to give children a voice, to cultivate talking, listening and thinking together, to promote shared meaning making, and to enable children to explore their own questions and solve problems through dialogic interaction, in an atmosphere of respect and mutual appreciation. There is a set of rules to follow to create a safe place for thinking and speaking. Children sit together in a circle, nobody is forced to speak, everybody has the right to be listened to, every contribution is important and has to be taken into account.

Without the pressure associated with achievement and evaluation, children can be presented with a variety of perspectives and interpretive possibilities. In essence, this means that they get to know each other's perspectives while opening their minds to different ways of thinking and imagining (Michalik 2018a). Such processes of shared reflection foster the development of multi-perspective thinking and empathy, which in turn form the basis of a constructive attitude towards heterogeneity. Philosophising can thus be considered a powerful tool for combatting simplistic binary positioning and thinking as well as a means for creating communities.

The community of philosophical inquiry develops thinking and speaking skills as a consequence of engagement with philosophical content itself. The process of philosophising in particular challenges participants to voice

their speculations; this is also true of traditional thought experiments, which are concerned with the exploration of possible worlds rather than the actual world (Michalik/Schreier 2017, 123ff.). This requires speech acts on the part of pupils and teachers (cf. Alt 2019a) that differ from those in other dialogic situations not explicitly concerned with philosophising. Study of pre-school-age children has demonstrated that engagement with complex and uncertain content not only promotes more sophisticated thinking, but also encourages a particularly large number of complex speech acts (cf. Alt 2019b). Children thus use subordinate clauses alongside more complex connectors in order to construct arguments during the discussion, and high-level verb forms such as the subjunctive.

Our session will present a study involving quantitative and qualitative analysis of the following questions in relation to discussions with primary school pupils during social studies lessons:

- How do children express uncertainty in the context of philosophical discussion?
- How do children deal with the openness of philosophical issues and the uncertainty of what constitutes the 'right' answer? How does the uncertainty of potential answers lead them to adapt their positions?
- Which speech acts and what linguistic devices do children use to express uncertainty? (Micro- and macroanalytical analysis)
- What stimuli do teachers use to promote deeper engagement with open questions, different ways of thinking and the range of potential interpretations?

Methodology, Methods, Research Instruments or Sources Used

In order to address the research questions, two philosophical discussions were held with two different primary school classes from two different schools and subjected to qualitative and quantitative analysis. To provide a basis for comparison, we also looked at two discussions from other teaching contexts that did not involve philosophising. Discussion content was analysed and evaluated on the basis of Mayring and Kuckartz's content analysis and the MAXQDA programme (Mayring 2015; Kuckartz 2014).

1. Initial analysis took a qualitative approach and examined communication in the classes that engaged in philosophical discussion. The focus was on how the children dealt with the openness of philosophical questions and the uncertainty of potential answers in the context of philosophical discussion; we also considered the stimuli used by teachers to promote 'uncertainty' in the discussion. Analysis here included how children adapted their positions in an uncertain environment and whether there was, for example, any tendency to try to achieve closure within the discussions, in order to achieve clarity. For the purposes of comparison, communication was also analysed in classes that did not involve philosophical discussion, where discussion instead related to questions of fact. An inductive approach was applied for this part of the analysis.

2. A second stage of analysis focused on linguistic forms, comparing the speech acts of children and teachers in the two philosophical discussions with those in the two non-philosophical discussions on factual issues. Categories were created on an inductive basis, firstly looking at what linguistic indicators the children used to identify and express 'uncertainty' in philosophical discussions, and secondly, quantitative and qualitative analysis of the children's speech acts with regard to sentence construction and grammar. The basis for this analysis was the RaBi scale (Tietze, Rank and Wildemann, 2016), which is particularly well suited to quantitative linguistic analysis.

Conclusions, Expected Outcomes or Findings

The full results of the analysis will be available in February 2020. They are expected to confirm that philosophical discussion promotes more nuanced attitudes to diverging interpretations and viewpoints on the part of the children involved, and that as a result, it also challenges them to adopt more sophisticated linguistic behaviours. It is also anticipated that the study will provide an indication of the extent to which philosophising promotes constructive engagement with uncertainty and to what extent teachers' speech acts influence and shape spaces for philosophical thinking and discussion. We start from the assumption that teachers are using specialised questions and stimuli drawn from the range of techniques for conducting philosophical discussions with children, in order to stimulate and challenge the children cognitively and to promote sophisticated thinking and speaking. This leads to a new perspective on communication in class, which is of particular relevance for the development of approaches to language development in the context of continuous linguistic education (Goglin/Lange 2012).

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: inclusive science education, teacher's professional competencies, qualitative content analysis, video research

Teaching Science Education Inclusively – A Framework To Analyse Teacher Students' Professional Competencies For Inclusive Science Education

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In our research project Teaching Science Education Inclusively (German acronym: Nawi-In), funded by the German Federal Ministry of Education and Research, we analyse how teacher students acquire and develop the professional competencies regarding inclusive science education. For assessing teacher students' professional competencies in implementing and reflecting inclusive science education, we use the Framework for Inclusive Science Education. With the Framework for Inclusive Science Education, we answer the question, which characteristics indicate the successful implementation of inclusive science education.

Science education has been considered as important in the context of inclusion (Abels, 2015; Scruggs, Mastropieri, & Okolo, 2008; Southerland & Gess-Newsome, 1999; Villanueva, Taylor, Therrien, & Hand, 2012). Although the term "science for all" suggests that all students, regardless of their individuality, should engage with and understand the practice of science, current teaching practice does not include all students (Villanueva et al., 2012). Teachers have a lack of knowledge about inclusive science teaching, have no training in this field, and a lack of confidence in science teaching in inclusive classes (Mumba, Banda, & Chabalengula, 2015). There has been no criteria until we filled this gap with the Framework of Inclusive Science Education, which can give a comprehensive guidance for teachers how to implement or rather for researchers to analyse inclusive science education.

“Science education fosters inclusion by facilitating participation in science specific learning processes for all learners. By appreciating the diversity and individual prerequisites, science education involves individual and joint teaching and learning processes to promote scientific literacy” (Walkowiak, Rott, Abels, & Nehring, 2018, p. 269). On the one hand, this definition implies that inclusive approaches are compatible with science education. On the other hand, science educators would argue that on this general level the relation between

inclusion and science education is not concrete enough. The understanding of science specific learning processes is not explicated and how those connect to inclusive pedagogy.

The Framework of Inclusive Science Education is the first to present the relationship between science education and inclusive pedagogy based on specific categories, which make inclusive science education ascertainable for research or rather for the analysis of school practice. We seek to assess whether and to what extent inclusive classroom settings have been created in the context of science education. These categories focus on the connection between key dimensions of science education (e.g. experiments, phenomena, or safety issues in the science classroom) and those of inclusive pedagogy (e.g. learning in collaboration, differentiation, or scaffolding). We identify these categories as they apply to classroom settings and we film the classroom situations. In order to operationalise the categories, and to validate them and later the entire framework, we apply the categories to the videos.

At the conference, we will present the Framework for Inclusive Science Education, demonstrate the analysis of a video clip with the categories and illustrate how this methodological approach validates the framework.

Methodology, Methods, Research Instruments or Sources Used

In order to constitute the framework on inclusive science education, we used the methodology of systematic literature review research as a typical way of mapping the field, focusing on criteria for practice and analysis of inclusive science education (Fink, 2009). The sample of our search (n=265) is composed of English and German literature relating to inclusive science education in primary and secondary schools. Researchers from many different countries all over the world composed the English literature. This shows that inclusive science education is internationally an issue. The quantitative description of the sample shows that even though the number of publications increased in the last decade in this field, only one third of the reviewed papers is empirical whereas two third is still theoretic. Using the content analysis with technical support of MAXQDA (version 2018.2), we derived categories how to implement inclusive science education from the literature (Kuckartz, 2016).

The final step is to structure the categories of inclusive science education within the intended framework for inclusive science education. Here, the connections between inclusion and science education feature the categories. As other researchers will apply the framework on their data and for further analysis in the field of inclusive science education, we use a communicative verification for the arrangement by expert discussion, so that the arrangement of the categories within the framework becomes justifiable (Kuckartz, 2016).

To test and amend the framework empirically, we analyse videos of future and current teachers in inclusive science classrooms. In the Nawi-In project, teacher students acquire a theoretical understanding of inclusive science education before their teaching assignments. During a six-month internship, students teach inclusive science lessons that they have designed on their own. Guidance for the 32 teacher students is provided by mentors, who work at local schools cooperating with the university and who completed training in inclusive science education. We have videotaped lessons of both mentors and teacher students (data collection for one of two cohorts is finished). In a next step, we conduct a qualitative content analysis using the previously developed categories (Kuckartz, 2016). With the results, we revise and validate the categories. Altogether, we have access to 64 video recordings of 45-minute lessons from teacher students. Given this large amount of data, it is necessary to identify selection criteria for choosing those videos, which are analyzed in greater detail.

Conclusions, Expected Outcomes or Findings

In total, we found sixteen main categories which divide into three more subsections: categories, codes and subcodes. As the main categories pose the scientific specifics and connect them to the term inclusion, every lower section becomes more and more specific to the content and to answer the question what exactly makes science class inclusively. To demonstrate this, we can choose “adapting safety for inclusive classes” as an example for the main category. “Preventing danger in inclusive classroom” is one of the categories that belong to it. Therefore, “replacing dangerous devices with less dangerous” is one of the codes and “exchange glass beakers with plastic beakers” is one of the subcodes. Whereas the level of main categories and categories cluster the features of inclusive science education, the level of code and, more precisely, the level of subcode concretely show teacher actions to implement inclusive science education.

We focus on the teachers’ competencies and performances, we will not be able to test to what extent their teaching is successful. To measure the impact, we would have to examine, among other aspects, what teacher students do, how and what they learn, how they participate in class or whether they feel included when teachers apply the categories for inclusive science education. The science classroom is a dynamic learning environment characterized by complex social relations, and therefore it is necessary to constantly adapt one’s teaching and, more specifically, one’s use of the categories to changing conditions to create an inclusive classroom situation. As the framework is an encompassing and structured compilation of theoretic and evaluated teacher competencies for inclusive science education, it is interesting for our science community to have a manual for (student) teacher training and to get guidance about the research gaps and evidence for need of future research in inclusive science education.

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04. Inclusive Education

Paper

Alternative EERA Network: 32. Organizational Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive education, Professional Development, Learning Networks, Social Network Analysis, Interview

Fostering Inclusive Education Through Professional Learning Networks: What Makes Improvements Sustainable?

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International evidence suggests that promoting pupils' inclusion in school requires teachers to develop a good level of collaboration to plan and implement effective educational strategies (Hamilton-Jones & Vail, 2014; Hamman et al. 2014.). Mainstream and support teachers, as well as SEN coordinators need to engage in developing collaborative ways of learning by leveraging from each other professional experience (Booth et al., 2003; Mulholland & O'Connor, 2016).

Research shows that interventions drawing from the community of practices theoretical framework and based on the professional learning communities approach help strengthen teachers' capacity to reduce fragmentation and foster inclusive education at the whole school level (Hargreaves & O'Connor, 2017; Vescio et al. 2008). However, professional learning communities typically focus on favouring knowledge transfer of reflections and good practices related to inclusion within individual schools (Hairon et al, 2017). While this perspective helps pay attention to the specific cultural and contextual aspects in which each school operates, the stock of knowledge available within every institution is evidently limited. Recent research suggests that this limitation can be overcome by putting professional learning communities in connection, so creating professional learning networks (PLNs) (Brown & Poortman, 2018; Chapman & Muijs, 2014).

PLNs are intended to support school practitioners in tackling issues related to teaching and learning by linking them to educational expertise accessible not only within, but also across and beyond schools. This approach would help foster knowledge sharing, improve collaboration and practice development, devise cross-sectional plans for improvement, and share resources more efficiently across school organisations (Datnow et al., 2005; Muijs et al., 2010). Our hypothesis is that the PLNs approach would be especially valuable in the field of inclusive education, as this area entails achieving high level of coordination among various professional roles, as well as accessing a wide and complex corpus of knowledge that goes beyond knowledge usually available in an individual school (Allan, 2010; Florian & Linklater, 2010; Forlin, 2010).

We tested this hypothesis by investigating the effectiveness of the PLNs approach through the comparison of research findings emerging from two school districts in northern Italy. Support teachers and SEN coordinators from around forty primary and secondary schools attended a professional development course on inclusive education held in parallel in each district for six months. Participants were introduced to the PLNs approach and encouraged to explore it as a way of establishing a network of practitioners that would offer mutual support and

expertise in the field of inclusive education within each district. Networking among practitioners working in different schools was ensured through subscription to Google groups, a shared discussion platform that teachers learned to manage during the professional development course. After the end of the course, we monitored the activity of the two district networks over two years, using social network analysis to examine the evolution of the networks both in quantitative and qualitative terms. More precisely, we aimed to assess and compare:

- The network structural measures (size, density, reciprocity, and distance);
- The network composition dimensions (tie strength, clustering, centrality, and brokerage).

Moreover, at the end of the second year we gathered data through face-to-face interviews carried out in both districts to analyse the networks' performance, which is their actual ability to translate useful resources and expertise from the network to the school and classroom practices (and vice versa).

By comparing the evolution of the PLNs we aimed to understand:

- What factors are responsible for the sustainability of the PLN over time, leading to the strengthening (or even expansion) of the network or, conversely, to its disruption;
- What is the effectiveness of the PLNs approach in ensuring the actual improvement of educational practices in the field of inclusive education.

Methodology, Methods, Research Instruments or Sources Used

The investigation was held in two school districts located in two large urban areas of northern Italy. The socio-economic and demographic characteristics of each area were similar. In district A, 3 SEN coordinators and 8 support teachers from primary school, and 3 SEN coordinators and 6 support teachers from lower secondary school attended the course (=20 participants, 2 male, 18 female teachers). In district B, the groups were formed by 4 SEN coordinators and 10 support teachers from primary school, and 2 SEN coordinators and 5 support teachers from lower secondary school (=21 participants, 3 male, 18 female teachers).

Participants were introduced and trained to use Google groups as an online platform for sharing information and discussing subjects concerning the course contents in relation to their professional experience. At the end of the course, a SEN coordinator in each district took responsibility for the management of the platform, while we ask permission of participants to continue to observe the activity.

We carried out social network analysis using the UCINET software to examine and compare the two networks at the end of the course, and then after 6, 12, 18 and 24 months, for a total of two years (Borgatti et al., 2002).. The analysis included structural measures concerning the network size (number of nodes), density (number of ties), reciprocity (degree of mutual selection), and distance (path length), as well as composition dimensions as tie strength (relationships robustness), clustering (actors grouping), centrality (key actors), and brokerage (connecting clusters). We then compared through hierarchical linear regressions the multilevel relationship between the measures and dimensions considered, so as to identify the factors affecting the evolution of the PLNs over time.

At the end of the second year, to evaluate the effectiveness of the PLNs approach in improving inclusive practices we interviewed 2 SEN coordinators and 3 support teachers (primary school) and 1 SEN coordinator and 3 support teachers (lower secondary school) from district A, and 1 SEN coordinator and 3 support teachers (primary school) and 1 SEN coordinator and 2 support teachers (lower secondary school) from district B. Interviews were transcribed verbatim and then coded through Atlas.ti© in order to compare data and identify emerging themes (Brinkmann & Kvale, 2015). Research findings were finally validated through the triangulation of information sources and member checking with the participants in the study.

Conclusions, Expected Outcomes or Findings

Data analysis indicates that both networks were able to strengthen their activity during the period examined. However, while in the first year the PLNs size and density simultaneously increased in both districts, B showed a higher degree of reciprocity among participants. The distance measure - initially similar for both networks - tended to decrease for B in the second year. The turnover of the members (i.e. new members that joined the network, old members that cancelled subscription or became inactive) was 23% at the beginning, then stabilised to 14%, reflecting the teachers' yearly turnover in school.

The expansion phase of both networks during the first year led to the development of five subgroups (2 for A and 3 for B), clearly identifiable through the cluster analysis. However, the survival rate of the subgroups over time was different, as three subgroups were temporary (project-oriented), while two subgroups were more stable (group-oriented). In the second year, where the networks' expansion was more limited but regular, three new subgroups emerged, with some participants being simultaneously members of multiple subgroups. The tie strength dimension was a good predictor of subgroups development and sustainability.

Centrality and brokerage were especially relevant concerning the dynamics underlying the evolution of both PLNs. On the one hand, participation of formal school leaders (SEN coordinators or deputy directors) to PLNs catalysed attention on the topic at stake and endorsed the network as an arena influencing actual decision making in school. On the other, some participants also emerged as key actors, playing a role as informal leaders especially by brokering different clusters.

Interviews confirmed that tie strength dimension, clustering and centrality (both as formal and informal

leadership) were pivotal to ensure that PLNs activity has an actual impact on improving inclusive practices developed in both school districts.

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04. Inclusive Education

Paper

Alternative EERA Network: 02. Vocational Education and Training (VETNET)

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: PLC, disability, inclusion, TVET, college

Professional Learning Community (PLC) Promoting Inclusion of Adult Students with Disabilities in Kazakhstani Technical Vocational Education and Training Institutions (TVETIs)

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Kazakhstan through its State Program on Education Development (2016-2019) has set a goal to make 70 percent of TVET Institutions inclusive by 2019. Although, the government adopted a number of international policy documents and reaffirmed its willingness to promote inclusion, adults with disabilities are still underrepresented within TVETIs. On the other hand, the extent of inclusion of Kazakhstani TVETIs is unknown. Therefore, the purpose of this study is to explore practices promoting inclusion of adults with disabilities within Kazakhstani (TVETIs).

The study attempted to answer this overarching research question: How can PLC promote inclusion of adult students with disabilities in Kazakhstani Technical Vocational Education and Training Institutions? The

following sub-questions helped answering the main research question: How is inclusive education understood and conceptualized within TVETIs? Which practices are known to promote inclusion of adult students with disabilities in TVETIs internationally? Which practices are prevalent at the selected TVET institution? Which of those practices could be applicable to Kazakhstani TVETIs and how those could (if necessary) be promoted?

Departing from the Activity Theory by Engestrom (2001) as a lens, this qualitative study adopted Collaborative-Action-Research (CAR) as a research design. The participants have been selected conveniently to form a collaborative action research team composed of faculty and students. The research data has been collected in four phases of Action Research i.e. Planning, Observation, Action and Reflection. During an action research cycle, the data has been collected by means of focus-group discussions, observations of lectures, interviews, group interpretative meetings, document analysis and diaries. Triangulation of findings from the literature as well as empirical data has been conducted in order to achieve trustworthiness. The data has been analyzed through group interpretative data analysis and an inductive analysis of all sets of data.

During the planning phase, the CAR team identified the challenges in teaching were identified. Then, the CAR team of teachers together with the researcher set the teaching strategy to address the teaching strategies. The researcher, as the scholar, brought new theoretical knowledge about the best practices globally and the team chose some of them for future application in inclusive classroom. During the action, one of the CAR teachers taught, while others observed the lesson and filled the observation protocols. After the lesson, the CAR team conducted reflection phase or group interpretative meeting. During the meeting, the team reflected on the observed lesson and gave suggestions to further improve the lesson. Then the new spiral of action was planned as CAR has many cycles.

The study explored how the PLC can promote inclusion of adult students with disabilities in the TVETIs. More specifically, the outcomes of the joint efforts of the PLC are being presented. The process of developing the teaching strategies and facilitating inclusive classroom will be described during the presentation at ECER-2020. Emerging researchers will also see how each research question has been answered using the selected findings of the study offered by the Activity Theory. After presentation, the emerging scholars will have an opportunity to ask questions about application of the Activity Theory in the study and about the state of inclusive education in Kazakhstan.

Methodology, Methods, Research Instruments or Sources Used

Qualitative approach for this study has been chosen to explore the experiences in detail as it allows meeting the participants and asking questions during individual and focus-group interviews. More specifically, with this approach, the researcher explored how TVET teachers of the selected college understand inclusive education. On the other hand, observation of the lessons helped to answer the question: which teaching practices were prevalent at the selected college. Then, the qualitative approach guided by the principles of the Activity Theory helped to explore the activity systems, the history of the selected college, contradictions in the community, the division of labor and the cycles in the activity systems. The teachers' learning as one activity system and the students' learning as another system was explored, observed, reflected on the observation, discussed within CAR team and notes from the teachers' diaries were addressed by the CAR team during each cycle. Collaborative Action Research design (CAR) was employed as the design. It consisted of several cycles and each cycle consisted of Planning, Action, Observation and Reflection. During each cycle, the PLC consisting of five teachers and the researcher invented new teaching and learning practices, which helped to both activity systems to learn. All the data was analyzed using themes and codes for further discussion.

As instruments for data collection individual interviews and group interpretative meetings with the PLC teachers, focus-group interviews with the students, observations of the lessons and diaries were used. The literature review considered various practices of inclusive education within TVET institutions globally. More specifically, the literature discusses the Dual system, Apprenticeship model and Vocational Schooling system applied in the USA, UK, Australia, Ethiopia and Kazakhstan in detail.

Conclusions, Expected Outcomes or Findings

Professional Learning Community (PLC) could be a key to promoting inclusive education within TVET institutions of Kazakhstan. PLC is the capacity building instrument to the emerging challenges in teaching within TVET educational organizations. During the research, establishing PLC has been acknowledged as the key strategy towards achieving involvement of teachers into collaborative learning and teaching as well as capacity building of the selected educational institution or college. PLC served as the vehicle delivering new teaching practices promoting inclusion of adult students with disabilities at the selected college. Jointly, the teachers within PLC applied teaching practices and promoted inclusion by developing inclusive teaching practices. Those teaching practices or strategies included: Seating arrangement of the classroom as the step towards inclusion, Class environment and welcome to all atmosphere, Arrangement of the lesson as the driver for inclusion, Accessible instruction for learners with disabilities during the lesson, Allocating additional time for doing assignments to those who have challenge to participate, Team learning by the students as the platform for increasing inclusion, Debates: the platform for Inclusive learning activities for students with special needs, Practice-focused lessons with implications to the cases, Team-teaching: the voices from the classroom, Criteria for assessment as the light for further development of classroom activities and Theme: CAR as the instrument

for enhancing inclusive teaching practices. The above mentioned findings of the study will be presented in detail during the presentation. More specifically, the whole process of the developing the teaching strategies by the PLC. Finally, the impact of PLC on the selected college environment after research.

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Intent of Publication

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04. Inclusive Education

Paper

Alternative EERA Network: 23. Policy Studies and Politics of Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusive education, policy analysis, social justice, capabilities approach

Inclusive Education in India's New Education Policy: An analysis using a social justice and capabilities framework

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- Background and Aim

Since the Salamanca Statement made its foray in revolutionising 'inclusive education', and the Convention on the Rights of Persons with Disabilities legally bound nation states to implement it, there have been waves of proliferation of policies and programs globally. One such wave has begun to take shape with the Sustainable Development Goals and the realisation that over 260 million children and youth remain excluded from school systems across the globe (UNESCO Institute of Statistics, 2015). Both, 'developed' and 'developing' countries are grappling with the recurrent policy-practice gap and finding ways to close it.

In 2014, the newly elected Government of India initiated the process of formulating a new National Education Policy (NEP) and the Ministry of Human Resource Development made the NEP's draft public in May 2019. In this paper, we aim to critically analyse the new NEP with a focus on inclusive education by using a novel framework based on the social justice perspective and the capabilities approach. By situating the case of India within the policy analysis framework, we hope that the analytical framework we have developed will appeal to researchers and policy makers, in Europe and elsewhere, in analysing their own policies that focus on education of excluded learners.

- Research Questions

1. What kind of policy process did the Ministry follow in formulating the new NEP?
2. How is 'inclusive education' conceptualised in the new NEP with respect to school education?

- Theoretical Framework

Education policies have generally been viewed through two main approaches: the human capital approach, and the human rights approach (Bonvin & Laruffa, 2019; Robeyns, 2006; Tikly & Barrett, 2013). However, inclusive education is a social justice issue. It is insufficient to ensure and protect the right to education without working towards ensuring high quality education for all children (Robeyns, 2006; Tikly & Barrett, 2013). Tikly and Barrett's (2013) 'Context Led Model of Education Quality' is based on their work in sub-Saharan African contexts in which they have incorporated the social justice perspective and the capabilities approach. We have thus adapted Tikly and Barrett's model to develop a new analytical framework to critically analyse the NEP of India.

Methodology, Methods, Research Instruments or Sources Used

Since our research questions are focused on understanding the policy development process and the conceptualisation of inclusive education in schools, we have used a sample of policy texts that were purposively selected. These include: the draft NEP, the Ministry's publicly available documents on the new NEP, and any available relevant literature on the NEP including, articles and commentaries in digital newspapers and magazines. These policy texts are currently being analysed using the adapted social justice and capabilities model of education quality by Tikly and Barrett (2013). We have developed our analytical framework by incorporating concepts of inclusion, relevance, and participation under the purview of the Capabilities Approach.

Conclusions, Expected Outcomes or Findings

- Conclusion

Policy research is key to offering important and diverse evidences to support meaningful change in the field of education (Ozga, 2000). Drawing on the model of education quality developed by Tikly and Barrett (2013), our paper adapts this model to critically analyse India's new NEP by focusing on the development of the policy and the conceptualisation of inclusive education. Initial outcome of our analysis not only points towards the usefulness of our analytical framework but also its potential in being applied to diverse contexts including, European countries.

- Expected Outcomes

We have used a relatively novel approach to critically analyse inclusive education policy in India. Our hope is to not only draw attention towards developing high quality education for all children but also help proselytise reflexivity in order to support meaningful inclusive education policy development globally. For researchers, our paper could help verify the soundness of the analytical framework and its application to various inclusive education related policies. Additionally, our analytical framework could help facilitate the evaluation and designing of policies that target meaningful impact in not only South Asian contexts but also European countries.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: access, equity, higher education, systematic review

Determining Factors on Access and Equity in Higher Education: a Systematic Review

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Presenting Author: Wanti, Mega

Theoretical framework

Increased numbers of students in higher education (HE) provides societies with benefits from several perspectives; economic, political and social-cultural development, sustainability and global competitiveness of nations (Eggins, 2010). Access to HE is, therefore a relevant issue for policy makers and higher education stakeholders because every student, including minority students, should have equal chances to be accepted into Higher Education Institutes (HEIs). Many countries have created policies to increase the number of students attending HEIs. At the international level, Sustainable Development Goal (SDG) 4, Quality Education, includes a target (4.3) that by 2030, equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university needs to be realized. Further, target 4.5 is to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Access defined as having been achieved at the point when a student is able to register for the program and pay the initial fee (Walker, 2019). While equity advocates for equal chances for every student in the educational process itself, this does not automatically imply equal treatment. Atuahene & Owusu-Ansah (2013, p.1) found that, “there exists an accessibility and participation gap with respect to students’ socioeconomic status, gender, regions of origin, and the type and location of secondary schools attended”. Equity is a term that argues that it might not be fair to provide all learners with the same resources and support for learning. Students with high socio-economic status (SES) as background arguably need less support compared to students from low SES groups, prompting institutions to take these differences into account when distributing teaching and learning resources and support (Maringe & Sing, 2014).

Several factors influence access and equity (A&E) in HE. One main factor that affects access to universities is cost. Earlier studies show that enrolment decisions are influenced by the costs of attendance (Heller, 1999; Kane, 1999). Students’ achievements before entering universities also play an important role. For example, in Canada there is no observable relationship between tuition and enrolment at an individual level once secondary school grades are held constant (Raymond and Rivard, 2003). It might be concluded that in addition to the cost

factor, the student's academic ability also plays an important part. However, we assume that there are many other factors that contribute to access and equity in higher education.

Research on access to HE has increased, but research that discusses post-access treatment (e.g. equity) still seems to be limited. This study tries to review research related to access and equity in HE using a systematic review.

Objective

The aims of this review are to: a) provide the most up-to-date information about the influencing factors of A&E at the BSc and MSc's degree levels, and; b) identify not just the positive and negative factors but also the dominant factors influencing A&E. Thus, a comprehensive systematic review focusing on A&E in HE is necessary, especially for Bachelor and Master degrees. Moreover, it is important that this research addresses the above-mentioned limitations relating to previous research.

Research Question

This research will answer the following research questions: (i). Which factors influence access to HE? And (ii). Which factors influence equity in HE?

Methodology, Methods, Research Instruments or Sources Used

Systematic review is an excellent mechanism for revealing the gaps in current research and providing direction for future funding decisions (Evans and Benefield, 2001). The method is divided into two parts: literature search and analysis of literature.

- Literature search

We used several keywords in the literature search including several synonyms relevant to the topic. Results were obtained from Scopus and Web of Science. We limited the search criteria by time-frame (5 years: 2014 – 2018), language (only English) and publication type (only journal articles).

We screened the articles in five steps: (i) duplicate titles, (ii) relevance of the title with regard to the the research questions, (iii) the availability of articles, (iv) availability of empirical data based on abstract, and (v) reading the full paper.

- Analysis of literature

The guidelines from the Critical Appraisal Skills Program (CASP, 2013) were applied to all articles. We developed a score based on several screening criteria such as a well described statement of research goals, an appropriate design, a clear sampling procedure, a profound data selection and analysis, and the description of the results. Based on these criteria, each article was scored between zero and one. Articles that scored zero score were excluded from the study.

Conclusions, Expected Outcomes or Findings

In total, we found 1058 papers that relate with this topic, after the screening process we discussed 33 papers in detail. We found more research related to access than equity and almost all papers reviewed in this study were mix method studies (48%) and qualitative studies (39%). The results of this study largely reflect experiences from European countries, the USA and Australia because 76% of the data comes from these countries.

Factors influencing access

- o At the national level, policies and government programs are crucial for improving access to HE.
- o At the university level, funding and several programs proved to be most influential on access to HE. For example, financial support generally provided special admission quotas for students with certain backgrounds (including low SES, specific race, remote area, and refugee). Another example, a pathway program that provide assistance in the form of 'academic skills' and 'discipline' of focused 'subjects.
- o At the education before high school level, teachers (in primary and secondary school) play an important role in providing support to students so they can continue to a HEI.
- o At the student' level, funding and student ability were both shown to play very important roles in access to HE.

Factors influencing equity

- o Students' relationships play an important role in equity in HE. Relationships can refer to the relationships between students and between students and lecturers. A general finding was that better relationships with others at university relate to better teaching and learning processes at HEIs. Peer support often featured in the reviewed body of literature.
- o Again, financial aid should be emphasized. Even though many policies and programs that provide financial aid for students at HEIs exist, we believe that it would be better if the aid was means tested against students' SES.

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Sustainable Development Goal (SDG) 4, (<https://sustainabledevelopment.un.org/sdg4>)

Intent of Publication

The aim of this publication is for stakeholders, scientific development (especially in the higher education field) can have the latest information related to factors that affect both access and equity in HE. Stakeholders who may be very relevant are policy makers, program designers, managers, lecturers and students.

ID: 486

04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: attitudes, self-efficacy, primary school teachers, inclusion, heterogeneity

The Role of Primary School Teachers' Attitudes and Self-Efficacy Beliefs for their Intentions to Deal with Heterogeneity in (Non-)Inclusive Education

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Following the UN-Convention on the rights of persons with disabilities, questions concerning the joint education of students with and without special educational needs remain to be answered. Successful inclusive learning processes in primary schools require teachers' highly developed competencies and personal qualifications. In the recent years, the 'Theory of Planned Behavior' developed by Ajzen (1991) was taken into account to verify determinants of teachers' behavior in the inclusive classroom. On the basis of his 'Theory of Planned Behavior', Ajzen (1991) tried to explain human behavior in both ordinary and challenging situations. Specifically, Ajzen (1991) initially assumed that an individual's intention to cope with a challenging situation is predicted by his or her attitude towards the challenging situation, as well as his or her behavioral control and social norms, such as the perception of a significant other's expectation. The 'Theory of Planned Behavior' (Ajzen, 1991) was often applied to verify determinants of teachers' intentions to deal with heterogeneity in inclusive classrooms. On this basis, teachers' intentions to deal with heterogeneity in their classrooms are explained by their attitudes towards inclusion, their self-efficacy concerning inclusive education and perceived significant other's expectations (e.g., school principals, parents). The 'Theory of Planned Behavior' (Ajzen, 1991) could be verified in several studies. Evidence was found that teachers' intentions to deal with heterogeneity in the inclusive classroom were significantly correlated to their attitudes towards inclusion and their self-efficacy beliefs concerning inclusive education (e.g., Malak, Sharma, & Deppeler, 2018; MacFarlane & Woolfson, 2013). According to Eagly and Chaiken (1993), an attitude is understood as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (p. 1), whereas self-efficacy beliefs are understood as the perceived ability in oneself with regard to achieving specific aims (Bandura, 1997). Although MacFarlane and Woolfson (2013) identified teachers' self-efficacy beliefs as well as their attitudes towards inclusive education as significant predictors of their intentions to teach children with social, emotional and behavioral difficulties, teachers' intentions were not significantly explained by their perceptions of their school principals' views. Batsiou, Bebetos, Panteli and Antoniou (2008) could also not find a significant correlation between primary and kindergarten education teachers' perceptions of significant others' expectations and their intentions concerning inclusive learning processes. However, the findings from Ahmed, Sharma und Deppeler (2014) show that apart from teachers' attitudes towards inclusion and their self-efficacy beliefs concerning inclusive education their perceived school principals support was also

a significant predictor for their intentions to accommodate students with special educational needs in their classrooms. Particularly noteworthy is the fact that the teachers' perceived school support was the strongest predictor of their intentions to include children with disabilities in the inclusive classroom.

Although the current research is not fully consistent, the available studies provide evidence that teachers' intentions regarding inclusive education may be predicted by their attitudes towards inclusion, by their self-efficacy beliefs concerning the organization of inclusive education and by their perceptions of significant other's expectations. The inconsistencies in the available findings are probably traced back to different operationalizations of the constructs (Knauder and Koschmieder, 2019).

However, it is still unclear, if primary school teachers with and without experiences from inclusive education differ in the prediction of their intentions to deal with heterogeneity by their attitudes towards inclusion, their self-efficacy beliefs concerning the organization of inclusive education and their perceived school principals' expectations. Against this background, we investigate, whether primary school teachers from inclusive and non-inclusive schools differ in the prediction of their intentions to deal with heterogeneity in their classrooms by their attitudes, their self-efficacy beliefs and their perceived school principals' expectations.

Methodology, Methods, Research Instruments or Sources Used

In our study, N=286 primary school teachers (inclusive schools: n=148 teachers; non-inclusive schools: n=138 teachers) filled in a questionnaire on their attitudes towards inclusion, their self-efficacy beliefs concerning inclusive education, their perceived school principals' expectations and their intentions to deal with heterogeneity in their classrooms. Teachers' attitudes towards inclusion were measured on the basis of a self-developed questionnaire scale (5 items; e.g., "In the classroom, the social participation of all children should be made possible"; M=4.58, SD=0.54, Alpha=.86). Their self-efficacy beliefs concerning inclusive education were measured by a questionnaire scale that was adopted from a study by Kopp (2009) (six items; e.g., "I know that I can plan the lessons, so that children with special educational needs can achieve their objectives in consideration of their learning conditions"; M=3.52, SD=0.85, Alpha=.91). Following Mahat (2008) and Wertheim and Leyser (2002), we developed a questionnaire scale to measure teachers' perceptions of their principals' expectations (four items; e.g., "My school management expects from me that I take care of a positive classroom climate that supports children's learning processes"; M=4.46, SD=0.54, Alpha=.78). Furthermore, a scale on the basis of a vignette ("Imagine that you have a new child in your classroom. The child has great problems in literacy and numeracy. The child needs more time than the other students to complete the schoolwork") was applied to investigate teachers' intentions to deal with heterogeneity in their classrooms. Based on the work of de Boer, Pijl, Minnaert, and Post (2014), the vignette was developed by Schwab (2015) and adopted by us. The teachers' intentions to include this hypothetical primary school student with learning disabilities in their classroom were measured by means of a scale including five items (e.g., "I would give the child additional help and learning material in the inclusive classroom"; M=4.26, SD=0.63, Alpha=.83). We adapted this questionnaire scale from a study by Roy, Guay, and Valois (2013). The teachers made their assessments on 5-point Likert scales (1=totally disagree, 2=partly disagree, 3=undecided, 4=partly agree, 5=totally agree) in each case.

The primary school teachers were personally invited by us to participate in our study. The survey's response rate of 57% was sufficient. Overall, 500 copies of our questionnaire were distributed among teachers. We received 286 completed questionnaires. The study was carried out by trained research assistants. They received instructions for conducting the survey. Thus, the objectivity of the application was ensured.

Conclusions, Expected Outcomes or Findings

We computed structural equation models in Mplus separately for both study groups. For the group of teachers from inclusive schools, the empirical model to predict their intentions to deal with heterogeneity by their attitudes towards inclusion, their self-efficacy beliefs and their perceived principals' expectations shows a good fit for the theoretical model structure ($\chi^2=177.61$, $df=146$, $\chi^2/df=1.22$, $p\leq.05$, CFI=.97, TLI=.97, RMSEA=.04, Pclose=0.84). This also applies to the model for the prediction of the intentions of teachers from non-inclusive schools ($\chi^2=243.77$, $df=147$, $\chi^2/df=1.67$, $p\leq.001$, CFI=.93, TLI=.91, RMSEA=.07, Pclose=0.02).

For the group of teachers from inclusive schools, the results indicate that their intentions to deal with heterogeneity can be significantly explained by their attitudes (Beta=.23, $p\leq.05$) and their self-efficacy beliefs (Beta=.48, $p\leq.001$) with an explained variance of 42%, but not by their perceived principals' expectations (Beta=.09, $p=.32$). For the group of teachers from non-inclusive schools, the results give evidence that their intentions to deal with heterogeneity are significantly predicted by their self-efficacy beliefs (Beta=.56, $p\leq.001$) and their perceived principals' expectations (Beta=.22, $p\leq.01$) with an explained variance of 47%, but not by their attitudes (Beta=.10, $p=.41$). On the basis of multiple group comparisons, we could prove scalar measurement invariance for both of the models. Contrary to our expectations, the results show that there are no significant differences concerning the correlations in both of the empirical models.

Overall, our results indicate that there are differences in the prediction of primary school teachers' intentions to deal with heterogeneity in inclusive classrooms depending on their type of school (inclusive versus non-inclusive). Whereas the intentions of teachers from inclusive schools are predicted by their attitudes towards inclusion and their self-efficacy beliefs in our study, the intentions of teachers from non-inclusive schools are explained by their perceived principals' expectations and their self-efficacy beliefs.

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: inclusive education, self-efficacy, teacher competences, primary school teachers, experiences

How can Primary School Teachers' Self-Efficacy Beliefs in Inclusive Education be Explained?

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The ratification of the UN-Convention on the Rights of Persons with Disabilities obliges the signatory states to “ensure an inclusive education system at all levels” (Art. 24 CRPD). School settings therefore have to be refined in such a way that they meet the needs of every student, regardless of the different individual prerequisites. Thus, inclusion constitutes an international challenge, that raises questions, for instance, about the best preparation of teachers for their upcoming tasks in the inclusive classroom.

The presence of competent teachers is one of the main factors for the development of high-quality inclusive learning environments (Romi & Leyser, 2006). In this regard, teachers' self-efficacy towards inclusive education is considered to be an essential personal resource that underlies the implementation of school inclusion (e.g., Martínez, 2003). The concept of self-efficacy is based on Bandura's social cognitive theory. Bandura (1997) defines self-efficacy as the confidence in one's competences to achieve desired goals, even under difficult conditions. Therefore, teachers with high self-efficacy in inclusive education are more likely to regard themselves as capable to cope with the challenge of educating heterogeneous classes than teachers with low self-efficacy.

Four sources are specified that form one's self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Bandura (1997) considers enactive mastery experiences to be the most and physiological and affective states to be the least influential predictor of self-efficacy. The expected positive relationship between experiences in inclusive education and (pre-service) teachers' self-efficacy to teach in inclusive classes was already reported in various studies (e.g., Leyser, Zeiger, & Romi, 2013). Prior contact with and experiences in educating children with special educational needs generally appear to have a positive impact on self-efficacy beliefs as well as on teachers' willingness to work in inclusive classes (e.g., Forlin, García Cedillo, Romero-Contreras, Fletcher, & Rodríguez-Hernández, 2010; Romi & Leyser, 2006). This positive relation seems to be applicable across borders. For instance, Malinen et al. (2013) studied 1911 in-service teachers from China, Finland and South Africa and developed separate models to explain teachers' inclusion-specific self-efficacy. They found that in all three countries prior teaching experiences had the strongest predictive power on teachers' self-efficacy. However, despite the obvious importance of teachers' self-efficacy beliefs, there are only few studies that consider the impact of the other assumed sources on teachers' self-efficacy for inclusive practices (e.g., Taliaferro, 2010). In their experimental study, Hagen, Gutkin, Wilson and Oats (1998) found that pre-service teachers' self-efficacy can be increased by vicarious experiences and verbal persuasion (i.e., videotapes). Taliaferro (2010), who surveyed American physical education teachers, found significant positive correlations between mastery experiences, vicarious experiences, social persuasion, physiological states and levels of teachers' self-efficacy to include students with autism. Focusing only on teachers that expressed experiences across all the four sources ($N=135$), Taliaferro (2010) conducted a multiple regression analysis. In this model, the sources explained 70.2 % of variance in self-efficacy. In theoretical conformity, mastery experiences proved to be the best predictor of self-efficacy, whereas vicarious experiences did not make a unique contribution to the variance.

Against this theoretical and empirical background, it is the key aim of our study to determine whether German primary school teachers' self-efficacy to teach in inclusive classes can be predicted by the four assumed sources, i.e., by teachers' mastery experiences, vicarious experiences, verbal persuasion (i.e., verbal self-instruction and social persuasion), and by their physiological and affective states. We expect that the self-efficacy scores can significantly be explained by the four postulated sources and especially by teachers' mastery experiences.

Methodology, Methods, Research Instruments or Sources Used

The collection of the data for our study took place in 2019. A sample of $N=524$ German primary school teachers completed a paper-pencil-questionnaire that focuses on the teachers' inclusion-specific self-efficacy. Participating teachers' mean age was 42.39 years ($SD=10.63$). They had an average of 15.62 years ($SD=10.26$) teaching experience and 67.7 % of teachers ($N=355$) indicated that they implement inclusion in their schools. The majority of the participating teachers was female ($N=463$; 88.4 %).

The questionnaire contains a scale regarding the teachers' self-efficacy in inclusive education and five scales concerning the associated sources. To assess the level of teachers' self-efficacy beliefs, we used an adapted 7-item scale, based mainly on an instrument developed by Kopp (2009; e.g., "I am convinced to be able to organize classes in such a way that all children can reach their goals at their own pace."; $M=3.60$, $SD=0.68$, $Alpha=.89$). However, due to a lack of studies that focus on the predictors of teachers' self-efficacy, the scales regarding those sources were specially designed for the purpose of our study. With regard to the predictors of self-efficacy, we constructed a 6-item scale concerning the quality of teachers' prior experiences with inclusion (e.g., "I have made the experience that I am competent in dealing with children with special needs."; $M=3.71$, $SD=0.59$, $Alpha=.78$). Another 5-item scale focused on vicarious experiences (e.g., "I was able to observe other teachers that were confidently planning their inclusive classes."; $M=3.36$, $SD=0.91$, $Alpha=.92$). To assess verbal persuasion, we used two separate scales. The first 8-item scale focused on teachers' verbal self-persuasion (e.g., "I tell myself that I can do it."; $M=3.87$, $SD=0.58$, $\alpha=.85$), while the other 5-item scale was used to assess prior social persuasion (e.g., "I have often heard that I can relate well to different children."; $M=3.99$, $SD=0.52$, $Alpha=.83$). A fifth and last 5-item scale was created to evaluate the affective state of the teachers (e.g., "I am afraid of conducting inclusive education."; $M=3.51$, $SD=0.85$, $Alpha=.82$). All scales require answers on a five-point Likert scale that includes the possible answers: 1=strongly agree, 2=agree, 3=undecided, 4=disagree and 5=strongly disagree. An exploratory factor analysis and a reliability analysis were conducted to determine the dimensionality and reliability of the scales. Alpha coefficients of .78 to .92 suggest that the scales largely have adequate to high reliability (Buehner, 2011, p. 81).

Conclusions, Expected Outcomes or Findings

As anticipated, we found significant positive correlations between the expected sources of efficacy and levels of teachers' self-efficacy in inclusive education ($r=.31-.56$, $p\leq.001$). Results from a multiple regression analysis further indicate the importance of the different predictors of teachers' self-efficacy in inclusive practices. In total, the sources explained 39 % of the variance in teachers' self-efficacy scores. In our regression model, vicarious experiences prove to be the most powerful predictor of teachers' self-efficacy in inclusive education ($Beta=.28$, $p\leq.001$). However, mastery experiences were found to have an almost comparable predictive effect ($Beta=.26$, $p\leq.001$). Moreover, the results show a significant contribution of verbal self-persuasion to the

variance of teachers' self-efficacy (Beta=.17, $p \leq .001$), whereas external verbal persuasion (Beta=.04, $p = .36$) and affective states (Beta=.03, $p = .49$) did not emerge as significant predictors for primary school teachers' self-efficacy beliefs.

Our results contradict the theoretical assumptions made by Bandura (1997), who considered mastery experiences to be the most influential predictor. They are as well opposed to the results of a multiple regression analysis conducted by Taliaferro (2010), who, in conformity with Bandura (1997), found mastery experiences to be the best predictor of teachers' self-efficacy concerning the organization of inclusive learning processes. However, vicarious experiences, that prove to be the best predictor in our regression analysis, do not make a unique single contribution to variance in Taliaferro's (2010) regression model. It is another interesting and discussible finding of our study that external verbal persuasion as well as affective states did not appear as significant predictors of primary school teachers' inclusion-specific self-efficacy. This contrasts not only Bandura's (1997) theoretical assumptions, but also the results of Hagen et al. (1998), who found that teachers' self-efficacy can be increased by verbal persuasion.

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04. Inclusive Education

Paper

Alternative EERA Network: 08. Health and Wellbeing Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: socioeconomic factors, SEN, behaviour difficulties, prosocial behaviour, wellbeing

Social Behaviour and Emotional Wellbeing of Children with and without SEN: The Role of Socioeconomic Factors

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Introduction

Using a UK representative longitudinal sample from the Millennium Cohort Study (MCS), this study examined the effects of parent educational qualification and net family income on parent ratings of child behaviour (SDQ) for 4 groups which are age 11 with Special Educational Needs (SEN), age 11 without SEN, age 14 with SEN and age 14 without SEN.

Bourdieu's social reproduction theory (1977) focuses on the mechanisms that underpin intergenerational transmission of socioeconomic advantages or disadvantages from parents to children. It points out of the incongruence between the dispositions of parents in poverty (habitus) and institutions of society (Bourdieu, Passeron, & Nice, 1977). For example, the conditions of getting into a university subject were generally the same for all students regardless of intergenerational social advantages and disadvantages. However, fulfilling these conditions is more likely easier for someone from the middle/upper class in comparison to someone in poverty. Hartas (2014) neatly summarized the Bourdieu's theory that 'a source of inequality in accessing resources and generating cultural capital is the clash between "habitus" and "field", or between the dispositions and culture of individuals and the culture of the institutions of society' (p.58).

Thus, contrary to the practice of parents in poverty, the practices of parents who have high educational attainment and high income are more likely in congruence with addressing child educational attainment (Tzanakis, 2011) as well as child's social, emotional and behavioural well-being (Lee & Bowen, 2006). Because of this discrepancy, the stratified social order creates inequality not only within individuals' social and economic positions but also within individuals' psychological functioning (McLoyd, 1998). Similarly, many studies have found that one of socioeconomic inequality's effect on children living in poverty is being at the risk to face social, emotional and behavioural difficulties (e.g. Duncan & Brooks-Gunn, 1997; Yoshikawa, Aber, & Beardslee, 2012; Treanor, 2016). However, only a few of them examined socioeconomic inequality's effect in case of children with SEN (e.g. Banks, Shevlin, & McCoy, 2012; Park, Turnbull, & Turnbull, 2002) and such studies have not been able to employ large, national data sets and compare the result with typical developed children. Thus, whether and how SEN children's social, emotional and behavioural wellbeing is related to parental socioeconomic factors and how the relationship between socioeconomic factors and child psychological functioning differs between children with SEN and children without SEN from preadolescence to mid-adolescence in the UK remains an unanswered question.

Based on Bourdieu's social reproduction theory, this study took a dimensional approach by examining child emotional and behavioural difficulties and prosocial skills (from preadolescent to adolescent), its relations with socioeconomic factors (income and parental education). In this study, I, therefore, expect the implications for comprehending the developmental variations during preadolescent and adolescent and also for exploring the differences between children with and without SEN and its links with net family income and parental educational qualification.

Methodology, Methods, Research Instruments or Sources Used

Methodology

The data for this study came from the fifth and sixth sweeps of MCS. The surveys were carried out when the children are 11 and 14 years old. Interviews were conducted with 13,287 (MCS-5) and 11,726 (MCS-6) children and their parents including around 10 percentages children with SEN including health conditions or impairments which may inhibit learning, such as hearing loss; behavioural difficulties such as ADHD; learning-related conditions such as dyslexia; and learning disabilities.

Initially, each data set from MCS-5 and from MCS-6 were divided in two by children's SEN status. The question in both data sets was "Has your child's school or the local education authority/ education board ever told you your child has special educational needs/ additional support needs?" was asked to parents. Depending on the parent's answer to this question, child SEN status was identified. Then, two groups were derived from MCS-5 were named "11 years old with SEN" and "11 years old without SEN". The same process applied for MCS-6 and two groups were derived were named "14 years old with SEN" and "14 years old without SEN". While "11 years old with SEN" and "14 years old with SEN" groups represent children with SEN, "11 years old without SEN" and "14 years old without SEN" groups represent typically developed children.

The Strengths and Difficulties Questionnaire (SDQ) is a summarised measure including five sub-scales; three critic scales (conduct problems, hyperactivity and peer problems) of child behavioural difficulties, one critic scale (emotional symptoms) of child emotional difficulties and one scale (pro-social) of personal strength scale. The critic scales of child behavioural difficulties were taken into consideration separately as well as these three were computed as another subscale of SDQ named 'total behavioural difficulties'.

Data analytic plan

Multivariate analyses of variance (MANOVA) were conducted to examine the effects of net family income and parent educational qualification on parent ratings of child behaviour (SDQ) for 4 groups which are age 11 with SEN, age 11 without SEN, age 14 with SEN and age 14 without SEN. Bonferroni post-hoc comparisons took place and the Cohen's d effect size was calculated (an effect size between .0 and .2 is small; .2-.5 is modest; .5-.8 is moderate and .8+ is strong) for the comparisons of interest for this study namely, between the bottom and top fifth income and between the NVQ1 and NVQ5.

Conclusions, Expected Outcomes or Findings

Result

In all net family income levels and parent educational qualification levels, the rate of emotional symptoms, conduct problems, hyperactivity peer problems and total behavioural difficulties of children with SEN were

higher and the rate of prosocial skills are lower than children without SEN at age 11 and 14. Across all socioeconomic levels, from preadolescence to mid-adolescence, the risk of peer problems for children with and without SEN indicated an upward trend and prosocial behaviour showed a downward trend.

In probing the relationship between SDQ domains and socioeconomic factors (net family income and parent educational qualification) for children with SEN and without SEN at age 11 and 14, significant multivariate effects were found.

These results indicated two points. The first is that compared to their peers from families in top, fourth or third income quintile, 11 and 14 years old children with SEN and without SEN from families in bottom income quintile attracted substantively higher ratings of conduct problems, hyperactivity, peer problems, emotional symptoms and total behavioural difficulties and lower ratings of prosocial behaviour. The second is that compared to their peers from parents with NVQ4 or NVQ5, 11 and 14 years old children with SEN and without SEN from NVQ1 attracted substantively higher ratings of conduct problems, hyperactivity, peer problems, emotional symptoms and total behavioural difficulties and lower ratings of prosocial behaviour.

Conclusion

The findings from this study offer to support a view of children's social, emotional and behavioural difficulties influenced by family socioeconomic levels regardless of SEN status and age (Hartas, 2012). However, the effect of the reproduction of social disadvantages in a child with SEN is more likely higher than a child without SEN. Therefore, this study points to the need for support that targets social, emotional and behavioural problems of SEN children at all socioeconomic levels.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: student misbehavior, STEM education, wellbeing, inclusion

“How did you learn in school today?”: Perspectives on Classroom Management, Student Wellbeing, and Creativity in Elementary School STEM Education.

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Introduction. In western societies, we value innovation, creativity, “outside the box thinking”, “pushing boundaries”, “challenging paradigms” and “coming up with new solutions” - particularly in STEM education (Hart Research Associates, 2015). And when we see these behaviors in our learners, we try to shut it down (Ripley, 2016). Teachers value *compliant originality* and conforming behavior over independent thinking (Beghetto, 2010). Kids will defy; the ones who can make productive use of it will become successful and productive members of society. Negative classroom management styles like suspension are often used due to what the teacher interprets as misbehavior (c.f. Lewis et al., 2008). Unfortunately, a large number of students,

who are defiant and don't have the tools to adept, do disengage, lose interest and drop out of school. There seems to be a clash between valued STEM attributes and what is considered a good student. Defiance, disturbance, and misbehavior in general are serious issues in every-day schooling: It stresses students and teachers (Aldrup et al., 2018; Aloe et al., 2014; Kulinna, 2007) and distressed teachers are more likely to interpret behavior as misbehavior (Herman et al., 2018). Most disciplinary management lead to negative emotions, impaired wellbeing, impeded learning or negative student-teacher relationships and do not lead to behavior change (Goodboy et al., 2018; Little & Akin-Little, 2008). To further the problem, negative disciplinary actions in an US-context are immoderately applied to non-white children, especially African Americans and Hispanics (Losen et al., 2015; Blomberg, 2003; Townsend, 2000). In the US, students of color and underrepresented minorities (URMs) are disproportionately more likely to be suspended and labeled "troublemakers" by their teachers, and suffer negative outcomes; In this context, teacher variables have been widely neglected in research (Fenning & Rose, 2007; Tajalli & Garba, 2014; Townsend, 2000). But if one wants to increase the wellbeing of students and teachers and generate an engaged, positive emotional atmosphere, URMs participation in schooling and STEM in particular, research needs to better understand the nature of these disparities. When and why are students believed "troublemakers", how is a "troublemaker" defined from a teacher and a student perspective, how does the "troublemaker" status impact students and how to positively integrate "troublemakers" into schooling?

Research question and objectives. The project has three objectives: (1) Understand sources and indicators of negative emotions of teachers and students during instruction, (2) introduce "troublemakers" research as a way to reframe a conversation on defiance and perceived negative behavior and (3) broadening participation for the underserved group of "troublemakers" (URMs or any other student). With these aims we want to add new perspectives on instruction, behavior and student/teacher wellbeing. In order to achieve this we aim to evaluate teachers' beliefs about characteristics of "troublemakers" in classrooms, characteristics of innovation in STEM and to investigate teacher attributions of student behavior. By knowing about instructional, professional and attributional beliefs of teachers, we can propose a working definition of "troublemakers" and differentially address the problem of inclusion and participation of underrepresented minorities in ethnically diverse STEM education beyond behavioral management approaches: It allows to better understand the cause of "troublemaking" as perceived by the teacher and opens new paths to implement a culture of STEM innovation that connects school and adds to building a stronger STEM workforce development. In addition to improved instructional beliefs & practices and student outcomes such as wellbeing and engagement the project wants to build on teachers' capacity to customize instructional approaches by means of empathic and instructional support which is essential in improving STEM learning environments and examine the influence of these instructional approaches on students' trust of teachers.

Methodology, Methods, Research Instruments or Sources Used

Methodology, methods and sample.

We focus on elementary school STEM, because 1) In elementary school student-teacher relationships may affect both teacher and student wellbeing and engagement generally (and not only subject specifically); 2) STEM subjects are taught in an integrative way. 3) Research indicates a very high stress level and least developed coping mechanism amongst elementary teachers particularly crucial at a time when students begin to shape their peer status and foundations for future student-teacher relationships (Herman et al., 2018; Henriksen & Rydell, 2004; Adler, Kless, & Adler, 1992). In this proposal we combine broadening participation, improvement of STEM learning environments and wellbeing at elementary school on the teacher and the student level in a mixed-method approach that evaluates the potential effect of socio-emotional STEM education using qualitative and quantitative research methods. We do address a) the teacher perspective (e.g. What are teacher beliefs and attributes about STEM as a profession vs "troublemaker" students' and their nature of achievement in STEM fields?), b) the student perspective (e.g. Where do students see potential improvements to make themselves more comfortable and motivated during STEM instruction?), and c) the interaction of students and teachers (e.g. How do "trouble" situations change when teachers try to handle problematic situations differently?).

Based on this multi-perspective view on teacher and student behavior our goal is to find dimensions of instruction that support a more inclusive and valuing classroom atmosphere.

In the first phase we will conduct semi-structured interviews with teachers and groups of students to assess their perception and treatment of "troublemakers". The interviews will be accompanied by classroom observations and short ex-post teacher interviews. In a second step, we will employ a design based research approach on teachers' beliefs about "troublemakers" and their student-oriented/ inclusive STEM teaching. Within the design-based context, we want to address the teachers' understanding of "troublemakers" and give the opportunity to implement innovative STEM instruction. In the third phase we intend to scale teacher beliefs, attributions, and treatments of "troublemakers" in a quantitative survey and use these as dependent variables in a three year design based research we lay the theoretical and methodological groundwork for an empirical experimental 2x2 factorial design with the independent variables empathy and instruction, each with two levels: innovative and regular. Innovative includes three half days of teacher training, regular equals instruction as usual.

Conclusions, Expected Outcomes or Findings

At the date of submission, the project is still in its initial phase. Six interviews have been conducted. First results indicate that teachers have a prototypical view on student disruptions: they disrupt the flow of learning, i.e. “troublemakers” hinder fellow students in their regular learning as perceived by the teacher. In terms of perspective taking this indicates a stronger mental association of the teacher toward the “good” students. Preliminary results point to a learner centered view of the teacher, because teachers refer to disrupted learning as opposed to disrupted teaching.

In one case, the teacher gave an example where she was able to re-interpret the misbehavior and used the student competency as an asset in the instructional process: The student was very knowledgeable in STEM and challenged the teacher in regular class sessions. One day, the teacher introduced a problem-based self-learning scenario and the “troublemaker” was asked to serve as a specialist consultant for the teacher and students, a method that turned out well for all, the teacher, the class, and the student.

The positive re-interpretation of “trouble” and implementing the student as an active participant in the instructional process shows that understanding, perspective taking and establishing a common basis of interaction and collaboration can have a positive effect on the student and his/her “troublemaking”. This effect may be extended to a teacher perspective that understanding is not only a matter of cultural synchronization, but also of understanding beyond cultural characteristics and questioning the why and how of behavior (Pane, 2010).

We want to extend this view to teacher socialization and understand how instruction are governed by biography, beliefs and contextual factors. From there we can start to approach teaching and learning from individualistic prerequisites and move classrooms towards inclusive communities of practice and equal participation.

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Intent of Publication

We do not intend to publish this conference paper right now. We need to analyze more data.

ID: 579

04. Inclusive Education

Paper

Alternative EERA Network: 06. Open Learning: Media, Environments and Cultures

Topics: General Submission (not submitting to Network Special Call)

Keywords: Child-led participation, community participation, inclusion, STEM, blended learning

Smart Inclusion

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The promotion of the participation of the educational community (pupils, teachers and parents) in learning processes of Science, Technology, Engineering, and Mathematics STEM and in the inclusion of subjects with Special Educational Needs (SEN) (UNESCO, 1994) as indicated in the Convention on the Rights of Persons with Disabilities (UN, 2006), is one of the less obvious underlying objectives of the 21st century. Much remains still to be done in terms of consultative participation in which teachers hear adults' and students' opinions, but the didactic part is determined by the teachers (they define contents and modality). All this becomes even more complex when we refer to virtual learning environments with children and teaching STEM because the students' experience and the inclusion of those presenting Special Educational Needs are often defined a-priori: an attitude favoring lessons based on content and pre-defined activities prevails while, instead, it's necessary to create new and alternative approaches starting at primary school and in accordance with the Universal Design for Learning (UDL) Guidelines (CAST, 2011). We must develop child-led participation practices (or better child-parent led participation), in which students and parents find their own spaces and opportunities to identify problems, develop initiatives and express themselves (Niemi et al. 2018; Landsdown, 2010) and also promote cultural and inclusive practices (Booth & Ainscow, 2011). It's equally important to work towards a critical use of technologies, so the "screen time" of new generations mustn't correspond to passive consumption of them but, in order to reach this objective, not only it's necessary to have the teachers' participation but also of parents as facilitators (Prensky, 2012). Only such involvement can lead to a civic and social change that is expressed in the inclusion of all the subjects in teaching-learning processes.

The problem isn't making students learn through technologies but how to turn them, together with their families, into critical actors able to interact in the research process of the more appropriate and meaningful modalities and tools, involved in STEM learning. Starting from how students, their parents and teachers consider the relationship between STEM and inclusion, we ask ourselves how children and their families can participate in the research process and in the development of new learning-teaching practices in blended learning? How to make sure the educational community (teachers, parents and young students) acquires agency in the evaluation and development of STEM inclusive learning?

Considering the importance of centered-learner experience and of formal and informal learning in the classroom and outside, this research shows the construction of a blended teaching-learning modality where a series of classroom activities and a learning-platform, SMARTI, in the afternoon are used and aimed at connecting schools and families and bringing the whole community to a real involvement in the teaching-learning processes. Children with SEN are included through technologies but more than this it's realized by their classmates' behaviour and attitude that facilitate their inclusive process, enhancing the students' differences and potentials. Through this research, we aim at exploring and mapping the community perception (students, teachers and families) regarding the inclusive use (in terms of participation and appreciation of differences) of Moodle platform and its tools. Specifically, we want this to become a possible good inclusive practice, adapting it to specific situations and individual contexts, and useful for other classes. Underlying this is the fundamental consideration of how knowledge changes through translation processes, which on the one hand affect the medium of learning and on the other hand are the responsibility of the students. This addresses two levels of translation, which are to be distinguished systematically in the observation and data analysis (Swertz & Mildner, 2015, Neuweg, 2010).

Methodology, Methods, Research Instruments or Sources Used

The research process shifts from an observational to an emancipatory approach and involves 28 primary school children, their families and teachers. The class in question consists of specific learning disabilities, autistic spectrum syndrome and minorities/disadvantaged foreigners. This action-research entails a number of phases:

- First: Creation of a learning platform (SmartI) for blended teaching –learning activities and exhibition of students' projects;
- Second phase: Survey and training in which the students use learning methods on a virtual platform and in person and reflect on these tools also with their parents (two questionnaires are used).

- Third phase: reconstruction of the didactic action on the platform and in the classroom based on students' opinions and suggestions
- Fourth phase: detection of students' experiences about their educational path through the diamond visual method (Clark, 2010; 2012). Pupils will document the activities carried out in the classroom and on the platform by photographing what has been done, reflecting on the developed images and asking to make small written reflections for each activity. As expressed by Carlsson (2001); Schwartz (1994), Moss et al. (2007), photography is a useful tool for exploring students' experiences and for helping them to express their feelings, beliefs, and opinions and to write narratives.
- Fifth phase: the students built a series of inclusive activities online and in the classroom connected to STEM. We would therefore take the child from a consultative participation to child-led participation (Landsdown, 2010).
- Sixth phase: survey of the community perception after having gone through the entire process.

Conclusions, Expected Outcomes or Findings

Our action-research permits the development of inclusive practices and STEM competences in students facilitating the increase of community agency and motivation. Therefore, we are not limited to simple observation and detection of the data, but the aim is to define replicable and flexible practices that put the student in charge of his own learning. It is assumed that this research process also reflects the transformation and development of the students, on the one hand in relation to actual content (STEM) and the other hand in relation to the opportunities of digital learning environments for their own learning process.

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ID: 675

04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

Topics: General Submission (not submitting to Network Special Call)

Keywords: Professional dispositions of teachers, inclusive education, transformation

Pedagogues' Professional Dispositions as the Education System Transforms Towards Inclusiveness

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The needs of the developing society induce changes in education, which, in turn, call for the pedagogues' skill and certain professional dispositions, i. e. attitudes and values that reflect in their behaviour in response to present needs and ever changing expectations of learners and the public. As education systems evolve, the beliefs and models that were once original and efficient may be considered as restricting learning possibilities in another time or under different circumstances. (Webb, Massey, Goggans and Flajole, 2019). Camerino, Valero-Valenzuela and Manzano Sánchez (2019) claim that the transformation of educational goals and requirements for one's education encourages change in teachers' attitudes and models of acting. The skill of a modern teacher is ever more often expressed through their ability to step away from unified teaching, gradually sharing their responsibility for shaping the educational process with the pupils, responding to the needs of each pupil and providing significantly broader possibilities for every learner to experience success in learning (Webb et al., 2019; Camerino et al., 2019). As the educational paradigm changes, the relationship between the teacher and the pupil changes along. When sharing responsibility for modelling education with the pupils, it is important for the teachers and pupils to share attitudes on what is relevant and meaningful when learning, since this determines whether the pupils will be involved and grow to be active, well-informed, and flexible thinkers, or they will retreat and distance themselves from the educational activity (Frankli and Harrington, 2019). Thus, the professional disposition of the pedagogue gains particular relevance. Research results show that the efficiency of a teacher's professional activity is directly linked to the teacher's disposition and abilities acquired when working among a variety of people (Smith, Wageman, Anderson, Duffield and Nyachwaya, 2019). Despite the fact that pedagogues are increasingly more inclined to acknowledge the pupils' variety and put great effort to know them better, in many cases, education continues to be organized based on the average, and focused on a child of medium abilities (Fälth, Andersson, Gustafson and Nordström, 2019), which impels the exclusion of some learners. This is a particularly relevant problem for pupils with special needs, who, according to Florian (2019), have been seen, for a long time, as an artefact of the unified education system that a child is expected to adapt to. However, the pupils' situation changes radically when the school builds a flexible and inclusive culture (Booth and Ainscow, 2002; Ainscow, Booth and Dyson, 2006) and creates conditions for every pupil to study without obstacles (Meyer, Rose and Gordon, 2014). Nonetheless, changes in schools happen gradually, affected by the evolution of education policy, the expectations of the learners and their parents, the efficiency of the leadership as well as the beliefs and competence of school leaders and pedagogues (Marzano, Waters and McNulty, 2001).

Lithuanian education policy encourages the schools' transformation from a unified traditional education system based on standards and norms towards inclusive education open to the success of every learner. Public expectations also confirm this need. According to the data of the Lithuanian Department of Statistics, children with special educational needs make up for 11.9 % of the whole population of children of school age. Approximately 87.7 % (each year, the number fluctuates slightly) of these pupils learn in general classrooms. Their participation in the common education system provokes a need of change in the pedagogues' professional disposition.

The research aims to answer the question *what are the pedagogue's professional dispositions as the education system transforms towards inclusive education?*

Methodology, Methods, Research Instruments or Sources Used

A mixed (quantitative and qualitative) research strategy, the exploratory sequential design (Creswell, Plano Clark, 2011) was chosen for the research. A questionnaire survey of pedagogues was carried out. In order to evaluate the pedagogues' professional dispositions, 40 closed and one open questions were put forward, as well as three questions revealing demographic data. The closed questions were formulated to reflect the same phenomenon from two perspectives: a) traditional unified education (based on Duobliene, 2010), b) and flexible inclusive education (based on Ainscow, Booth and Dyson, 2006). Responding to the open question, the pedagogues had a possibility to express their opinions freely on "work towards the learning results for children with different needs, good practice, and obstacles." Pedagogues from all the areas of Lithuania were invited to take part in the research, representing all the three types of schools in each area: a) primary schools (forms 1 – 4), b) lower secondary schools or progymnasiums (forms 5 – 8); c) gymnasiums (forms 9 – 12). 352 pedagogues participated in the research, 28.1 % of them working in cities, 40.4 % in towns, and 31.5 % in rural areas. The majority of the pedagogues (44.2 %) work in the lower secondary education program, a similar number (39.8 %) work in the secondary education program, and 19.9 % in primary education. The majority (43.2 %) of respondents consists of experienced pedagogues with their school work experience exceeding 30 years, and of teachers with work experience ranging from 21 to 30 years (32.3 %); young teachers, with 11 to 20 years of

experience make up for 16.2 %, and beginner teachers, with 1 to 10 years of experience, make up 8.4 %. When analysing the research data, Exploratory Factor Analysis (EFA) was carried out. The Maximum Likelihood (ML) method of the Common Factor Model (CFM) was also applied. The Oblique Rotation (Promax) is used, when factors are interrelated and demonstrate correlation (Brown, 2009; Costello & Osborne, 2005; Finch, 2006). Qualitative data were looked into through content analysis.

Conclusions, Expected Outcomes or Findings

Research results revealed a clear opposition in the pedagogues' professional dispositions. Despite the fact that legislation regulating education direct teachers towards the implementation of inclusive education, the research has shown that during the research, around four fifths of the pedagogues supported statements with clear segregating dispositions. Therefore, one can speak about concealed segregating attitudes in the context of inclusive public culture. The pedagogues face internal contradiction in cases when they must choose between the following: straightforward academic or experiential education; including the pupil into the general education process or directing them towards individual work with specialists; unified achievement assessment method or one adapted to every pupil. There was only one area of education organization where the pedagogues give preference to variety when choosing educational methods and means.

The prospective factor analysis of data revealed six factors that hinder the transformation of the pedagogues' professional dispositions: 1) teacher-centered approach, which prioritizes the need to achieve a standardized level of achievements and prompts frontal teaching; 2) ignoring the variety of pupils' needs and treating the needs of the pupils with special educational needs as an obstacle for quality education; 3) lack of confidence in the abilities of pupils with special educational needs, and the belief in the irrational use of lesson time when working with these pupils, as well as an overstated expectation of external assistance; 4) the perception of fairness in education as constituting of absolute equality, leading to striving towards a unified result; 5) rejection of personal responsibility by seeing the work of a pedagogue as indulging the pupils; 6) emphasis on the lack of external conditions for improving the teachers' qualifications, which leads to treating special education in a separate space as a status quo.

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04. Inclusive Education

Paper

Alternative EERA Network: 05. Children and Youth at Risk and Urban Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: social participation, attitudes, empathy, primary school, inclusion

Determinants for Primary School Students' Attitudes towards Peers with Special Educational Needs in their Social and Emotional Development

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Social participation of all children in the classroom is crucial for the successful implementation of inclusion in primary schools. Unfortunately, primary school students with special educational needs (SEN) in their social and emotional development represent a group at risk of social exclusion in inclusive education. Contrary to their peers with or without other disabilities (e.g., learning disabilities), they have fewer friends and social interactions in the classroom, experience less acceptance from their peers and thus often feel lonely (Avramidis, Avgeri, & Strogilos, 2018). In consequence, children with social-emotional SEN have limited participation opportunities in inclusive primary education. In recent years, primary school students' attitudes towards peers with SEN have been investigated with the aim of a better understanding of possibilities and limitations concerning the social participation of children with SEN in inclusive classrooms (e.g., de Boer, Pijl, & Minnaert, 2012; Schwab, 2017). According to Eagly and Chaiken (1993) an attitude is defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). In this manner, empirical studies (e.g., Schwab, 2015) have shown that primary school students generally hold neutral to moderate positive attitudes towards peers with SEN. In detail, students' attitudes towards peers with social-emotional disabilities are significantly less positive than towards peers with other disabilities (e.g., learning disabilities). Until now, specific determinants for students' less pronounced attitudes towards peers with social-emotional SEN are still missing. Thus, theoretical and empirical approaches (e.g., Davis, 2018) give hints on the importance of students' contact experiences with peers with SEN, their empathy and their social self-concepts for their attitudes towards peers with social-emotional SEN. In his »contact theory«, Allport (1954) assumes that structured contact among different social groups can lead to reduced prejudice, discrimination and positive attitudes between them. Applied to inclusive education, students with extensive direct and indirect (e.g., reading storybooks) contact experiences with peers with SEN have significantly more positive attitudes towards disabled peers than their classmates without such contact experiences (e.g., Schwab, 2017). Nevertheless, the extent of their attitudes towards peers with SEN highly depends on the quality of experienced contacts with peers with SEN (Keith, Bennetto, & Rogge, 2015). Besides students' contact experiences, their empathy – defined as the "reactions of one individual to the observed experiences of another" (Davis, 1983, p. 113) – has been focussed in empirical studies as determinants for their attitudes towards peers with SEN. According to Davis (1983), empathy comprises of an affective (e.g., empathic concern) and a cognitive (e.g., perspective taking) dimension. Thus, it has been shown that primary school students' attitudes towards peers with SEN are significantly predicted by their general empathy (Armstrong, Morris, Abraham, Ukoumunne, & Tarrant, 2016). Studies targeting the affective and cognitive dimensions of empathy as determinants of students' attitudes are still pending. Finally, empirical findings concerning the relation between students' attitudes towards peers with social-emotional SEN and their social self-concepts are currently missing and will be exploratively examined in this study. However, there is empirical evidence for a significant relation between students' social self-concepts and their empathy (Garaigordobil, 2009).

Based upon the theoretical and empirical background, we assume that primary school students' attitudes towards peers with social-emotional SEN are significantly predicted by their contact experiences with peers with SEN, their affective (empathic concern) and cognitive (perspective taking) empathy as well as their social self-concepts (H₁). Moreover, it is reasonable that children's social self-concepts are significantly related to their affective (empathic concern) and cognitive (perspective taking) empathy (H₂).

Methodology, Methods, Research Instruments or Sources Used

In our study, we surveyed N = 512 primary school students from third and fourth grades by means of a "paper and pencil"-questionnaire. In detail, completely filled-in-questionnaires are available from 275 girls and 237 boys. At the time of survey, participating children were on average 9 years old (M=9.22; SD=0.75; 7–11 years).

Because of ethical concerns, we decided to conduct our investigation in non-inclusive primary schools. The applied questionnaire contains scales about primary school students' attitudes towards peers with social-emotional SEN, their social self-concepts, their affective empathy (empathic concern) and their cognitive empathy (perspective taking), as well as their contact experiences with peers with SEN. Before replying to the questionnaire statements on their attitudes towards peers with SEN and their contact experiences with peers with SEN, students received gender-specific case descriptions of children with SEN in their social or emotional development: "Julia/Julian is new in town and attends your school class. Julia/Julian is often restless, fidgety, and easily distracted. She/he does not often follow the teachers' instructions." (Schwab, 2015). Students were asked to link their answers on their attitudes towards peers with social-emotional SEN and their contact experiences to the given vignettes. Both primary school students' attitudes towards (10 items; e.g., "I would feel good about working with Julia/Julian" at school; Alpha=.93) and their contact experiences (7 items; e.g., "I have often played with someone like Julia/Julian"; Alpha=.90) with peers with social-emotional SEN were assessed by using an adapted version of the CATCH-scale ("Chedoke-McMaster Attitudes towards Children with Handicaps scale"; Rosenbaum, Armstrong, & King, 1986). In addition, we assessed students' affective empathy ("empathic concern"; 5 items; e.g., "When someone gets hurt in my presence, I want to help them"; Alpha=.75) and cognitive empathy ("perspective taking"; 4 items; e.g., "I try to understand my classmates better by imagining how things look from their perspective"; Alpha=.74) separately (Davis, 1980). Finally, we utilised a scale from Avramidis (2013) in order to investigate primary school students' social self-concepts (4 items; e.g., "I have a lot of friends"; Alpha=.72). The answer format on each scale ranges from 1 (--) "I don't agree at all" to 5 (++) "I fully agree".

Conclusions, Expected Outcomes or Findings

The findings reveal that primary school students hold neutral attitudes towards their peers with social-emotional SEN ($M = 3.30$; $SD = 1.00$). Students also indicated that they had little contact with peers with SEN in the past ($M=2.45$; $SD=1.16$). With regard to their empathy, participating children stated neutral abilities in order to take their classmates perspective ($M=3.45$; $SD=0.86$) and a high extent of empathic concern ($M = 4.22$; $SD = 0.66$). Finally, primary school students revealed to have high social self-concepts ($M=3.73$; $SD=0.75$).

In order to investigate the proposed research hypotheses, we calculated a structural equation model in Mplus (Muthén & Muthén, 1998–2010). The estimated model indicates a good fit to the theoretical model structure ($\chi^2=1921.59$; $df=1181$; $\chi^2/df=1.63$; $p\leq 0.001$; CFI=.95; TLI=.94; RMSEA=.04; $pclose=1.00$). Referring to the first research hypothesis (H1), the results of the structural equation model prove that students' attitudes towards peers with social-emotional SEN are significantly predicted by their contact experiences and their empathic concern, but unrelated to their perspective taking and their social self-concepts. Hypothesis H1 can therefore only be partially confirmed. Hypothesis H2 can be confirmed to its full extent. Thus, students' empathic concern and perspective taking can be significantly explained by their social self-concepts. Moreover, the effect of primary school children's social self-concepts on their empathic concern is significantly mediated by their ability of perspective taking.

Overall, our findings indicate the relevance of primary school students' contact experiences with peers with SEN and their empathic concern for their attitudes towards peers with social-emotional SEN. In further studies, especially high-quality contact experiences should be considered in more detail to improve the social participation of students with SEN in inclusive education.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Roma, communities, inclusive education

Overcoming the Educational Marginality of Roma in the Changing Cultures of Roma and School Communities

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For centuries Roma have settled in every country of Europe, as well as elsewhere in the world. Throughout this time, many have been discriminated against which has also contributed to their comparative poverty in the majority culture where they live. (FRA,2018). Recent research has also shown that even though many Roma parents wish their children to succeed at school, frequently families are marginalised within their school community leading to a lack of connection between home and school as well as a high rate of school dropout of their children (FRA 2014). This century has also seen many changes to Roma communities, particularly to those living in Romania and other former communist countries, where not only have many lost their traditional family crafts but also their employment in former state-owned factories or farms. This resulted even greater poverty, in itself a barrier to education, as well as greater need for school education in order to obtain employment (Ringold *et al.*, 2005)

Since 2000, international attention has been focused on the right of all children to receive an education that is inclusive (UNESCO 2000, EC 2001). Also, since 1993, the European Union has obliged all countries applying for membership to create policies, enshrined in law, to improve the Roma situation, including their education (EC, 2003). In Romania, such a policy was initiated in 2001 with a 10-year strategy which included providing for education which was inclusive in its nature (MPI, 2001; MER, 2007). However much more recently, European Commission as well as the European Union Agency for Fundamental Rights reports have shown that little if anything has improved since then (FRA, 2014; EC, 2016, 2019).

This paper focuses on different ways in which Roma and school communities have worked towards enabling Roma children to obtain an inclusive education, thus reducing the marginality of Roma children. It uses data from several research studies in two different rural districts of Romania which give different perspectives of the connection between minority Roma communities and their local schools. The studies consider data collected from both the Roma communities and schools, including extra-curricular initiatives. In one district research studies gave a greater focus on social changes and initiatives which have their roots from within the Roma community. In the other district, research has focused more on how the school community is implementing the government policy to improve education together with school and NGO based extra-curricular activities and initiatives.

The relevant research questions are:

1. How have school communities responded to a national policy of inclusive education?
2. In what way have changes within Roma culture affected their children's education?
3. What other initiatives have helped towards working towards an inclusive education for Roma?

The theoretical framework is largely based on Bourdieu's 'theory of practice'. While Bourdieu was concerned that school education could maintain social and economic inequalities, he also maintained that structures such as 'field' and 'habitus' were dynamic, hence open to change. This paper considers his concept of 'symbolic

violence' which was present in the schools studied and has or could be changed by changes in both the 'habitus' of Roma and of teachers and consequently the structure of school 'fields' (Bourdieu, 1998; Schubert, 2012).

Methodology, Methods, Research Instruments or Sources Used

The paper synthesises research, taken from different perspectives that was carried out by both presenters.

In one rural district, qualitative and quantitative data were combined in research studies undertaken by a Romanian researcher who is familiar with populations which include ethnic Romanian, Hungarian and Roma people. Field work started from the early this century within the framework of several case-studies and surveys. The most recent projects included a detailed quantitative survey of almost all Roma households in the district containing socio-demographic data of all household members. Longitudinal research experiences were combined with this statistical data to provide a comparison of the level of education reached of different generations from Roma households. This enabled analysis of the contexts which have had a positive effect on the schooling of the Roma children. A further survey was conducted in both the Roma and the majority ethnic Hungarian and Romanian communities. This helped to draw up a quantitative profile of the interethnic relations in the locality (stereotypes, attitudes, behaviour). Interviews also conducted with members of the local majority together with participant observation in educational settings helped the understanding of attitudes and behaviours within the district.

In the other rural district, a detailed two-year exploratory case-study of the school education of Roma children was undertaken. Data were collected in the period towards the end of and following the government's initial 10-year strategy to improve the Roma situation which included providing for inclusive education. Methods of data collection included observation of 103 classroom sessions, using both qualitative and quantitative methods, interviews with 20 teachers, 31 Roma parents, pupils and former pupils as well as 8 local and county administrators. The interviews were held with an interpreter in whichever language the participant preferred and sometimes in a combination of Romanian, Hungarian and English. The participants all had either Romanian or Hungarian as their mother tongue although several had a good knowledge of English. Field notes were also taken and documentary evidence, including government policy statements, were collected. As a British researcher who has frequently spent months each year in Romania and worked in and directed projects in several Roma schools, the researcher was familiar with the Romanian community studied as well as being known by many of the participants.

Both prior to and following the case study this researcher had carried out studies based on participant observation of extra-curricular activities and non-governmental school-based projects.

Conclusions, Expected Outcomes or Findings

Within school communities, teachers were aware that government policy had decreed that Roma children must not be discriminated against and all school and classes were integrated. However, although the policy stated that teachers must be trained in inclusive education, courses were neither compulsory nor accessible for most. Hence formal teaching methods, designed for the majority cultures continued to militate against Roma children. Despite teachers' good intentions and concerns about their Roma pupils, stereotypical views led to unknowing discrimination against both pupils and parents. We found that little or no government spending, or even that of major international organisations, that was designed to improve school education had an appreciable effect on improving Roma education.

On the other hand, a Roma community project to help Roma children prepare for school, as well as changes within Roma communities where parents could travel abroad, bringing home funds to improve social conditions at home, both led to greater participation of their children in school by them spending more years in education. Both contributed to a school climate where educational inclusion could take place.

Extra-curricular projects which include both Roma and children from the majority cultures where all children are valued equally have helped to break down some prejudices and have gone a small way to preparing the ground for inclusive education.

We argue that broader social determinants might be of equal importance to strategies which mostly focus on the narrow domain of school education in developing an inclusive education. However, prejudices of teachers and others in the world of education and the majority cultures need to be addressed. This needs to include properly constructed, compulsory training and support in inclusive education for teachers and all involved in school administration. This should also include a better understanding of Roma people and their culture.

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04. Inclusive Education

Paper

Alternative EERA Network: 03. Curriculum Innovation

Topics: General Submission (not submitting to Network Special Call)

Keywords: Disability, Positive Representations, Inclusive Education, Early Childhood Education

Shaping Children's Understandings of Disability in the Pre-Primary Classroom

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This study falls within the theoretical framework of inclusive education and disability studies. It seeks to explore how children's understandings of disability are shaped when they engage in a series of planned activities that present children with disabilities as children who lead their lives as most children of the same age.

In many cultures, disability carries a negative meaning and coexists with prejudice and stereotypes (Shakespeare, 2007). People with disabilities are often presented as tragic persons and passive recipients of charity (Shakespeare, 2007, Skar, 2010) by the media. Schools also contribute in constructing and maintaining disability stereotypes (Becket & Bucker, 2012, Oskamp, 2000). In particular, non-inclusive school ethos (e.g. Davis & Watson, 2001), segregating education settings within the mainstream school, and teachers' medical understanding of disability (reflected in their practices and in the way they implement the curriculum) (Symeonidou & Mavrou, 2013), contribute in constructing the concept of disability. The narratives and work of people with disabilities are absent from the national curriculum and school textbooks. Also, in the rare case that a children's book on disability is used in kindergarten, it usually presents children with disabilities as odd, tragic persons, persons who are marginalized because of their impairment, and so on (Beckett, Ellison, Barrett & Shah, 2010, Monoyiou & Symeonidou, 2016).

Inclusive education is about equity (Gale, 2000), respect to diversity (Ainscow & Sandill, 2010) and citizenship (Vlachou, 2004) in the mainstream school. It is important to develop a school culture in which all children are respected and accepted regardless of personal traits and attributes. For this to be achieved, it is crucial to consider the disability studies framework and understand that society often poses barriers to the participation of people with disabilities, and that their personal stories are important if we seek to understand how they lead their lives (Conor, Gabel, Gallagher & Morton, 2008).

Research has shown that children as early as five years of age can be helped to develop positive attitudes towards people with disabilities through indirect contact, i.e. children's book. Stories that positively present disability is an age-appropriate and effortless method to use in kindergarten to encourage the acceptance of children with disabilities. Favazza and Odom (1997) supported that the effect storytelling may have on children's attitudes is stronger than occasionally coming to contact with children with disabilities. Teachers also commented that reading selected stories and engaging in dialogue with children in kindergarten helped shift children's attitude (Ostrosky, Mouzourou, Dorsey, Favazza & Leboeuf, 2013).

In this context, a series of classroom activities were planned and implemented in two pre-primary classrooms. The activities were part of a friendship development programme, which included children's literature and

books, pictures, video clips and songs. Children, at least once a week during an eight-week period would engage with activities and materials that presented disability without highlighting it.

Methodology, Methods, Research Instruments or Sources Used

Thirty-seven children (4 to 6 years old) participated in the study. The children attended two classes in the same pre-primary school. The school was chosen due the fact that one of the researchers had easy access (convenience sample). Both the children and their parents were informed about the purpose of the study, the process of data collection, and provided their consent to the study. The children's anonymity was ensured and their right to withdraw from the study any time they wished was explained.

Children had indirect experiences with disability at least once a week either in the context of activities planned for developing friendship skills or through storytelling. Whole class activities planned for promoting friendship skills always involved a child with a disability (physical, auditory etc.) interacting with other children. Storytelling involved books of miscellaneous themes where a child with a disability was included. Book illustrations had to be carefully chosen to avoid negative/stereotypical representations. The stories in the books often had to be altered to avoid cliché and non-inclusive rhetoric. Examples of books used were *The little village on the mountain...* (Phtiaka, 2005), *The lost puppy* (Gaynor, 2008) (adjusted), *I just want to play with you* (Avjies, 2004) (adjusted).

The data entailed (a) video recordings of 8 organized classroom activities that utilized disability related material, (b) video recordings of 10 focus groups of 3 children that utilized disability related material with and without the presence of an adult, and (c) drawings made by children and children's narratives explaining their drawings. The transcript of video recordings and children's descriptions of their drawings were analyzed through content analysis (Cohen, Manion & Morrison, 2011). The focus of the analysis was children's facial expressions when interacting with the materials, and their narratives expressing their reflections on different issues, understandings of the materials, and explanations of their drawings. The researcher familiarized herself with the data reading through it multiple times. The data were then coded using a bottom-up approach. The codes that emerged were subsequently used by a research assistant in order to recode the data. Based on the feedback given by the research assistant and his coding of the data, the codes were restructured, finalized, and used for analysis. The content of children's drawings was further analyzed. One of the researchers compared children's drawings horizontally (i.e. among children) and vertically (i.e. each drawing's content) in order to make meaning.

Conclusions, Expected Outcomes or Findings

Children, through their interaction with material portraying disability started focusing on the person rather than his/her disability. This was most apparent when children were asked to describe a picture or a photo during a lesson activity. By the end of the programme, the focus was on describing what the child in the picture was doing rather than the child's characteristics. Also, even during focus groups when children were left alone for some time to interact with the material, they would exhibit the same behavior.

This was also apparent in children's drawings. Children gradually included children with disabilities in their drawings. Positively, there was no marked difference on how they would depict children with and without disabilities since they both had similar size, drawn with the same colors, and given the same feelings.

Data from discussions held among children in the classroom revealed some misconceptions regarding disability. These misconceptions were mainly on the contemporary state of disability since they seemed to expect that children with disabilities will at some point in time "get well" (i.e. will stop experiencing disability). Also some children expressed the thought that disability was the consequence of an accident. These discussions, however, provided opportunities for these misconceptions to be dealt with.

It is alarming though that most discussions held, and pictures drawn, revolved around children with a physical disability. Hidden disabilities seemed to be also hidden from the mind of children since no discussion or misconception arose regarding them.

The findings add to the discussion on how kindergarten classroom can become more inclusive since, through indirect contact, children seem to develop positive attitudes towards disability (Ostrosky et al, 2013). In return, this calls for the need to further educate teachers on how to purposefully select materials to use in the classroom.

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**04. Inclusive Education
Paper**

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Anti-oppressive pedagogies, disability, inclusive education, teacher professional learning

Exploring Teachers' Understandings of Disability-focused Oppressive and Anti-oppressive Pedagogies

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The theoretical framework of this paper falls within the literature of inclusive education, and disability studies, and seeks to define the key elements of oppressive and anti-oppressive pedagogies through teachers' understandings and practices.

Inclusive education is about providing quality education for all children alongside their peers of the same age in the mainstream school (Hodkinson, 2011; Slee, 2018). Although inclusive education is in the policy agenda of many countries, in practice its implementation suffers because of segregating practices that are still in place, national curricula that exclude rather than include, etc. (Slee, 2018; Tomlinson, 2017). Ideas developed within Disability Studies, such as the medical and social model of disability, the feminist approach to disability, the post-modern and post-structural approach to disability and Critical Disability Studies, contribute in further understanding the complexities of inclusive education. Within this theoretical framework, anti-oppressive pedagogies are considered one element that might promote inclusive education.

According to Kumashiro (2000), anti-oppressive pedagogies are concerned with developing active citizens who understand and aim to transform different forms of oppression. Beckett (2015) builds on Kumashiro's work (2000) and suggests three types of disability-focused anti-oppressive pedagogies: 'education about the Other' (Pedagogy 1); 'education that is critical of privileging and Othering' (Pedagogy 2); and 'education that changes students and society' (Pedagogy 3). Beckett (2015) argues that Pedagogies 2 and 3 are more likely to promote social change, given that they encourage the students not only to 'observe' the Other, but rather understand how they are excluded and marginalized because of oppressive practices and discourses.

Arguably, national curricula do not promote anti-oppressive pedagogies. According to Erevelles (2005), they do not include the history of people with disabilities or work that is produced by them.

This holds back teachers and learners from understanding how people with disabilities experience social oppression and how they could participate on equal terms if social barriers and oppressive attitudes are removed. Enriching the curriculum with disability arts and narratives, and with discussions about personal experiences of disability, disability aesthetics, and the history of the disability movement (Allan, 2014; Connor

& Gabel, 2013; Erevelles, 2005; Symeonidou, 2019; Tsakiri, 2018; Ware, 2008; 2011) could contribute in following Pedagogies 2 and 3, rather than Pedagogy 1 which might be oppressive to people with disabilities.

This paper builds on the work of Beckett (2015) and the work of other scholars on the curriculum (Allan, 2014; Erevelles, 2005; Ware, 2008; 2011), and further explores how experienced in-service primary school teachers in Cyprus understand and implement disability-focused oppressive and anti-oppressive pedagogies. The research question guiding the study was ‘What are the key-elements of oppressive and anti-oppressive pedagogies?’. Based on teachers’ accounts, and their curricular and teaching decisions, the key elements of oppressive and anti-oppressive pedagogies are identified and explained.

Methodology, Methods, Research Instruments or Sources Used

Following an open call for participation, seven experienced female teachers participated in a professional learning program. The teachers initially attended a seminar on disability from a disability studies perspective and they were informed about anti-oppressive curricula approaches. In the following months, they were supported individually to develop their own lesson plans, following anti-oppressive pedagogies. They were encouraged to use materials such as artwork and narratives produced by people with disabilities. These materials were available on the digital archive ‘Tesserae of Knowledge’.

Data collection entailed audio-taped semi-structured interviews before and after the activities of the professional learning program, audio-tapes of discussions from the introductory seminar, the research diary of one of the researchers, teachers’ lesson plans and teaching portfolios.

The researchers developed a preliminary coding scheme, which was finalised when both the researchers used it to code part of the data. The final coding scheme was used for the analysis. One of the researchers coded all the data and the other coded about 20% of the data to ensure consistency of the process of coding. The researchers discussed about the issues emerging and clearly defined the criteria for inclusion and exclusion for each code. Data analysis was completed by one of the researchers based on the agreements and definitions of codes made between the two researchers.

Following the analysis, the key-elements of oppressive and anti-oppressive pedagogies, were categorized under the following thematic areas:

1. What is the epistemological principle informing current pedagogy?
2. How do teachers understand the concept of disability?
3. How do teachers understand the development of empathy towards people/learners with disability?
4. How do teachers understand the national curriculum and how do they implement it?
5. What are the possibilities for the transformation of learners?

Conclusions, Expected Outcomes or Findings

The results reveal how teachers understand oppressive and anti-oppressive pedagogies. Before their involvement in the professional learning program, teachers described how they followed oppressive pedagogies. In particular, teachers understood people with disabilities as people that could do less in comparison to people without disabilities, and this understanding guided their teaching approaches concerning disability. The majority expressed a commitment to the promotion of empathy for people with disabilities by using the argument that ‘disability could happen to us’.

Following their involvement in the program, they formed a clearer idea of how they could proceed towards the use of anti-oppressive pedagogies. In particular, they described people with disabilities as equal citizens in society and viewed disability from a social model perspective. Some of them tried to define disability as a form of social oppression and promote critical thinking to their students by using different activities and materials in their teaching.

The results indicated the key elements of disability-focused oppressive and anti-oppressive pedagogies, and developed our understanding of their epistemological principles, issues related to curriculum and teaching, and the possibilities for change. The contradiction of the elements of oppressive and anti-oppressive pedagogies can be useful for teacher professional learning programs which make an effort to move beyond oppressive pedagogies.

The findings indicate that anti-oppressive pedagogies aim to change the situation by understanding disability as a form of social oppression. They consider disability as a lived experience, and as a complex discursive, cultural, and historic construct. Anti-oppressive pedagogies need curricula in which knowledge, attitudes, and skills on matters that concern disability is infused and connected throughout. The curricula being promoted respect learners with disabilities, promote inclusive pedagogies (Florian & Black-Hawkins, 2011), and present people with disabilities as persons who take their own decisions about their lives, without implying that they are

less able.

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Intent of Publication

The study has been published.

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Service-Learning, physical activity, inclusion, teacher training, internationalization

The impact of University Service-Learning in Physical Activity and Sport on the Social Inclusion of disadvantaged groups

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Society demands greater participation and involvement in the social challenges from the university. If the university wants to meet these requirements, it must aim to redefine the functions entrusted to it: teaching, research and social commitment. Thus, the University Service-Learning (USL) stands as a pedagogical model that can serve this purpose, as it has the three axes for this change: university students, university staff (teachers and researchers) and social groups (Santos-Pastor, Martínez-Muñoz, & Cañadas, 2018). University students will have the opportunity to learn the instrumental and transversal skills in real contexts; teaching and research staff will act as mediators for change; and social groups will be able to participate in society, empowering themselves thanks to the learning provided by the university (Chiva-Bartoll, Capella, & Pallarès, 2018). According with pioneering authors in this field such as Furco & Billig (2002), Service Learning is a pedagogical model that pursues the application of the competences and the knowledge of the curricular contents in real contexts, in an experiential way with the aim of offering a social benefit. Students commit to carry out activities to help the community while they learn a subject and develop professional competences. It increases motivation, academic commitment (Billig, Root & Jesse, 2005), and it promotes changes in social awareness (Covitt, 2002; Perry & Katulis, 2001). Nowadays, we can ensure that the USL is spreading widely on European universities.

Within this context, the Research Network on Physical Activity and Sports for Social Inclusion (RIADIS) brings together 58 researchers from 13 Spanish and 10 Foreign Universities (2 European and 8 Ibero-

American). Its purpose is to integrate capacities and resources directed towards excellence in teaching and research in the field of inclusion in Physical Activity and Sport (PAS). The researchers of this International Network have in common the use of the Service-Learning (SL) methodology, in the context of the PAS, to advance knowledge regarding the inclusion of different groups in situations of socio-economic exclusion. According to the World Health Organization (WHO) Regional Office for Europe (2013, p.3), “social disadvantage relates to socioeconomic aspects such as income, employment, education and socioeconomic status; to sociocultural aspects such as gender, ethnicity, religion, culture, migrant status and social capital; to sociogeographical aspects such as living in a deprived neighbourhood; and to age. SDG may actually be affected by more than one of these dimensions.”

The success of PAS promotion programs in these disadvantaged groups is based on clear principles, the most noteworthy are: facilitating access conditions, adapting to personal and collective needs, promoting empowerment and participation to achieve real benefits, motivating and raising awareness about the interest of physical activity, offering a cross-cutting and globalizing treatment that impacts the lives of people, and normalizing the practice of PAS (Lleixà & Ríos, 2015; Ruiz-Montero, Chiva-Bartoll, & Rivera-García, 2016; Santos-Pastor, Martínez-Muñoz, & Arribas-Cubero, 2017; Santos-Pastor, Cañadas, & Martínez-Muñoz, L.F., 2020).

The object of study for RIADIS focuses on assessing the effectiveness of Service-Learning programs in Physical Activity and Sport (PAS) for the social inclusion of disadvantaged groups. Thus, the objectives of the research are specified as: (1) to assess the impact of ApS U projects in AFD on the agents involved with groups in situations of socio-economic vulnerability, (2) to detect and delimit the indicators of good practices of ApS U in AFD for groups in situations of socio-economic vulnerability, and (3) to prepare a Guide of Recommendations for ApS U projects in AFD for groups in a situation of socio-economic vulnerability.

Methodology, Methods, Research Instruments or Sources Used

To achieve these objectives, evaluative research design is proposed in which qualitative techniques and quantitative techniques are used (Crossley y Edwards, 2016).

The research context consists of the 10 universities belonging to RIADIS, which develop consolidated projects with different groups in situations of vulnerability. These groups are: (1) children and young people in situations of social exclusion, (2) vulnerable elderly people, (3) people with functional diversity and / or chronic diseases, (4) and people deprived of liberty.

The informants of the research are the stakeholders involved in the programs who have different roles:

1. University students of degrees related to physical education, physical activity and sport, Teaching Degree (Speciality in Physical Education) and Degree in Physical Activity and Sports Sciences.
2. University teachers who direct these projects in the Universities involved in RIADIS.
3. The groups in a situation of socio-economic vulnerability described above that receive the service
4. Managers of socio-educational organizations with groups in a situation of socio-economic vulnerability.

The methodology chosen for this study consists of an evaluative design with a mixed technical approach. The complexity of the USL in PAS justify that the methodology used combines and integrates different quantitative and qualitative techniques. These techniques are: questionnaire (student groups), interviews, workshop to establish good practice indicators, and focus group (other groups). The interpretation and analysis of the discourse produced is enriched by an evaluative view that offers us a deeper understanding of the object of study.

As the research procedure, three phases were established: a) identification by detecting the relevant proposals for our object of study, b) evaluation of the perceptions and implicit theories of the agents involved in the projects, and c) proposal of possible solutions for the design and development of USL in PAS for groups in situations of socio-economic disadvantage for their social inclusion.

Conclusions, Expected Outcomes or Findings

The main challenge is to confirm and assess that the USL is an effective pedagogy in university. To do this, we want to demonstrate that it offers improvements in learning and in the development of future professional skills, as well as repercussions on the social inclusion of the groups receiving the programs. In the medium term, the expected results will have a relevant social and economic impact, as guidelines will be established that can be used in the implementation of new educational and training policies aimed at inclusion.

This research is already confirming effective repercussions of these programs both in the results of the learning of university students and in the improvement of services to society. In fact, the first results show the positive impact of the development of USL programs in PAS on the social inclusion of disadvantaged groups to which they are targeting. They also show the benefits that it has in the University and institutions involved, promoting an improvement in the training quality of university students, optimizing the success rate and their professional competence as teachers.

Although there are numerous experiences of USL in PAS, research in this area is still emerging (Chiva-Bartoll, Pallarés, & Gil, 2018, Chiva-Bartoll, O., et al., 2019). The integration of the different research teams in a

network with international projection and that follow this methodology in the field of Inclusive Physical Activity and Sport leads to numerous benefits in scientific progress in this area.

Finally, we want to indicate that more university teachers are worried about the current social reality, while showing their interest in the principles of education for sustainability. Therefore, this research will be of great help for the implementation of similar practices in other fields.

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04. Inclusive Education

Symposium

Part of larger Symposium: No

Alternative EERA Network: 25. Research on Children's Rights in Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Children's rights, autonomy, special and additional support needs

Autonomy Rights and Children with Special Needs: Cross-national perspectives

Chair: **Sheila Riddell** (University of Edinburgh)

Discussant: **Gillean McCluskey** (University of Edinburgh)

Until recently, little attention was paid to the independent educational rights of children and young people (CYP), with parental rights being seen as paramount (MacAllister & Riddell, 2019; Harris, 2020). Recently, however, the focus has shifted, with the rights of CYP moving to centre stage. National policy and legislative changes have been driven in part by international treaties such as the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). CYP are no longer seen as passive recipients of education, but as central to decision-making processes. Legislation in England, Scotland and Spain now ensures that the legally enforceable rights of CYP with SEN exceed those of children who have not been so identified. The new legislation is of major significance

because of the size of the population currently identified as having SEN/ASN in the three jurisdictions (Castilla y León: 8%; England: 15%; Scotland: 29%). The central issue considered in this symposium is whether CYP with SEN/ASN are able to use their new rights of participation and redress in practice, or whether the new rights are aspirational and tokenistic.

The three papers draw on findings from an ESRC funded research project entitled *Autonomy, Rights and Children with Special Needs: A New Paradigm?* (ES/P002641/1) conducted by researchers at the Universities of Edinburgh and Manchester between 2017 and 2019. A parallel research project with similar research questions was conducted over the same timeframe at the University of Burgos, Spain.

The central research question addressed is the following:

In the light of key international treaties and national legislative and policy developments, to what extent is a new era of participation rights materialising in practice for CYP with SEN?

The specific objectives of the symposium are to analyse the extent to which, in different jurisdictions:

- the needs of CYP with different types of SEN/ASN are identified, recorded and met;
- CYP participation rights in schools and classrooms are respected;
- CYP are involved in dispute resolution and enjoy access to justice.

Methods used include analysis of administrative data and case studies illustrating the nature of CYP participation in schools and classrooms and their involvement in different types of dispute resolution.

Theoretical framework

The implications of the current emphasis on CYP rights in SEN/ASN will be explored in relation to the contested notion of autonomy (Freeman, 2007; Foster, 2009). Conceptually, autonomy has a strong association with personal choice and the freedom to exercise it. The notion of autonomy as a right of the child is based on the precept that children as individuals are capable of making rational independent decisions, as long as inappropriate choices are not made which work against the child's own interests. There are inherent tensions between recognising a child's right to autonomy, while also taking into account their long-term interests and their evolving capacity (Hollingsworth, 2013). In addition, the duty of care owed to children by parents and the state must be taken into account. While exploring the way in which the agency of CYP is being realised in the new legislative context, the papers take account of critical perspectives in the sociology of childhood. It is argued that an undue focus on the way in which children demonstrate agency may lead us to ignore the structural and cultural limits on children's autonomy (Oswell, 2013). The authors underline the dangers of an overly individualistic approach to rights, arguing that social rights for all children, including those with the most significant impairments and from disadvantaged backgrounds, demand an understanding of inter-dependency between care givers and receivers (Callus & Farrugia, 2016).

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Presentations of the Symposium

Papers in Symposium: 3

National Perspectives: 3

Identifying and Recording pupils with Additional Support Needs (ASN): A cross-jurisdiction comparison

Elisabet Weedon (University of Edinburgh), **Fernando Lezcano-Barbero** (University of Burgos)

National perspective: Scotland and Spain

This paper examines administrative data gathered on pupils with ASN in two jurisdictions: Castilla y León, Spain and Scotland. The paper aims to:

- Explore the nature of the administrative data gathered by government

agencies in Scotland and Spain; • Examine and compare the categories used to identify pupils with additional support needs, considering similarities and differences; • Identify the overall incidence rate of additional support needs in each jurisdiction as well as the incidence rate for specific categories of need; and • Highlight similarities and differences between the two jurisdictions, considering the implications of these differences for the realisation of universal educational rights. The presentation starts with an overview of the school systems in the two jurisdictions to provide a context for the discussion of ASN. The categories used to identify ASN are then outlined and compared. Differences in the organisation of data and in the categories used are then discussed. Overall incidence rates for each jurisdiction are presented, highlighting: (i) considerable differences between the two jurisdictions and (ii) differences between Scottish local authorities. Incidence rates for individual categories are compared across jurisdictions. Possible causes of the differences in overall rates and for individual categories are discussed, focusing on the different methods used for recording ASN, the differences in criteria used for identification, and differences in who is responsible for identifying a need. In conclusion, the paper underlines the imprecise nature of numerical data which on the surface can look like ‘hard facts’. In addition, implications for CYP rights are discussed. While international treaties underscore the universal nature of educational rights, our data reveal wide disparities in how additional support needs are understood and catered for at national and regional level in Europe. These variations in the understanding of SEN and provision of support may be problematic at an individual level for CYP and their families, as growing numbers of people move within and between European countries.

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Child Friendly Justice for Children with Special Needs in England and Scotland

Sheila Riddell (University of Edinburgh)

National perspective: England, Scotland

There are growing calls for child-friendly justice in a range of social policy fields including family law, immigration and education (Harris & Riddell, 2011; Cullen et al., 2017; Doyle, 2019; McKeever, 2013; Stalford et al., 2017). According to the Council of Europe (2011), child friendly justice is: accessible; age appropriate; speedy; diligent; adapted to and focussed on the needs of the child; respecting the right to participate in and to understand the proceedings; respecting the right to private and family life; respecting the right to integrity and dignity. Child-friendly justice has been supported by international treaties and by domestic legislation in England (The Children and Families Act 2014) and Scotland (The Education (Scotland) Act 2016). There is a general assumption, reflected in the SEN/ASN Codes of Practice for England and Scotland, that educational decision-making will result in better outcomes if informed by the views, wishes and feelings of CYP. Historical differences between England and Scotland in approaches to administrative justice in education are amplified in the recent extension of rights. In Scotland, children with capacity aged 12-15 are now able to make references to the First-tier Tribunal independently of their parents, whereas this right has only been extended to young people aged 16 and over in England. Despite the radical nature of the new rights, which the Scottish Government claims are the most progressive in Europe, little is known about the extent, experiences and outcomes of participation in dispute resolution processes by CYP, how the rights of CYP articulate with those of parents and how decisions are made in relation to CYP’s capacity to participate. This research addresses these gaps in knowledge, providing a timely assessment of the extent to which the principles of child friendly justice are reflected in practice on the ground. Data are drawn from ESRC project ES/P002641/1, and include analysis of tribunal and mediation data and case studies of CYP and their families. The main conclusions are that while the legislation is radical in substance and progressive in intent, results on the ground have been limited to date. Very few CYP have been the party in a dispute, although progress has been made in ensuring that the voices of CYP are heard at tribunals. The vast majority of cases are brought by parents, who continue to act as the principal advocates. Parents from poorer backgrounds are under-represented as tribunal appellants and support is limited.

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Do Children with Special Needs Have the Right to Make Decisions in School?: Kind words, puzzled faces.

Raquel Casado-Muñoz (University of Burgos)

National perspective: Spain

In 2020, Spain celebrates the 30th anniversary of the signing of the United Nations Convention on the Rights of the Child (UNCRC). At present, legislation at national level and in the 17 autonomous communities incorporates the minimum standards proposed by UNCRC and UNCRPD but in practice there are limitations on the participation of children and young people, particularly those with Specific Educational Support Needs (SESN) (Casado-Muñoz, Lezcano-Barbero, & Baños, 2019). Spanish research on child participation highlights the concept of the voice of the child (Escobedo, Sales & Traver, 2017; Márquez & Sandoval, 2016). Studies emphasise the importance of the voice of the child as an aspect of democratic life (Susinos, 2013), rather than defending a participatory and inclusive model based on children's rights and related policies (Byrne & Lundy, 2018). The need to investigate the impact of Article 12 of the UNCRC in Castilla y Leon led to the development of a parallel project to the ESRC research in England and Scotland described above. In our comparison of Scotland and Spain, we have found different levels of legislative development and different ways of resolving conflicts between students, their parents and educational authorities. The project is ongoing and we are currently conducting key informant interviews investigating the extent of support for additional legislation underpinning children's rights in schools. Respondents include education managers, teachers, support teachers, educational psychologists and parents in the nine provinces of the region. Results indicate a positive view of children's rights, while at the same time suggesting perplexity about the idea that children over the age of 12 who are deemed to have capacity should be treated as independent decision-makers. Arguments arise about students' ability to understand the future implications of decisions and their lack of professional knowledge. There are also notable differences between schools, depending on their involvement with and understanding of children's rights. Comparison between jurisdictions has been helpful in terms of encouraging participants to rethink some of their preconceptions about children's ability to act as authors of their own lives.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Education for all, Challenges in schools and municipalities

The Main Challenges of Meeting the Requirements of the Inclusive School as Seen by Icelandic Educators

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The inclusive school is a cornerstone of Icelandic education. This relates to the organisation of schools, studies and teaching, guided by the principles of quality education for everyone, democracy, social justice in schools and the universal right to fully participate in the school community (Ministry of Education and Culture, 2015). Thus, the policy involves all students, not only those with special needs (Thomas, 2013). The inclusive school is

a United Nations Millennium Development Goal (MDGs) and the declared policy of the European Union, numerous states and international organisations (Laboratory on the inclusive school, 2016).

The policy of inclusive education comprises values and the perspectives of teachers and school principals. Its implementation depends on their professionalism and the external community. The fundamental elements of this policy are associated with teachers' professional ideas on equality, social justice, active participation and quality of education (Norwich, 2013; Thomas, 2013). Icelandic research, however, indicates dissent among teachers as regards the policy and its implementation. Many teachers appear not to see their hopes and values reflected in policy implementation. Furthermore, its declared aim of shaping the operation of Icelandic primary schools is only slowly being realised (Gunnþórsdóttir & Jóhannesson, 2014; Marinósson & Bjarnason, 2014).

Simultaneously, external conditions for accomplishing this policy have changed dramatically. During the past two decades, single session schools have been adopted, students and teachers spend more time in school, teaching hours have been reduced, schools benefit from new professional expertise, many teachers and headmasters have undertaken further education, the ratio of qualified teachers has risen from 80% to 95% and more time has been allocated to administration (Iceland Statistics, n.d.). An external audit issued in 2017 by the European Agency for Special Needs and Inclusive Education indicates that ideology is not the main source of dissatisfaction, but rather the policy's weak implementation.

The reason for the respondents' disaffection is the current emphasis on analysis for financial gain, rather than students' special needs being seen as a financial priority in support of school services and consultative system (Gutkin & Curtis, 1990). According to the European Agency's audit the diagnostic system developed here tends towards self-sustaining growth because – instead of focusing on prevention – it keeps responding to superficial manifestations of problems rather than tackling their root causes. This approach encourages parents, schools and municipalities to emphasise analysis as a source of finance. Thus the system is in itself exclusive, in contrast to the inclusive school. Those who are critical of the system feel the need for increased emphasis on sociological options and a new vision within the school community. The school must be able to cater for the needs of all students on an egalitarian basis and this calls for a frequent revision of school operations and the ideology of the inclusive school (Marinósson & Bjarnason, 2014; Thomas & Loxley, 2007).

In relation to implementing inclusive education, The European audit (2017) states, *inter alia*, that comprehensive discussion is needed regarding the policy and its adoption. Subsequently, the Minister of Education and Culture launched country-wide meetings in autumn 2018 to respond to one of the audit's seven conclusions. "It must be ensured that everyone involved in educational activities sees the inclusive school as the basis of a quality education for all students." Those meetings also helped create a new educational policy until 2030.

The aim of this paper is to further describe and define the contradictions and challenges outlined above and place them in the context of municipalities in various parts of Iceland. The research question posed here is: *What are the main challenges in Icelandic schools and municipalities when trying to satisfy the requirements of education for all.*

Methodology, Methods, Research Instruments or Sources Used

This paper will be based on data from two research projects. The aim of the first was to investigate the structure and working practices of municipal school services and how they ensure that their schools have access to these, as specified by law. Data was collected by analysing relevant laws, regulations and municipal policy documents and by submitting a questionnaire to school office administrators and headmasters of preschools and primary schools. A total of 434 persons received the questionnaire in January and March 2019, and 268 responded, or 62%. The paper deals with replies to an open question regarding the main challenges to municipal schools in fulfilling the requirements of inclusive education.

The second project involved data collection in the above-mentioned meetings on education for all initiated by the Ministry of Education and Culture. The data originates from 23 meetings from all parts of the country with the participation of 1166 representatives of pre- and primary schools, secondary schools, leisure services, parents, school services, school office administration, social services and health care. The data comprises conclusions from a joint group project presented to the participants. The project has the title of The Wall, and is subtitled Education for All – Removing Obstacles. The participants worked in groups to consider a definition of Education for All and attempted to identify the main obstacles to student participation in the school community and how these could be removed or rendered harmless. Finally, the participants agreed on the ten most important measures to strengthen education for all, listing them according to priority in pyramid form.

In both projects the methodology of theme analysis (Braun & Clarke, 2006) was applied. In the open question of the questionnaire survey, simple theme analysis was used, whereas a more complex method was better suited to the group project where all content items listed by the groups were combined into themes. These were further divided into categories, yielding a final total of ten themes. In turn, two frequencies were created; that is, A (number of content items) and B (number of additional content items). By using this methodology an attempt

was made to include most of those registered items the groups considered important. The total number of main items (A) was 978 and additional items (B) were 622, yielding a total of 1600 items. Both projects were conducted in line with the Icelandic data protection Acts and Rules.

Conclusions, Expected Outcomes or Findings

Here, the results will be described in terms of challenges and impediments envisaged by participants relating to education for all, cf. relevant research questions.

The questionnaire shows that school administrators and service directors recognise the challenge in responding to education for all. Primary school principals were particularly concerned about students' well-being, conduct and children with multiple problems.

Primary school principals want increased professional diversity among staff, more specialist and qualified teachers. They want stronger school services offering more specialisation and support for teachers' professional development. Preschool principals feel the most serious problems are staff recruitment, lack of qualified teachers and professional expertise.

School service directors frequently referred to a lack of teachers' skills and felt the main challenge was providing professional development and persuading teachers to adapt to education for all.

The results from the team project were classified into 10 themes: 1. External framework (finance, working hours, terms of employment); 2. Cooperation (teamwork, a community of learning); 3. Professional qualifications (the content of teacher education, diverse professional development); 4. Attitudes (towards the policy and ensuing changes); 5. Support (professional and counselling); 6. Policy and vision (clarify joint vision, explain objectives); 7. Students (respond to the needs of all students and listen to their opinions); 8. Study and teaching (change teaching methods to achieve more diversity and flexibility); 9. Human resources (increase the number of professionally qualified teachers and specialists, enhance staff diversity); 10. Leadership (professional, distributed, goal-oriented, positive, supportive and motivating)

Results will be discussed in light of policy documents on education for all in Iceland and recent research on challenges and paradoxes in study and teaching, for example the challenge of abandoning the so-called clinical model where resources serve only a few students (and analysis is the gateway to resources) while implementing the policy of education for all.

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04. Inclusive Education

Paper

Alternative EERA Network: 05. Children and Youth at Risk and Urban Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: suspicion of ADHD, differential labeling, cognitive capacities

Suspicion of ADHD by Teachers in Relation to their Perception of Students' Cognitive Capacities: Do cognitively strong students escape verdict?

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Presenting Author: Degroote, Emma

Teachers play a crucial role in the diagnostic process of ADHD in students: They are often the first to identify ADHD-related behaviors in children and to signal them to parents (Sax and Kautz 2003). Research has demonstrated that the recognition and labeling of certain behaviors as being evidential for ADHD by teachers varies with respect to student characteristics (DuPaul et al. 2014; Schneider and Eisenberg 2006). This study examines if and how the association between teacher perception of students' ADHD-related behaviors and teacher suspicion of ADHD in students is moderated by teacher perception of students' cognitive capacities.

We hypothesize that negative teacher perception of cognitive capacities in students who, according to their teacher, also exhibit higher levels of ADHD-related behaviors, will yield a higher probability of these students being suspected of ADHD by their teacher. In support of this hypothesis, we propose two possible explanations. A first explanation follows from research findings regarding a negative association between the ADHD-label and teacher expectations, even when researchers controlled for actual academic achievement (cf. Eisenberg and Schneider 2007; Metzger 2016; Ohan et al. 2011). Furthermore, teachers rated the Intelligence Quotient (IQ) of a student with an ADHD-label significantly lower than when presented with a description of a student without a label (Batzle et al. 2010). In this study, we argue that this relation might be bi-directional: not only causes the presence of an ADHD-label negative teacher perception of student cognitive capacities, but also vice-versa: When teachers perceive students to be cognitively weak, they will be more inclined to suspect ADHD in case they observe ADHD-related behaviors in these students.

A second explanation is based on the notion of 'blame removal' by labeling a student with ADHD. Research demonstrated that teachers labeled students as having ADHD in an attempt to explain undesirable behaviors and disappointing academic achievement (cf. Stinnett et al. 2001; Tait 2003; Wienen et al. 2019). They found that the label was helpful, since it removed blame for behavior from students, parents and teachers and put it with a pathological condition. When the different actors involved have dispelled notions of blame, according to researchers, only then there is the possibility of collaboration (Wienen et al. 2019). We argue that teachers might be more inclined to alleviate their own blame in teaching students who exhibit ADHD-related behaviors and are cognitively less strong by labeling them with ADHD.

Methodology, Methods, Research Instruments or Sources Used

The analyses for this paper were carried out on data collected in 2017 and 2018 from 939 students and 108 teachers in 15 Flemish (Belgium) and 16 Québec (Canada) schools in the context of a collaborative research project on ADHD-prevalence and identification.

To account for the hierarchical nature of the data we used multilevel modeling methods (HLM7). Concretely, we created a three-level model with students at the first level, teachers at the second level and schools at the third level. Furthermore, given the dichotomy of the outcome variable, namely being suspected of ADHD by the teacher or not, we used Bernoulli models (with robust standard errors).

We included variables at the student and school level, not at the teacher level as this was beyond the scope of the current objectives. Information on student characteristics were reported by their parents and teacher. Schools were located within a specific region, Flanders or Québec. In this study, we were not in the first place interested in differences between regions but rather in the process that leads teachers to suspect ADHD in one student and not in another. However, since studies have demonstrated the existence in regional differences in ADHD-suspicion by teachers (Sax and Kautz 2003), we included regional context as a dichotomous control variable at the school level.

The first step in conducting a multilevel analysis is to estimate the unconditional model to determine the amount of variance that occurs on each level with regard to the dependent variable. It is not customary to disperse the variance of the outcome into its between and within components when working with Bernoulli models. However, the p-value of the variance components gives an indication of the significance of the between-school and between-teacher differences.

In a first model, we added student characteristics obtained via the parents: Sex, ethnicity, relative age, educational return and socio-economic status. In a second model, we included a variable that measures teacher perception of the presence of ADHD-related behaviors in the individual student. Finally, we tested the hypothesis by examining the influence of perceived cognitive capacities in students on the strength of the association between perceived levels of ADHD-related behaviors and suspicion of ADHD. We thus included perceived cognitive capacities alongside the interaction between perceived levels of ADHD-related behaviors and perceived cognitive capacities. Furthermore, throughout the analyses, all variables except the dichotomous ones were grand mean centered to increase model stability.

Conclusions, Expected Outcomes or Findings

We had hypothesized that negative teacher perception of cognitive capacities in students who, according to their teacher, also exhibit higher levels of ADHD-related behaviors, would yield a higher probability of these students being suspected of ADHD by their teacher. To our surprise, an opposite effect was found: When teachers perceive higher levels of ADHD-related behaviors in a student with higher levels of cognitive ability, they are more inclined to suspect ADHD. We realized that a process of blame removal may also be at work and suggest that teachers are more inclined to free cognitively stronger students from the blame of ADHD-related behaviors by administering them an ADHD-label.

This process of 'blame removal' has been criticized in philosophical and sociological debates (Tait 2003; Vehmas 2011). Critics have represented the ADHD-label as a disengagement from the social responsibility of raising well-behaved children by parents, teachers and clinicians. Despite a blame removal, research has shown that an ADHD-label does not increase teachers' willingness to implement educational treatment interventions (Huhnstock 2019; Stinnett et al. 2001). Finally, even if in the first place the ADHD-label is handed to a student with the best intentions – in trying to find an explanation for certain behaviors without blaming anyone – an ADHD-label does not favor the student who carries it around with regard to educational outcomes (Fredriksen et al. 2014).

This study demonstrated that, not only do students' demographic characteristics play a role in the labeling process by teachers, but teacher perception of students' cognitive capacities also has an influence on teacher suspicion of ADHD. Educational policy makers should reflect on opportunities to raise awareness among teachers, parents and clinicians concerning teacher selectivity in suspicion of ADHD. The results of this study underline the importance of insight in the ADHD-labeling process and the role of teachers herein.

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Intent of Publication

The paper of this study is momentarily under review with the *International Journal of Inclusive Education*.

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04. Inclusive Education

Paper

Alternative EERA Network: 11. Educational Improvement and Quality Assurance

Topics: General Submission (not submitting to Network Special Call)

Keywords: primary school principals, inclusive education, inclusive school development, attitudes, resources

What are the Requirements for a Successful Realisation of Inclusion from Primary School Principals' Point of View?

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The ratification of the UN-convention on the Rights of Persons with Disabilities has led to various challenges at school level in different countries. Since the ratification in 2009 in Germany, regular schools are undergoing transformation processes in order to offer appropriate learning environments for all students and to meet their individual needs. However, the realisation of inclusive education is not uniform in Germany (Klemm, 2018), which is also the case in other countries (Haug, 2017). These differences can emerge from different understandings of inclusion. A distinction is generally made between a more narrow and a more broad perspective on inclusion. The focal point of a narrow view is the education of students with special needs (Haug, 2017). In a broad understanding of inclusion, there is no distinction between different groups of students like students with and without special needs, but the participation of all pupils is central (Haug, 2017). Within the frame of implementing inclusive education, the question arises, how to realise inclusion at school the best possible way. Considering this matter, several studies were carried out with teachers as the main actors in the inclusive classroom (e.g., Cambridge-Johnson, Hunter-Johnson, & Newton, 2014; Fuchs, 2010). The findings indicate that a successful implementation of inclusive education is perceived to be impeded by the lack of factors such as an appropriate teacher training, support, funding or facilities (e.g., Cambridge-Johnson et al., 2014; Fuchs, 2010). Although a standardised model of an inclusive school does not exist (Dyson, 2010), some issues emerge to be essential for a successful realisation of inclusive education. Further studies were conducted with school principals, in order to investigate their perceptions. In the context of inclusive school development, school principals are regarded as a key component (Ainscow, Dyson, & Weiner, 2013). Research indicates that school principals perceive similar conditions to be important and express their need for factors such as an adequate personnel, sufficient resources and facilities, cooperation, smaller class sizes, curricular changes, acceptance and policy support (e.g., Singer, Walter-Klose, & Lelgemann, 2016; Subba et al., 2019). Similar to teachers' perceptions, school principals also express the importance of qualified personnel. These findings emphasise that an adequate personnel is seen as crucial for the success of inclusive education. This result also goes along with the demand for an inclusion-related pre-service and in-service teacher training in order to achieve the premise of inclusion. Research in the context of inclusive school development indicates that schools, that are on their way to inclusion, experience the lack of specific resources such as personnel or training.

In order to appropriately support schools on their way to inclusion, it is necessary to understand their need for support and the challenges they face with the implementation of inclusive education. Considered as a pivotal figure for inclusive school development, the investigation of school principals' views on required conditions for an appropriate implementation of inclusive education appears to be particularly necessary. Within the school system in Germany, the realisation of inclusive education especially takes place at primary school level (Klemm, 2015). Therefore, the present study focuses the views from primary schools. Against this background, the purpose of the study is to find out necessary requirements for a successful implementation of inclusive education from German primary school principals' point of view.

Methodology, Methods, Research Instruments or Sources Used

In the present study, a qualitative research approach was applied. Qualitative methods offer the advantage of gaining a detailed insight related to the research question. In order to identify the requirements, which principals

at primary schools consider essential for the successful implementation of inclusive education, individual interviews based on an interview guide were carried out with N=32 German primary school principals and vice principals. The participants were randomly selected for the study. The interview guide consisted of a set of questions regarding, for example, the principals' understanding of inclusion, their attitudes towards inclusive education, conditions for the implementation of inclusion and their self-efficacy beliefs related to the implementation of inclusion. The interviews were audio-recorded and afterwards transcribed. For the analysis of the data, the grounded theory (Corbin & Strauss, 2008) approach was applied. The grounded theory approach is characterised by inductive and deductive procedures and the development of a theory from the gathered data (Corbin & Strauss, 2008). Within the scope of the following study, the primary school principals were asked the question "According to you, what are necessary conditions that have to be met in order that the implementation of inclusion can succeed? (Socio-political, institutional, school-related)". Within the analysis, the transcribed data was coded and categories were developed.

Conclusions, Expected Outcomes or Findings

The findings of the present study indicate that factors such as personnel, financial and material resources and building infrastructure are perceived as fundamental conditions for a successful implementation of inclusive education at school. However, the responses of some principals make clear, that aspects such as material and infrastructure are not perceived as decisive as the personnel in terms of both quality and quantity. Concerning this matter, the interviewed principals from primary schools emphasised their need for sufficient and qualified personnel. Apart from this, the interviewed principals emphasise the importance of positive attitudes towards inclusion. Concerning this matter, they highlight the importance of both the school staffs' attitudes as well as the attitudes and willingness of parents, society and policy. Further mentioned aspects are related to time, cooperation, class size, type of disability as well as changes related to instruction and assessment. For instance, it became apparent that more time is needed for consultation and information exchange between different professions. Apart from that, the principals make clear that class size has to be reduced for an appropriate realisation of inclusive education. In relation to the type of disability, the findings indicate that children with emotional-social difficulties are perceived as the most challenging.

Overall, the findings indicate the priority of certain measures and the lack thereof can impede the realisation of inclusive education.

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**04. Inclusive Education
Paper**

Ethical Dilemmas Arising from the Employment of Physically Disabled Teachers

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Teachers with disabilities, like most others with disabilities, are often excluded from the public domain and from fields of research (Loden & Teets, 2007; Oliver, 2017). Similarly, professional colleagues of these teachers are rarely invited to take part in research studies (Makris, 2012; Vogel & Sharoni, 2011). Yet, there is a growing consensus among researchers about the unique contribution of these individuals when it comes to educating different groups of students (Dvir, 2015; Loden & Teets, 2007; Vogel, & Sharoni, 2011).

The lack of research in this subject, on the one hand, and the conclusions about the impact of teachers with disabilities on the other hand, reflect the necessity of conducting such a study, an in-depth study that focuses on the relevant issues which shed light on the dilemmas that these people face on a daily basis.

The purpose of this research is to present and discuss the ethical dilemmas that stem from the employment of physically disabled teachers from multiple points-of-view. Therefore, it is important to define from the outset what exactly is an ethical dilemma. By definition an ethical dilemma is a type of internal moral conflict. A person conflicted over an ethical dilemma would have to choose between different options that contradict each other, when each specific option represents a value that is important to him/her (Burkhardt & Nathaniel, 2002; Glanz, 2010). This particular research focused on the ethical dilemmas of teachers with physical disabilities, on the school principals who employ them, and on the professional colleagues of these specific teachers.

An ethical dilemma is a conflict based on moral values. Such a dilemma arises when in the course of decision-making, different sets of beliefs or values conflict with one another, leaving one to decide which of these takes precedence over the other (Shapira-Lishchinsky, 2011; Glanz, 2010). These types of conflicts are typically based on a desire to avoid inflicting harm on someone or preventing a third party from harming someone else (Shapira-Lishchinsky, 2013).

The research literature emphasizes the importance of ethics in education, regarding the teacher as a moral agent and considering his or her moral authority (Sergiovanni, 1996; Tirri, 1999). The perspective of ethical dilemmas reveals the most significant values to the participants and the difficulties and challenges they face. Additionally, this perspective enables a complex and multifaceted perception of reality (Shapira-Lishchinsky, 2011; Berlak & Berlak, 1981; Chowdhury, 2018)

Having a physical disability may result in many ethical challenges for the person with the disability. The disability might reveal a variety of ethical dilemmas concerning family, social relationships, and everyday activities (Falvo, 2005). In recent years, a great deal of literature regarding disabilities has focused on critical disability theory. This approach stemmed from criticism of the traditional discourse about disabilities that was used as a means of suppressing people with disabilities and of violating their human rights. This theory is based on the social model that assumes that a disability is not primarily a question of medicine or health but is primarily an issue of ethics, politics, and power (Devlin & Pothier, 2006).

The main goal of this research was to reveal the most significant ethical dilemmas of the participants. In order to do so, the study explores the similarities and differences between each of the groups' respective dilemmas (teachers, principals, and colleagues). In addition, it deals with the essence of each of these dilemmas themselves according to the different sub-groups of disabilities (visible or invisible disability, motor disability, medical disability, or sensor disability).

Methodology, Methods, Research Instruments or Sources Used

In order to examine these issues precisely, in-depth interviews were conducted with 20 teachers with physical disabilities, 20 school principals who employ at least one of them, and 20 professional colleagues of at least one teacher with a physical disability. Each participant defined him or herself or the teacher they employ as either a person with a disability or as one defined that way by others. The different disabilities among these teachers can be divided into three distinct groups: 1) motor disabilities (e.g., difficulty walking, use of a wheelchair), 2) sensory disabilities (blindness and deafness), and 3) health disabilities (chronic illnesses).

The sampling we used for this study was a purposeful sample strategy, as is common in qualitative research. Therefore, we actively selected the most appropriate sample of teachers to respond to the research questions by using snowball and voluntary sampling methods (Marshall, 1996). This research was conducted using a qualitative method in order to allow the participants to focus on the issues at hand that were the most important in their eyes (Tzabar Ben Yehoshua, 2016).

We analyzed data by constructing categories based on the information collected and based on a priori constructs from relevant literature. Open, axial, and selective coding (Strauss & Corbin, 2008) were used to interpret the

data to develop categories representing ethical dilemmas that participants faced and were related to the teacher's disabilities. Analysis of these interviews was carried out according to grounded theory while using the perspective of disability studies. Ultimately, this research is part of the overall larger field of disability studies, an interdisciplinary academic field that analyzes the integration of people with disabilities into society, and challenges the narrow definition of what constitutes a disability, as well as the medical model of a disability (Oliver, 2017).

Conclusions, Expected Outcomes or Findings

The main findings illustrate the ethical dilemmas of the participants' groups, and shed light on the crucial issues that arise from the employment of teachers with disabilities.

This research study attempts to open a window towards the complexity of employment of people with disabilities while using a multi-dimensional approach. Focusing on the ethical dilemmas of teachers with disabilities has the potential to be innovative and unique since previous research into this subject matter almost always focused on the authority figure and the subject of authority (doctor and patient, principal and teachers, teacher and pupils, etc.). This research is in fact unique because it focuses on the actual disadvantaged population "with disabilities".

The findings of this research study emphasize the necessity of raising the awareness of policy makers to the contribution of as well as to the challenges of employing teachers with disabilities. However, raising awareness of the unfulfilled needs of teachers and principals is not enough when confronting such issues. It is therefore recommended to build a well laid-out program that would further assist teachers with disabilities and inform them of their inherent rights. A well-organized initiative like this would likely help exploit to the fullest the talent and contribution of these teachers who are currently working in the education system, and would of course prevent them from leaving as a consequence of failing to accommodate them. Ultimately, the positive findings about the unique contribution of teachers with disabilities may in the future lead to a policy of hiring more of such individuals in the Israeli education system which would no doubt be mutually beneficial for both those teachers and for the school system.

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04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Collaborative research, School/kindergarten-EPS, Innovation

(Re)connecting Communities - Towards a Systemic Approach on EPS-Kindergarten/School Interactions: Experiences from a Norwegian innovation project

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The paper report from an ongoing three-year collaborative innovation project (SUKIP, 2019) situated in two Norwegian municipalities. The purpose of the project is to introduce and investigate new strategies for collaboration between kindergarten/school and Educational Psychological Service (EPS) with regard to the development of competence for inclusive practices.

Inclusive education is a fundamental principle in Norwegian educational policies (MoER, 2019). Research as well as Norwegian steering documents has documented a gap between national policies and practice as it appears in the EPS's interaction with kindergartens and schools. (Allan, 2008; Haug 2011; Nordahl, 2018; Moen et al 2018; Tveitnes 2018,).

A national "expert" committee (Nordahl 2018) has analysed the present situation for children in need of special educational support in kindergartens and schools. Their report states that Norway need to change the organisational system dramatically in order to strengthen the competence closer to the children (Nordahl, 2018). Briefly, the critique is about the EPS's dominance of individual expert assessments at the sacrifice of participation in competence and organisational development.

In a white paper published by the end of 2019, The Ministry of Education summarises the critique from the expert committee as follow: "The Educational Psychological Service must also improve practice oriented competence in order to be a good counsellor for kindergartens and schools. At the same time, there is a need for EPS to develop their competence in order to strengthen the quality of expert assessments" (MoER 2019, p.63).

The key innovation in the project is to introduce a new infrastructure for collaboration on pedagogical practices that support development of local and situated competence for inclusive practices. This includes changes in how actors collaborates, who participates, the content of the collaboration and the link between the innovations and other developmental projects within the municipality. Further, the innovation challenge the EPS's institutional expert knowledge as well as the schools'/kindergartens' expectations for service from the EPS (Tveitnes, 2018; Moen, et al. 2018). It is an ambition to regard the EPS's dual purpose (individual expert assessment and competence- and organisation development) as two sides of the same coin. As such, the project has a potential for wide-ranging changes both in the use of, and development of, competences located in the municipality.

Inspired by the ECER 2020's conference theme, we use the term *(re)connecting communities* with reference to the three partners in the project; *teachers* in schools/kindergarten, *counsellors* in Educational Psychological Service (EPS) and *researchers*. In the nexus of the present project, the concept of community can be operationalised in different ways. On a micro level, schools, kindergartens and EPS represent different communities with their distinct tasks and institutional culture in the educational system (cf. Moen et al, 2018, Tveitnes 2018). On a meso level, municipalities constitute communities with separate policies and practices, which is local interpretations of national legislation and steering documents. Accordingly, the macro level refers to the national and international level (which is beyond the focus of this project).

The aim of the project is, within a three-part innovative collaboration project, to contribute to the development of new competence for inclusive education and to support educational communities in welcoming diversity as an essential element of their practices and the policies that frame them. The paper seeks to discuss preliminary results on the following research question: *How can the innovation contribute to and support the process of developing theories and practices that sustain the (re)building of communities that value diversity?*

Methodology, Methods, Research Instruments or Sources Used

The project will use national guidelines for local competence development (MoER, 2017), in the sense that it is the local actors (kindergarten, school and EPS) in collaboration with the research group, that are responsible for the decisions with regard to implementation of innovations. The research strategy is inspired by interactive research (Bennich et al., 2016). The project combines different kinds of knowledge production and uses formative evaluation contributing to experiential learning. Key issues are to support some kind of normative change, development of new knowledge, a relationship based on equal but distinctive roles, and enhancing the knowledge and competencies of the parties involved through processes of individual and collective learning (ibid, 2016).

The project is organised as a multi-case design situated in two municipalities. In each municipality, one school, one kindergarten and the EPS agency participate. The two municipalities constitute the main case, and within each case, an overall unit of analyses is the collaboration between EPS and kindergarten or school.

The paper report from activities in one of the municipalities. In line with the overall project plan, the school and the kindergarten have formulated their own innovation plan. Both the school and the kindergarten have decided to take a point of departure in a reorganisation of a regular staff meeting in terms of purpose, structure and content. At the meeting, the team of teachers at one grade level (school) or one unit (kindergarten) present and receive feedback on regular educational activities as well as particular challenges.

Two aims are formulated: First, to give regular teachers, support staff and leaders an arena for exchanging information in order to acquire a common understanding relevant for inclusive education. Second, and of particular interest for this paper, to give EPS counsellors opportunities for improving their understanding of the regular school activities as well as particular challenges at kindergarten and school.

A broad set of data is constructed in the project. (1) Documents of different kinds and at different levels. (2) Field notes, minutes and transcribed speech from formal meeting at the staff meetings. (3) Individual and focus group interviews with teachers, leaders and EPS counsellors. (4) Questionnaires to staff in kindergarten, school, SEN support staff and EPS counsellors.

Conclusions, Expected Outcomes or Findings

The innovation project is a three-year project (2019-21), which formally started in the beginning of the school year 2019-20. During the previous school year (2018-19), an initial investigation based on questionnaires to staff in kindergarten, schools and EPS as well as interview with leaders in school, kindergarten and EPS identified a set of challenges concerning inclusive education and school/kindergarten's communication with EPS. Some of these are:

- Understanding inclusive education: Across the institutions, there was a common endorsement to general statements on inclusive education as this appear in steering documents at the national and municipality level. However, there was a divergent understanding on questions regarding what was considered as ordinary and special, and the level of individual oriented approaches.
- Collaboration between kindergarten/school and EPS: The EPS raised questions about the amount of requests for individual expert assessment from the kindergarten and the school. The kindergarten and the school raised questions about the EPS's knowledge of the regular activities in the kindergarten and the school, in order to provide supervision within the regular activities.
- Internal collaboration within the kindergarten and school: Unclear systems for supervision, who give and who receive supervision (kindergarten). The absence of arenas for discussing issues related to inclusive practices (school).
- The municipality's support system: Unclear responsibilities and inadequate coordination.

The results from the pre-project were presented to the participants, and based on these the kindergarten and the school developed their own project plan in the autumn semester 2019. The paper at the conference will present initial analysis from the first project year.

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Higher education; inclusive pedagogy; faculty members; students with disabilities; qualitative research.

Recommendations for a more inclusive university. The Voices of the Faculty of Educational Sciences and Psychology

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Presenting Author: **Sánchez-Díaz, María Nieves**

This study is part of a project funded by the Ministry of Economy and Competitiveness of Spain “*title and reference omitted for the blind review*” that aims to analyze the beliefs and knowledge that faculty have about disability, as well as to know the design of their learning projects and the actions they develop in their educational practice. In particular, this paper seeks to know the recommendations by inclusive faculty in the areas of Educational Sciences and Psychology to make universities more inclusive.

One research question guided this analysis:

- What recommendations would you make to the university to make it more inclusive?

Disabled students have become an emerging group in Higher Education (HE) in recent years (Hamour, 2013). Recent research has shown that the university is sometimes a source of segregation and exclusion for certain students, sometimes turning out to be an institution in which there are barriers to participation and learning for disabled students (Langørgen & Magnus, 2018). Among the most relevant barriers that may be encountered by disabled students at university, and that hinder their academic life, are the inaccessibility of the environment itself, the lack of training and information of teachers in matters of disability, the scarce knowledge they have to make necessary adjustments to meet the needs of this student body, the attitude - sometimes negative - of teachers and the absence of inclusive policies that materialize in inclusive practices (Black, Weinberg, & Brodwin, 2014; Costea- Bărluțiu & Rusu, 2015; Hamour, 2013; Peček, Macura, Milovanović, & Čuk, 2015).

However, there are numerous studies that show the existence of elements that facilitate the success and permanence of this student body. Among them, the positive attitude of the teaching staff is considered a key element for achieving a truly inclusive teaching-learning process (Fullarton & Duquette, 2016). However, a positive attitude on the part of teachers is not enough to tackle such a complex issue. Recent research indicates that there are other actions that facilitate the inclusion of these students. Among them, the organization and provision of good training plans for teachers in matters of disability and attention to diversity (Pang, 2018), the creation of mechanisms to improve organization and coordination at the institutional level (Tan, Abdullah, & Shuib, 2019), the establishment of inclusive curricula (Everett & Oswald, 2018), flexibility in inclusive practices (Grimes, Southgate, Scevak & Buchanan, 2019) or the existence of solid support networks, such as the Support Services for Students with Disabilities (De los Santos, Kupczynski, & Mundy, 2019).

All of the above makes it necessary not only to implement actions leading to guaranteeing access for students with disabilities in HE, but also to implement devices that contribute to the success and permanence of these students (Gibson, Baskerville, Berry, Black, Norris, & Symeonidou, 2016).

Methodology, Methods, Research Instruments or Sources Used

The study involved 42 professors from 6 Spanish public universities. On the one hand, through the universities' disability support services, students with disabilities were contacted. Technicians from these services asked students to nominate faculty members who had facilitated their academic inclusion and were characterized as inclusive teachers. In addition, the snowball technique was used. On the other hand, the research team contacted university students with disabilities who had previously collaborated on other projects. In addition, information was disseminated to colleagues and students at different universities so that it could reach out to other students with disabilities who could recommend faculty members.

With respect to the characteristics of the participants, their ages ranged from 33 to 59, with an average age of 41.2. Seventeen were men (40.5%) and 25 women (59.5%). The teaching experience of the participants ranged from 7 to 32 years, with an average of 15.8 years. The participants belonged to different fields of knowledge: social sciences (40%), arts and humanities (31%), health sciences (17%) and sciences (12%).

The design of this study is framed in a qualitative approach, therefore, the main instrument for data collection was the semi-structured interview. Two interviews were carried out with each participant, with the purpose of knowing the recommendations that the teaching staff would make to the University as an institution so that it would be more inclusive and welcome all the students, especially those with disabilities. The question that served to guide the analysis was the following: What recommendations would you make to the university to make it more inclusive?

The collection data lasted 7 months. The duration of each interview was approximately one and a half hours. Most of the interviews were conducted in person, although six of them were conducted by Skype and one by telephone. Prior to the interviews, all participants gave their informed consent and were assured that the data offered would be treated confidentially and anonymously. All the information from the interviews was recorded in audio and subsequently transcribed, retaining its literalness.

A data analysis was carried out, using a system of categories and codes created in an inductive way. The analysis was performed with the qualitative data analysis software MaxQDA12.

Conclusions, Expected Outcomes or Findings

The results obtained make it possible to appreciate the special importance that the teaching staff gives to the improvement of the Care Units for Students with Disabilities, since, although they recognise that it is an institution that facilitates the academic process for both students and faculty, the participants point out that this help sometimes comes late, which means that the necessary adaptations for students are made on the spot and without prior planning. These statements coincide with the vision of De los Santos, Kupczynski and Mundy (2019) when they argue the need to create strong support networks to facilitate the care of these students.

In addition, to put into practice the regulations that guarantee students their rights and their promotion at university, faculty members recommend the creation of protocols or practical guides that provide teachers with strategies, tools and resources conducive to including students with disabilities in the classroom. In this respect, the findings of Hsiao, Burgstahler, Johnson, Nuss, & Doherty (2019), indicate that the provision of strategies and skills to attend students with disabilities, guarantee truly inclusive practices in classrooms. In addition, teachers recommend the creation of real inclusive policies, not just a declaration of intent.

With regard to faculty training on disability, inclusive faculty point to the need to create training plans that involve the university community as a whole. This approach coincides with the contribution of Pang (2018). Similarly, it addresses the importance of creating mechanisms conducive to ensuring assistance and implementation.

In conclusion, there is a particular concern on the part of teachers to improve the care of pupils with disabilities in higher education. It is interesting to note that the proposed recommendations are oriented to seek solutions to alleviate the main barriers to participation of students with disabilities shown by the most relevant studies.

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ID: 980

04. Inclusive Education

Poster

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Higher education, inclusive faculty, conception of disability, teaching characteristics, qualitative research

Conception of Disability and Personal & Teaching Characteristics of Inclusive Faculty.

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This study is part of a project funded by the Ministry of Economy and Competitiveness of Spain entitled "title and reference omitted for the blind review". In particular, this work aims to find out what conception faculty had of disability and which teaching characteristics define them as inclusive. Two research questions guided this analysis:

- What does the faculty understand by disability?
- How is the inclusive faculty defined?

The conception of disability has evolved over the years, as a consequence of the socio-cultural evolution that has been taking place. There are three ways of conceiving disability. The medical model of disability (Bingham, Clarke, Michielsens, & Van de Meer, 2013; Palmer & Harley, 2012) attributes the causes of disability to the individual himself. From this model, people with disabilities are only considered valid for society if they are "normalized" (Bingham, et al., 2013). On the other hand, the social model of disability centres the cause of disability in society. From this approach it is understood that the needs presented by people with disabilities come from the collective response of society to them (Gallagher, Connor, & Ferri, 2014; Oliver & Barnes, 2010). Nowadays, there are more and more contributions based on the model of inclusive education. This paradigm embraces diversity as a whole, understanding it as an inherent characteristic of the human being. It considers disability as a richness and not as a problem (Sapon-Shevin, 2013) and assumes that all students must have the opportunity to receive quality learning and the right to participate in it.

Imagining the ideal inclusive faculty is not easy. However, there are personal and professional characteristics that both the disabled student body and the university faculty have managed to highlight from the faculty that facilitates inclusion. Among the personal characteristics, the disabled student body highlights the understanding attitude on the part of the faculty, the flexibility towards their needs, mutual trust and closeness (Fuller, Healey, Bradley, & Hall, 2004; Kioko & Makoelle, 2014). For its part, the faculty emphasizes flexibility and understanding (Kioko & Makoelle, 2014; Reupert, Hemmings, & Connor, 2010).

Regarding professional characteristics, students with disabilities indicate that inclusive faculty are characterized by using different ways, forms and channels to transmit information and learning contents, adapting these contents to the needs of the students and by being informed and trained in matters of disability (Fuller et al., 2004; Kioko & Makoelle, 2014). Like students with disabilities, faculty stand out among the professional characteristics of an inclusive faculty, the willingness to provide the necessary tools to facilitate learning for their students, the use of diverse methodologies and a variety of channels to transmit learning contents and to have received information and training on the different disabilities and on how to provide the help that this student body may require (Kioko & Makoelle, 2014; Reupert, Hemmings, & Connor, 2010). As can be seen, most of the characteristics are not exclusively linked to whether or not one has a disability and favour all students (Moriña & Carballo, 2018). This poster aims to provide knowledge in the field of inclusive pedagogy. It shows what are the conceptions of inclusive faculty about disability and what characteristics define them.

Methodology, Methods, Research Instruments or Sources Used

The study involved 42 faculty from 6 Spanish public universities. Through the universities' disability support services, students with disabilities were contacted. Technicians from these services asked students to nominate faculty members who had facilitated their academic inclusion and were characterized as inclusive faculty. In addition, the snowball technique was used. The research team contacted university students with disabilities who had previously collaborated on other projects. In addition, information was disseminated to colleagues and students at different universities so that it could reach out to other students with disabilities who could recommend faculty members.

With respect to the profile of the participants, their ages ranged from 33 to 59, with an average age of 41.2. Seventeen were men (40.5%) and 25 women (59.5%). The teaching experience of the participants ranged from 7 to 32 years, with an average of 15.8 years. The participants belonged to different fields of knowledge: social sciences (40%), arts and humanities (31%), health sciences (17%) and sciences (12%).

The design of this study is framed in a qualitative approach, therefore, the main instrument for data collection was the semi-structured interview. Two interviews were carried out with each participant, with the purpose of knowing the recommendations that the faculty would make to the University as an institution so that it would be more inclusive and welcome all the students, especially those with disabilities. The question that served to guide the analysis was the following:

- What concept do faculty members have about disability?
- What defines inclusive faculty?

The collection of information lasted 7 months. The duration of each interview was approximately one and a half hours. Most of the interviews were conducted in person, although six of them were conducted by Skype and one by telephone. Prior to the interviews, all participants gave their informed consent and were assured that the data offered would be treated confidentially and anonymously. All the information from the interviews was recorded in audio and subsequently transcribed, retaining its literalness.

A data analysis was carried out, using a system of categories and codes created in an inductive way. The analysis was performed with the qualitative data analysis software MaxQDA12.

Conclusions, Expected Outcomes or Findings

The results obtained with this work allow us to know how university faculty conceive of disability and how they describe themselves as inclusive faculty.

As for the faculty' conceptions of disability, there is heterogeneity among the participants. A minority is located in the medical model and the rest, part of the social model of disability or the model of inclusive education. These data allow us to affirm that changes are being experienced in the way in which disability is accepted in Higher Education. It has been found that the medical model is more present in disciplines of the health sciences area (Rosa, Bogart, Bonnett, Estill, & Colton, 2015) and that the social model of disability and inclusive education is more visible in social sciences areas (Zhang, Rosen, Cheng, & Li, 2018).

With respect to the characteristics that define the participants as faculty, the faculty interviewed stand out among their personal characteristics, empathy, communicative ability and teaching vocation. They describe themselves as being close, committed to their work and flexible, qualities similar to those found in Fuller et al. (2004), Kioko and Makoelle (2014) and Reupert, et al. (2010). Participants also highlight other characteristics that define them as professionals. Among them, teacher training stands out as a key aspect for developing inclusive practices. They also indicate that it is important to be informed about the characteristics of their students. These results are in line with what Kioko and Makoelle (2014) and Reupert, et al. (2010) state, stating that both teacher training and information on the different disabilities and needs of students are characteristics that inclusive faculty should have. All of this makes it possible to highlight the need for universities to offer specific training programmes for their faculty, as proposed by Hopkins, Round and Barley (2018).

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04. Inclusive Education

Paper

Alternative EERA Network: 16. ICT in Education and Training

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive education, Speech technology, Literacy

Speech Technology for Improved Literacy in the Context of Inclusive Education

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Due to recent technological advances, dictation and speech synthesis (i.e., “read aloud”) technology has become available as an integrated part of common computer and tablet products (e.g. iPads, Chromebooks, Microsoft Office-programs and Google Documents). Prior to these advances, technology options in writing instruction have largely been limited to providing a choice between writing by hand or writing on a computer. Arcon and colleagues argue that “[t]he constraining role of transcription suggests that if students could dictate, rather than transcribe, their texts would increase in quantity and quality” (Arcon et al., 2017, p. 534). Indeed, research indicates that students with learning difficulties are able to produce higher quality compositions when dictating texts to a scribe compared to writing by hand or typing (De La Paz & Graham, 1997; Gillespie & Graham, 2014). Similar outcomes have also been observed among children without reading difficulties. For example, Hayes and Berninger, (2009) found that primary school students in grades 2, 4, and 6 showed an increase in the number of ideas generated, as well as both the quantity and quality of texts produced when dictating to a scribe compared to writing texts by hand or on a keyboard. However, the approach was not as effective for older students who have already developed solid handwriting and transcription skills (Hayes & Berninger, 2009).

In general, students who struggle with the reading and writing demands of school often report lower levels of motivation and academic engagement than do their peers (Reschly, 2010). They are also at greater risk for behavioral problems and social exclusion (Dahle, Knivsberg, & Andreassen, 2011). Given the sensitive emotional development and attitudes of pupils in lower secondary school, the social implications of using speech technology among this age group is an important consideration with respect to creating inclusive classroom environments. Inclusive education has been described as a response to diversity, aiming to empower all learners, celebrate differences in dignified ways and not leave anyone out (Barton, 1997). Access to speech technology may provide several advantages to segregated one-to-one instruction or writing with a scribe. For example, technology may enable pupils to take part in a greater range of writing activities than would otherwise be available to them (Atwell 1987; Quinland 2004). Though, there is a risk that these instructional adaptations may create new forms of exclusion when only provided to individual students. A student may experience feelings of inferiority or low self-esteem when they are permitted to use resources that are not accessible to their classmates (Polgar, 2011).

To address this issue, we examined an intervention involving the use of speech technology as an option for all students in a Norwegian lower secondary school. One of the major challenges with this approach concerns the willingness of teachers, school leaders and policy makers to accept speech technology as an alternative to

traditional forms of writing and reading across the curriculum. Schools are now in a position where they must decide whether this technology should be accepted as an assistive tool available only to a certain group of students, in certain contexts, or as a tool for all learners. Moreover, acceptance is just one of many aspects affecting the feasibility of the intervention. There are also practical implementation issues, such as teacher competence, resource availability, and how to organize and structure instruction.

Therefore, the purpose of this study was two-fold: (a) to examine the feasibility of an intervention comprising the use of speech technology to improve writing skills among Norwegian 8th, 9th and 10th grade students with low literacy achievement, and (b) to consider the implications of the intervention for creating inclusive learning environments.

Methodology, Methods, Research Instruments or Sources Used

The current study is part of a larger project, Speech Technology for Improved Literacy (STIL). The project employs a quasi-experimental, mixed methods design. Four established test instruments were used to collect quantitative data: (a) the national reading test, (b) LOGOS (Høien, 2007), (c) the Reading Center's spelling test (Skaathun, 2003), and (d) the Writing Self-efficacy scale (Pajares & Valiante, 2001). The analysis involved examining changes from the pre-test to the post-test, in an intervention school (n=99) and a comparison school (n=189).

In addition, qualitative data were gathered from interviews with teachers, classroom observations and video- and computer screen recordings from teaching sessions. Prior to the intervention, teachers constructed a protocol describing how, when, how often, and in which subjects they intended to use speech technology during the 8-week intervention. During the intervention they were asked to register deviance and compliance to the protocol, as well as contribute with written comments on their experiences from teaching sessions.

To examine the feasibility of the intervention, we applied the RE-AIM framework (Glasgow, Vogt, & Boles, 1999). RE-AIM is an acronym for the key elements of the framework: reach, effectiveness, adoption, implementation and maintenance. Reach refers to the range and total number of participants who are willing to participate in the initiative. Representativeness is assessed by considering the target population, schools, and teachers who participate in the study. The effectiveness portion of the framework addresses both positive and negative effects of the intervention, including, economic costs and potential stressors on participants. Factors such as attrition, stress during and after the intervention, and well-being are additional aspects of effectiveness that were monitored.

Adoption refers to a group's willingness to implement the intervention. This was evaluated both during the recruitment stage (e.g., parent and pupil consent), as well as post-intervention (e.g., teacher satisfaction). Implementation refers to fidelity to the intervention protocol. Fidelity was assessed using scheduled observations across settings; and major adaptations made by teachers are also reported. Maintenance is the likelihood that an individual or institution will continue to use the intervention as part of an established routine (Gaglio, Shoup, & Glasgow, 2013). This will be assessed with respect to the primary outcomes at 6 months follow-up, during the new school year. It is the adoption and implementation components of the RE-AIM framework that are the primary focus of the current study, particularly as they pertain to inclusion.

Conclusions, Expected Outcomes or Findings

Analysis has not yet been completed. However, we propose that teachers and pupils piloting the intervention will demonstrate its feasibility with respect to each of the planned components in accordance with the RE-AIM framework. In addition, the hypothesis is that students who participate in the STT intervention will demonstrate a greater increase in performance than students in the comparison group in the following areas: (a) subjective experience of writing (e.g., self-efficacy beliefs), (b) fundamental literacy skills and (c) orthography and composition skills. Dependent variables that will be measured are grouped based on these three domains and in relation to the assessment instruments used. As the study has an inclusive framework all students will be introduced to STT-technology, however it is expected that students with low literacy achievement has the highest benefit of using STT-technology.

Expected improvement in students' subjective experience with writing is based on research and theory (Higgins & Raskind, 1999, Quinlan, 2004) indicating that speech technology provides a compensatory effect by reducing barriers caused by poor orthography (e.g., spelling and punctuation) skills. We further propose that more frequent, positive experiences with writing across the curriculum will lead to increased willingness to write (productivity) and higher self-efficacy beliefs (Pajares, 2003).

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Higher Education, inclusive pedagogy, faculty members, students with disabilities, recommendations

Listening to Faculty Members who Practice Inclusive Pedagogy: Tips for including students with disabilities.

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This paper is part of a project funded by the Spanish Ministry of Economy and Competitiveness, "*Title omitted for the blind review*" (2016-2020). This study aimed to analyse the knowledge, beliefs, designs and actions of faculty members who develop an inclusive pedagogy. In particular, in this work we analyse the recommendations given to colleagues by these faculty members to help them designs and actions in order to include students with disabilities.

Two research questions guided this analysis:

- 1) What recommendations would you make for designing/developing an inclusive syllabus that includes students with disabilities?
- 2) What recommendations would you give to a colleague who is teaching a student with a disability for the first time?

Several studies have found that 'effective' pedagogical recommendations concerning students with disabilities may also help raise awareness among faculty members and encourage them to implement more inclusive practices for everyone (Kendall, 2016; Lombardi, Murray, & Gerdes, 2011).

Despite of the progress made in the field of inclusion, many faculty members continue to design their subjects in a standardised manner, and do not feel themselves to be fully prepared or capable of planning their classes so as to take into account and respect the needs of all students (Griful-Freixenet, Struyven, Verstichele, & Andries, 2017; Ortiz, Agreda, & Colmenero, 2018).

Fortunately, faculty attitudes impact the permanence and success of students with disabilities, as do the help provided by the institution's support and administrative services (Zhang, Rosen, & Li, 2019). Nevertheless, if faculty members do not close relationships with their students (Kezar & Maxey, 2014; Quinlan, 2016) or do not incorporate the principles of Universal Design for Learning into their subjects, then ensuring the real learning and participation of everyone will be far from easy (Getzel & Thoma, 2008; Larkin, Nihill, & Devlin, 2014).

The current literature contains studies that provide recommendations for more inclusive practices at the university from the voice of students with disabilities (Moriña, Cortés-Vega, & Molina, 2015; Morgado, López-Gavira, & Moriña, 2017). In these researches, the tips made by students included the need for faculty members to have a positive attitude and to establish relationships built on trust and empathy. They as well highlighted the use of alternative methodologies to the traditional lecture, participatory and active classes, the use of new technologies and in-service training on disability and inclusive education.

In short, with this paper, we aim to give voice to faculty members from different areas of knowledge so that their experiences in disability and recommendations may serve to inspire both their colleagues and different universities to design and act for everyone.

Methodology, Methods, Research Instruments or Sources Used

A total of 119 faculty members from 10 Spanish universities and all knowledge areas participated in the study. Of these 24 taught Arts and Humanities, 14 taught Science and Engineering, 16 taught Health Sciences, 25 Social and Legal Sciences and 40 Education.

As regards gender, 58.3% were men and 41.6% were women. The majority were aged between 36 and 60, with seven being under 35 years of age and four being over 60. Most had over 10 years' experience, with only six having less than five and 24 having between five and 10. All had experience responding to the needs arising from disabilities.

Participants were selected by their students with disabilities. This process was mediated by disability support services from universities in different parts of Spain. The staff working with these services sent information about the project to students with disabilities, in order to make their voices heard, and asked them to voluntarily nominate faculty members who, in their opinion, had practised inclusive pedagogy.

The design of this study is based on a qualitative approach, being the main instrument for data collection the individual semi-structured interview. The purpose was to find out explore the advice given to colleagues by faculty members who engage in inclusive pedagogy, to help them plan and implement actions aimed at including students with disabilities. We asked each participant two questions: 1) What recommendations would you make for designing/developing an inclusive syllabus that includes students with disabilities; and 2) What recommendations would you give to a colleague who is teaching a student with a disability for the first time?

The majority of interviews were held face-to-face. However, 18 faculty members did their interviews via Skype and 12 by telephone. Audio recordings were made of all interviews and faculty members gave their written consent to being recorded and for the data provided to be used for research purposes.

Finally, we transcribed and analysed the information using a system of inductive categories and codes which enabled meaning to be attached to the information gathered (Miles & Huberman, 1994).

Conclusions, Expected Outcomes or Findings

Some professionals still feel they lack sufficient training to deal effectively with diversity (Griful-Freixenet et al., 2017; Ortiz et al., 2018). For this reason, we believe that the recommendations outlined in this study may help other faculty members.

Faculty members who practice inclusive pedagogy recommend to colleagues that they make an effort to get to know and listen to students with disabilities in order to understand their real needs. They also believe it is important to facilitate educational processes and to view having a student with a disability in class as an aid to rethink teaching practice (Moriña et al., 2015; Morgado et al., 2017).

Also, the voices of faculty coincide with the findings reported by Zhang et al. (2019) who argue that the link between the institution itself, its services and the people who make it up is a key requisite for ensuring that students with disabilities can participate fully, be successful in their studies and feel that they truly have equal learning opportunities.

In relation to syllabuses, faculty should strive to design their syllabus for everyone right from the very beginning, using varied materials and a range of different formats (Getzel & Thoma, 2008; Larkin, Nihill, & Devlin, 2014). Moreover, the results of our study identify an element of the teaching process that may constitute a barrier for students with disabilities and which had not been previously mentioned in other works, namely assessment.

In conclusion, universities should design training policies which include contents on disability and inclusive education. In the same way, the staff should receive training in emotional intelligence in order to welcome all students, rather than viewing disability as an obstacle or problem to be resolved in the classroom.

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04. Inclusive Education

Poster

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusive pedagogy, faculty members, students with disabilities, aids, barriers

Barriers and Aids for Students with Disabilities in Higher Education: learning with faculty members

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Este trabajo forma parte de un proyecto de investigación titulado "Ministerio omitido para la revisión a ciegas", que analiza las creencias, el conocimiento, los diseños y las acciones educativas de los profesores que desarrolla una pedagogía inclusiva. En este caso, el objetivo es explorar las barreras y ayudas que los estudiantes con discapacidades experimentan en la universidad identificados por estos profesores.

Dos preguntas de investigación guiaron este análisis:

- 1) ¿Cuáles son los obstáculos para el aprendizaje y la participación que enfrentan los estudiantes con discapacidad en la universidad?
- 2) ¿Qué son las ayudas y facilitadores que favorecen la inclusión de estudiantes con discapacidad?

La educación superior representa una oportunidad importante para los estudiantes con discapacidades (Lipka, Forkosh y Meer, 2019). Por esta razón, no podemos hablar de una universidad inclusiva de calidad, ya que muchas personas con discapacidad aún varias dificultades para completar con éxito sus estudios (Martins, Borges y Gonçalves, 2018).

In relation to research on barriers and aids identified by students with disabilities in Higher Education, international studies have examined, through the voices of students with disabilities themselves, the barriers (Moriña & Perera, 2018; Lourens & Swartz, 2019) and aids (Lombardi, Murray, & Kowitz, 2016; Stein, 2014) identified in the university environment.

Moreover, there are studies which reveal that the most striking difficulties are the social barriers generated by negative perceptions of disability among peers and faculty members (Hong, 2015; Vlachou & Papananou, 2018). In particular, faculty members could be an obstacle for the students with disabilities as a result of their lack of knowledge, limited training and poor sensitivity towards disability. In addition, faculty members usually show unwillingness to provide accessible resources and make reasonable adjustments in their teaching and evaluation methods (Martins et al., 2018).

Any institution, or even any space can be 'disabling' or can make someone 'disabled'. Therefore, physical and architectural barriers are another important difficulty for those students, which are generated by an exclusionary organisation of educational systems and limited resources and institutional support (Babic and Dowling, 2015). Research also reflects the excessive bureaucracy and the lack of information that students have about their rights and the support services which are available at universities (Hong 2015; Strnadová, Hájková, & Květoňová, 2015).

Fortunately, apart from these barriers which limit the presence, participation and success of students with disabilities in the university, different aids have been identified. Regarding aids, Stein (2014) adds that there are faculty members who are understanding and empathic with their students and employ effective and inclusive teaching methods. In the same way, the studies carried out by Babic and Dowling (2015) and Strnadová et al. (2015) have identified other aids like disability support staff, coordination between formal national government systems, and financial support such as education and transport scholarships as facilitators for students with disabilities.

En resumen, hay una gran cantidad de estudios centrados en barreras y ayudas desde la perspectiva de los estudiantes con discapacidades en el lugar de los miembros de la facultad. Por lo tanto, nuestro propósito es dar voz a los miembros de la facultad para que compartan sus puntos de vista sobre las barreras y ayudas para los estudiantes con discapacidades, un fin de repensar las universidades y hacerlas más democráticas y sensibles. Las narraciones que se encuentran aquí pueden servir como una reflexión para otros miembros de la facultad, otras universidades y toda la comunidad universitaria.

Methodology, Methods, Research Instruments or Sources Used

The study involved 119 faculty members from 10 Spanish universities. These participants were selected by their students with disabilities. This process was mediated by disability support services of the different universities. These services asked students to recommend faculty members who had positively influenced their academic experiences and were characterized by developing inclusive practices.

When students proposed different faculty members and provided the reasons why they were selected, the research team contacted the faculty members via email and/or phone call to request their participation in the study. Finally, 119 faculty members participated. Specifically, 24 were academics from the area of Arts and Humanities, 14 from Engineering and Sciences, 16 from Health Sciences, 25 from Social and Legal Sciences and 40 from Education Sciences. As regards gender, 58.3% were men and 41.66% were women.

The majority were aged between 36 and 60, although seven were under 35 years old and four were over 60 years old. Most had over ten years' experience, with only six having less than five years' and twenty-four having between five and ten. All participants had experience working with students with disabilities.

The design of this study was based on a qualitative approach, using the individual semi-structured interview as the main instrument for data collection. Two interviews were conducted with each participant. The first interview analysed the beliefs and knowledge that participants had in relation to disability; and the second interview studied how participants designed their syllabuses and the educational practices they used.

Most of the interviews were held face-to-face. Nevertheless, 18 participants conducted their interviews via Skype and 12 by telephone. The duration of each interview was around one and a half hours. All interviews were audio recorded and participants gave their written consent to the use of the data collected for research purposes. We undertook to maintain the anonymity of the participants in the research report, and not to publish their personal information and identities. We also ensured that participation was entirely voluntary and they were free to leave the investigation at any time they wished.

Lastly, transcribed data were analysed progressively using an inductive categories and codes system (Miles, Huberman, & Saldaña, 2014).

Conclusions, Expected Outcomes or Findings

All participants concluded that there are a lot of physical and architectural barriers at university. Other barrier was faculty's lack of awareness and training. If faculty members use rigid methodologies or not considered the needs of students with disabilities in the syllabus, it will be difficult that they learn and participate in class (Martins et al., 2018). All the same time, faculty who are involved in tutoring, establish relationships with their students, are aware of the adjustments required in evaluations, and use effective and diverse resources and

methodologies constitute an important source of help for students with disabilities (Stein, 2014).

Universities can also be barriers due to excessive bureaucracy. In some cases, service staff are not competent or efficient and neither the student with disabilities nor the rest of the university community are informed or receive information about their rights (Strnadová, et al., 2015). However, if faculty members are aware of support services and acknowledge about grants for students with disabilities, university can help them to continue their career (Hong, 2015).

Classmates' rejection is the most painful university experience for students with disabilities (Vlachou & Papananou, 2018). Nevertheless, peers constitute another aid that enables their emancipation (Lombardi, et al., 2016). Because of this situation, faculty should be careful and concerned that groups are cohesive and cooperative.

Finally, faculty members said that the absence of human resources was another barrier. However, the participants explained that coordination between agencies and universities are source of support for inclusion (Babic & Dowling, 2015).

In conclusion, it becomes clear that what are perceived by some participants as barriers are regarded as supports by others. This gives us the opportunity to detect the keys to achieving the authentic inclusion of all students in Higher Education.

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04. Inclusive Education

Paper

Alternative EERA Network: 14. Communities, Families and Schooling in Educational Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: social space, school development, inclusive education, participative research

Inclusion In Social Space: School development by participatory, democratic and children-rights-based student-oriented research

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The development towards inclusive and social-space-oriented schools is a great challenge for school systems, since school and social space per se represent a pair of opposites. The relationship is characterized by a separation of the school from its social environment in order to create the necessary pedagogical freedom. In this context, schools can provide education for all and ensure equal conditions of education for all (Schroeder 2009, 114). The question arises how inclusive school development can and should consider existing socio-spatial constellations (Huxel & Fürstenau 2017, 262) and how the needs and interests of both pupils and parents can be taken into account.

Therefore, social space orientation is seen as a universal technical concept for the better development and management of services as well as for the design of living environments and arrangements in residential areas. The realization of the fact that social structures, living spaces of children and young people and family structures have an impact on the respective school and therefore have to be taken into account (Deinet, 2008, p. 725) is the basis for a school-based social space orientation. Large parts of the educational processes take place outside the formal educational offerings of the school. School is always part of a social space and thus also a component of the pupils' liveworld, where they acquire their subjective world just as in other life-world areas (Grimm & Deinet, 2009). Therefore, there is an implicit mandate for schools to open up, to take note of the different educational places and learning worlds of children, and to interlink them (Fritsche, Rahn, & Reutlinger, 2011).

A school that is open to the surrounding social space is characterized by the fact that it offers its own resources to the inhabitants of the neighbourhood as a "resource of social space" (Deinet, 2008). Schools should be "social centres" (Cavallaro et al., 2018, p. 232), which act as a component and initiating moment of an inclusive neighbourhood and contribute to the elimination of social inequalities through low-threshold participation in education (Cavallaro et al., 2018).

Inclusive quarter development creates motivation and responsibility for the residents and can be understood as an "inclusive corrective", which contributes to "correcting excluding structures", e.g. removing barriers (Cavallaro et al., 2018, p. 235) over time.

Starting in April 2020, the project 'Inclusion in Social Space - School Development by Participatory, Democratic and Children-Rights-Based Student-Oriented Research' (InSide), has set itself the goal of analyzing the conditions for success and deriving concrete recommendations for action.

At this time, even a consistent focus on the participation of students in school evaluation and school development does not receive enough attention yet and therefore it represents a new, insightful approach. Methodologically, the orientation towards social space shall be continued in a stringent way by locating it in the field of participatory research. Thus, not only social space orientation will be characterized by the participation of central actors (such as students, district residents, teachers, parents), but also and in particular by the development of a model of participatory school evaluation which will test the consistent sensitization and implementation of children's rights in the context of co-designing and reflecting on school development.

These basic aims shall be realized by the following three research strands underlying the following questions:

1. Which factors for success for a social-space-oriented inclusive school can be formulated and put in concrete terms?
2. Which chances and challenges arise during the development of quality of inclusive school culture in a town district with increased need of development?
3. How can a children-rights-based concept "participative school evaluation & school development" be developed?

Methodology, Methods, Research Instruments or Sources Used

The research project is located in the field of inclusive school development and social space research and represents - from a methodological point of view - an interdisciplinary combination of inclusion research and participatory research in the context of the analysis of the Reflective Grounded Theory (Breuer, Muckel, Dieris, & Allmers, 2017). The theoretical location and method design are based on two pillars and thus represent a triangulation in terms of content and methodology. In this research project, it is a matter of considering different levels of knowledge: Due to the participatory research approach, in particular practical and emancipatory epistemological interests (Habermas, 1968) are in the main focus. Practical cognitive interests refer to the goal of an intersubjective understanding based on communicative action, and therefore they meet one of the two central goals of the project: the analysis of school development structures from different perspectives and horizons of experience. The emancipatory epistemological interest stands for the second overarching objective: "to examine social action in such a way that possibilities for change of power and dependence can become clear in the social context" (Römpf, 2015, p. 23). This is to be ensured in particular by the comprehensive claim to participation of pupils, teachers and school directors as well as other social space actors. The focus here is not

only on the description of different perspectives, but also on the consideration of different perspectives in the form of initiating reflection processes and developing sustainable structures of responsible management and participation in school development. Thus, the project bears a clear “democratic political colour” (Feichter, 2015, p. 72).

Conclusions, Expected Outcomes or Findings

The research process of the project is still in its beginning. An academic exchange at ECER 2020 (Glasgow) in this phase is expected to lead to a specification and sharpening of the methodological design.

Regardless of the exact process of the project, the project aims at the following goals:

1. Researching and evaluating the conditions for success of existing inclusive schools with social space orientation (national and international)
2. Analysis of conditions for quality development of inclusive school culture, especially in neighbourhoods with special developmental needs
3. Student-active school research: children-rights-based development of a concept for participatory school evaluation and school development

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Intent of Publication

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04. Inclusive Education

Paper

Alternative EERA Network: 11. Educational Improvement and Quality Assurance

Topics: General Submission (not submitting to Network Special Call)

Keywords: School improvement, Special educational needs, disability, local area, inclusion

Developing More Inclusive Schools For Pupils With Special Educational Needs: Key Messages For School Leaders and Communities

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Presenting Author: **Robinson, DC; Hanson, J**

The aim of the paper and its presentation is to:

1. Provide an outline of a unique local area project of school improvement for inclusion and special educational needs called the ‘SEND Peer Challenger programme’ so that its principles might be understood and/or emulated by school leaders.

2. Provide an example of how researchers, front line educationalists and local governors can collaborate to deepen the reach of school improvement initiatives for SEND and inclusion in the general classroom context. This represents the concept of re-connecting a community of stakeholders to the pursuit of inclusive practice.
3. Share research findings that cast light on the 'hard' and 'soft' character of effective leadership for inclusion.
4. Explore the implications of these findings for school leaders.

This paper outlines the insights gained from a collaborative research and development project involving an local government education authority, primary schools, secondary schools and researchers situated in a Department of Education in a University in England. The project involved 22 schools in a SEND peer challenge process. This combined to support a proposal for school improvement across the City as a whole.

The processes of *change management* and *dilemma management* are important mechanisms for securing inclusive (or exclusive) outcomes. For example, schools may find themselves conflicted by pressure to achieve good results in high stakes assessments (such as exam results published in league tables) and the need to provide a relevant, valuing education for diverse learners. Where schools prioritize the first above the second, it might have inclusive consequences for some and exclusive consequences for others. Where schools prioritize the second, the same is likely to be true. Dyson and Millward (2001) conclude that inclusive schools are those that can find resolutions to such dilemmas in ways that maximize inclusion rather than diminish it. Though it is important to acknowledge the complexity and instability of the so-called 'inclusive school' as Dyson and Millward (2001) have encouraged us to do, there are some illuminating and helpful findings emerging from contemporary research about the character of such schools. Another early scholar of the field, In Canada, Villa and Thousand (2005) drew on a range of case studies and combined these with interviews of children and young people to develop an account of the character of inclusive schools. Villa and Thousand (2005) place much emphasis on the belief systems operating within inclusive schools and the way in which people work together to secure inclusive outcomes. The authors asserted that Inclusive schools adopt and apply certain beliefs about students and their capacity to learn, notably the belief that all students can learn and have valuable contributions to make. Hence inclusive school that were successful in framing effective provision for SEND in a general classroom were those that maximised participation and engagement for all. This disposition was also identified as a central feature in the character of successfully inclusive schools by Black-Hawkins, Florian and Rouse (2007 and 2017) who constructed case studies of schools within one local education authority in England. Black-Hawkins et al. (2007) concluded that the achievement and inclusion is supported in an environment where leadership and management of staff, systems and processes enables all to take responsibility in a context where shared ownership of SEND is promoted.

In the context of the local collaboration for SEND and inclusion researched in this study, the findings support further identification of what approaches to leadership and management are most likely to support high quality SEND provision in a whole school and general classroom context.

Methodology, Methods, Research Instruments or Sources Used

Design

The interim evaluation methodology used was cross-sectional and employed mixed methods that included primary qualitative data and secondary qualitative and quantitative data.

Methods

Interviews with Challengers and Special Educational Needs Co-ordinators from Challenged Schools.

Primary data was captured through semi-structured interviews with a large sample of challengers and lead challengers (10 challengers including 3 lead challengers) who had conducted reviews and a large sample of SENCOs whose school had been reviewed (24 schools had been reviewed to date, 9 SENCOs were interviewed). Interview schedules can be seen in the Annex 3. These were conducted by two members of the evaluation team using a prepared interview schedule and were conducted over the telephone. Participants were provided with information sheets and consent forms prior to interview.

Qualitative Content Analysis of Reports

The individual school reports produced by the lead challengers were used as a source of secondary data. Twenty-two school reports were robustly analysed through the employment of content analysis to examine trends and patterns in the school documents. All school reports were carefully read by the researcher for familiarisation with the data. At the second stage, researchers coded the content of the reports using NVivo so that the prevalence of items could be counted and merged to identify dominating themes and patterns in the strengths, areas for development and recommendations recorded for schools on the reports. This also supported theorisation around changes to culture or practice that are held as significant among the school and challenger community involved in the project. To support this theorisation, first items were coded and enumerated; second these items were coded into minor themes (where items could be grouped where there were relationships and similarities) and finally, where minor themes were coded into major themes to allow dominant phenomena related to culture and practice to emerge more clearly.

To ensure reliability of coding, the researcher analysed school reports at two different points in time to check the

extent to which findings are replicable. Researchers compared coding decisions to ensure validity and consistency across the data set.

Participants

Nine SEND leaders and ten challengers were interviewed. The SEND leaders were from both primary and secondary schools (2 from secondary schools, 7 from primary schools). Of these ten challengers three had also been lead challengers. A total of twenty-two reports were subjected to content analysis.

Conclusions, Expected Outcomes or Findings

Essentially indications about the character of inclusion-promoting school administration are that cultures of shared knowledge, accountability and ownership are central. In the school reports, the content analysis has revealed that this culture of shared ownership can be operationalised by a distributive approach to SEND leadership, accurate SEND information shared and contributed to by all members of the provision team, robust monitoring and high-quality systems of assessment and planning that are owned by all. A further enabler is in staff training and development focussed on SEND. All of these combine into a message about making SEND everyone's business and the role of school administrators in amplifying it as a serious, priority issue worthy of close attention to detail in the management of schools. The research has highlighted the pivotal role of key SEND leadership staff in securing high-quality provision and the importance of their status in both their school and in the local area. Challenges have proposed developments to key operational processes (such as systems of sharing SEND information, reference to SEND in staff performance appraisal and attention to detail in monitoring and evaluation) to enable this shared responsibility to be enacted. The message for school administrators is that SEND provision will be of the highest quality when everyone in the school owns it and is enabled to own it through carefully designed, accessible and participative systems and processes.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: participation, democracy, European dimension

Promoting Democratic Engagement and Participation in Cartima Secondary School: A case study

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Presenting Author: Sanchidrián, Carmen; Carretero, Aurora

At a time of disillusionment with democracy and threat to democratic values posed by growing populism, nationalism and political polarisation, together with the challenges posed by growing diversity in our societies,

it is essential for pupils to acquire certain competences and values “if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies” (Council of Europe, 2016, p. 9). This effective participation, in our view, requires a conception of democracy not as something institutional and external but as a way of personal life, a moral idea that exercises “the habit of amicable cooperation” and whose task is “forever that of creation of a freer and more humane experience in which all share and to which all contribute” (Dewey, 2010 [1939], p. 165). Within this context, this paper presents and analyses how a secondary school located at a small town in Southern Spain, Instituto de Educación Secundaria (IES) Cartima, fosters students’ democratic engagement and participation in school life, and provides experiences of democratic values and of a democratic community. Through a case study methodology, the study identifies educational practices that have been used to foster a democratic culture while simultaneously covering the prescribed curricular content and competences. A variety of arts-based pedagogies and cross-disciplinary methodological approaches are used in order to increase the pupils’ awareness on issues such as gender equality, empathy and tolerance of diversity, democratic agency, democratic discussion, debate and deliberation, social justice, environmental issues, and participation in school life and in the wider community.

IES Cartima is a lower secondary public school (12-16) opened in 2014 (2019-2020 is its 6th year); there are 12 class groups altogether (3xlevel) and 30+ students per class) The socio-economic situation among the families is diverse and it has been recognised as a “Learning Community School”). The steering group for the development of its educational project was a group of three teachers committed with providing high quality public education.

Different democratic practices at Cartima have been analysed following the case study methodology and suggestions made by previous studies (Simó, Parareda & Domingo, 2016; Fue, Serra, Canimas, Lázaro & Simó-Gil, 2017; Simó-Gil, Tort-Bardolet, Barnio & Pietx, 2018).

Dürr (2005, pp. 61-63) developed a checklist for democratic participation in schools where he included six different sections: Aims; Participative structure; Participation in learning; Participation in the everyday life of the school; Participation beyond the school; and Support systems for the acquisition of competences in participation. Following this checklist, we shall present examples of democratic experiences belonging to each section.

The democratic engagement and participation strategies practised in this school are analysed, reflected upon and discussed as examples of democratic practices and of how schools can educate democratic citizens in the Intensive Programme aimed at prospective teachers organised within the framework of the Erasmus+ KA2 project “Reimagining Creative Democracy” (Erasmus+ 2018-1-SE01-KA203-039115).

Methodology, Methods, Research Instruments or Sources Used

Although case study methodology has received criticism as a research tool, this methodology has proved to be a robust research method when an in-depth investigation is necessary, particularly education (Coimbra & Martins, 2013), social sciences and community-based problems. Yin (2012) defines three categories of case studies: exploratory, descriptive and explanatory and specifies that “case studies are pertinent when your research addresses either a descriptive question—“What is happening or has happened?”—or an explanatory question—“How or why did something happen?”” (p. 5). It is not easy to define what a case study is, but, as common denominator, it should have a “case” that should be a complex functioning unit, be investigated in its natural context with a multitude of methods, and be contemporary (Johansson, 2003, p. 2). Cartima is a “case” that gathers these three characteristics. The social ethos of this school is the basis on which all projects are based and it revolves round the following issues Gender equality and human rights; learning through experience; change and social justice; environmental issues, and the community. Starting from there, we will focus on some of the projects already developed and the underlining practices of democratic participation that they involve.

The described projects are:

- The ‘Give Me Your Name’ Project: A name was to be chosen for the school by the school community.
- The ‘School Mural’ Project.
- #Merezcounacalle (#Ideserveastreet).
- 16 days of actions to end violence against women & girls.
- March 15th – Global climate strike for future.
- Service learning: Fair Saturday.
- #Londonproject

Conclusions, Expected Outcomes or Findings

The experience of the IES Cartima is an example of a multi- and cross-disciplinary democratic educational practice that sensitises to and looks into the intersection between critical political issues connected with democracy. It exemplifies how participatory and democratic pedagogies can be developed in a public secondary school. Nevertheless, this experience also reveals the difficulties faced within the Andalusian school system public system (teacher mobility, commitment, insufficient personal and material resources, etc.).

We are convinced that learning “how to be a good citizen” requires a whole-school approach; additionally, formal teacher education must commit itself to equip prospective teachers to develop democratic, participatory strategies at school and in the classroom, even though the concept of democratic education is controversial and open to interpretation (Sant, 2019).

As Mitchel and Moore (2012, p. 1) contend, “democratic citizenship in this post-millennial, post-colonial, even post neo-liberal moment is increasingly fluid”. There seems to be a need for initiatives like this particularly in public secondary education, a crucial level to develop democratic and co-operative attitudes (Facre, Thorte & Shaw, 2012) and to instil shared responsibility about citizenship (Fielding, 1973). Isac, Maslowski, Creemers and Van der Werf (2014) underline the need for international studies about “the effects on schooling on topics other than the traditional ones” and the need “to support and further develop existing work through the delivery of effective teacher training” (p. 148). By doing that, it will be more possible to develop democratic practices at school and in society at large.

Rebecca Solnit (2019) remembered this line of Bertolt Brecht: “Unhappy the land that needs heroes”. And then she added: “Now I’m more inclined to think, pity the land that thinks it needs a hero, or doesn’t know it has lots and what they look like”. Democracy, as experienced in IES Cartima, is everybody’s business.

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04. Inclusive Education

Paper

Alternative EERA Network: No alternative network applicable (Rejection if submission does not fit the first choice NW).

Topics: General Submission (not submitting to Network Special Call)

Keywords: inclusive education, early childhood education, definitions, key characteristics, systematic review

Operationalisation of Inclusive Education in Early Childhood Education: A literature review

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The idea of inclusive education has become a key issue in the fields of education around the world (Odom, 2000; Soukakou, 2012; Vlachau & Fyssa, 2016). Several studies have shown that participation in early childhood education programmes and participation in the inclusive classroom has a positive effect to the children's academic skills and social development (Kwon, Hong, & Jeon, 2017; Odom, 2002; OECD, 2018). However, the key factor of the positive effect is the quality of inclusion in the preschool education programmes, as low quality can have long-term harmful effects on a child's development (European Commission, 2014; OECD, 2012).

The quality of inclusive education depends on conceptualization and definition of the concept (Næsby, 2018; Warren, Martinez, & Sortino, 2016). Inclusive education is generally conceptualized as access to learning opportunities that support the rights of all children, with and without disabilities, to participate actively in everyday activities within their communities (Prater, 2010; UNESCO, 2008). Furthermore, inclusion is considered to be a concern of the system where the learning environment, classroom activities and support system contribute to the development of every child (Kwon, Hong, & Jeon, 2017; Warren, Martinez, & Sortino, 2016). However, as there are several definitions in the literature where authors emphasize different aspects, it is still important to highlight all relevant aspects in the definition of inclusive education and to formulate a new definition.

Inclusive education is a multi-dimensional concept (Haug, 2017; Prater, 2010). According to the literature, there are different characteristics to be considered for implementing successful inclusive education. Most commonly used model considering inclusive education is the bioecological model developed by Bronfenbrenner and his colleagues (Love, 2018; Næsby, 2018; Odom et al., 1999). In this model, the key characteristics of inclusive education have been divided between different environments. Several other authors have divided the key characteristics of inclusive education as structural features and process features (European Agency for Special Needs and Inclusive Education, 2017; Fyssa, Vlachou, & Avramidis, 2014; Pelatti, Dynia, Logan, Justice, & Kaderavek, 2016). Some studies highlight key characteristics such as resources, equipment, training, access to education, mainstream participation, and a support system as the factors of quality of inclusive education (Chhabra, Bose, & Chadha, 2018). Thus, there are different ways for categorisation of the characteristics of inclusive education and it needs to be analysed whether any of the widely used approaches deserve further development or is suitable for implementation, and how it should be implemented, given the definition and key features specified above.

We aim to provide a definition that would integrate the most important aspects of different definitions used in the literature, operationalize the contemporary concept of inclusive education through characteristics identified in different studies, and provide a framework to apply inclusive education on early childhood level. These aims could be achieved using a systematic literature review and we expect that it would share some light to make decisions that could guide the application of inclusive education in the current situation where the concept of inclusive education has not been operationalized enough.

Following research questions are being examined:

1. How to define inclusive education based on different approaches of the concept?
2. What is the appropriate framework for key features to implement inclusive education in the context of early childhood education?

Methodology, Methods, Research Instruments or Sources Used

A systematic review was conducted to identify studies reporting on inclusive education in the early childhood education context. Articles were searched in the EBSCOhost Web database that provides access to many resources and databases. The keywords used were: inclusive education OR inclusion OR inclusive settings AND early childhood education OR preschool OR kindergarten OR early years AND characteristics OR activities OR framework OR dimension OR components OR principles OR intervention OR profile OR structure. The search was limited by including articles in the English language. In the first search, 580 articles were discovered. After removing duplicates 423 articles remained. The full text of an article had to be available for it to be included. Therefore the books, previews of the dissertations, summaries of the books and brief summaries of reports were excluded.

The abstract of each discovered article was screened to see if the article met the inclusion criteria. If so, full articles were retrieved and again reviewed to ensure the article met inclusion criteria. If insufficient information was presented in the abstract, full texts were retrieved for further examination. The inclusion criteria of the screening were: 1) article gives information about the characteristics, activities or frameworks about inclusive education and 2) article is in the context of early childhood education.

Following the criteria, 197 articles were found for full-text examination. During the examination exclusion

criteria were raised and according to these criteria 142 articles were excluded and 55 articles were used for further analysis. During the examination the following exclusion criteria were raised: 1) focus is on one special need; 2) focus is on one specific aspect of inclusion; 3) focus is on one specific approach; 4) the context of article is on higher level of education; 5) unrelated to inclusive education, and 6) other: curriculum development; including children improving their learning environment; acquisition of pre-writing skills; parent perspectives for inclusive education; theoretical discussion about ethics of care; teacher beliefs, attitudes and self-efficacy.

The remaining 55 articles were coded and analysed based on research questions. Qualitative inductive content analysis was used to analyse the articles. For example, each definition was decomposed to the key features that were systematised according to the similarity. The same schema was used to systematise the key characteristics of inclusive education.

Conclusions, Expected Outcomes or Findings

It was found that inclusive education could be defined through philosophical sense and practical sense. The analysed articles showed that four aspects: access, belonging and membership, social integration, and human rights could describe philosophical sense. Three aspects: participation, support, and development of every child describe the practical sense of inclusion. A new definition covering all frequently used aspects was provided for inclusive education: it is an educational approach that takes into account the human rights and provides all children with access to high-quality education in the learning environment where children feel social integration and belongingness in their wider social network despite their special needs; it is achieved by meaningful participation of all children and personalised support on the development of full potential of every child.

The contemporary inclusive education was operationalised by 14 categories of characteristics on five levels: child characteristics, physical inclusion, social inclusion, and psychical inclusion on the children level, teacher characteristics and classroom practices on the teacher level, family involvement and family support on the family level, school culture and structural characteristics on the institutional level, policy and legislation, cooperation, resources and funding, monitoring and evaluation on the state level. The characteristics are described through the model where in the middle of each level is the subject who is related to the characteristics or is responsible providing the access and ensuring the quality of the characteristics on a particular level and influences through this the implementation of inclusive education. The model should guide the implementation of inclusive education in early childhood education. These findings are valuable for designing curricula for improving early childhood teachers' skills to apply inclusive education and this model should promote evaluation of the needs of professional development of teachers and implementation of inclusive education in general.

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Intent of Publication

We haven't planned to publish this article elsewhere in its current form but we work on with the data to prepare an extended version for submission in the *European Journal of Inclusive Education*.

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04. Inclusive Education

Paper

Alternative EERA Network: 09. Assessment, Evaluation, Testing and Measurement

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Adolescents' attitudes, Systematic Review, Instruments, Diversity

Instruments and Methods to Measure Adolescents' Attitudes Towards Diversity: Results of a Systematic Review

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The present paper aims to discuss the results of a systematic review conducted in the fall 2019, whose purpose was to integrate international studies on adolescents' attitudes towards diversity. This review constitutes the preliminary phase of a PhD project, whose goal is to develop a comprehensive instrument that measures Italian adolescents' attitudes towards a broadly defined diversity. In the field of inclusive education, researchers have so far focused mainly on student attitudes towards peers with disability and with Special Educational Needs (e.g. de Boer, Pijl & Minnaert, 2012; Bossaert, de Boer, Frostad, Pijl, & Petry, 2015; Pijl, Frostad, & Flem, 2008; Schwab, 2017), but there are other groups of students that can be considered at risk regarding their social inclusion and participation in schools. Student attitudes were indeed investigated also from other perspectives besides the inclusive one and were found to play a crucial role also in the experiences of students with minority ethnic backgrounds, with minority languages and with different religions, as well as for LGBTQ students, just to mention a few.

For the purpose of this paper, 'diversity' will be intended in its broadest sense, as synonym of the 'Other', the 'non-ego' (Pagani & Robustelli, 2010), including all the individual differences that could hamper a full inclusion in schools and in society, such as differences in ability, gender, ethnicity, sexuality, socio-economic status, etc. Furthermore, inclusive education will be defined as an on-going school-wide process which, along with educational effectiveness for *all*, supports also every student's full participation, by reducing exclusionary pressures towards vulnerable learners (de Vroey, Struyf & Petry, 2015).

Schools are indeed one of the contexts where attitudes towards different social groups begin to be formed. Consistent with the Intergroup Contact Theory (Allport, 1954), schools offer a favorable setting to interact with diverse people and therefore to reduce prejudice, while simultaneously providing potentially the conditions under which the positive effects of 'contact' are more likely to occur (i.e. institutional support, common goals, and equal-status participants).

Nevertheless, schools were also found to be a place where diverse students experience discrimination, scarce acceptance, rejection and victimization. Furthermore, socially excluded students are at higher risk of experiencing increased negative academic and social outcomes, such as early school dropout, undermined motivation, criminality, high levels of loneliness and depression (D'Augelli, Pilkington, & Hershberger, 2002; Kauffman & Landrum, 2012; Priest, Perry, Ferdinand, Paradies, & Kelaher, 2014; Ruijs, Peetsma, & van der Veen, 2010). Such negative outcomes are diametrically opposed to the intended aims of inclusive education and, consequently, can hinder a successful and effective inclusion. Thus, it is crucial to promote tolerance and positive attitudes toward diversity among students. For that purpose, researchers and teachers need suitable, sound instruments and methods to thoroughly monitor student attitudes and if necessary, to measure the effects of interventions designed to encourage attitude change.

Therefore, the purpose of this paper is to integrate international studies on adolescents' attitudes towards different out-groups, while focusing specifically on the methods and instruments used in those studies to collect and measure attitudes. The descriptive research questions that orientates the present review were formulated as follows: (a) What attitudes do adolescents have towards diversity, and which are the factors that shape them? (b)

Which are the methods and instruments available in the international literature to measure adolescents' attitudes towards diversity? (c) How is diversity defined and operationalized in these studies/instruments?

Methodology, Methods, Research Instruments or Sources Used

The method of systematic review was used, a research synthesis which aims to integrate studies and findings on a specific topic (Cooper, 2017). For the purpose of this study, the following eligibility criteria were established:

- a) Timeframe: Studies published between 1990 and October 2019.
- b) Publication status: Articles published in peer-reviewed international journals.
- c) Language: Studies published in English.
- d) Study design: Empirical studies (both quantitative and qualitative designs).
- e) Participants: adolescents from 10 to 16 years old.
- f) Focus: adolescents' intergroup attitudes towards their diverse peers (i.e. towards diversity as above broadly defined).

The query for the search in two databases (ERIC, PsycINFO) matched different combination of terms like "students", "adolescents", "teenagers" and "attitudes", "opinions", "beliefs", and terms concerning both diversity in general and different specific groups of students, such as those with disabilities or with SEN, students from diverse ethnic backgrounds, linguistically diverse students, etc. Specifically, a first search with general terms regarding diversity (e.g. "diversity", "otherness", etc.) was launched, to obtain both studies focused on a broad definition of diversity and on different groups of students defined as 'diverse'. Afterwards, the query was modified to search for studies focused on adolescents' attitudes towards: (a) Students with disabilities, (b) students with learning disabilities or other developmental disorders, and (c) linguistically, culturally or socioeconomically disadvantaged students. These three out-groups were defined in accordance with the categories which, according to the Italian school legislation (Law 104/92; Act 170/2010; Ministerial Directive 8/2012), constitute the macro-category SEN.

The total search in the two databases resulted in 1392 articles. After the screening process (i.e. deciding the articles to be included or not in the review based on the title and abstract), 159 articles were assessed for eligibility. The full texts of these 159 articles were read and analyzed according to three main dimensions: (1) the out-group and/or the definition of diversity focus of the study; (2) the design, the methods and the instruments used to assess attitudes; and (3) the results, including both the type of attitudes and the factors or variables that were found shaping attitudes. Moreover, the quality of the studies was evaluated by the author (very low-quality studies were excluded from the review), as well as the instruments, which were retrieved and analyzed in a second phase. Focus of this paper will be mainly the second dimension, with a particular emphasis on the instruments.

Conclusions, Expected Outcomes or Findings

A vast array of methods and instruments were reported in the studies included in the review, including quantitative, qualitative and mixed-method approaches. Both direct methods, such as sociometric techniques, adjective checklists, semantic differential scales, social distance scales, opinion surveys, and indirect methods, such as behavioral observations, were used.

Among the qualitative approaches (sometimes also used to integrate quantitative data), many of the studies employed interviews (structured, semi-structured, one-to-one or in pairs/small groups, with or without scenarios/vignettes) or focus groups to investigate attitudes. Among the quantitative studies, the most widely used approach is the self-reported questionnaire. Nevertheless, several articles did not report the detailed initial process of development and validation of the instrument, its psychometric properties (or how they were determined) or the component(s) of the attitudes investigated by the instrument. Attitudes are indeed thought to be multidimensional, and composed of affective, behavioral and cognitive components. These conceptual dimensions are relevant in attitudes measurement and should be therefore borne in mind when considering the quality of the instrument in question (Vignes, Coley, Grandjean, Godeau, & Arnaud, 2008). Another critical aspect emerged during the review is that some of the instruments were developed more than 30 years ago and may not cover some relevant aspects to today's culture. All these aspects and a detailed analysis of the instruments collected through the systematic review will be discussed in the paper presentation.

This study contributes to existing research by providing a multidisciplinary insight on student attitudes towards their diverse peers, while focusing specifically on the methods and the instruments used to measure them. Encouraging positive attitudes towards diversity should indeed be a priority in order to guarantee a full participation of all, and consequently to build inclusive school communities that welcome and value diversity.

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04. Inclusive Education

Poster

Alternative EERA Network: 02. Vocational Education and Training (VETNET)

Topics: General Submission (not submitting to Network Special Call)

Keywords: functional capacity, ICF, vocational special education, assessment, functioning assessment tool

The Usefulness of ICF-based Tools for Assessment of Students' Functional Capacity in Special Vocational Education

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The International Classification of Functioning, Disability and Health (ICF) is a hierarchical and multipurpose classification application developed by the World Health Organization (WHO, 2001). It provides a scientific-based framework for coding a wide range of information about health, functioning, and disability. The ICF can be used as a statistical tool, a research tool, a clinical tool, a social policy tool and as an educational tool. In the ICF, term 'functioning' refers to all body functions, activities, and participation. The information collected with the help of ICF coding system can be used when describing one's functional abilities regardless one's functional level. The ICF perspective is comprehensive covering all aspects of biopsychosocial functioning in one's life. Utilising the ICF in educational contexts is rare both internationally and in Finland (see Rämä et al., 2013; Lustig, 2017; Rämä, Kontu & Pirttimaa, 2019).

In medical rehabilitation, several instruments (e.g., FIM®, RAVA®, TUVA®) are in use for assessment of functional capacity and skills but functional abilities needed in education differ somewhat, which calls for different approaches to assess functioning in education. In Finland, the national Finnish social security organisation KELA recommend the use of ICF when planning rehabilitation and its impact (Kela, 2009). In Finnish legislation, special support is defined separately for comprehensive school (special support; Basic Education Act) and vocational education (intensive special support; Act of Vocational Education), which complicates information transfer between these educational levels.

The aim of this study is to examine the usefulness of two ICF-based assessment instruments in the transition from the upper comprehensive school to upper secondary (vocational) level in Finnish education system. These instruments are used in project Powerhouse of Guidance, which is executed in co-operation with Vocational College Luovi, Valteri, Tervaväylä Centre for Learning and Consulting and Vocational College Stadi. The instruments are the Functioning assessment tool (in Finnish: toimintakykyarvio.fi) and the RUORI. The first is developed in Centre for Learning and Consulting that operates under the Finnish National Agency for Education. With the instrument, the abilities, skills and biopsychosocial functioning of students with disabilities

are possible to describe detailed. The RUORI (see Karvonen, 2019) is created in Luovi Vocational College for students to help them assess their study skills, motivation and suitability for a certain training program or degree in co-operation with the experts.

We are interested in, how these instruments could be applied for transferring the student information from one educational level to another, especially information concerning the functioning of students with disabilities and the support they need. The possibilities to utilise these instruments for planning studies for the students, writing their individual learning plans, and allocating the support they need are also under scrutiny. The support is to make the students achieve skills to manage their professional paths, participate in community, and enable as independent life as possible (see also Ryökkönen, Pirttimaa, & Kontu, 2019).

The data comprise of interviews (students, teachers and care-givers), assessment forms filled in the comprehensive school, diplomas and individual learning plans, and individual competence development plans. The data is analysed with content analysis methods.

The preliminary results reveal that the instruments were not used as means to transfer information, and the parents strongly experienced that they did not get enough information about their youngsters' studies and the support they needed.

Methodology, Methods, Research Instruments or Sources Used

We collected the data by interviewing six students, their vocational education teachers and care-givers. Besides the interviews, we had access to students' achievements at comprehensive school, the results of the assessment on their functional capacity and abilities made with the instruments in question. We also explored students' individual competence development plans. The students were 18 or 19 years old at the time of interviews in spring 2019, and five of them were males. Students' special support needs varied remarkably. Most of the students were at the beginning in their vocational training and education. All students got very intensive special support when they studied in comprehensive school. The interview body consist of 29–36 thematic questions and most of the questions concerned student's functional capacity and needs for support in different contexts like studying, living, moving, socialising, and working. The interviews last about one to two hours each. The transcripts of the interviews were categorised with Atlas.ti and analysed with conceptual content analysis (Shieh & Shannon, 2005; Elo et. al, 2014). The information gathered with assessment instruments was systematically compared to the analysed contents of the interviews.

Conclusions, Expected Outcomes or Findings

The preliminary results reveal that the instruments were not used as means to transfer information, and the parents strongly experienced that they did not get enough information about their youngsters' studies and the support they needed. This was verified in spite of the fact that every interviewee was familiar with the Functional capacity assessment instrument; the students in question, their parents and teachers had filled the instrument form on which they expressed their opinion on the functioning and capacity of the student. However, the instruments in question provided shared concepts in communication between homes and both multiprofessional teams and teachers. It is also notable that students' functional capacity and skills in vocational education were not inferred directly from their diagnoses. As well, students' high cognitive level was not a warranty for lesser support.

In Finland, transferring important and essential information from one educational level to another has been challenging. In comprehensive school as well in vocational education system, students' special education support is stated in Acts but in practise, the information of student's capacity and needs for support is not transferred flexibly along student's educational path. The instruments studied here try to fix the problem, but in our case, the instruments did not work as they were ment to work. However, the study revealed other interesting details, on which attention should be paid. For example, investing more resources to communication between homes (care-givers) and professional staff should be reasonable, especially with students, who are very dependent on their care-givers. The challenges these students face are multifaceted, which require precise information on functioning and on the support they need. When the information about the functional capacity follows the pupil to studies and educational institutions after comprehensive school, it makes it possible to arrange sufficient and appropriate support immediately when the studies start.

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ID: 1257

04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: School Exclusion, School Leaders, Inclusion, Parents

Exploring Senior School Leaders and Parents Perspectives on Illegal School Exclusions or 'Off Rolling' in England

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This paper reports research into 'informal' and illegal' exclusionary practices in English schools comprising two strands: i) a critical exploration of the fabrication of informal or illegal exclusionary school practices as 'off rolling' and a 'gaming' of academic performance data monitoring systems with particular reference to secondary school leaders identities and policy discourse; ii) the parent and carer experience of 'off rolling' and of contesting school advice through legal processes with particular reference to varying understanding of those processes and capacities to challenge school advice or decision making.

Although the reported research is based on the prevailing legislative framework in England, the governance bodies of many countries are supplying national school data to the OECD for inclusion in its PISA rankings suggesting comparable imperatives around academic performance in other national education systems. Where school exclusion is prohibited by law, it could be hypothesised that 'informal' and illegal exclusionary practices are likely to occur. The research follows our development of a conceptual framework based on a thorough review of government policy documentation, including reports from non-ministerial governmental bodies which, nevertheless, are characteristic of neoliberal education governance given their influence on government policy; the primary focus here was the discursive constitution of professional identities and their role in the subjectivation of senior school leaders and formulation of novel political technologies (Done and Knowler 2019). The theoretical concepts which have informed the research design and objectives include Foucault's (1982) concepts of fabrication (as discursive constitution and subjectivation (as subject formation and subjection through individualising discourses and 'dividing practices', and Ball's (2003) concept of performativity (the introduction of novel signifiers and policy technologies that suggest an intensification of governmental control and a transnational discourse of economic efficiency). We are interested in the complex interplay between economic and political rationalities and the implications for school leaders, school-based SEN coordinators, teachers and parents/carers, and in proposed measures to eliminate 'off rolling' following a recently published government commissioned report on school exclusion in England (Department for Education 2019).

The scale of illegal 'off rolling' is difficult to establish, however, the Family Fisher Education Trust have calculated that in 2017 approximately 22,000 students were found to have left school between grades 7 and 11

and could not be accounted for by, for example, transfer to ‘alternative provision’ or specialised units. Students in this group were more likely to be eligible for free school meals (FSM), have Special Educational Needs (SEN) and lower attainment at primary school. Nye (2017) identifies that schools currently have a ‘perverse incentive’ to lose pupils who would adversely affect school performance data as school league tables measure only those remaining on roll in January of Year 11 (age 16 years). In addition, in March 2018, 52,770 children were known to authorities as electively home-educated (OSA, 2017, p.34) and authorities not only reported increases of 40-70% but also concerns that home education was ‘coerced’ in many cases and therefore a form of ‘off rolling’ (p.35). The research questions for this study are:

- How do leaders and parents/carers of children in mainstream secondary schools in England understand and explain the practice of off rolling?
- What are the challenges and dilemmas surrounding this practice for leaders and parents/carers?
- What is the personal and professional impact on senior leaders and parents/carers of involvement in cases of off rolling?
- What do senior leaders and parents/carers say about how the practice of off rolling might be avoided in England?

Methodology, Methods, Research Instruments or Sources Used

Our methodological strategy, given that this research is sensitive and potentially controversial, is based on suggestions that multiple studies using differing methods of data collection and analysis can facilitate the building of insights and enhance validity (Meeto and Temple 2003; Hammond 2005). The novelty of our approach is drawing data from varied types of participant and data sources in order to compare findings from each research strand and develop insights through a small scale and iterative exploration of this complex topic and the point of analysis.

Data collection in the first strand of the project was via an online questionnaire and in-depth semi-structured interviews with senior school leaders and key informants followed purposive sampling. We will discuss the difficulties that can be encountered in sensitive research where the implications of market failure in a quasi-marketised education system and contravention of school inspection criteria for senior leaders can be profound. The second strand of the research comprised an online questionnaire and in-depth semi-structured interviews conducted with the parents and carers of children in, or formerly in, school settings where ‘off rolling’ is known to have occurred and been challenged through a legal process. The interviews were arranged through a local government-funded organisation which supports parents or carers in challenging school advice that a child will benefit from being removed from the school in question. All data was analysed by multiple coders within the research group, using a thematic analysis approach following Braun and Clarke (2006) within each of the project strands. A second phase of analysis followed to support thematic synthesis across both strands of the project, translating descriptive coding into analytical themes (Thomas & Harden, 2008).

Conclusions, Expected Outcomes or Findings

Our research indicates that illegal school exclusionary practices such as ‘coerced’ home education or ‘off rolling’ are potentially widespread and reflect the pressures on senior school leaders to meet academic performance expectations and manage behavioural issues in a context of inadequate school funding, increasing numbers of children with SEND, and revised school inspection criteria. Meanwhile, parents and carers often lack the capacity to contest school advice or decision-making without support and local government representatives are ill-equipped to advise schools on the legalities of specific exclusionary practices. The findings are likely to complexify an ascendant governmental discourse around ‘off rolling’ and demonstrate that, from the perspective of parents and carers, legal rights enshrined in law are a necessary but not sufficient condition of educational inclusion. From the perspective of head teachers, there is a tension between the professional autonomy which is promoted in neoliberal discourse and intensification of control effected through varied policy technologies, including those relating to inclusion. We would like to develop our research beyond national boundaries in a comparative strand involving interested researchers in one or more countries outside of England. Following Hultqvist, Lindblad and Popkewitz, (2018), the objective would be to explore the interplay of internal (national) and external (transnational) pressures on school leaders relating to inclusion and academic performance management. Collaborators would be invited to follow our multi-method model so that the experiences of school leaders and parents/carers can be explored in a comparative and layered transnational study.

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: inclusion; preservice teachers; special needs; professional development; collaborative learning methods.

Collaborative Methods for Inclusive Perspectives and Beliefs in Preservice Teachers.

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The paper summarizes the methodological key-issues and the salient learning features of a train

A qualitative case study was conducted to identify the collaborative intervention frames that contributed to fostering critical reflections that are considered transformational.

The experience was conducted in an Italian university and involved the big classes of preservice teachers that, in the academic year 2016-2017, were engaged into mandatory laboratories within the Training Path for Qualifications as Special Needs Teachers. One hundred and forty preservice teachers participated in the laboratories. They were divided in groups and each laboratory included approximately forty-five participants. The laboratories aimed to leverage collaborative methodologies through the use of practice-based learning methods (Billett, 2015). The laboratories involved the design of methods, tools and procedures that facilitated preservice teachers in the identification of assumptions on their own career expectations, attitudes, and trajectories of professionalism.

Literature on the training of teachers for special needs students offers suggestions on how, in order to cope with the complexity of a profession confronted with undetermined and unsure dilemmas, teachers for special needs students derive meaning from their perceptions, prior experiences and assumptions culturally mediated (Dovidio *et al.*, 2011; Krischler *et al.*, 2018). Through the processes of socialization, learners acquire knowledge and form their perspectives about social groups, appropriate behaviours, values, attitudes that cover also the image of professional they would like to be (Mezirow, 2000).

Stereotypes consequently represent the distorted cognitive components of attitudes and meaning perspectives, affected also by personal perceptions, judgements, and thoughts (Mezirow, 1991; Cranton & Taylor, 2012).

In teachers training, negative and positive attitudes held by preservice teachers towards themselves and group of students, especially group of students with learning disorders and impairments, could have impact on the quality of the work in classroom. In other words, preservice teachers' attitudes, concerns and efficacy beliefs influence teachers' intention and inclusive practices in classrooms with special needs students (Sharma *et al.*, 2018).

Typically, teachers for special needs attribute to themselves the tendency of being "low-profile" and low-skilled teachers. They claim working only with students whose characteristics are incompetence, unproductivity, in need of care or dependent upon other (Krischler *et al.*, 2018). Although ample research is available concerning differential special needs teacher attitudes based on students' characteristics (ethnicity, educational level of

parents, disabilities, level of impairments) (Pit-ten Cate, Glock, 2018), few studies have considered the effect of the university learning path on reviewing perspectives and attitudes of preservice teachers.

Teaching efficacy consists of two factors: general teaching efficacy and personal teaching efficacy (Sharma *et al.*, 2018). General teaching efficacy refers to the belief that good teaching practices can overcome external factors in promoting positive outcomes in students, while personal teaching efficacy refers to a teacher's belief in his/her ability to be an effective teacher (Sharma *et al.*, 2012). In a study on whether the attitudes of preservice teachers towards inclusion improve after the completion of a course on disability and inclusive education, Sharma (2012) found that participants' beliefs and confidence levels to teach improved significantly from before to after completion of the course. This course could be effective only if they are carried out in collaboration with the internship experience (Sharma, & Jacobs, 2016) and if specific active learning methods are adopted to accompany processes of reflections on teachers' attitudes and on the development of their professional identity.

Methodology, Methods, Research Instruments or Sources Used

The laboratories offered a series of meeting in presence in which university tutors embraced experience-based methods (Andresen, Boud, & Cohen, 2000) and learning from experience methods to support preservice teachers to reflect on the practices and the demands in which they were immersed (Hoggan *et al.*, 2018; Bracci, & Romano, 2017).

These terms highlight the variety of the ways through which it is possible to learn by experience and refer to active methods able to give value to the real-life experiences of participants to facilitate forms of collective professional learning. Learning from experience methods (Watkins, Marsick, 1999) mean all collective reflective methods in which adult learners make sense of situations they encounter in their daily lives through a conversational process of questioning and reflecting in groups (O'Neil, & Marsick, 2009). The accent is on real dilemmas that are full of consequences for the participants. The experience-based learning refers to a set of enacted methods that work through forms of analogic thinking and symbolic simulation and that involve the whole person, fostering multiple ways of knowing (propositional, relational, presentational, practical knowledge) (Hoggan *et al.*, 2018). Simulation-based learning methods, such as the Theatre of the Oppressed (Boal, 2005) belong to the experience-based learning methods.

Collaborative conversational protocols, such as the Action Learning Conversation (O'Neil, Marsick, 2009), structured self narrative analytical grid, such as Critical Incidents (Brookfield, 1990) and narrative self-case study (Regard, 2009), belong to the learning-from experience methods (Marsick, & Watkins, 1991; O'Neil, & Marsick, 2009).

Data were collected through in-depth interviews, questionnaire, informal observations and content analysis of narrative journals produced by participants during and at the end of the laboratories. The assessment of the learning outcomes is based on:

- (a) the content analysis of the narrative stories produced by students during and after the meetings of the laboratories;
- (b) the content analysis of the reflective journals written by students in the end of the laboratories;
- (c) the analysis of the answers to the Learning Activity Survey (King, 2009) administered at the end of the laboratories.

Deeper data were collected also through informal observations, 4 focus groups, 25 in-depth interviews during and in the end of the laboratories.

The interviews followed a semi-structured script and included feedback questions such as: how did you feel and why? Why did you behave as you did in that situation? What insights or learnings did you have through the laboratories?

Conclusions, Expected Outcomes or Findings

Findings describe the preservice teachers-perceived transformations in their attitudes and beliefs about being inclusive teachers and change agents in schools, as well as collaborative methods they identified as key for development of inclusive mindsets.

The relevance of learning from and through experience in the laboratory started from the hypothesis that the perception of high teachers efficacy can be considered as a key ingredient to create successful inclusive classroom environments (Sharma *et al.*, 2018).

Preservice teachers had the opportunity to unpack and reflect on what they were doing with the help of peer groups in same situation, and to gain insight into their life and professional experiences as teachers not only of special needs students, but of inclusive practices in classroom and in schools. More effective pedagogies incorporate collaborative active learning methods that prompt adult learner, in this case preservice teachers, to work on real-life problems and actual projects in a group setting with a question-driven approach for learning through and from experience (Poell, Marsick, & Yorks, 2009). The adoption of collaborative practice-based learning methods, such as experience-based and learning from experience methods, supported preservice teachers' to:

- (1) Engage effectively with and be guided by more experienced teachers (the tutors) and thereby learn through and from them

- (2) Identify any activities that might be seen as particular helpful for their professional learning
- (3) Acquiring teaching innovative methods that will be part of their ‘toolbox’ for a transformative didactic with their students in classroom
- (4) Find ways of connecting with colleagues and use these interactions to inform, consolidate and extend what they are learning in their practice experiences.

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04. Inclusive Education

Paper

Alternative EERA Network: 08. Health and Wellbeing Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Social self-concept, psychosocial learning environment, personal importance, social comparison, responses of others, personal goals and protection strategies.

Pupils’ with Special Educational Needs narratives about what impacts on social self-concept

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In this article, we present a qualitative study of pupils’ with Special Educational Needs narratives about factors that impact on their social self-concept. The research question that is elucidated relates to how pupils who receive special education due perceive themselves in relation to others, and how this impact on their social self-concept. The theory that forms the starting point for the analysis of the pupils’ narratives is based on the notion that self-concept is linked to context, and the pupils’ self-perceptions depend on what happens, where it happens and with whom it happens (Duesund & Skårderud, 2003). Social self-concept is one of several possible self-concepts and relates to a person’s ability to socialise with others, where emotions such as anxiety, anger, joy and satisfaction form part of the person’s social self-concept (Skårderud, Haugsgjerd & Stänicke, 2013). Social self-concept is a product of the individual’s interpretation of past experiences – experiences from social situations in which the individual interacts with others in different contexts (Harter, 2015; Jackson et al., 2009). A person’s social self-concept has a past, present and future, and is dynamic in the sense that it is changeable in the face of new social experiences (Gillespie, 2005). The interpretations of the experiences thereby impact on whether

social self-concept is moved in a positive or negative direction (Čerešník, 2015; Shavelson et al., 1976). We choose to link social self-concept with the conscious perceptions that the pupil has of him/herself in interpersonal interaction within a school context. Social self-concept is also related to age (Arens & Hasselhorn, 2013; Damon & Hart, 1988; Harter, 2015). Children between the ages of 10 and 12 are concerned with the role that physical attributes play in their interpersonal interactions, and subsequently with their social and communication skills in relation to others (Golden & Guerin, 2010). Children's experiences and perceptions of themselves are the core component in their social self-concept in the school context (Skaalvik & Skaalvik, 2007). Viewed considering the research and theory we draw on to elucidate social self-concept, the school's psychosocial learning environment is an important arena, where the teacher has an important role. We have developed a model that is anchored in self-concept theory (Mead 1995; Rosenberg 1979), which illustrates a selection of factors that have a bearing on social self-concept. In order to obtain the broadest possible picture of the pupils' experiences of themselves in relation to others in the psychosocial learning environment at school, we draw on concepts from self-concept theory. These are 1) personal importance, 2) social comparison, 3) responses of others, 4) personal goals and 5) protection strategies. Personal importance (1) refers to factors that have value and importance in the pupil's world (Cast & Burke, 2002; Rosenberg & Pearlin, 1978). Social comparison (2) is a continuous activity that entails evaluating oneself in relation to others, and in our culture, a great deal of emphasis is also placed on appearance and material values, and this forms a basis of comparison against which pupils evaluate themselves (Duesund, 1995; James, 1981; Lareau, 2011). Responses of others (3) refers to how other people's actions and reactions in themselves impact on the pupil's social self-concept (Gillespie, 2005). Personal expectations and goals (4) refer to a person's subjective perception of success or failure in relation to their expectations (Ahmad & Tekke, 2015; Rogers, 1969). Protection strategies (5) refer to psychological resilience when pupils defend their self-concept in interpersonal interactions (Rosenberg, 1979), in school and in life in general, individuals are sometimes reliant on being able to defend their self-concept in the face of challenging social situations (Cast & Burke, 2002).

Methodology, Methods, Research Instruments or Sources Used

Data was collected using the qualitative lifeworld interview in order to give pupils the opportunity to talk about their experiences, thoughts and feelings (Dalen, 2013, Kvale & Brinkmann, 2009). Language as a form of expression helped to reveal pupils' perceptions of their school life. We wanted to include pupils who received special education, because these may be in a vulnerable situation with regard to the development of social self-concept. The sample that participated in the interviews consisted of four pupils with special educational needs, and purposive sampling was used to find pupils that fit the selected criteria. Four pupils participated in the interviews, and all with special education based on academic performance and psychosocial factors. We chose a limited number of informants due to the complexity of the notion of self-concept. This enabled an in-depth perspective to be obtained (Kvale & Brinkmann, 2009). We sought to ensure that the pupils' voices were heard through their self-descriptions. Pupils' narratives helped us to develop an understanding of their social reality in the school context, and to elicit what kinds of thoughts they have about themselves and about themselves in relation to others (Duesund, 1995). As we developed the interview guide, we had to translate the research question and the main theoretical concepts into comprehensible questions adapted to the informants' age and abilities. In order for the pupils to provide relevant descriptions, we devised questions that were clear but that were also open-ended. The intention here was to create an opportunity for pupils to express their thoughts and perceptions (Gamst & Langballe, 2004). Our data analyses are both descriptive and interpretive: the pupils' narratives are analysed in light of theories on social self-concept. We thus adopted a thematic approach to the data analysis (Kvale & Brinkmann, 2009), and used selected themes as the starting point for the questions, and adopted a flexible approach in order to follow up unclearness and get pupils to elaborate on their statements (Dalen, 2013). We have sought to ensure credibility and to show consideration in the use of our data in analyses and conclusions (Befring, 2010). In the ethical consideration of which pupils are suitable, the relationship between the pupil's competence and their vulnerability in the interview was important (NESH, 2009). In order to safeguard the anonymity and confidentiality of the pupils, we followed the research ethics requirements, and obtained informed consent from the pupils and their parents.

Conclusions, Expected Outcomes or Findings

The study concerned to provide insight into various aspects of pupils' social self-concept and how pupils with special educational needs perceive themselves in relation to others, and how this impact on their social self-concept. The results of the study show that the pupils' descriptions of themselves in relation to others seem to reflect the self-concept they want to have of themselves. Friendships, social interaction, physical skills, appearance and material values are all factors that impact on the pupils and which they believe their fellow pupils attach importance. It is in these areas that the pupils measure themselves against others, and the outcome of their evaluations can have either positive or negative implications for their social self-concept. In addition to mastering their school subjects, it is important for the pupils to achieve success and be recognised by others in areas other than academic performance. The pupils' experiences and perceptions seem to differ: some pupils describe experiences in which they have failed to varying degrees and where they view themselves in relation to other pupils, whom they look up to. These pupils seem to be in a situation they do not want to be in. This may

indicate that they are less resilient in situations where social self-concept needs to be defended, both in relation to themselves and to the others. Other pupils give positive descriptions of their strengths and mastery, compared to others, and demonstrate resilience in challenging social situations. The study we present provides us with insight into the pupils' perspectives, and this is important knowledge for those of us who are involved in creating optimal learning conditions for all pupils. The teacher plays an important role to facilitate conditions for the psychosocial and inclusive environment supporting the pupils' psychosocial development and belongingness in the school.

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The paper will be developed further to publish in a Research Journal

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: challenging behaviour, teachers' perceptions, behaviour management

Challenging Behaviours in Primary Classrooms: Examining casual attributions and strategies used by primary school teachers in India.

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Challenging behaviour in classrooms is a teacher's greatest concern across the world (Grieve, 2009). Behaviour problems affect both teachers and children negatively. Teachers have often reported that children with behavioural issues put other children, staff and themselves at risk (Anderson & Smith-Bonahue, 2007). Teachers have conveyed concerns that the attention paid towards the student with challenging behaviour takes away a great deal of their time from the ones who do not exhibit challenging behaviour (Howe Thwaites, 2103). A child exhibiting challenging behaviour may eventually drop out of school or even engage in anti-social behaviour in the future (Gebbie, Ceglowski, Taylor, & Miles, 2011). Teachers have a great responsibility of providing the best of learning environments for young children, which adds to their task of always being aware of their own perceptions and beliefs about challenging behaviour so that they are successful in managing their classrooms effectively (Suveges Bitar, 2010).

Past studies suggest that teachers are able to make an impact in their classrooms when they are trained well and are aptly supported, especially when they have to teach children with social, emotional and behavioural difficulties (Cooper, 2010). It is suggested that attributional affinities of teachers might provide insight into how challenging behaviour can be managed in classrooms in more effective ways (Ho, 2005). The significance of teachers' perception of challenging behaviour is that it helps to determine what approach a teacher will take when addressing the behaviour. If the cause of misbehaviour is student-related factors, which is something internal to the student especially a disability, then the chances of teachers not taking responsibility are greater and they may not address the behaviour at all (Bibou-Nakou et al., 2000). In this study, we examined the causal attributes and strategies used by teachers in India to work with students with challenging behaviours

Context

West Bengal has neglected primary school education and focused mostly on higher education (Bagchi, 2017). Bagchi (2017), mentions although literacy rates were higher, education in general faced various challenges in West Bengal. There have been persistent issues with teacher absenteeism, teachers often overburdened with election duties, various other non-teaching school duties, 'insensitive behaviour' among students, poor teacher quality and an overwhelming presence of discrimination against lower castes and religion which has worsened the standard of primary education (Jha 2003). David (2013), suggests, a review of past literature on behavioural and emotional issues revealed an almost total absence of studies about teachers' perspectives of students' behavioural issues in India. Due to a dearth of published work in the area of behavioural issues among primary school children in India the study has deliberately chosen the location. India is one of the largest school systems in the world, has immense scope for investigating and improving teaching practices. The study investigated teacher education, challenging behaviour and hoped to inform future researchers and policymakers to bring their focus on effective classroom management strategies.

Theoretical framework:

The study adopted the theory of causal attribution as developed by Wiener (2010). He proposed how attributions are causes perceived for successes and failures. The causal beliefs can change as per the context of the environment, culture, towards self or others. In the context of education, when the theory of attribution is applied, it can be suggested that teachers attribute causes to students' failure, success, and even behaviour, resulting in adjusting their own strategies and goals (Ho, 2004). The two specific research questions that will be addressed in this presentation are:

Research question:

(1) What causal attributions do primary school teachers attribute to challenging behaviour?

(2) What strategies do primary school teachers use to address challenging behaviour in their classrooms?

Methodology, Methods, Research Instruments or Sources Used

Method

The study was conducted after the required authorization from the West Bengal government and ethics approval from Monash University for the project was obtained. The participants were 535 (213 Male and 322 Female) primary school teachers who worked in schools in Kolkata, West Bengal. The age range of the teachers was from 22 years to 59 years (Mean= 40). The length of experience ranged from 1 to 40 years and 50% of the teachers had a bachelor's degree. A large number of teachers had a Diploma in Elementary Education.

The scale used for data collection in the study consisted of four parts that collected information about, teacher's demographics, types and causal attributions of challenging behaviour as perceived by teachers and strategies suggested by teachers to manage challenging behaviour. This study reports the data collected from two of the four parts. Part one collected information about demographics. Part two of the scale collected data about teachers' perceptions about types of challenging behaviour. The third and fourth part had five vignettes and each vignette was followed by a set of questions where nine items (causal attributions) and eight items (Strategies suggested by teachers to manage challenging behaviour) were presented to the participant. The vignettes

represented situations such as Talking, non-compliance, withdrawal, disruption, and aggression. The scale was developed by adapting various scales and changing the context according to past literature and data arising from a pilot study. The responses were collected by using a Likert-Type scale. Open-ended questions were also added at the end of the scale to investigate causal attributions and strategies in-depth as suggested by teachers. The final questionnaire was administered in two languages, Bengali and English. The questionnaire was translated conceptually from English to Bengali (Zakaria et al., 2012).

Data for research question one was analysed by computing means to determine the most and the least common causal attribution of teachers as categorised into student, teacher/school and family-related factors. Data for research question two was analysed by computing means of items categorised into proactive and reactive strategies to determine which strategy is used by teachers the most. The open-ended question was thematically analysed as defined by Braun and Clarke (2005).

Conclusions, Expected Outcomes or Findings

Findings

The mean scores for student-related factors ranged from 2.1 to 2.2, family-related factors 2.28 to 2.4 and teacher-related factors 2.82 to 2.97. The group means suggest that teachers “agreed” that student-related and family-related factors are the cause of challenging behaviour and “slightly disagreed” that teacher-related factors can be the cause of challenging behaviour. The mean scores for proactive strategies ranged from 4.75 to 4.42. This indicates that most teachers suggested they used proactive strategies “often” or “almost always”. The lower mean scores (1.5) indicated that teachers “hardly ever” used reactive strategies. The mean scores were very similar across all the vignettes, which indicated that despite the change in situation teachers responses did not vary much when it came to suggesting the use of strategies.

The open-ended questions were analysed thematically and a number of themes were identified. The themes were improving classroom strategies, establish student-teacher relationships, considering the cultural background of students, collaborating with family and the community, modeling positive behaviour through lessons and psychological interventions such as counseling. The results of the study matched a number of international studies conducted in other countries such as Greece, Turkey and the USA (Atici , 2007; Bibou-nakou et al., 2000; Hemmerter, Santos and Ostrosky, 2008). Implications for policymakers, teacher educators and researchers more specifically for the South Asian context. We hope the insight gained by conducting this research with new ways to investigate the topic will be of value to researchers and educators in other countries including the countries of the European Union.

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04. Inclusive Education

Paper

Alternative EERA Network: 29. Research on Arts Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: music education, programme evaluation, inclusion

Development and Application of a Music Teaching Programme, to Improve Inclusion.

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“Art education increases cooperation, respect, tolerance and appreciation and has positive effects on the development of social and cultural empathy”. (Bamford, 2009, p.169). Various studies recognize the importance of art education, in particular, music education, in the development of learning skills process, as well as in fostering team work and inclusion. Music education stimulates all the faculties of the human being: abstraction, logical and mathematical reasoning, imagination, memory, order, creativity, communication, awareness of the senses, among other things (Andreu (2012), Domingo (2006)). In the same perspective, Bamford (2009) writes that schools must reaffirm their commitment to the artistic education that fosters critical thinking, problem solving and that invites to reflection. This statement exposes that the only way to make art education bring benefits (such as those explained by Domingo (2006) and Andreu (2012)) is that this art education is an Education with Quality. Meaning that, it brings an active collaboration between schools, art institutions, teachers, artists and the local community, there is a shared responsibility on the programme planning, implementation and evaluation, it offers opportunities for exposure and representation and training in artistic disciplines (art education) in combination with an artistic and creative approach to learning (education through arts). This is true, when it has elements for critical thinking and reasoning and if it emphasizes team work and has an inclusive mentality (Bamford, 2009).

1.1 The aims of the study

Given what has been pointed out as characteristic for Quality Art Education, the presented programme has been designed seeking to develop students' abilities, paying special attention to those who are faced with barriers in their learning processes and considering the social and personal development of all students.

This method has been elaborated and validated from an inclusive point of view, analysing its theoretical and logical coherence, the consistency between planning and implementation and analysing its quality, checking if the following criteria are met: Improvement in the music learning process, group cohesion and inclusion of all students.

To accomplish this purpose, it is essential that this project takes place within the school, in the ordinary class, where the whole group of students, with different characteristics (origin, social environment, progress in learning skills, approach to arts and music...) can be included in it.

Therefore, this is intended to be a programme that effectively responds to the diversity of the students. To address this diversity, an approach based on the constructivist theory of teaching was chosen, as some of its key ideas are directly linked to the methodological functioning of the programme. That's why it can be stated that in this model it's considered what the student is capable of doing and learning in a given moment, paying attention to the stage of development in which he/she is (according to J.Piaget theories (through Lacarcel 2001) and that all the proposals and actions bear in mind the possibilities and skills of all the students.

Therefore, the programme meets the criteria of flexibility and personalization of teaching and learning, which is important from an inclusive point of view, as it can be adapted to the different levels of the students knowledge, to diversify materials and activities and guarantees the participation of all students.

Methodology, Methods, Research Instruments or Sources Used

The research methodology focuses on the critical paradigm, specifically, the methodological orientation of programme evaluation. This thesis' main objective is to evaluate the music programme to respond to student diversity, that's why Robert Stakes' methodology of respondent evaluation was followed. So that the purpose is:

- a) To analyse the theoretical and logical coherence of the programme.
- b) To analyse the consistency between programme planning and implementation.
- c) To analyse the quality of this programme, checking if the following criteria are met: to check if the interaction between the students improve, their participation, the climate on the classroom and the musical academic performance).

This research is defined as „comprehensive“ evaluation, as it is guided by the experience of being personally in context, collecting data and observing the action. The purpose is to look for and document this program quality and to prove to what extent it has actually worked out properly. In this evaluation, it has been used both criteria-based measurement and interpretation. Therefore, the evaluation of this programme clearly departs from a positivist approach and approaches an interpretative and critical one; the focus is concentrated in some contexts for „understanding“ and „transforming“ them.

Last, this evaluation is also defined as participatory, as it is organized based on the interests and concerns of having been actively involved in the evaluation; therefore, it has been organized around what is really happening in the classroom, in the moment.

Before applying the programme for the first time, the necessary data was collected in order to ensure that it was validated and as close as possible to the educational reality in the area where it was going to be implemented.

First, the programme was evaluated by eight specialists to verify its theoretical and logical consistency before its application. Afterwards, four teachers were interviewed to get a first-hand look at the reality of the study area.

The next thing to do was to create a sociogram and to perform a test to the students who were going to take part, in order to know the productivity and affectivity level of the groups and to know the actual knowledge of the students.

Once the programme had been implemented and, in order to evaluate the progress in the music learning process and the changes in the cohesion of the group, it was necessary to do another data collection, to see if the expected changes and improvements had happened.

Conclusions, Expected Outcomes or Findings

Once this data is collected, it is possible to see if this model effectively responds to diversity, based on the constructivist theory of teaching and learning. That is, considering what the student is capable of doing and learning at a certain moment and drawing the attention to the possibilities and capabilities of all students. It is necessary to prove, if this model meets the criteria of flexibility and personalization of teaching and learning, important from an inclusive point of view. If it guarantees the active participation of all students, making them protagonist of the new learning and if it meets Vygotsky's zone of proximal development, in order to progress, the student expands and creates new development zones and where one of the basic element is the learning that is received from others, in this case, from peers.

After analysing the data obtained of this first implementation, which took place in Germany with three second grade groups in a primary school. The next step in this research is to implement this method in a primary school in Spain. The purpose of this work is not to compare both implementations but to observe how this method could be extensible and applicable in different educational systems.

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ID: 1563

04. Inclusive Education

Paper

Alternative EERA Network: 08. Health and Wellbeing Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Relation leadership, Communication skills, Positive teacher-pupil relations, Interaction, Inclusion

Teachers' Communication Skills in Developing Positive Teacher-pupil Relations in the Classroom

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This paper sheds light on the communication skills that a teacher uses to build a positive relationship with pupils as well as the impact of the teacher's communication on this relationship and the relationship between the teacher and pupils with psychosocial challenges. The research question in our study is: What communication skills does a teacher use to build teacher-pupil relations, and how can these help develop positive relationships? Relational leadership is a natural part of a teacher's teaching practice. However, this concept is relatively new in the context of education (Uhl-Bien, 2006) and can be understood from various theoretical perspectives, including the humanistic, cognitive, socio-cultural and communicative. The term 'relational leadership' is not commonly used in the school context. However, the term 'relations/relationships' is often used in connection with classroom management, the psychosocial learning environment and inclusion, in research and literature (Buli-Holmberg and Ekeberg, 2016). Spurkland (2015) uses the term 'relational pedagogy'. He argues that relations come before the academic content, and that relational skills should be a natural part of the teacher's competence. Relationship building entails the teacher building a trusting relationship with pupils through interaction and dialogue (Arnesen, 2004; Buli-Holmberg and Moen, 2016; Linder, 2012). The quality of the teacher-pupil relationship can have a major impact on both the pupils' experience of the school and their learning outcome, as well as on reducing negative interactions (Sabol and Pianta, 2012). In order for teachers to be able to facilitate positive relational experiences for pupils, it is important that teachers develop knowledge and skills about relationships and are familiar with the communication skills that foster a positive development of teacher-pupil relations (Lassen and Breilid, 2010; Hamre and Pianta, 2001). A good relationship can be built between the teacher and pupils by the teacher leading an open dialogue where the pupil's opinion is given meaning and value, thereby providing opportunities for interaction between the teacher and pupils characterised by trust and a sense of security (Lassen, 2014; Pianta, 1999). A positive relationship between teacher and pupil, where the teacher uses the communication skills of listening, understanding and accepting, can help make pupils feel secure in the learning environment and contribute to their well-being at school (Honneth, 1995; Schibbye, 2002; Tveit, Hansen and Nordahl, 2012). There is a paucity of research-based knowledge that shows what communicative skills a teacher can use to develop positive relationships with pupils, or that examines the important communicative factors in developing positive relationships with pupils (Federici and Skaalvik, 2013). In order to generate more research-based knowledge on this topic, we present results from a research project that elucidates teacher-pupil relations, with a focus on how the teacher's communication skills can help develop positive relationships with and between pupils.

Methodology, Methods, Research Instruments or Sources Used

A holistic single-case study design (Yin, 2003) was used, and the unit in the case study is a class and its teacher. The purpose was to investigate how teachers communicate with pupils, what communication skills teachers use to build relationships with pupils, and how using these skills can help develop positive teacher-pupil relations. Class observations were recorded in a structured observation form based on educational psychology theories of communicative skills in counselling. We have drawn on these to investigate how the teacher's communication with pupils can help build positive teacher-pupil relations. In examining the teacher's communication in building relationships with pupils, we have chosen to focus on the positive aspects and less so on the negative. The observations were carried out in a 7th grade class. The teacher selected as an informant had extensive experience of working in compulsory education and in building positive relationships with pupils. In the data, the classroom observations are described both through the teacher's and the pupils' verbal expressions and non-verbal cues. In the analysis of the data on observations, the data material was read through several times to identify the meaningful elements in relation to the research question (Braun and Clarke, 2006; Dalen, 2011). The data was analysed based on the thematic analysis approach in order to establish a relationship between the empirical data and the analysis and to identify patterns in the data material. In the data analysis, key statements that capture the meaning were identified. The analysis was deductive, which means that the coding of the material is guided by the researcher's theoretical grounding; it provides perspectives on how the data can be understood (Thagaard, 2003). This approach involves using existing knowledge and theories to identify patterns and deep structures and can lead to new knowledge and further development of theory (Hagen and Gudmundsen, 2011; Kvernbekk, 2002). The themes were developed on the basis of theory and empirical data and were intended to contribute to understanding the interaction in the classroom community and how the teacher builds relationships with pupils. Furthermore, the themes dictated what was observed in the relationship building between the teacher and the pupils. The aim of the analysis was to categorise the data according to the

communicative areas of attentiveness and response skills. Under these areas, theory-based sub-themes were formed to help shed light on various aspects of the data that were relevant to answering the research question.

Conclusions, Expected Outcomes or Findings

The results show how the teacher builds positive teacher-pupil relations using attentiveness and response skills. When the teacher uses attentiveness and response, the communication leads to presence, proximity, understanding, trust, security and good solutions in the classroom. The attentiveness skills the teacher uses are listening to the pupils to grasp what is being said, looking at the pupils, using body language and small words of support, and answering questions. The teacher adapts to the pupils' language non-verbally by catching their eye, maintaining eye contact and smiling. The teacher verbally repeats what the pupil is saying and takes the pupils' perspective by acquainting herself with their emotions and responding with understanding of the situation. The teacher uses response skills for personalisation, through verbal exploration, asking positive resource questions, mirroring and challenging the pupils. The teacher verbally explores by asking positive resource questions bringing out the pupils' positive qualities using mirroring as a response and rewrites what the pupils say. When the teacher explores together with the pupils, it appears to raise the pupils' awareness of their resources and opportunities for development. The results indicate that the teacher gains insight into the pupils' personal experiences and perceptions and helps draw out their emerging self-understanding. Teachers' communication skills are therefore important building positive pupil relations, and particularly pupils with psychosocial challenges who are in a vulnerable situation. Our conclusion is that the teacher's communication skills and use of 'attentiveness and response' have a positive effect on the development of the teacher-pupil relationship, and helps the pupils to express themselves in personal terms, which can impact on their development and sense of belonging in the inclusive environment. This highlights the importance of teachers acquiring knowledge about communication and developing communication skills and demonstrates how such skills are a key prerequisite for practising relational leadership.

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ID: 1675

04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Disability, diversity, student voice, planning, design, learning spaces.

Starting from Students with Disability: Reframing the Planning and Design of Learning Spaces

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Inclusive school agendas are proliferating internationally. This means school systems are increasingly focused on offering a diversity of experiences for all students and achieving equity. In this context, school architecture and the design of learning spaces can play a leading role.

While legislation and social policies in many countries actively seek to embed inclusivity in social structures and design (Forlin et al., 2013), barriers to inclusion remain and are well documented, combining both socio-cultural and material factors (Slee, 2011). This is despite a history of significant moves to develop more inclusive societies (see for example UNESCO Convention against Discrimination in Education, 1962; Salamanca Statement, 1994; Commonwealth Disability Discrimination Act, 1992).

Responsive design solutions are essential in achieving inclusive schools. Indeed, the architectural design process offers a unique moment to influence the ‘life’ of a building and the behaviours of inhabitants, both directly and indirectly, over many years (Alterator, 2018, Cleveland, 2016). There is a risk that designs for schools remain constrained by reductive categories of disability, abstract universal design principles that may be interpreted in ways that reduce rather than support complex needs and requirements, or worse, are implemented tokenistically to address regulatory demands (Boys, 2017).

But things are changing. In New South Wales (NSW), Australia, disability support provision is growing at four times the rate of student enrolment (Department of Education NSW, 2019). In response, this state’s Disability Strategy specifically identifies spatial provision as a key focus for addressing historically inadequate support for students with special educational needs (SEN): “a permanent team of expert designers, planners, researchers and leaders [is needed] to work on the creation of inclusive learning spaces” (Department of Education NSW, 2019, p. 21). In NSW, as elsewhere, empirically-derived knowledge about how best to align policy and practice in inclusive learning spaces is required.

This paper reports initial findings of an exploratory project titled *Learning Spaces and Special Educational Needs*. The project is investigating how best to evaluate ‘material learning conditions’ for students with special educational needs. The study draws on mainstream and special school settings and expertise.

The overarching aims of the research are four-fold:

1. To lead evidence-based knowledge generation about the design and use of SEN learning spaces;
2. To create a range of agile evaluation tools for SEN learning spaces, that can produce deep insights into the lived experiences of inhabitants to reveal ‘what works and what doesn’t’;
3. To improve the design of learning spaces for students with special educational needs;
4. To improve the educational experiences of students with special educational needs, their educators, families and auxiliary staff.

The research is being guided by the following questions:

1. How can learning spaces for students with special educational needs be effectively and efficiently evaluated to reveal deep insights into their lived experiences (as-well-as those of their educators, families and auxiliary staff)?
2. How can data generated through evaluation be used to produce new understandings about how best to design and inhabit learning spaces for students with special educational needs?

Methodology, Methods, Research Instruments or Sources Used

This project employs a mixed methods approach that includes literature reviews, expert elicitation (Delphi technique), case studies, and beta-testing of evaluation approaches – towards producing a range of evaluation tools.

The Delphi technique, informed by the literature review, draws on expert elicitation through interviews, questionnaires and feedback (Landeta, Barrutia, & Lertxundi, 2011) to gain insights toward consensus, forecasting preferred futures (Hasson & Keeny, 2011). This process involves three stages:

1. Semi-structured interviews (n=15-20) with a range of experts in a) special education (school leaders/principals & academics), b) SEN facility design (architects and educational planners), c) non-government organisations (representatives of disability peak bodies and advocacy groups), d) government policy on SEN facility provision (government officials), and most importantly e) primary stakeholders (students, educators, families, carers). These interviews will be conducted face-to-face or via technology, recorded, transcribed and thematically analysed.
2. Implementation of an online survey (n=50), developed from items derived from the semi-structured interviews. Participants will include representatives of the groups listed above. This will be followed by further detailed analysis, including cross-checking focus areas and insights.
3. Focus groups (3-4) to evaluate insight categories and items identified for inclusion in evaluation tools. These will be conducted face-to-face or via technology with representatives (n=12-15) of the groups listed above.

As an early output of the research, this paper draws particularly on the initial literature review and a series of interviews conducted with primary stakeholders (students, parents, carers), SEN experts (school leaders, practitioners, para-professionals), allied health practitioners (school based), and architects (SEN focused).

Conclusions, Expected Outcomes or Findings

The current focus on achieving inclusivity in schools raises a series of complex challenges. The physical learning environment presents an opportunity to embed a set of affordances geared toward inclusivity. Currently, there is a paucity of research material relating to the role of the material (or spatial) in achieving quality education for SEN provision

This project will offer important insights and tools to enable multiple research trajectories in future years. Leadership in new knowledge generation about the relationships between the design and habitation of learning spaces by students with special educational needs is needed. The research team is leading the discussion and actively supporting growth in the field of inquiry, including offering others insights into how best to approach the evaluation of learning spaces for students with special educational needs.

This paper offers initial insights and findings. An ongoing exploration of the role of the material setting in SEN provision is one critical factor to achieving and sustaining inclusivity in schools.

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Intent of Publication

These findings are expected to assist contemporary governments (local to national) as they rethink how schools provide special educational needs in mainstream and dedicated special educational settings.

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04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusion, economically developing countries, special needs education, in-service programs, professional development

Teacher professional learning programs on the inclusion of students with disabilities in low and middle-income countries in the Asia-Pacific: A scoping review for evidence

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Theoretical framework:

The United Nations' 2030 Agenda for Sustainable Development calls for an equitable quality education which promotes lifelong learning opportunities for every child. In addition, SDG target 4.5 particularly focuses on inclusive education mainly for the vulnerable, including children with disabilities (UNESCO, 2016).

UNESCO's (2018, p. 4) concept note for the 2020 Global Education Monitoring (GEM) Report on Inclusion suggests that the definition of inclusion has changed over the years from the focus on "students with disabilities" requiring separate classes and specialised teaching techniques to "a broader view, focused on ensuring that all students and students with disabilities are included in mainstream classes". A recent thematic review, which was undertaken by ACER India and UNESCO, provides an overview of the existing inclusive education policies and practices in the Asia-Pacific region with a focus on learning assessment of children with disabilities (Chakraborty & Kaushik, 2019). Key suggestions from this review include:

"...system level programmes need to ensure mainstreaming of education of children with disabilities, provide teacher education with a focus on inclusion and specific modules on assessments, funding that incentivises and supports institutions promoting inclusion including evidence gathering on the learning of students with disabilities..." (Chakraborty & Kaushik, 2019, p 12)

Prior research – mostly undertaken in high-income countries - has also indicated some of the challenges of implementing inclusive school policies. Thus, for example, mainstream teachers may be "pushing out" SEN students from their classrooms particularly because they are not sufficiently skilled to manage inclusive classrooms (Nes et al., 2017) or because students with special needs as a result on being on the autism spectrum are more likely to be bullied (Cappadocia et al., 2012). Others have reservations about the inclusion for students with autism into regular schools due to poor student outcomes (Roberts & Simpson, 2016).

Frequently, the primary goal regarding SEN in LMICs is to ensure that students with disabilities start to attend regular schools with considerations regarding the quality of their education or their academic performance or other education outcomes being secondary (Srivastava et al., 2015). The lack of teachers' knowledge of SEN and their limited preparedness for teaching inclusive classrooms is an additional barrier and causes high level of stress among teachers (Wapling, 2016; Donohue & Bornman, 2015; Hettiarachchi & Das, 2014). Moreover, adverse attitudes regarding inclusion held by teachers (Moberg & Savolainen, 2003), already large class sizes, little additional motivation for teachers - through, for example, increased pay or improved work conditions (Muwana & Ostrosky, 2014) as well as widespread teacher-centred methods of instruction (Arbeiter & Hartley, 2002) further impede the implementation of inclusion in these contexts (Wapling, 2016).

This study focuses on low- and middle income countries (LMICs) in the Asia-Pacific region as an area of strategic interest for many development partners (DPs). Specifically designed as a scoping review, the study aims to examine "... emerging evidence when it is still unclear what other, more specific questions can be posed and valuably addressed" (Peters et al., 2017). For example, a recent scoping review on early childhood interventions in LMICs (Jackson et al., 2019) revealed that quite a bit is known about child-focused interventions whereas income-supplementation interventions, while shown to be effective, require further research about how additional income is used by families to improve outcomes. Such results are of interest to development partners as these prefer to make evidence-based investment decisions (e.g. USAID, 2019; DFAT, 2015; DFID 2013; Jones, 2012).

Research question:

What in-service professional development programs are currently offered in economically developing countries in the Asia-Pacific region with the aim of assisting already practicing educators with the inclusion of students with SEN?

Methodology, Methods, Research Instruments or Sources Used

Given the focus on economically developing countries from a specific region (Asia- Pacific) it is quite unlikely

that there will be much high quality evidence such as randomized controlled trials available on in-service professional development focusing on the inclusion of students with SEN. Therefore, we are proposing a scoping review rather than a meta-analysis as scoping reviews are aimed at mapping the evidence on a topic and identifying evidence gaps, which, in turn, are aimed at summarising what is already known and where further research is needed for a specific topic.

The main difference between scoping reviews and systematic reviews on effectiveness (using meta-analysis) is that a scoping review provides a thorough picture of the kind of evidence that exists on a topic without imposing too narrow definitions of the concepts involved or being very restrictive in terms of the type and quality of the studies (Aromataris & Munn, 2017). In education research in general, and teacher in-service research in particular, studies are more qualitative in design and the measurement of outcomes. Scoping reviews allow to accommodate a wide range of evidence in terms of design, implementation and results in order to summarise what information is available. Furthermore, the scoping review approach allows for the complexity around in-service professional development on inclusive education owing to the conceptual barriers and the variable interpretation of the term “inclusion” in different countries, particularly within the LMICs as well as the assessment of what is regarded as “successful” professional development.

The scoping review will begin with the development of a protocol which defines the inclusion and exclusion criteria that relate to the objectives and review question (Aromataris & Munn, 2017). Based on the criteria, systematic searches will be conducted and after careful screening (title/abstract screening and full text screening) by two or more reviewers, independently, studies will be selected (Peters et al., 2017). Results from the included studies will be synthesised and any gap in evidence will be highlighted (Carroll, 2011). Some of the authors involved in this study have undertaken reviews on various topics using various tools and frameworks (e.g. Jackson et al., 2019, Best et al., 2013).

Conclusions, Expected Outcomes or Findings

The proposed review seeks to produce a number of resources to inform future education policy planning and development partner investment decisions. It is also aimed at contributing valuable information at a time when UNESCO’s 2020 GEM Report theme is on “inclusion”.

The specific outcomes are as follows:

- An overview of different kinds of programs of in-service professional development programs which focus on inclusion or ways in which children with special needs/disabilities can be accommodated in mainstream education in LMICs in the Asia Pacific region. The intention is to map programs, among other things, in terms of content, design, length, cost and effectiveness.
- A summary of the extent to which such programs have been successful in supporting and upskilling teachers to effectively include children with disabilities/special needs and how “success” has been evaluated – for example in terms of well-being, social outcomes, academic outcomes, sense of belongingness, life skills and integration into the larger society.
- An evidence map to identify areas which are already well researched and those which require further study.
- “Learning points” to inform future program designs for in-service professional development in the area of inclusive education based on factors emerging from the review which have been shown to be related to program effectiveness.

Since the aim of this study is to support policymakers and funders through charting of available evidence other outputs from this review will include policy briefs that highlight the findings from the review and an online interactive evidence gap map created using 3ie software which are useful for future program planning.

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Intent of Publication

Online publication on ACER- GEM website (<https://pivotal.acer.edu.au/au/gem/news>), a publicly available evidence gap map (as an example of previous work by the two lead authors, visit <http://egmopenaccess.3ieimpact.org/evidence-maps/improving-young-childrens-learning-economically-developing-countries-scoping-review>

ID: 1811

04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: collaborative research, clinical case study, school education staff perspectives

Using Focus Group as Qualitative Method: A Provisional Community to Discuss Inclusion and Develop Inclusive Practices.

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Our aim in this paper is to expose how a research method, designed to collect data on the experience of inclusion, can be seen as a provisional community of professionals gathered around the issue of inclusive schools.

The project of an inclusive school, set out in France (law of 2013) corresponds to a change of perspective concerning the schooling of pupils with disabilities and results in major institutional and pedagogical upheavals (Ebersold, Plaisance, Zandler, 2016). Whereas integration presupposed accommodation of the child and his or her family to existing structures and practices (Plaisance, 2010), the responsibility now lies with the actors in educational system, who must modify teaching methods so that they can “respond in an adapted manner to the needs of the diversity of learners” (Benoît, 2013, p. 56). In other words: “inclusion implies a restructuring of mainstream schooling that every school can accommodate every child irrespective of disability and ensures that all learners belong to a community” (Avramidis & Norwich, 2002: 131).

The central message is that “every learner matters and matters equally” (UNESCO, 2017: 12). Inclusive education seeks to increase access, presence, participation and success for all students in education (Booth & Ainscow, 2016).

Teachers are most often seen as the “main actors in an inclusive school” (Curchod-Ruedi, Ramel, Bonvin, Albanese, & Doudin, 2013).

Much research on teacher attitudes uses Likert-type questionnaires that measure agreement or disagreement with the principle of inclusion (Avramidis & Norwich, 2002; Boyle, Topping & Jindal-Snape, 2013). Other research uses a qualitative paradigm to discuss, beyond the presuppositions of inclusive school design, the conditions of its implementation and operation (Keiko Inafuku de Merletti, Machado Kupfer, & Voltolini, 2016). This psychoanalysis research presents teachers narrative from teacher support groups on the difficulties faced in everyday school life welcoming an autistic student in the classroom.

In a long-standing research, Vaughn, Schumm, Jallad, Slusher & Saumell (1996, in Avramidis & Norwich, 2002) examined mainstream and special teachers' perceptions of inclusion through the use of *focus group* interviews. Gomes & Gonzalez Rey (2007) also chose a data collection method based on language interactions. They focus on subjectivity, beliefs, desires, frustrations and affections of education professionals. For them, dialogue was considered an essential source and essential element for the quality of information produced by the research, and showed a real construction dynamics of the researcher with the participants. It not only represents a purpose of transcript of information, but it is fundamental to the reflection on the inclusive process. The participants in their study are staff from different professional categories: principals, vice-principals, pedagogical coordinators, inspectors, and especially teachers.

Bring together staff from several categories in a highschool is, according to us, one of the possible ways of developing innovative inclusive practices adapted to the context in which they are designed. Can this system of shared discourse fulfil the role of "reducing the dissonance between professional cultures" (Puig, 2015, 59) of the variety of professionals having to collaborate to support the successful schooling of pupils with disabilities?

We argue that this method, originally designed to collect research data, can « support teachers' critical engagement with inclusive ideals and practices » (Carrington & Robinson, 2006: 325). This collaborative research brings together researchers and school professionals in a comprehensive and non-interventionist approach. We consider that "research interacts with practice in ways that generate new forms of knowledge about teaching and learning" (Artiles & Kozleski, 2007: 362 in Ruppard, Bal, Gonzalez, Love, McCabe, 2018).

What questions on disability, on the meaning of inclusive education, on professional positions appear during the expressions and exchanges generated by the data collection method?

Methodology, Methods, Research Instruments or Sources Used

In an interpretative qualitative approach, we aim to bring out and support professionals speeches. Three focus group were conducted during a period of five months in 2017-2018 with a stable group of professionals in a French highschool (teaching staff, school life staff and administrative staff).

By using focus group discussions, this research thus handles a crossover study about school inclusion experience from various professionals' perspectives.

A focus group could be defined as a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue. The results obtained are particularly effective in supplying information about how people think, feel, or act regarding a specific topic.

This method gathers information on a chosen theme based on inductive questions (Vaughn, Shay Schumm & Sinagub, 1996). The purpose of the focus group is not to design actions, build systems or make decisions that involve the collective.

We don't aim a consensus either, but rather an interactive dynamic of the participants, likely to encourage the expression of beliefs, representations, opinions and areas of resistance of the stakeholder groups concerned.

In focus group, participants can share their experiences with other colleagues who have been encounter new Ulis system (Localized Units for Inclusive Education).

The Ulis devices within the French highschool allow pupils recognized as having an institutional handicap to have an education in an ordinary class while benefiting from a support system. The organization of these devices places pupils at the heart of two systems: that of the ordinary class and that of the specialized group.

One of the researchers provided animation while another observed proceedings. They were recorded in full and transcribed. The clinical epistemological positioning we adopt in the conduct of focus groups guarantees non-judgment on the part of the researchers and among the participants, as well as the confidentiality of the comments exchanged. We have taken care to move away from the position of expert and to stand back from it in order to encourage a circulation of the speech and to support the enunciation of each person.

We study the controversies, ambivalences, dilemmas, paradoxes caused by the implementation of an Ulis system. We also analyze the singularity of the subjects, ranging from defense mechanisms to the invention of new practices.

Conclusions, Expected Outcomes or Findings

The three focus group highlight on different themes and build a temporary but fruitful community.

The temptation to minimize difference and to consider everyone as “disabled” is controversial. There is ambivalence between treating pupils of the Ulis system as others, for example, by being surprised that they do not have to adapt the teaching and make a difference, such as giving them a special reception area in the school’s caretaker cellar.

Staff reports dilemmas between considering students with disabilities as more vulnerable than others or considering them as others. A surprising statement emerged from discussions that erasure of empathy is a sign of the end of assimilation process. Focusing on the singularity of subjects, allows us to study trivialization of a muscular physical intervention with a pupil with a disability to an invention, consisting in including outside school time all pupils, including those not enrolled in that teacher's discipline, to take part in the collective inclusive process. Professionals refer to transformations that have occurred in their practices: for one person, the focus group is an opportunity to discover that his or her practice in contact with the pupils at Ulis influences his or her practice with all pupils.

The setting up of focus groups thus appears to be a discursive community co-developing a reflection on the definition or redefinition of the boundaries of profession, an awareness of the human and material resources available in the local context, and the possibility of co-constructing problematization relating to the reception of students with disabilities, and of co-acting in this sense and expressing affects, astonishment or perplexity (Savournin, Brossais, Chevallier-Rodrigues, Courtinat-Camps, De Léonardis, 2019). Focus group are thus spaces and times proposed by researchers allowing collective elaboration to co-construct reference points in an inter-trade configuration.

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Ruppar, A., Bal, A., Gonzalez, T., Love, L., McCabe, K. (2018). Collaborative Research: A New Paradigm for Systemic Change in Inclusive Education for Students with Disabilities. *International Journal of special education*, 33, 3

Intent of Publication

Detailed results are published in the following paper but with a different problematization :

Savournin, F., Brossais, E., Chevallier-Rodrigues, E., Courtinat-Camps, A., De Léonardis, M. (2019). L’implantation d’un dispositif d’inclusion en collège : appropriation singulière dans un cadre collectif. *La nouvelle revue - Éducation et société inclusives*, 85, 53-69

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04. Inclusive Education

Paper

Alternative EERA Network: 09. Assessment, Evaluation, Testing and Measurement

Topics: General Submission (not submitting to Network Special Call)

Keywords: inclusive education, teachers, self-efficacy, Rasch analysis

Construct Validation of Japanese Version of the Teacher Efficacy for Inclusive Practices (TEIP) Scale Using Rasch Analysis

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The past decade has seen the rapid development of educational policies and systems towards inclusive education in many countries influenced by international policy documents (e.g., UNESCO, 1994; United Nations General Assembly, 2015). Echoing to this global trend, several previous studies have investigated inclusive education from teachers' perspective because they are key stakeholders to implement inclusive education (Avramidis & Norwich, 2002; de Boer, Jan Pijl, & Minnaert, 2011). Evidence suggests that teachers' self-efficacy is one of the most important factors for predicting teachers' positive attitudes towards inclusion and intention to include students with disabilities in regular classrooms (Sharma, Aiello, Pace, Round, & Subban, 2018; Yada, Tolvanen, & Savolainen, 2018). This research aims to investigate construct validity of Japanese version of the Teacher Efficacy for Inclusive Practices (TEIP) scale (Sharma, Loreman, & Forlin, 2012), which is well-known measure for assessing teachers' self-efficacy in implementing inclusive education, using a Rasch analysis.

Teachers' self-efficacy in implementing inclusive education

While a variety of definitions of the term self-efficacy have been suggested, this paper will use the definition suggested by Bandura (1997) who saw it as people's beliefs about their capabilities to organize and carry out the planned performance required to produce expected outcomes. It was pointed out that self-efficacy beliefs have goal-oriented and task specific nature (Wyatt, 2014). Therefore, teachers' self-efficacy has been studied in several subject domains and teaching tasks, and teachers' self-efficacy for inclusive practices is no exception. Previous studies have explored the relationships between teachers' self-efficacy for inclusive practices and their attitudes towards inclusion and found that teachers with higher self-efficacy tended to be more positive to include students with special needs in regular classrooms (Weisel & Dror, 2006; Yada & Savolainen, 2017).

Teacher Efficacy for Inclusive Practices (TEIP) scale was developed by Sharma and his colleagues (2012) to measure teachers' beliefs in their capability to implement inclusive practices. The scale includes three sub-scales: efficacy to use inclusive instructions, efficacy in managing behaviour, and efficacy in collaboration. It has been shown that the scale has high reliability and construct validity in different countries such as Finland, South Africa, China and Japan (Malinen et al., 2013; Yada et al., 2018).

Testing construct validity using Rasch analysis

Since developing inclusive education is strongly enforced as a global educational agenda (United Nations General Assembly, 2015), there are growing needs to assess constantly whether the new policies and systems are working well in practices. Measuring teachers' self-efficacy for inclusive practices could be one means to examine inclusive educational policies and practices from teachers' perspective, and reliable and valid measure is required for it. Although the Japanese version of the TEIP scale showed good construct validity (good fit to a theoretical model of confirmatory factor analysis) and high reliability (Cronbach's alpha=0.93) in the previous study (Yada et al., 2018), these analyses were based on the classical test theory (CTT) approach. The CTT focuses on the observed score of overall scale, on the other hand, the item response theory (IRT), including Rasch analysis, focuses on each item. In the Rasch analysis, it is considered that each item holds different parameters reflecting participants' way of perceiving the question, and this analysis enables researchers to assess various measurement properties using a unified approach (Tennant & Conaghan, 2007).

Methodology, Methods, Research Instruments or Sources Used

The original sample consists of 359 Japanese teachers (Mage=42.41, SD=11.82) working in primary or secondary schools. Just over half the sample (53.5%) was female. Schools where teachers worked were located in the western and eastern region of Japan, including Tokyo metropolis and eight prefectures. Convenience sampling method was adopted, in which schools and teachers who agreed to participate in the research were included as participants. Of those participants, 250 were selected randomly for the Rasch analysis.

The Japanese version of TEIP scale was used to measure teachers' self-efficacy for inclusive practices. The scale consists of 18 items with six-points Likert scales ranging from "1=strongly disagree" to "6=strongly agree". Higher score in the TEIP scale refers to teachers' higher self-efficacy beliefs for inclusive practices. The scale was originally written in English and translated into Japanese by the researcher who is fluent in both Japanese and English. The translation was checked by a qualified interpreter and changes were discussed with researchers to ensure that the translated version did not lose the essence of original version.

The data were analysed using the Rasch Unidimensional Measurement Model (RUMM2030) software (Andrich, Sheridan, & Luo, 2009). This paper followed the steps for Rasch analysis recommended by Tennant and Conaghan (2007). First, threshold map and item characteristic curve were evaluated to find disordered thresholds, and if there is any, the item is rescored combining adjacent categories to solve the disorder. Second, items with item-fit residual outside the range ± 2.5 and persons with person-fit residual outside the range of ± 2.5 were considered as misfit and removed (Tennant & Conaghan, 2007). In addition, high correlation between the item residuals were examined to check a local dependency. Further, a principal components analysis for residuals was performed to extract the common factor that explains the most variance of residuals. Finally, differential item functioning was examined to ensure that items function similarly regardless of participants' gender and age.

Conclusions, Expected Outcomes or Findings

The results from the Rasch analyses indicate that original 18 items were not suitable as a unidimensional scale for the Japanese version of TEIP. We made some modifications to fit into the Rasch model: 1) rescored one item (item 18) that had the disordered threshold; and 2) removed four items that had high correlation between the item residuals with other items and were assumed violated local dependency. The 14-item scale had sufficient fit for the Rasch model and supported as a unidimensional scale.

Furthermore, the analysis revealed that item 7 "I am confident in my ability to prevent disruptive behavior in the classroom before it occurs" was the most difficult statement for Japanese teachers to endorse. On the other hand, item 18 "I am able to provide an alternative explanation or example when students are confused" was the easiest statement to be endorsed.

The findings from this study confirmed that the 14-item Japanese version of TEIP scale has good construct validity in terms of IRT approach. Further analysis enabled us to understand which scale items were the strong indicator of teachers' self-efficacy for inclusive practices. This information will be useful when researchers or administrators need to choose only a few items to save participants' time, since teachers usually working with busy schedule.

This paper provides good example of how to test construct validity of the TEIP scale that was often used in European countries. In addition, the approach we adopted for testing validity based on the IRT can be also apply to any kind of measures used in educational research.

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inclusive education in Japan and Finland: A comparative study using multi-group structural equation modelling. *Teaching and Teacher Education*, 75, 343–355.

Intent of Publication

This study is intended for publication in some international journal but have not decided yet.

ID: 1847

04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive education, special educational needs, teachers' self-efficacy, support sources

The Relevance of Sources of Support for Teachers' Self-Efficacy Beliefs towards Students with Special Educational Needs

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The move to include students with special educational needs (SEN) in mainstream education is one of the priorities of educational reform agendas in many countries. In Flanders (Belgium) the aim is to implement a more inclusive school system, but it faces resistance from practitioners. After all, implementing a more inclusive school system requires teachers to adjust their practices and adopt new tasks that come with the job of instructing SEN students (Pijl & Frissen, 2009). These practical concerns have undermined the implementation of inclusive education (IE) (Burke & Sutherland, 2004), and have led to a growing research interest in measuring teachers' self-efficacy (TSE) in teaching SEN students in mainstream education (Sharma, Loreman, & Forlin, 2012).

Teachers self-efficacy regarding inclusive education

TSE refers to teachers' beliefs about their capability to "organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Research has indicated the importance of high TSE for teaching SEN students in mainstream classes (e.g., Brownell & Pajares, 1999). Highly self-efficacious teachers make greater teaching effort, which leads to better student performance and provides a successful experience for teachers, thus further improving their levels of self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001).

Sources of support for teaching students with special educational needs

The availability of sources of support at class and school level has repeatedly been associated with more positive attitudes (e.g., Avramidis & Norwich, 2002). Avramidis and Norwich (2002) divide sources of support for SEN students into three categories: (1) physical support (e.g., teaching materials, IT equipment, adjusted physical environment), (2) human support (e.g., learning support assistants), and (3) school environment (e.g., class size, planning time). Chiner and Cardona (2012) confirm that teachers who have more human support and material resources, comparable to physical support, are more positive towards IE than those who have less support and fewer resources. Avramidis and Kalyva (2007) point out that "teachers may not hold 'negative attitudes'; rather they may not see solutions to problems they feel are outside their competence or control" (p. 385). Therefore, sources of support seem to be crucial for TSE in relation to SEN students.

The relation between teacher self-efficacy and sources of support

A review of teacher perceptions regarding the inclusion of SEN students by Scruggs and Mastropieri (1996), concluded that many teachers have concerns about IE and believe that supports are necessary to succeed. In other studies (e.g., Kuyini, Desai, & Sharma, 2018), these sources of support are described as concerns (e.g., concerns from teachers about a lack of, resources, funding and training to teach SEN students). If these support sources are not available, then they become concerns for teachers when teaching SEN students. Recent studies (e.g., Ahsan, Sharma, & Deppeler, 2012) found a link between self-efficacy and concerns about teaching students with SEN. Using a measure of general efficacy toward inclusive practices, Ahsan et al. (2012) found that pre-service teachers with higher levels of self-efficacy showed lower levels of concerns towards IE. Considering these findings, it is interesting to discover which sources of support affect TSE in relation to SEN students.

This study

The aim of this study is twofold: (1) to compare teachers' student-specific self-efficacy levels in relation to students with and without SEN, and examine the contribution of teacher-related (gender, years of teaching experience, grade level, experience in special education, experience as a care teacher or (internal) student counsellor, and training (an additional degree in care)) and student-related variables (none, one or multiple

diagnoses, and type of disability) in predicting TSE; and (2) to examine how sources of teacher support that favour including SEN students can influence TSE.

Methodology, Methods, Research Instruments or Sources Used

Data for the current study was collected from January to February 2018, from 692 regular school teachers; 291 teachers from 59 primary schools and 401 teachers from 61 secondary schools in Flanders (Belgium). To ensure the sample was representative, the following variables were taken into account to select a variety of schools: school network, geographical spread, and school size.

To measure TSE in relation to students with and without SEN, teachers were asked to complete the Dutch version of the Student-Specific TSE Scale (Zee & Koomen, 2015). They were asked to complete the scale twice, first for the first student on their class list without SEN (i.e., a student who does not receive additional care) and second for the first student on their class list with SEN (i.e., a student for whom the additional care within the school is not sufficient). A six-point Likert-type scale (1 = 'totally disagree' to 6 = 'totally agree') was used.

To analyse TSE in relation to SEN students and the sources of support used for these students, the teachers were asked to indicate to what degree they made use of certain sources of support for the described SEN student), using a four-point Likert-type scale (1 = '(almost) never' to 4 = 'very often'). The sources of support surveyed were based on Avramidis and Norwich (2002) (i.e., physical and human support) and on availability within the Flemish education system. An exploratory factor analysis was performed on the sources of support to explore multi-dimensionality. Two factors were retrieved, 'easily accessible sources': information and advice, materials, and emotional support; and 'cooperative sources': observation and feedback, supervision/coaching, co-teaching/team teaching, support for this student in the classroom, support for this student outside the classroom.

All data analyses were conducted using SPSS software. A paired samples T-test was performed to compare student-specific TSE in relation to teaching students with and without SEN. To examine the contribution of teacher-related variables in predicting TSE a series of multilevel models were fitted. To investigate the contribution of student-related variables in predicting teachers' student-specific self-efficacy beliefs towards SEN students, a set of one-way ANOVAs were carried out. (Multilevel modelling was not needed because each teacher rated only one SEN student.) To identify whether the use of support was predictive for teachers' student-specific self-efficacy levels in relation to SEN students, multiple regression analyses were performed using Easily accessible sources and Cooperative sources as predictors.

Conclusions, Expected Outcomes or Findings

Regarding the first research aim, it was found that teachers have significantly lower levels of TSE when teaching SEN students compared to students without SEN.

When looking at teacher-related variables that affect these levels of self-efficacy, remarkable results were found with regards to gender and grade level. Compared to male teachers, female teachers generally tend to have higher levels of self-efficacy for teaching students without SEN, but not for students with SEN. At the grade level, we found that compared to secondary school teachers, primary school teachers have higher levels of self-efficacy towards students without SEN, but lower overall levels of self-efficacy towards SEN students.

With regard to student-related variables for students with SEN, TSE is lower regarding students with multiple diagnoses compared to students with one diagnosis, and lower regarding students with socio-emotional and/or behavioural disorders compared to students with learning disabilities.

For the second research objective, we found that the more Cooperative sources of support were used the higher the levels of student-specific self-efficacy. No predictive value for Easily accessible sources of support on teachers' student-specific self-efficacy was found. These findings emphasize the importance of human support sources as described by Avramidis and Norwich (2002), but only those sources of support characterised by in-depth cooperation between two teachers or a teacher and an internal or external counsellor. We assume that making these forms of support more available to teachers will make them more competent to deal with students with SEN and will, therefore, reduce resistance to a more IE system. However, Cooperative sources of support may not be sufficient for all students (e.g., students with multiple diagnoses) or all teachers. Further research on boundary conditions of Cooperative sources of support is needed.

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Intent of Publication

Research in Developmental Disabilities

ID: 1861

04. Inclusive Education

Paper

Alternative EERA Network: 23. Policy Studies and Politics of Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: funding, inclusive education, disability, policy

The Role of School Leadership in how we Finance Inclusive Education: Comparing funding models in Ireland and Australia

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The past half-century has seen an increasing understanding of the rights of persons with disabilities to receive an inclusive education within their local school, however the best means of funding support for their education remains hotly contested. Following the development of a series of human rights policy documents, many countries have begun reducing segregated forms of education, historically provided for students with disabilities, and begun transitioning to an inclusive education system. However this has necessitated reforming how funds are allocated to support schools in providing reasonable accommodations for students with disabilities with many countries increasing the amount spent on these supports each year.

Internationally, a number of different funding models have been devised in an effort to effectively target resources to those students who need them, and ensure supports are in place for all students who are entitled to them. One of the first approaches used by governments was individualised, and known as input funding, where students or their parents received funding or resources based on a specific category of disability. As time progressed however, and the numbers of students with disabilities in mainstream schools increased, concerns were raised over spiralling costs, the need to label and diagnose students in order to access support, as well as the funding gaps and associated inequities with the categorical nature of input funding (Topping & Maloney, 2005; Engstrøm Graversen, 2015). Other funding models have since been introduced such as school or area level funding (known as throughput funding) where central governments allocate funding to schools or local authorities who are responsible for how funding is spent and resources allocated (Sharma et al., 2015; Pulkinkinen & Jahnukainen, 2015). More recently, some governments have modified their input or throughput models to include outcome-based funding which is based on student performance in school (EASNIE, 2016).

At the present time there remains, however, little consensus as to the most appropriate and equitable way to fund and allocate resources to students with disabilities in the context of inclusive education. Much of the literature in this area has focused on debating the pros and cons of different funding models in targeting

supports for students with disabilities. Increasingly, countries are adopting a combination of methods in an attempt to counter the negative aspects of each approach.

This paper examines these issues in the context of Ireland and Australia which share a number of common characteristics. For example, both countries have signed and ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and have enacted policy reforms designed to reduce the educational segregation of students with disabilities. Both countries have also recently introduced new school funding models for students with disabilities in efforts to create systems of accountability and improve equity in the allocation of resources. The funding reforms in each country have also taken place within the context of policies designed to increase autonomy at school level in determining how funding and resources are allocated to individual students.

The funding reforms in each country have some shared and unique elements. For example, the Irish Special Education Teacher (SET) Allocation model has been broadly welcomed as a more equitable system of resource allocation combining elements of different funding formula (input, throughput and output) and removes the need for assessment for students with disabilities. Similarly, Australia's new needs-based funding model (Australian Government 2013, Cth) combines input and throughput funding and has been praised for removing some of the inequities of previous categorical funding arrangements.

Methodology, Methods, Research Instruments or Sources Used

At the present time it remains unclear whether either of these new models support the realisation of each country's obligations under the CRPD, particularly in terms of moving expeditiously towards a single inclusive system (United Nations, 2016, para. 39). Using a cross-national comparative analysis (Wendt, 2019), this paper examines the extent to which these new funding structures can facilitate inclusive education consistent with these obligations. The potential for each country realising the transformation towards a single inclusive education system is considered against the broader backdrop of national devolution policies. This potential is also considered within the context of each country's historic and current dual-track systems of "mainstream and "special" education for students with disabilities such as segregated special schools, special classes and special units within regular schools. Focusing on the role of school leadership, the paper examines whether increased school autonomy is hampering or hindering systemic transformation. A key aspect of the paper is to examine whether these new funding models, ameliorate the perverse incentives intrinsic to ongoing funding of special education in segregated settings.

This paper seeks to enhance the rigour and utility of research on inclusive education by highlighting the extent to which social, cultural, economic and political elements influence how funding policy for education is organised and enacted. To do this, it examines key issues in debates on funding systems from new perspectives. Importantly, the paper considers possible solutions to the issues identified.

Cross national comparative analysis often uses multi-level analysis of local, national and global influences on a process or phenomenon (Salway et al, 2011). Adopting this approach, this paper uses a range of data sources at policy and system levels to identify, analyse and explain similarities and differences between Ireland and Australia (Hantrai 1996). International and national policy documents, reports and legislation inform the paper's policy analysis. Administrative data from national Departments of Education in Ireland and Australia are also used to provide details of the funding models in both countries and form the basis of comparison.

Conclusions, Expected Outcomes or Findings

Given that systems of funding are in a state of flux worldwide, this paper highlights the importance of research evidence and conceptual precision in policy making. The comparison of two distant but similar systems of education offers a real opportunity to have clearly defined steps to improve inequity in education. The findings show despite the innovative nature of the new funding models in Ireland and Australia in addressing issues around disability, race, gender and social disadvantage, there is a worrying disconnect between the discourse of inclusion at policy level, and its enactment at the system level.

In both contexts, the paper suggests the continued resourcing of segregated settings runs counter to the definition of inclusive education in national policies and the obligations under the CRPD. It concludes that in each context, the progressive realisation of a fully inclusive education system is undermined by the continued commitment to resourcing segregated settings which enables the traditional "mainstream" system and its actors to resist structural reform.

The paper concludes that the way in which we fund supports in education directly impacts on whether we can achieve inclusion in our schools. By having two funding streams (general and special), both funding models enact a medical model of disability whereby students with disabilities receives supports to integrate into an unreconstructed mainstream education system. The paper argues that instead of financing special and "mainstream" education, systems need to remove incentives for segregation and ensure that inclusive education funding models apply to any student at risk of exclusion from education.

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04. Inclusive Education

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Teacher Perspective of their Competencies for Inclusive Education

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The complexity of inclusive classroom requires teachers to have diverse competencies - knowledge, skills, attitudes and the ability to implement and use them in practice – in order to promote successful learning and the wellbeing for all children in today's changing situation. In the inclusive classroom teachers have to deal with the daily challenges related to children educational needs by ensuring high quality learning and personal growth of every child. As Kershner admitted, "inclusion can be particularly challenging for understanding the knowledge associated with teachers' individual and collective activity in schools because of the diverse set of opinions, values and skills operating in a system of limited financial and human resources" (Kershner 2007, 491). Consequently, inclusive education from teachers requires more than from a traditional classroom teacher. The project "Teacher education for inclusion" came up with several competencies for inclusive education - valuing learner diversity, supporting all students, cooperation with others, continuing personal, professional development (European Agency for Development in Special Needs Education, 2012, 7). Besides generic professional competence, such as knowledge of general education assessment procedures, etc., there is a need for specific competencies, such as implementing lessons for diverse learners and flexible scheduling (Dingle et. al 2014). Other research describes important skills for implementing effective inclusion programmes in detail - adapting of curricular goals and instructional materials, behaviour management, identifying special needs, modifying content, using effective questioning as (Kuyini, et.al 2016). This is in line with the research done by Majoko (Majoko, 2019), who examined perceptions of special needs education teachers about the key competencies required from teachers for inclusive education. There are: screening and assessment, differentiation of instruction, classroom and behaviour management, as well as collaboration.

An inclusive school case study carried out in Latvia (Nimante, 2018) suggested that teachers perceive that both generic and specific competencies for working in inclusive environment are important. Even general competences in inclusive classes are required to be applied by teachers in new contexts, this includes intensive collaboration with other teachers, child assistants, special teachers both inside and outside the classroom, etc.

Several specific competencies for inclusive education were mentioned by teachers working in inclusive schools: a good understanding of an inclusive (diverse) classroom, all children's learning needs, disorders; ability to solve inclusive education's ethical dilemmas; knowledge in special pedagogy, adjustment of program for children with special needs. Overall it was admitted by teachers that good self-reflection skills, high ability to learn new approaches and methods to deal with diversity are needed too.

Since the policy of education in Latvia declared a move towards an inclusive education (Education Development Guidelines, 2014), classes in mainstream schools have become increasingly diverse, more children with special needs have moved to mainstream schools, and recently the number of special and boarding schools has declined. Some research has been done on inclusive education since then (Nimante, 2018, Rozenfelde, 2016, Raščevska, et.al, 2017), helping to better understand practice of inclusion. As a mainstream teacher is the most important component for the success of inclusive education (Forlin and Chamber, 2011) the research is focused on teacher's perception of their competencies for inclusive education and is conducted in Riga's municipality.

The research questions are:

How teachers perceive themselves, do they have the necessary competences for implementation of inclusive education?

What competences necessary for inclusion do they lack the most?

How confident and comfortable teachers feel working in an inclusive classroom?

The paper unfolds a part of the research project "Inclusion in Riga city" which was carried out in 2019, from March to August, in cooperation with Riga City Municipality and EDURIO ltd.

Methodology, Methods, Research Instruments or Sources Used

During the research project "Inclusion in Riga city" a survey (108 questions) for teachers based on literature review and discussions with practitioners was developed and finalized by involving the viewpoints of the representatives of Riga municipality.

The survey includes different kind of data – demographic, educational, teaching experience and experience in special and inclusive education, as well as teacher's self-evaluation of their knowledge, skills and competences related to inclusive education.

Respondents were asked to evaluate both teacher's professional generic and specific knowledge, skills and competencies required for inclusive education in general, and then (optionally) to self-evaluate their own knowledge, skills and competencies. After each part of the self-evaluation teachers were asked to identify the knowledge, skills and competencies they lack. Finally, teachers were asked about their confidence to work in an inclusive classroom and with children with special needs in detail (motor, hearing, visual, behaviour, emotional, mild intellectual, learning).

Data was collected using EDURIO tool (edurio.com) which is easily accessible for every teacher in Riga's municipality. 1614 (N=1614) teachers representing 69 schools of Riga municipality responded to the survey (different type - from primary school to secondary school; largest group - 42% - of the respondents work with students from 5 to 9 grade). 17% of respondents admitted that they had more than 10, 8% - 5 to 8, 13% - 2 to 5, 11% - 2 month to 2 years' experience, but 49% - that they do not have any professional experience in an inclusive classroom. 42% of respondents (N=670) self-evaluated their knowledge, skills and competencies for inclusive education. Descriptive statistics has been used for data analysis.

Conclusions, Expected Outcomes or Findings

The results show that although only 10,5 % Riga's municipality teachers feel confident working in an inclusive classroom, more than a half (54%) consider that they have or would rather have general knowledge, skills and competences for inclusive classroom. Nevertheless, teachers acknowledge that their specific knowledge, skills and competences for inclusive classroom (such as how to adjust learning process and the materials in the classroom for children with special needs, how to identify children with special needs, how to collaboratively develop and implement the Individual Education Plan) are insufficient. The findings reveal challenges, problems and limitations that would arise in providing high quality inclusive education to meet the needs of all learners.

The teacher's perception about the knowledge, skills and competencies needed to work with children having special needs reveals some problems hindering the possibility of offering students with special educational needs the opportunities for adequate learning.

Although inclusive education is formally declared in the educational policy of Latvia, this study reveals that insufficient teachers' competence for implementing inclusive education has serious setbacks for the successful development of inclusive practices. It is concluded that teachers must be provided with the necessary tools and support to face the challenges of the inclusive classroom.

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04. Inclusive Education

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Attending Inclusively: Prepared Environment and Teacher Training in Early Childhood. Theoretical Review

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The following proposal is part of a PhD thesis called 'The adaptation from 16 months to 3 years old in a Montessori Environment', which analysis the different spheres involved in the transition. This theoretical proposal aims to present an environment and teacher training review, considering perspectives that support inclusive education.

Evidence has shown that the early education children receive depends on future academic success (Bainbridge, Meyers, Tanaka & Waldfogel, 2005), and in particular on the developing of the social and emotional competencies (Kirk & Jay, 2018), needed to participate in any community. For this reason, families take careful consideration when choosing a childcare centre with the desire that it reflects their parenting style and allows them to go about their work safe in the knowledge that their child is well cared for. Simultaneously, educators are questioning their practices as children rights are becoming more prelevant and human development is not anymore considered a universal phenomenon (Vogler, Crivello & Woodhead, 2008). Children need to be respected and offered opportunities to develop, think, be autonomous, be an active citizen and take part in daily activities from a very young age.

Considering the homogenous situation of educational practices, the aim of this proposal is to analyse which specific aspects guarantee an inclusive education from zero to six years old. We consider practices that respect the child with their potential and limitations and offer them an environment that promotes children's participations in daily life, by training them in school life. A unique environment that supports diversity, enhances personal goals and promotes a constant acquisition of individual abilities.

To conduct this proposal we have analysed pedagogies such as Bronfenbrenner, Vygotsky and Piaget, further deepening in the Montessori approach to find which principles do guarantee an education that respect the natural development of every child. Evidences of promoting children rights in early childhood education, and focusing their attention in the prepared environment and teacher training are presented.

The prepared environment is defined considering two main points: physical part (architecture and structural design) and the process (psychological relations) that happen there (Ishimine & Tayler, 2014; Kirk & Jay, 2018). Rich and quality environments promote a young child's development and also promote short and long term academic benefits (Bainbridge et al., 2005), ensuring a constant and evolving acquisition of abilities and capacities. The proximal zone (Vygotsky, 1978), focusing on inner demands (Montessori, 1998), promoting mental stimulation and offering freedom are related to attending diversity. These skills reduce exclusionary pressure that impede their participation in life, but also provide them opportunities to be an active member of the class community.

An accurate observation from the adult is needed to create the environment, offer experiences that link the child with it and promote active interactions. This teacher-child interactions and teacher behaviour can reinforce a positive social and emotional environment that can enhance children social-emotional competences (Heller et al., 2012).

Teacher training is needed to attend all aspects related to inclusive education. However, practices in early childhood education have been a catalyst for empirical and theoretical studies originating within a wide range of disciplines, shaped by multiple discourses about children's needs and nature (Woodhead, 2006). Focusing in the social and cultural paradigm, practices that support human rights and avoid the principle of homogenise children and allowing for individual and gender differences and diversity are presented. Placing the child in the centre of any educational practice (Montessori, 1998); promoting skills to organise children's learning process (Pramling & Asplund, 2008) in an effective learning environment (Black & Wiliam, 2009) that supports being part of a community are key points to develop individual attendance.

Methodology, Methods, Research Instruments or Sources Used

The aim of this proposal is to analyse and present a theoretical review, as a consequence literature related to inclusive practices and respecting diversity and children rights have been analysed.

Conclusions, Expected Outcomes or Findings

Evidence has shown that there is an increasing awareness in the first six years of life as children absorb everything of their environment and form their neuronal mass. This theoretical proposal analysed several studies and found that Montessori Pedagogy could match with the principles of respecting children rights, diversity, and developmental rhythms and promote citizen skills in young ages through meaningful and inclusive practices. The prepared environment and teacher training are the two interrelated aspects that work together to improve childcare experiences.

When children are in a prepared environment that stimulate them, they can develop their abilities with no barriers and this means, that they can achieve higher goals. For this reason, Montessori's education provides the whole child development, integrating cognitive and social growth for a healthy independent functioning (Montessori, 1998) in life, guiding every child differently as they cannot be taught in a universal way. At the same time, teacher plays the role of linking the environment and the materials with the child, encouraging them to take part in practical life activities and being a member that respects and participates in the group. The opportunity to participate in activities conceived better for adults, such as caring the environment, their selves or cooking in young ages, emancipate them with the sense of responsibility and citizenship in the group.

As environment and adult matters when they interact with children, educational policies should have higher standards to prepare future teachers as they are working with the most vulnerable people of our society. There is still no evidence, whether learning multiple theories or a single one creates better teachers, but as research has shown, training has positive impact in teachers as they reflect and acquire a broader set of knowledge, which will provide them with supporting skills to attending diversity.

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04. Inclusive Education

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School Readiness Practices that Respect Diversity and Individuality: Development Milestones and Executive Functions (EF) in a Montessori Environment

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This proposal presents how transitions from one school group to another are done in a small sample of Montessori schools, as this transition is done at different developmental milestones, which are related to executive functions (EF).

School readiness or transitions to next level in a school group have always been done depending on age curricula or biological age (Blair & Raver, 2014), but human development cannot be considered a universal phenomenon (Vogler, Crivello & Woodhead, 2008). A supporting environment that respects diversity is needed as children develop at different rhythms and follow their interests (Montessori, 1998). This shows that children face school adaptation with different development milestones, as a consequence curricula cannot exclude children's participation due to homogenous practices. Montessori Pedagogy promote an individual education that respects every development.

This research analyses the transitions to two Montessori environments: Infant Community (from 16 to 30 months) and Children's House (3 to 6 years old). It has a double objective: firstly, to analyse practices concerning to transition and school readiness, in order to determine how they assume and support diversity; secondly, to analyse development milestones and EF at the time of the adaptation, in order to determine how teaching practices and the environment shape the development for becoming an autonomous and responsible member in society.

Montessori established principles to promote children's education. First, the goal of the environment is to provide opportunities to explore, learn and reach children's potential (Lillard, 2018). These activities are based on personal senses, since by acting actively children convert sensations into perceptions (Colgan, 2016), and this knowledge is integrated into a complete activity of cognition and acting within the world (Frierson, 2015), as a consequence they are a responsible citizen within the classroom and the school. This aspect favours executive functioning, understood as the processes that serve to monitor and control thoughts and actions (Zelazo et al., 1997). On the other hand, the activities of environmental care, personal care, practical life, sensory, art, linguistic or motor activities in the stage from 16 to 30 months, help to put into practice mental processes of adaptive effort, such as planning, guiding and controlling goal-orientated behaviour (Spruijt, Dekker, Ziermans, & Swaab, 2017), which allows them to participate in school life. These early experiences can influence neurocognitive development (Noble, Tottenham, & Casey, 2005) by respecting diversity and

promoting inclusive practices where everyone is capable of taking part. These values are promoted with an individual education, so transitions to Children's House need to be in tune. Avoiding exclusionary pressure of a fixed age curricula, the main objective in Montessori practices is considering development milestones as the key point to move forward to the next class.

In order to understand the mechanisms of educational transitions, the school readiness approach is proposed as self-regulation, which is based on the neurobiology of EF and emotional development, seen in the psychobiological temperament model (Posner & Rothbart, 1998; Rothbart, 2004). In this model, individual temperamental differences are understood as the give and take between emotion and attention, which provides the basis for school readiness and success, as attention serves to regulate emotional and psychological arousal levels (Blair & Raver, 2014). Consequently, infants are ready to enter school when they have achieved sufficient development to enable them to manage stimulation and attention so that, they begin to regulate their own emotions for an educational activity. This self-regulation begins in childhood and is shaped by the environment (Blair & Raver, 2014) where children grow. Montessori standards consider this model by supporting individuality and offering practices to attend the diversity development rhythms in the class.

Methodology, Methods, Research Instruments or Sources Used

The following proposal focuses on how school readiness can depend on development milestones and consequently EF emerge. Its aim is to identify and analyse school practices on behalf of children individual transition and their school readiness which only depend in their development acquisitions, which ensures the respect of growing rhythms. The research objectives are: 1) identify how preschool program sets children school readiness practices; 2) analyse children development when they are ready for a transition; 3) explore and identify practices that promote EF.

The research carried out is from an interpretative paradigm (Lincoln & Guba, 1985), which is developed through a case study (Stake, 1995), since the sample of participating schools applies only Montessori pedagogy in their education. Three private schools, run by a single governing body, were selected, belonging to a medium-high socio-cultural and economic environment. The selection of these schools was made taking into account two criteria: the existence of the Infant Community classroom and the Children's house; and the application of Montessori pedagogy in their educational practices. The research lasted a total of two years, since the transitions to the next group-class were not governed by the end of the school year, but by the possession of some developmental milestones, so diversity of development rhythms were respected. A total of 35 pre-schoolers between the ages of 16 and 41 months participated. The sample entering the Infant Community class consisted of 17 children aged between 16 and 32 months, who came from three different situations: (a) first contact with school with a total of six children; (b) previous attendance in another school system with a total of three children; (c) transition from the school Nido class to Infant Community class with a total of eight children. The sample entering to the Children's House classroom was composed of 18 infants between the ages of 30 and 41 months.

To address the objectives of this research, document analysis, semi-structured interviews and research diary were used to analyse the practices offered by the three schools at the time of transition to the next group class. Once all this information was collected, the Battelle Development Inventory test (Newborg, Stock & Wnek, 1996) was administered to each student who adapted to the new classroom, so development milestones achieved were compiled.

Conclusions, Expected Outcomes or Findings

The research findings show that human development cannot longer be considered a universal phenomenon (Vogler, Crivello & Woodhead, 2008) since each individual has developed from different opportunities offered by their immediate environment. Each being presents a personal preparation and a set of developed skills that sets his/her school readiness. However, preschool should help to consolidate a set of necessary abilities to adapt and participate in today's society. The Montessori prepared environment favours the development of these skills and respects diversity and the personal growth, by offering inclusive practices that allow everyone to participate thorough their capacities.

The analysis of the development profiles generated, shows that the active work under the principles of Montessori Pedagogy promotes a progressive acquisition of skills, favouring the development of EF (Carlson, Mandell & Williams, 2004), needed to be a citizen with own thoughts in our society. The prepared environment, the role of connecting the child with the environment and the right scaffolding, promotes the student participation in school life. Respecting all diversity and their development implies that the transitions to the following groups-classes are not marked by the end of the school year but by the acquisition of certain developmental milestones.

The participating schools have specific skills that must be consolidated for the transition. These skills can be found entirely within the development areas evaluated in the Battelle Development Inventory test. However, adaptive, motor and cognitive abilities achieved by infants adapting to Children's House, belong to higher biological ages. This shows that offering the opportunity to take part in a true community (classroom and school) thanks to the prepared environment can enhance children's potential with no pressure. Educational

practices offered in a Montessori environment go beyond theoretical knowledge, they develop the sense of responsibility and a global citizenship within practices for the real world.

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04. Inclusive Education

Paper

Alternative EERA Network: 11. Educational Improvement and Quality Assurance

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: educational innovation, connective hub, qualitative research

DEECC-SCHOOL: Dislocating Education by Empowering Connective Capabilities in the Communities

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The paper aims to investigate how a range of emerging trends (social innovation (Owen, 1962; The Young Foundation 2010) with the constructs of empowerment and participation (Benkler and Nissenbaum, 2006; Kelly, 2012) can be used to build a connective hub for an educational system based on an inclusive and universal process. Social innovations (i.e. the recombination of social practices) change how we live together (shared housing), work (telework), consume (car-sharing), distribute wealth (unconditional basic income) or deal with economic crises (short-time work instead of termination) by providing new forms of collaboration between people (co-working spaces), organizations (private-public partnerships) and states (agreement on the free movement of labour) and can emerge within different sectors: in civil society (urban farming), politics (parental leave) and economy (microcredits). The notion of “community” is taking on new meanings as global demographics shift and networked technologies change how people access information and resources and how they connect to each other. New thinking about what it means to access and participate - both physically and

digitally - in a community of networked and mobile individuals will help strengthen how social innovations are developed, shared and implemented in the educational context to promote flourishing connective capabilities. More importantly for our question is the focus on the processes underlying the changes, in particular, the openness, inclusiveness and participatory nature of the educational innovation, as well as the focus on local resources and innovative capability not directly reliant or beholden to outside demands or inputs. The educational capability to connect reflects an entrepreneurial vision pursued by micro-services which show a special ability in designing and organizing flexible, broad and very complex networks of partners and to pull them together around credible educative ideas. Partnering is becoming a central system organization strategy for schools to overcome (Yoshino, Rangan 1995). The emergence of the attention to inclusion process shifted the focus towards the barriers and obstacles learners meet in the educational context (Booth & Ainscow, 2011, i.e. the field of Disability Studies). The shift is to help the Educational System to address learner variability by suggesting flexible goals, methods, materials, assessments and connections that empower educators to meet these varied needs. Partnerships between schools and stakeholders have emerged as a particularly important mechanism for encouraging and spreading idea and practices due to recent normative law in Italy (107/15 law). Practitioners cite these opportunities to collaborate with their peers as an effective form of continuing professional development with recommendations to government (OECD) to establish a forum for dialogue between innovators and stakeholders. Limited literature on which and how relational and connective capabilities and skills could be implemented to flourish communities stresses the challenge to liberate reflection and imagination and complements the search for improved principles and accounts of justice and equality with a bottom-up actor-perspective by promoting a re-organisation of human resources based on collaborative and connective strengths. This process empowers the community participants to achieve a collective goal that is grounded in the wish of the community to change a given situation (Chiappero Martinetti et al., 2017), to attain different outcomes or to improve access to public goods and services (Biggeri et al., 2017). This paper aims to bridge the gap between theory and practice by presenting a new framework for conceptualizing and operationalizing a connective educational “ecosystem” (hub) (“enabling ecosystem”, OECD-LEED 2016) in which individual, relational, collective, social, capabilities nurture personal and relational functionings.

Starting from these premises the research questions are: Which are the functionings of schools in terms of connective capabilities? Which are the aspirations of the actors of the educational system about the map of connections within and outside their contexts?

Methodology, Methods, Research Instruments or Sources Used

Appreciative Inquiry (AI) is a methodological way for addressing issues, challenges, changes and concerns of an organization in ways that builds on the successful, effective and energizing experiences of its members (Preskill & Catsambas, 2006). AI involves systematic and co-evolutionary discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, connective and human terms (Cooperrider & Whitney 2005). This approach to personal and organizational change is based on the assumption that questions and dialogue about strengths, successes, values, hopes, and dreams are themselves transformational (Whitney & Trosten-Bloom, 2003). The research has two steps:

Step 1: data collected from three Reports: the School Self-Assessment Report; the Improvement Plan Report; the Annual Plan for Inclusion (downloaded by “Scuola in Chiaro”, institutional platform in which all Italian schools update these formal documents). It is essential to study carefully local norms, social values and cultural practices, and to understand how people cognitively perceive their “daily professional connective lives” (González and Healey 2005).

Participants: A representative group (187) of schools (among primary and secondary school levels) of Veneto (106) and Emilia Romagna (81) was selected. These two regions have different approach to the inclusion process of persons with disabilities at school, based on regional program agreement, as well as a different welfare system.

Data analysis: All school documents have been analyzed using the software Atlas.ti 7. The emerged dimensions are: Accessibility, Aspired Capabilities, Connective Capabilities, Achieved functionings, Social Innovation, Priorities for change.

Step 2: Different actors involved in the school-hub were interviewed to collect their voices about the connective capabilities they consider in their contexts. Through a narrative interview, we asked the participants to identify images of a connected desirable educational community (hopes and dreams for their connective opportunities), a “real” and an “aspired” connective map representing the nodes they perceive as present in their everyday life, describing and justifying the quality and the intensity of connections (or the absence of connections). Maps drawn by participants and their explanations were analyzed with the Atlas-ti software.

Interviewed participants (32): Regional Advisers for Disability of the Veneto and Emilia Romagna School Offices; representatives of School Leaders, secondary school students, parents, children and the young of every order and degree, curricular and support teachers, Disabled Peoples International (DPI Italia), Persons with Disabilities Associations, School Integration Services and Services for Inclusive Employment, Industry organizations, University Disability Services.

Conclusions, Expected Outcomes or Findings

How to support educational systems in developing an innovative “connective design” culture? What implications does a connective pedagogical praxis have for designing accessible schools? Paper presentation will be the occasion to share early implications. Results will be presented to highlight some insights deriving from schools’ documents (functionings) x individual aspirations. Differences among school grades and the two Regions will be discussed. Results show that the educational contexts need to develop the capability of working as connective ecosystems supporting and connecting internal organs (code “teamwork groups”), forming structures and nodes of connections (code “guidance projects”), attaching systems to nodes (code “school/families collaboration”), replacing damaged nodes and developing particular relations embedded in different manner (code “interconnections with families and the local territory”). The density of these relations and nodes and the presence or absence of certain functionings and the capacity to convert commodities make some connective tissues soft and rubbery and others hard and rigid. The emergence of connection between different groups offers opportunities for more people to engage in practices that permit them to exhibit and experience virtuous behaviours (Ichniowski, Shaw, 2009).

A space for individual and group articulation of aspirations creates the environment for educational innovations that serve as a community ethos to expand their real freedoms to connect. It is the aspirations of people that are crucially important to operate as transformative elements of desires put into actions. A wide variety of knowledge and skill sets are necessary to enhance the organization's innovation capabilities and functionings: soft skills as openness to new ideas and points of view, agreeableness, entrepreneurial attitudes, and the capacity to analyse issues in a multi-disciplinary perspective enhance the connective capability in building educational innovation. Connective capabilities of the ecosystem are contingent on an educational system that encourages Caring, Creative and Critical Thinking (Biggeri and Santi 2012).

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ID: 2106

04. Inclusive Education

Research Workshop

Alternative EERA Network: 10. Teacher Education Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive

Education

Keywords: refugee, teachers, multiple communities, Kuulumisia, traumatized children

Because I Say So: Models of Decolonized Education by Refugee Teachers

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There is a gap between educational needs and accessibility. Half of refugees are children who ‘are 5 times more likely to be out of school than others’ (UNHCR, 2016). Furthermore, host country teachers find it difficult to connect to refugee learners. Hence the design of the UNHCR Teachers’ Toolkit and the British Council MOOC for teachers of refugees ‘providing tools and concepts for host country teachers to connect to refugee pupils’. The most dominant question being asked is, how should a host country teacher teach refugee children.

Yet UNESCO recommends ‘that teachers from the refugee community are best placed to teach, or should at least be a part of the education provision (Richardson, 2018).

That is why a consortium of teachers, NGOs and social entrepreneurs from Belgium, Finland, France, Italy, Romania, and Slovenia collaborate in a KA2 project EMERGENCES (2019-1-BE02-KA204-060226), merging refugee educators’ competences and skills, to question how refugees with a teacher’s background in their country of origin can be integrated in the host country’s educational system either as a volunteer, assistant, co-teacher, crammer, content developer, counsellor or fellow teacher. These possibilities are formatted as social entrepreneurship.

The concept of decolonized pedagogy plays a dominant role in the creation and collection of good practices, the self-assessment tool and the policy document. The main question of EMERGENCES is how can teachers with a refugee background help the wellbeing of refugee learners finding a balance between the country of origin’s educational culture and the pedagogical approaches of the host country. Secondly, how can this development and teaching of refugee children, help create a world vision, and not a Eurocentric vision. How can it enhance the creation of citizens of the world, with a critical sense, able of decentralizing one’s point of view and understand the complexity of the societies in which we live?

These are all central aspects in the encounter between different cultures and in the creation of enlarged and cohesive (school) communities.

In this paper, we address how EMERGENCES designed the format of the Good Practices and gathered them. Our presentation will be a design workshop similar to the workshops done with host teachers and refugee teachers. This design session is framed by three focal points:

- the need to review school curricula, to feed positive imaginaries and to grow plural communities (communities as a plural self);
- the qualities teachers with a refugee background offer in the ‘Kuulumisia’ approach: awareness of racial and ethnic diversity, extensive background knowledge of different cultures and languages, and first-hand individual experience and understanding of what having an immigrant background entails
- the children’s possible traumatic experiences that make learning and adjusting to new culture more difficult for these children?

Methodology, Methods, Research Instruments or Sources Used

The design of the Good Practices follows four steps: desk research about the educational needs in the host society, about teaching programmes, about the programmes offered for host teachers about teaching refugee children, about programmes offered for refugee teachers to teach in the host country. In addition, one special teacher training programme for refugees and migrants (Yli-Jokipii and Vuorio 2020) is presented. The tacit knowledge of the professionals working with the Kuulumisia is collected, the statistical data for 10 years is collected and 3-4 alumni are interviewed to illustrate both societal and individual outcomes of the programme. Next, digital stories are created in which refugee teachers explain the differences and common aspects of the educational systems and what they (would like to) to offer to the host country education. Thirdly, refugee and host teachers meet in Communities of Practice in each consortium country to create the format and later gather good practices. Finally, all format models within the consortium are compared and a common model is devised.

Within the Community of Practice design thinking combined with wicked problems in the de define phase and art of hosting in the empathy phase will be linked to the digital stories (empathy) and the desk research.

Conclusions, Expected Outcomes or Findings

30 Good Practices that define possible roles of refugee teachers in the host country educational system, a variety of step-by-step models of collaboration.

Deep understanding of the differences in educational systems between countries of origin and destination countries and how these differences affect the refugee learners’ well-being.

Widening of the host country teacher's toolbox for teaching refugee children. Widening the host country educational systems' vision about the education in all levels: there is much more plurality in today's school than never before, therefore the system has to find ways to include us all.

Through the paper presentation and workshop we hope to get more theoretical frameworks and more tacit knowledge about these perspectives.

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Yli-Jokipii M. & Vuorio, J. 2020: Multiculturalism as a resource: Educating teachers with immigrant backgrounds to serve as specialists and valuable resources in increasingly multicultural Finnish schools. Secondary teacher education in transition Riitta Jaatinen & Eero Ropo (Eds.) Tampere University Press (in preparation)

ID: 2125

04. Inclusive Education

Poster

Alternative EERA Network: 01. Professional Learning and Development

Topics: General Submission (not submitting to Network Special Call)

Keywords: Teaching, Inclusion, Primary School, Special educational needs, Review

How is Teaching in Inclusive Classrooms Characterized? A Systematic Narrative Literature Review

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Inclusive or exclusive school settings – where do children with special educational needs achieve a higher academic performance? In previous research, numerous international studies focused this question. The majority of investigations found a favorable development of cognitive competencies for students with special educational needs (SEN) attending an inclusive primary school compared to special needs schools (e.g., Baker, Wang, & Walberg, 1994; Kocaj et al., 2014; Myklebust, 2006; Ruijs & Peetsma, 2009).

However, until today it remains unclear which aspects of the respective learning settings are related to these different achievement levels. It is hypothesized that special needs schools have better starting conditions to address the special needs of the children with SEN. On the one hand special needs schools have smaller groups of students resulting in more time and resources for differentiation and individualization and on the other hand they tend to protect against pressure to achieve, against academic failure, and against social exclusion in contrast to inclusive primary schools (Bear et al., 2002; Peetsma, Vergeer, Roeleveld, & Karsten, 2001; Preuss-Lausitz, 2001). Despite these better starting conditions, children show higher levels of competences in inclusive primary schools. One possible explanation for this non-intuitive result is the teacher's classroom behavior. Taking the theoretical assumptions of previous literature into account, five aspects emerged in which teachers in inclusive and exclusive settings could differ. It is assumed that teachers in both settings vary concerning (1) their applied teaching methods (e.g., social forms), (2) their pedagogical orientation (e.g., Montessori-oriented), (3) their interactions with students (quality and quantity), (4) their teaching quality (e.g., classroom management, differentiation), as well as (5) the number of teachers in a classroom (e.g., Bos, Müller, & Stubbe, 2010; Hocutt, 1996; Schumann, 2007). Focusing the teaching in special needs schools, a literature review revealed a lack of investigations concerning the teachers' classroom behavior (Bogda et al., 2018). Thus, the question arises, what do we already know about the teaching in inclusive schools?

The aim of the present study was to provide a systematic review of empirical research findings concerning the five extracted aspects of the teachers' classroom behavior in inclusive primary schools. Therefore, the current status of research was analyzed and synthesized in a systematic narrative literature review to address the following research question: How is teaching in inclusive classrooms characterized?

Methodology, Methods, Research Instruments or Sources Used

Due to the varying international progresses of inclusion in school and teacher education, the present literature review focused on one country – Germany. To search for the relevant literature, eight databases were selected (e.g., PsycINFO, FIS Bildung). The literature survey based on a search syntax consisting of 100 combinations of German keywords addressing the five aspects of the teacher's classroom behavior in inclusive primary schools (e.g., inclusion AND school AND teacher, integration AND school AND differentiation). Subsequently, the determined publications (N = 6931) were selected in a two-step process based on criteria to identify the appropriate literature for a later full-text analysis and synthesis.

In the first step, all publications were assessed by two independent raters on the basis of their title. Due to the limited amount of words, solely five criteria for excluding a publication were determined (e.g., exclusively non-German, non-inclusive, no primary school). In the title-rating a publication was accepted if none of the exclusion criteria was fulfilled. Resulting from this, N = 1853 publications were accepted ($\kappa = 0.76$) for the second step – the abstract-rating.

In this second step, two independent raters judged based on all abstracts of the accepted publications whether they were appropriate or not. In contrast to the title-rating, here, inclusion and exclusion criteria were determined. A publication was accepted if all of the five inclusion criteria (e.g., focus on inclusive primary schools, focus on teachers' classroom behavior) and none of the exclusion criteria (e.g., exclusively another school type, no empirical study) were addressed. So far, 65% of the abstracts were already rated, whereby N = 25 publications were accepted for the further full-text analysis and synthesis.

For analyzing the remaining full-text publications, a categorical coding scheme was developed to capture the (1) publications' characteristics (e.g., year of publication) (2) the studies' methods (e.g., sample and design), and (3) the studies' findings concerning the five aspects of the teachers' classroom behavior. This coding scheme was generated deductively on the basis of the theory as well as inductively, due to emerging elements in the texts. The coding of all the remaining publications was realized by two independent raters. Until now, N = 10 publications were analyzed.

Conclusions, Expected Outcomes or Findings

Up to now, the first preliminary results show that three of the five determined aspects of the teachers' classroom behavior were focused in investigations concerning inclusive primary schools: teaching methods (N = 6 publications), teaching quality (N = 3), and number of teachers in a classroom (N = 3). Among the studies focusing a certain aspect of the teachers' classroom behavior, there is high heterogeneity concerning the applied research design, methodological approaches as well as samples (e.g., type of SEN or sample size). Thus the comparability of the studies' results is limited.

At the conference the results and synthesis of the complete systematic narrative literature review concerning the teachers' applied teaching methods, their pedagogical orientation, their interactions with students, their teaching quality, and the number of teachers in inclusive primary schools will be presented and discussed. Furthermore, desiderata and issues for future investigations will be raised, especially with regard to methodological approaches and blind spots in the research field of teaching in inclusive settings.

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ID: 2128

04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Self-Concept, Collaboration, Inclusive Education, Pre-Service Teachers

Effects of Pre-Service Teachers' Collaborative Planning Lessons on their Professional Self-Concepts

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The ratification of the United Nations Convention on the Rights of Persons with Disabilities induces the ambition and implementation to foster and include children with disabilities in educational settings. The perpetual qualification of (pre-service) teachers represents an inevitable purpose for effective inclusive learning processes in primary schools. Teacher collaboration as a quality characteristic for inclusive education has moved to the center of attention of classroom activities in order to cooperatively ensure that all students are reaching their individual academic potentials (Friend & Bursuck, 2014; Werning, 2012). Collaboration is defined as working together to accomplish shared goals (Johnson & Johnson, 1999). Inclusive classroom settings benefit from teacher collaboration since they meet the individual demands of students with and without special educational needs (Meadows & Caniglia, 2018). Studies suggest that collaborative working structures affect (pre-service) teachers self-centered cognitions (e.g. Hamman, Lechtenberger, Griffin-Shirley, & Zhou, 2013), ultimately resulting in more effective inclusive education (Byrne, 1984). Teachers' self-concept with regard to collaboration represents such self-centered cognition. Self-concept, a hierarchical and multi-faceted model, subdivided into multiple domains, is defined as a person's perceptions of him- or herself and in the field of teacher profession, serves as a crucial pillar for teachers' actions, behaviors, and motivations (Marsh & Shavelson, 1985). Yeung, Craven, and Kaur (2014) define professional self-concept of teachers explicitly as teachers' self-perceptions of their own teaching effectiveness. Teachers' professional self-concept as a subordinate arena of self-concept is rather unstable ergo susceptible of change (Marsh & Yeung, 1998). Roche and Marsh (2000) illuminate the importance of multi-dimensional self-concept of teachers, thus teachers' self-concept with regard to collaboration plays a vital role in inclusive education. Unfortunately, research regarding teachers' self-concept in terms of teacher collaboration in inclusive education is lacking. However, we have strong indications that effective teacher collaboration promotes teachers' self-concept with regard to collaboration, resulting in successful inclusive education in primary schools. Research gives hints that the way cooperative teacher dyads are assembled affects teachers' self-concept with regard to collaboration in inclusive education. People who may choose their cooperation partner voluntarily are for example more successful in their lesson planning, develop significantly more positive attitudes towards inclusion, and feel significantly more satisfied in their dyad than collaborative tandems which are randomly assigned (Frommherz & Halfhide, 2003), thus we assume they do develop higher teacher self-concepts with regard to collaboration, as well.

Due to numerous positive correlations between self-concept and accomplishment, performance, and success regarding academic outcomes on student level (Marsh, Trautwein, Lüdtke, Köller, & Baumert, 2005), the lack of research on teachers' professional self-concept is inexplicable. Research on the academic self-concept of schoolchildren is well investigated and despite its significance in many settings (e.g., collaboration), research on teachers' professional self-concept is insufficient (Roche & Marsh, 2000; Yeung, Craven, & Kaur, 2014).

Thus, on the basis of a quasi-experimental study we are investigating possibilities to foster pre-service primary school teachers and pre-service special education teachers' self-concept (with regard to collaboration) through cooperative planning phases in different dyads on the subject of renewable energies in the context of a university seminar. The present research project which is funded by the German Federal Ministry of Education and Research (BMBF) aims to foster pre-service teachers' self-concept with regard to collaboration.

Participating dyads differ in their composition (randomly assigned vs. choose preferred partner). Regarding research literature we assume that dyads who may choose their partner voluntarily instead of being randomly assigned, achieve significantly higher self-concepts with regard to collaboration in inclusive education at primary school.

Methodology, Methods, Research Instruments or Sources Used

In the available study, N=134 pre-service primary school teachers and pre-service special education teachers from a university in Germany (North Rhine-Westphalia) participated. Participating students attend a university subject-didactical seminar concerned with the topic of renewable energies in general studies in inclusive primary schools. Participating students attend this seminar in two different groups of dyads, they differ in the way of their combination. Pre-service teachers of the experimental group may choose their preferred partner whereas pre-service teachers of the control group are assigned to their partner. Both tandem groups were approximately of equal size.

At the time of the investigation, participating pre-service primary school teachers and pre-service special education teachers were enrolled in the 'Master of Education'-program. Gender-specifically 94 female and 19 male students participated in this study. Students' average age was 24 years ($M=23.61$, $SD=2.31$).

Based on pre- and post-questionnaires with 5-point Likert scales we investigated whether planning a teaching unit collaboratively on the subject of renewable energies in inclusive primary schools affects pre-service teachers' self-concept with regard to collaboration. Dyads of the experimental group and dyads of the control group both participated in weekly 90-minute seminar sessions in a time interval of five weeks. Dyads of the experimental group and dyads of the control group became familiar with different forms of planning and organizing a lesson in inclusive education on the topic of renewable energies in primary schools. They, for example, illuminated advantages and disadvantages of certain co-teaching strategies in the inclusive classroom. Furthermore, participating dyads were confronted with problem-oriented case studies and worked on numerous tasks collaboratively to plan and prepare a teaching unit on renewable energies in the inclusive classroom of a primary school.

On the basis of pre- and post-questionnaires, students of both groups provided information on their teacher self-concept with regard to collaboration in inclusive education. Teacher's self-concept with regard to collaboration in inclusive education was measured on the basis of a questionnaire scale, which we adopted from the work of Schöne, Dickhäuser, Spinath, and Stiensmeier-Pelster (2002) (5 items, e.g., "I assume that I will collaborate well with other teachers."); $M_{pre}=4.20$, $SD_{pre}=.56$, $\alpha_{pre}=.78$ / $M_{post}=4.19$, $SD_{post}=.76$, $\alpha_{post}=.85$.

For the evaluation of the hypothesis of the present study, that dyads who may choose their preferred partner develop significantly higher teacher self-concepts with regard to collaboration in inclusive education than dyads who are randomly assigned, we applied variance analyses with repeated measurements.

Conclusions, Expected Outcomes or Findings

The results of this study give evidence that pre-service teachers in dyads of the experimental group, who choose their partner voluntarily, develop a significantly higher teacher self-concept with regard to collaboration in inclusive education than pre-service teachers in dyads of the control group, who are randomly assigned: $F(1, 132)=6.337$, $p<.05$, $\eta^2=.046$.

In summary, the results of the current study illuminate the significant effect of dyads' form of composition regarding the teacher self-concept with regard to collaboration in inclusive education. As expected, pre-service teacher tandems who are randomly assigned do not benefit from cooperative planning phases in a university seminar regarding their teacher self-concept on collaboration for inclusive settings. Results show that the implementation of collaborative work of pre-service primary school teachers and pre-service special education teachers increase significantly in teacher's self-concept with regard to collaboration, when dyads may choose their preferred partner.

Consequently, this means that positive professional self-concepts of teachers are desirable and beneficial for all parties involved since student-centered and teacher-centered learning environments are related (Yeung et al., 2014). In detail, positive professional self-concepts of teachers are inevitably crucial since they affect behaviors and beliefs linked to teaching practices (Yeung et al., 2014), such as cooperative teaching structures in the inclusive classroom.

The results of this study demand further research of teachers' self-concept with regard to collaboration in inclusive settings. Promoting (pre-service) teachers' professional self-concept regarding cooperation is salient for teacher education and teacher practice (Yeung et al., 2014).

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ID: 2129

04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

Topics: General Submission (not submitting to Network Special Call)

Keywords: inclusive education, teacher assistant, Central Europe, postsocialism, educational transition, overcoming resistances

“She’s just an Assistant”: Teacher Assistants in Inclusive Education from the Perspective of Practitioners in the Czech Republic

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Presenting Author: Slezáková, Katarína; Kisoová, Lenka

Elementary school education in the Czech Republic has been going through a turmoil in the last few years as regards inclusion. In 2016, general schools became obliged to accommodate all pupils and the scope of special schools has been limited. Special schools had previously been the main educators of pupils with special needs, physical or mental disabilities, a relic of socialist regime typical for Central and Eastern European countries. Moreover, an unproportional portion of Roma pupils were transferred to special branch of education due to alleged mild mental disability diagnosis. Essentially, the system has switched from segregated to inclusive. This caused a great backlash in part of both professional and general public. Inclusive education remains a hot topic in political debates, to the extent that revoking the 2016 reform is discussed at times. This lack of political support causes confusion among the schools and makes blanket implementation of inclusion complicated. Currently, the situation and level of inclusion varies from school to school depending on the headmasters or the interests of the founder (municipality).

A set of supportive measures to help schools deal with the task was introduced together with the reform, including the presence of teacher assistant (TA) in class. TA's are assigned to a specific pupil for limited amount of time (usually 1 year) based on report and recommendations from local Psychological-Counseling Advisory Center. TA's, seen as walking representation of inclusion, are amidst the after-reform muddle. Teachers at times perceive them as unwelcome intruders, or simply have no guidance in how to navigate their presence in the classroom. Headmasters feel overwhelmed with administrative tasks and often leave teachers and TA's without support.

This paper focuses on the current vulnerable situation of TA's in the classroom and school and the ways that schools committed to inclusion cope with it. We explore the perspectives of practitioners on the teacher – TA cooperation in the classroom, overall position of TA's in these schools, as well as the underlying policies that determine the playing field as reflected by the actors themselves. The focal point of analyses are the

uncertainties surrounding responsibilities of TA and the power structures determining their position. Moreover, the paper looks at the ways that schools successful in inclusion take to deal with this situation. We base our findings on 34 semi-structured interviews. These took place in 3 schools that we identified as successful in implementing inclusive education and that had the vision of being inclusive facility before the 2016 reform. The topics of interviews covered personal views on inclusion, obstacles, challenges and good practice in inclusive education with emphasis on school/class climate.

The paper offers preliminary findings focusing mostly on good practices of schools as regards the presence of TA's that can be useful for other postsocialist European countries undergoing the shift to inclusive education. However, we do not only focus on the interactions of the TA's with teachers and pupils, but on the complete picture of measures focusing on building an inclusive environment and safe educational climate.

Methodology, Methods, Research Instruments or Sources Used

Data collection for this paper was part of the project BeIN (Barriers in Inclusion and How to Overcome Them – Implementation in the Case of the Czech Republic) financed by the Technological Agency of the Czech Republic.

This paper is based on qualitative methodology, using interviews as main method and observations in classes as supportive method. The goal of the interview was to obtain perceptions of the practitioners from inclusive schools. We have conducted 34 semi-structured interviews with teachers, teacher assistants, special educators, headmasters and social workers from 3 schools that had been pursuing inclusion even before 2016. Interviews were conducted in autumn 2019 (October to December). Schools were selected based on their long-standing experience and commitment to inclusive education to compare practices before and after the 2016 reform. The participants were selected based on their experience with pupils with special needs or on their relevance the overall process of inclusion in the school (e.g. the social worker).

The interviews focused on the views on inclusive education, obstacles and good practices in areas such as school vision, community building (cooperation with parents and local organizations), peer relations (conflict resolution, bullying, overall climate of the class), didactics (with special attention to assessment), cooperation of the teachers with TA and special educators and their position in the school, school climate (pupils involvement in school matters, peer-cooperation among teachers, communication channels) and professional development. We used alternating interview structures depending on the interviewee and their position.

The interviews were approximately 80 minutes long (the shortest was 45mins, longest 110 mins). All interviews were recorded, transcribed and anonymized. All interviewees were informed about the research and the handling of the obtained data beforehand and asked to sign informed consents. The prescribed interviews were analyzed by preparing thick descriptions of each interview as well as by coding. For this paper the codes related to TA (especially TA-teacher cooperation) and to general views on inclusive education were of significance. However, the overall experience from the field and other parts of interviews served as a frame for the analyses.

Conclusions, Expected Outcomes or Findings

The paper offers preliminary findings focusing mostly on good practices of schools as regards the presence of TA's. However, we do not only focus on the interactions of the TA's with teachers and pupils, but on the complete picture of measures focusing on building an inclusive environment and safe educational climate.

We found that even though the law provides certain level of definition regarding TA's responsibilities, due to lacking detailed methodology, the everyday classroom practices remain rather random. Overall involvement in school life is limited by inflexible part time contracts (as dictated by law) that are based on direct pedagogical activities and do not allow hours for preparation, planning, meetings or other activities at school. Also, among teachers, assistantship is often perceived as low-status, creating thus a stigmatising essence to the profession. Therefore, the form of TA's presence in class is prevalently dependent on the individual approach of the teacher and partially on the TA's experience. However, this can be tackled at the school level.

In schools with long standing inclusive experience prevails almost tandem approach to teaching and TA's are understood as equal to the teacher although with specific role in the classroom. TA's involvement in school life is encouraged through various good practices. Some of them are directed towards TA's and teachers themselves (TA's are encouraged to pursue further education, have their own offices, are invited to teacher meetings, are involved in developing the School Educational Program, etc). However, schools did not formulate them as intentional strategies of incorporating TA's into school life. They were rather 'natural' outcomes of the school's commitment to inclusive politics and the 2016 reform influence on their practices were only of administrative and financial character. Thus, such frame puts TAs into a precarious situation, blurs their rights and obligations, and makes the relationships between TAs, teachers and children obscure.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive education, ICT integration, Collaborative learning

Creative Learning Districts for Inclusion (CLEDI): Outcomes in Turkey

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Although every child has a right to reach high quality education regardless of their background, some students are to defined as “risk group” whose needs and issues may differ from the mainstream students. The immigrant students or second generation of immigrants are considered as one of the risk groups whose needs are more likely to be unmet (Hamilton & Moore, 2004) and thereby, they face with many difficulties ranging from discrimination to lack of access to schooling. Issues emerging from immigration impacts not only the well-beings of immigrants but also hosting societies overall.

This presentation aims to introduce **the Erasmus+ Project of CLedi** which intends to support the process of social inclusion of migrant with the promotion of “creative learning districts”, that is the creative collaboration of various educational agents present on the territory, at a local level, and on a wider level, both national and international. Using scientific collaboration in the field of astrophysics as a source of role modelling and inspiration, the project actively promoted a number of action connecting schools, universities and scientific entities such as Science Museums and Astrophysical Networks, as well as Local and National Administrations.

The project CLedi foresees that effective integration of ICT in the school system may help to enhance student-centered pedagogical strategies as well as their social inclusion. So that the project outcome would contribute to immigrant crisis by “helping young people become responsible, open-minded and active members of our diverse and inclusive societies”, as a response to the increasing of “populism, xenophobia, divisive nationalism, discrimination, the spreading of fake news and misinformation”. The project highlights that “Social inclusion encompasses also being part of the stream of information. Often, immigrants fall into the “information poor” group (Caidi, Allard 2005). From many years now the relevance of digital media in promoting social inclusion has been recognized. The Digital Inclusion Team created in UK in 2004 defined digital inclusion as: ‘The use of technology either directly or indirectly to improve the lives and life chances of disadvantaged people and the places in which they live’ (Digital Inclusion Team, 2007). The use of ICT is recognized as a critical aspect of social inclusion, allowing participation in an informed and productive way, while research also indicates that social exclusion can provoke information disjuncture and an inability to adopt ICT effectively and independently due to barriers related to language, access and skills to use the technology (Lloyd et al., 2013).”

Teaching staff are the key players in strengthening and fostering the new digital environment in schools. For policy makers, administrations and school leaders this means defining new policies and planning investments to keep up with the constant evolution of possible use of ICT in schools. For teachers and parents, it means overcoming the so called “digital divide”, in order to recover (or maintain) the role of guiding young people to achieve good digital citizenship skills (Diamantini, 2014).”

Therefore, The project CLedi have two complementary goals (i) Supporting the inclusion of students from disadvantaged groups, with a specific focus on migrants and second generation pupils and (ii) The effective integration of ICT in the school system with a full use of their interactive, collaborative, creative aspects. This paper will be presenting the first year's project implementation efforts including several developed practices by the project partners (Turkey, Italy, and Spain) and the initial country specific outcomes.

Methodology, Methods, Research Instruments or Sources Used

Educational Design Research was utilized to reach the goal of the project. Such research focuses on developing solutions for complex educational problems through scientific inquiry. McKenney and Reeves indicated that those solutions may include "educational products, processes, programs or policies" (2014, p. 131). In this project, the goal is to develop a theory-oriented processes to support inclusion of immigrant students and effective use of technology in interactive, collaborative and creative ways. Hence educational design research provided the bases in this study.

Moreover, Cledi adopted the concept of "learning district" to define policies able to maximise the collaboration between the various stakeholders and administrative agencies present on the territory. To this aim all the subjects involved in the project (schools, universities, technical experts) played an active role for the co-construction of the actions developed. The use of role model is derived by recent examples of strategies deployed to promote women in science: students of different nationalities and social background are put in direct contact with a group, just as varied in terms of gender and nationalities, of high-profile experts, to solve a challenge requiring cooperative work.

The first year allowed the consolidation of shared goals and strategies of work, the second part of the project was designed to further explore and enlarge the proposed collaborations: the activities developed would reach a wider audience, deepening the dialogue with the scientific community at an international level, on one side, and with local administrators on the other. This dialogue take place in specific boards/committee that will reunite the different stakeholders, profiting at the same time of the online resources that have been created and already used to support interaction and collaboration among the countries involved in the project and of the collected data.

Turkey, as a partner country, parallel to the goal and planned activities, developed and implemented several good practices and such as International Game Based Stellarium (Astronomy tool), video presentations, site visits, digital story development and other activities that would increase the interactions among local and immigrant students. The total of four Turkish schools (three from different regions of Istanbul and one from Tekirdağ) participated to the project. The total of 11 teachers from these schools were trained as project implementers along with the project's researchers. 86 students, 21 of whom are from Turkmenistan, Kazakhstan, Georgia, Syria, Azerbaijan, Iraq and Armenia from the the four different schools participated in this study.

Conclusions, Expected Outcomes or Findings

The impact of the project's first year implementation efforts was assessed through a questionnaire in terms of ICT literacy, awareness of stereotypes, relations to differences, and mind change. The preliminary results reveal that process of social inclusion of migrant with the promotion of "creative learning districts" has potential to create better social cohesion by increasing interactions between local and imigrant students and to enhance students' ICT skills.

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04. Inclusive Education

Paper

Alternative EERA Network: 14. Communities, Families and Schooling in Educational Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Disability Studies - children - voice

Perspectives of Students with Specific Educational Needs on Support within the Regular Education In Flanders

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Flanders (the Flemish speaking part of Belgium) is internationally known for the large number of pupils attending Special Schools (Sebrechts, 2014). Since Belgium ratified the UN Convention on the Rights of Persons with Disabilities in 2009, Flanders must also comply with Article 24 of that Convention. Article 24 stipulates that inclusive education at all levels of education is the first option for all students. Consequently, efforts have been made since 2014 to meet the UN's requirements through the M-decree. Within the framework of that decree, a support model is used that includes children; and teachers and schools can receive support that ensures that pupils with specific educational needs can participate in mainstream education

The permanent stream of criticism in media about the Decree and its implementation made the Flemish minister and her administration decide to evaluate the M-decree last year. The authors of this paper were asked to focus on the voice of the students. So we worked with the rather broad research question: **what are the perspectives of the pupils/students on the support they get within regular education?**

The Disability Studies Research Group at Ghent University prepared a participatory study with the children / young people. Within the research group we struggle a lot about the question how we can deal with the "voice of the child or the young person" as fairly as possible. With each study we learn again how complex and ethically charged our research projects are. We are mainly inspired by the publication *Listening to children* by Davies (2010), in which she encourages us on the one hand to "be open" and on the other hand to question what we already know (or have it questioned). Following Davies we must above all be 'touched' by the stories and perspectives of the children / young people in honest, ethically correct meetings. In addition to the inspiration from this work, we also get inspired by the discourse of the social construction of the young person - with emphasis on the competences and agency of children and young people (Horgan, 2016; Tisdall, 2012) - and of course also the children's rights discourse plays an important role (Lundy & McEvoy, 2011). We also try to listen to the call of Punch (2002) to collect 'small stories' from children and young people, making space for a broad diversity of children's experiences, taking into account different cultural backgrounds, living in different socio-economic positions etc.

Methodology, Methods, Research Instruments or Sources Used

Sampling : 37 children were involved in the study. They were selected on the basis of criterion sampling (Gentles et al., 2015). Two criteria were paramount:

- They had to be easily accessible to the student researchers and available between mid-October 2018 and mid-January 2019.
- To participate in the study, the children had to meet the conditions set by the Flemish Administration of Education..

Research project: 35 duo's of Master students (researchers) were linked with one child/youngster with specific educational needs. The authors of this paper were coaching the students. Looking for contact with a child with specific educational needs and the support services and support staff involved was not always easy. It was noticeable that the researchers were confronted with "gatekeepers" before they could actually speak to the children. This has led to a complex and intensive research process.

The researchers were using interviews and participatory observations as techniques for collecting data. In doing so, the children's talents and motivation; disruptive elements for the home front or school and the available time and energy of those involved, were taken into account. All of this was aimed at ensuring that our project met the highest standards of "relational ethics" (Cocks, 2006).

When interviewing, a basic list of pre-prepared questions was included. These questions assessed both concrete information and appreciation about the support and the support staff.

While interviewing our researchers have shown the greatest creativity to come as close as possible to the perspectives of the children involved. Creative instruments were often used:

- sometimes a photo/pictures book was brought in and children were asked to bring their stories by means of the photos;
- occasionally drawings were made by the children, which could then be used to talk about;
- situations were sometimes plotted and visualized with the help of "lego toy figures";
- in some situations (especially for the pupils who were not so verbally active) closed questions were introduced whereby the pupils could use their answers via offered icons or smileys;

- ...

The participant observations were also designed in various ways. Both non-structured and structured situations were observed.

Both authors organized a thematic analysis, (Braun&Clarke, 2006) - genre inductive analysis - to analyze the research material. With the "inductive move" we hoped that the children's voice would be heard and respected as much as possible.

Conclusions, Expected Outcomes or Findings

It is clear that the children involved have provided us with rich information. We can conclude that - from the perspective of the youngsters- the support they receive is appreciated and offers them a lot of opportunities to learn.

Nevertheless, we see a number of things that worry us (Whitburn, 2017). The predominant medical model, confronts young people with a lot of concerns because they see themselves - sometimes against their will - classified in a "special category" (Whitburn, 2017, p. 489). Moreover, the meritocratic culture of many schools - with obtaining a diploma as a very clear exponent - ensures that students often feel targeted. They struggle with the fact that they may not pass the normative expectations linked with "normality" (Whitburn, 2017, p. 490). This 'terror of normality' creates concerns for them especially about the continuity of their school programs. Some are only welcome in the school if they bring a clear package of support. This puts a great deal of responsibility on the shoulders of the children and it paints an extremely neo-liberal picture of inclusion (Whitburn, 2017, p. 491).

The young people in our study are bursting with energy and dreams. They look forward to learn new things and to show that they are more than their label. With that they open the way to what Biesta (2009) calls "Qualification".

They also want to belong (Whitburn,2017, p. 491). As such they fit in with Biesta's (2009) "socialization function" : practicing in becoming part of a certain social and cultural whole.

A lot of the children and young people want to distinguish themselves from the diagnostic label that wants to essentialize (focusing on their 'not being able to') . With that they go along with what Biesta describes (2009) as the "subjectification function".

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Intent of Publication

a first publication of this project was published in Dutch

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04. Inclusive Education

Paper

Alternative EERA Network: 06. Open Learning: Media, Environments and Cultures

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusion, Inclusive Education, Disney Films, Global City, Zootopia

Working Inclusive Education with Disney Films: The Global City in Zootopia (2016)

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This paper looks at a 21st century Disney film from an inclusive perspective in order to explore the possibilities of the film in the classroom in Inclusive Education terms. *Zootopia* (2016) is a comedy-adventure film directed by Byron Howard and Rich Moore. The action is held in the metropolis of Zootopia, a global and multicultural city crossed by borders, both territorial and metaphorical. It develops in the interstices between the local and the global and creates multiple “cosmopolitan moments” (Delanty, 2006) in which different animal species reunite with each other and moments of openness take place during this encounter. It portrays a modern city formed by different neighbourhoods with contrasting habitats such as Sahara, Jungle or Tundra, all comprised in the same global city. Animals from every environment, size and form cohabit together in the city, but borders are erected between them. With this background, the formal analysis will explore the film’s interpretation of today’s extremely complex borders, in society in general and particularly in global cities.

From the beginning of the film inclusion is the main topic, as the narrative brings together in the same space all kinds of animal no matter their biological differences. The global city is the place where they cohabit. Global cities can be considered places of inscrutable otherness, and children need to be aware of it. Following the guidelines of the *Index for Inclusion: a Guide to School Development Led by Inclusive Values* from Booth and Ainscow (2016) there are some questions that teachers need to introduce in their classrooms in order to promote Inclusive Education related to the topic that concerns us here, the global city and its border structure: “Do children learn about the origin of cities and how they change over time?”, “Do children learn about the distribution of people between cities and rural areas and the differences in their experience of the built environment?”, “Do children learn about the reasons for the location of homes?” (134), “Do children learn about past and present approaches to scaffolding?”, “Do children consider what makes a more and less desired neighbourhood?”, “Do children explore why some people have much more space to live in than others?” and “Do children consider how and why cities have grown?” (135). All of these questions support the idea that children need to learn about global cities and the diversity and borders that are established inside them. *Zootopia* characterizes real cities’ diversity from the first moment. Inclusive moments are constantly portrayed along the text, in which different environments and types of animals interact. This can help the students to develop a positive assessment and respect for the others’ differences, acceptance of the identity and characteristics of others, no matter their individual characteristics and to avoid discriminatory attitudes towards people who are different. In the movie, discriminatory actions are portrayed mainly with and within the two protagonists, with prejudices and segregation, helped by the structure of the global city. At the end, these attitudes are rejected, as the plot demonstrates that it is something negative for society.

The movie then, proves the positive and negative aspects of globalization, and the consequences that it has inside global cities. The formal analysis of the movie helped with social and cultural theories about global cities, cosmopolitanism, borders and inclusion will prove the possibilities of *Zootopia* to work on Inclusive Education inside the classrooms.

Methodology, Methods, Research Instruments or Sources Used

The chosen study model is a theoretical approach with a conceptual character which consists in the analysis of several studies that concern Inclusive Education as an intrinsic method to use in the classroom of today’s global society. This study has dealt with several researchers in the field such as Julie Allan (2007), Roger Slee (2010), John Portelli and Patricia Koneeny (2018) and Morten Korsgaard, Vibe Larsen and Merete Wiberg (2018). Moreover, based on their ideas, this paper analyses the potential of *Zootopia* (2016) in order to promote inclusive education in the classroom.

A formal analysis of the film will be carried out from a cultural perspective so as to explore the ways in which it deals with issues such as racial, national and cultural borders, the separation of the global and the local, the national and the transnational, the representation of migrants in society and particularly in global cities. This paper will use as a reference the film the works of Martha Nussbaum (1997), John Allen, Doreen Massey and Michael Pryke (1999), Saskia Sassen (2001, 2005), Cheu (2013) and Brode and Brode (2016) as primary sources to explore the relationship between inclusive education, cinema and global cities. It will also use cultural theories about globalization, borders, inclusion and other cosmopolitan phenomena (Anzaldúa, (1999), Castells (2010) and Delanty (2009) among others). Finally, it will justify the use of this particular movie in inclusive terms with the *Index for Inclusion: a Guide to School Development Led by Inclusive Values* (Booth and Ainscow 2016).

Textual analysis, together with social and cultural studies, will be used in order to explore the text’s educational potential to develop inclusive education, so to analyze the discourses with moments of openness and fruitful encounters with the other inside the global city.

Conclusions, Expected Outcomes or Findings

As a conclusion, this communication looks at Zootopia from an inclusive perspective in order to explore the possibilities of promoting Inclusive Education inside the classrooms with this film. The intention of this research is to explore the possibilities of a type of commercial cinema and very popular among students. The main objective is to maximize flows of knowledge in teachers and students and to develop social inclusion through cinema as an artefact that is constantly present in our lives, and particularly, Disney movies in the lives of children. It is a tool that could help them to see difference as an opportunity and to understand the global city as a place where diversity takes place and where different cultures cohabit. The formal analysis of the film focuses its argument in the cultural aspects of Inclusive Education and uses specific inclusive values to discover the potential of the text. Moreover, it shows that there are several borders established inside global cities between the inhabitants, but also that there are some specific scenes in the film that portray inclusive moments, moments of openness to the other and fruitful encounters with different cultures, races and ethnicities that help society to improve the way of life of the inhabitants.

There is no register of studies that deal with Disney animated films of the 21st century from an inclusive perspective that explores the ways in which some of these texts can be used in the classroom in order to promote Inclusive Education, so this remarks the importance of a studio like this one.

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04. Inclusive Education

Paper

Alternative EERA Network: 33. Gender and Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusion; gender; special educational needs; schooling experiences

The Gendered Schooling Experiences of Teenage Girls Identified With Special Educational Needs and/or Disabilities

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Gender is an important social category which informs individual's social locations and shapes their experiences of the world. Previous research has shown that schools play a significant role in the formation of young people's gendered subjectivities - as key sites where gendered norms and inequalities are (re)produced, affirmed and challenged (e.g. Youdell 2006). A wealth of studies have demonstrated the different ways in which gender might work to shape pupil's emerging understandings of themselves as pupils, students, achievers, and peer group members (Jackson, 2006; Francis et al., 2012; Bragg et al., 2018). Much of this research has concluded on the distinct need for intersectional analyses – considering the ways in which different categories of subjectivity are mutually constituted. It is surprising, then, how little research has focused on young people's experiences of the intersection of gender and special educational needs (SEN) (for notable exceptions, see Benjamin, 2001, 2002).

This is an important omission. In the UK context, government statistics clearly indicate that gender matters in the field of SEN; in January 2019, the number of students identified with SEN in schools in England was 1,318,300 (14.9%), with 15% of boys on SEN support compared to 8% of girls. Of these students, 4.4% of boys had a statement or Education, Health and Care (EHC) plan, and 1.7% of girls (DfE, 2019). This pattern is replicated in many countries across the world, with girls less likely to be identified as having a special educational need (e.g. Banks et al., 2012; Smeets and Roeleveld, 2016).

This paper draws on data collected in a qualitative case study conducted in one comprehensive secondary school in England, which was funded by the British Academy/Leverhulme Trust. The purpose of the study was to conduct a deeper exploration of the everyday schooling experiences of teenage girls who have been identified as having a special educational need and/or disability. At present, little is known about the ways in which students who are educated in mainstream schools experience inclusion and exclusion (i.e. both academic and social), as a result of the intersection of SEN and gender. In particular, young women's voices are often obscured from view, with a common assumption being that SEN is largely a boys' issue (Benjamin, 2002). From the gender literature we know that this is an important area of study, for research has shown that young women who transgress gendered norms in any way in school contexts (e.g. in terms of bodily and beauty ideals or expected orientation to academic work) are vulnerable to mistreatment and exclusion (Renold and Allan 2006).

This study was theoretically grounded in Butler's (2004) work on gender performativity, intelligibility and the heterosexual matrix, and Foucault's (1972, 1977) understandings of discourse and power. We were particularly concerned with unpacking the ways in which discourses of femininity and disability intersect, and the discursive repertoires and resources that were afforded to the girls in the study. Our research questions were as follows:

Main question: What are the normative gendered expectations in one school context and how are they negotiated and/or challenged by young women with various SEN identifications?

Sub-questions:

- What are these young women's understandings of gender and gender equality and how do they experience these in school?
- What does it mean to be a successful 'girl', 'student' or 'peer' in this educational context?
- How accessible are these subjective positions for young women identified with SEN?
- What discursive repertoires and resources are afforded to these young women and what challenges do they face?
- How might different SEN identifications lead to different gendered expectations or experiences in this context?

Methodology, Methods, Research Instruments or Sources Used

The research took place in one mixed comprehensive secondary school located in the South of England in late 2019/ early 2020. The school had a largely rural intake and a relatively high proportion of students from less advantaged backgrounds. Participants were 10 young people, aged 13-15, who identified as female and had been identified with a SEN and/or disability. These girls had either a 'visible' disability (e.g. physical disability) and/or 'invisible' disability (e.g. dyslexia, anxiety, autism), with or without official statements of SEN or Education, Health and Care plans (i.e. eligible for SEND school support).

The research employed a range of methods which included: participant observation; walk-and-talk interviews; and creative interview encounters. In these creative interviews, the girls were asked to either complete an 'identity box' activity (i.e. place artefacts of importance to them into a small wooden chest) or create a PowerPoint presentation where they explained to the researcher themselves and their lives. These creative methods were adopted in order to engage the girls in the research, stimulate talk, and support those who might have particular learning or communication requirements (Clarke et al., 2011). In addition, a small number of semi-structured interviews were conducted with staff members on the senior leadership team, SENCO, class teachers, and other support workers to build up a holistic account of the girls' schooling experience.

Data were digitally recorded, transcribed and subjected to a form of thematic and discursive analysis, where both power relations and subjectivity were explored in participants' narratives (Potter and Wetherell, 1987).

Conclusions, Expected Outcomes or Findings

The preliminary findings suggest that the girls experienced tensions in their gender-learner identity work due to incommensurate discourses of hetero-normative femininity and disability (Benjamin, 2002). Initial findings suggest that the girls had to work hard to reconcile post-feminist discourses of the 'ideal girl/student' (i.e. one who is socially engaged, heterosexually desirable, nice, high achieving) alongside disability discourses (i.e. one who is socially isolated, awkward, asexual, not clever, needy). However, we also discuss the changing educational and socio-political context in which the girls were experiencing education – namely, heightened awareness of issues surrounding mental health, wellbeing, disability and inclusion in wider society, alongside an emerging sense that children are growing up in an increasingly risky, highly pressured and 'toxic' social environment (e.g. DoH and DoE, 2017; O'Hara, 2018). We consider whether the girls were at times able to position themselves within emergent and more empowering discourses of all young people as in need of care and support, rather than traditional, pejorative discourses of the 'special needs' student as 'different', in the 'minority' and thus in need of 'exceptional' treatment.

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04. Inclusive Education

Paper

Alternative EERA Network: 32. Organizational Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusive Education, Inclusive Mathematics, Organizational strategies, Competence building, District administrators

Implementation of Strategies for Inclusive Education from a Governance Perspective

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This paper presents data from investigate how Norwegian district administrators work with school leaders to secure an inclusive education for all students. Findings from interviews with district administrators and school leaders reveal that there are variations between municipalities and schools' concept of inclusion. At the school level, it varies on how the participants interpret inclusive education as well as their facilitation of inclusive mathematics education. Furthermore, while some district administrators and school leaders focus on the schools' actual routines and structures for coordinating an inclusive education, others focus more on the teachers' pedagogical practices within the classroom.

UNESCO has made guidelines for ensuring both inclusion and equity in education. While inclusion is described as a process that help overcome barriers limiting the presence, participation and achievement for learners, equity is about ensuring that there is a concern with fairness, i.e. that the education of all learners is seen as having equal importance (UNESCO, 2017, p.13). In Norway, the educational system is, per definition, inclusive. Children and young people have an equal right to education regardless abilities, special needs, gender, social background and other differences, and it is free of charge. Norwegian legislation requires that teachers adapt and differentiate curriculum, variation in teaching methods, learning material, learning resources, working methods and organizational methods to each student (Carlgren, Klette, Mýrdal, Schnack, & Simola, 2006; Klette, 2007; Dale, 2008; Vibe, 2010; Dalland & Klette, 2014).

In 2020 there are 356 municipalities in Norway, and they still vary in both size and geographical locations. The district administrators are responsible for initiating and follow up the schools in their district when it comes to students' outcome and schools' development. Even though we have a national curriculum, The Knowledge Promotion from 2006 and different national policy documents, the district administrators, as well as school leaders and teachers, have a relatively high degree of autonomy (Mausethagen, Prøitz, & Skedsmo, 2019). DuFour and Marzano (2011, p.34) emphasize that effective district administrators are attentive to develop a shared understanding between the participants to employ inclusive practices.

In this study, we analyse what strategies the district administrators employ in order to attain inclusive education, in special the subject Maths at school level and how they work with their school leaders, in order to develop a shared understanding of what inclusive education actually mean. We also investigate how the school owners and leaders initiate and follow up national competence development strategies such as; "Assessment for learning" (2010-2018), "Secondary Education in Development" (2013-2017) "Strategy of Science" (2015-2019), and "Education of Teacher Specialist," specially in Maths, implemented from 2015 in Norway.

The research questions addressed in the paper are what strategies do district administrators employ in order to obtain inclusive education in mathematics?

- On what levels of the educational system are decisions about inclusive education made, and what variations are there between municipalities and schools?
- What rationales do municipality administrators give for inclusive education strategies and practices in general, and inclusive mathematics especially?

European Agency (2012) points on *Teacher Education for Inclusion* across Europe. Four core values relating to teaching and learning have been identified; valuing learner diversity, supporting all learners, collaboration and teamwork are essential approaches for all teachers and continuing personal professional development. Teaching is a learning activity and teachers take responsibility for their own lifelong learning (EA, 2012). In the renewal of the Knowledge gap inclusive learning environment in school and professional communities within colleagues has been a topic (Norwegian Directorate for Education and Training, 2020).

Methodology, Methods, Research Instruments or Sources Used

The analysis in this paper draws on data collected as a part of the project "Inclusive Mathematics Teaching:

Understanding and Developing School and Classroom Strategies for Raising Attainment” (IMaT). In order to map out strategies for inclusive and adapted education from a governance perspective, we have conducted telephone interviews with 16 district administrators and 4 school leaders.

The 16 district administrators and the 4 school leaders were selected to provide a high degree of variation in the municipalities in terms of demography (urban, rural, suburban), ethnicity (multicultural, ethnic), pedagogical organisation (traditional and alternative models of school/classroom organisation) and school size. The interviews lasted for approximately 45 minutes. They were semi-structured (Kvale & Brinkmann, 2015) and based on a thematic interview guide with questions from several areas. The interview guide paid attention to themes such as governance system and strategy to obtain inclusive, equity and adapted education, with a special attention to the subject mathematics.

The interview guides (one for district administrators and one for school leaders) was, however, used with considerable flexibility by the researchers. Even if all questions in the guides were asked during every interview, the researchers asked different follow-up and clarifying questions. Therefore, there were some variations in the information provided by each interview. The district administrators and the school leaders were informed that the information they supplied would be handled confidentially so there would be no risk that the respondents, the municipalities or the schools could be identified when the results of the study were published and disseminated.

To gain an overview of the material, we began by carefully listening to all the 20 interviews. Each interview was then transcribed verbatim in Norwegian. After transcribing all the interviews, the district administrators’ and the school leaders’ answers were systematically organised and grouped to make it easier to detect the differences and similarities regarding strategies for inclusive and adapted education.

This analysis of the district administrators and school leaders will be followed up by further in-depth studies. We will select 12 schools and investigate teachers’ classroom practice in grades 5-10 in relation to school- and classroom-level inclusion strategies and adapted education strategies in mathematics. We will also analyse key local policy documents (e.g. strategic plans, budgets).

Conclusions, Expected Outcomes or Findings

The district administrator uses different strategies in order to obtain and secure an inclusive education at school level. While some district administrators use more directives and require strategic plans, others are more attentive to the school leaders and allocate more time to discuss how one can secure an inclusive education in mathematics. Some district administrators point on the knowledge building inside det schools: “We have faith that we build competence, from the inside and from within the school, in addition to the municipality strategies, but so that the professional communities work well inside the school.” (citation)

There are quite a few differences between district administrators and school leaders when it comes to how they interpret inclusive education. While some of the district administrators’ focus solely on the schools’ organizational structure, the school leaders focused more on the teachers’ pedagogical practices within the classroom. In the renewal of the Knowledge gap inclusive learning environment in school and professional communities within colleagues has been a topic. Therefore, some municipalities have established own strategy to obtain inclusive learning environment.

“Inclusion is about being together and doing things together and having an inclusive teaching.” (citation). Even though our findings show that there is little formal training of teachers when it comes to inclusive education strategy, they rather discuss the vision and values in the municipality network. Competence building such as professional communities are regards to math’s didactic, use of ICT and formal assessment, implemented throughout such as courses, school development and teacher specialist’s guidance. The educational psychological service has also been mentioned as an expert to implement inclusive education: “We have had students who have had problems in math, so we brought in expertise from the PP service” (citation). These findings provide important knowledge about practices and strategies to develop inclusive learning environment in Norway in general.

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04. Inclusive Education

Paper

Alternative EERA Network: 24. Mathematics Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: progress monitoring, inclusive education, computational skills, rule-based item design, linear-logistic test model

Evaluating Item Generation Rules for a Learning Progress Monitoring Test in Inclusive Primary School Mathematics

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Progress monitoring tests represent an increasingly popular approach to assess, monitor and visualize students' individual learning development with short, high frequency, and easy-to-handle tests (Deno, 2003). The approach was developed in the mid to late-1970s to assist special needs educators in using progress monitoring data to improve the quality of their instructions (Tindal, 2013). The results can provide insights about students' understanding processes and can support the identification of emerging learning problems at an early stage. Progress monitoring can therefore be a foundation for data-based individualized support of struggling students or teachers' lesson planning (Stecker, Fuchs, & Fuchs, 2005). In particular, for heterogeneous learning conditions in inclusive education with students with and without special educational needs, the advantages of progress monitoring are emphasised (Jungjohann, DeVries, Gebhardt, & Mühlring, 2018).

Although there has been quite some research on progress monitoring in the field of mathematics, particularly focusing on computational skills (e.g. Christ, Scullin, Tolbize & Jiban, 2008), the specific items often lack a systematic design based on i) an underlying theoretical framework incorporating mathematics education research and ii) an empirical validation based on item response theory (IRT) analyses. Differences are addressed by differential item functioning and appropriate comparisons of groups and parameters. In particular, the construction of instruments for progress monitoring requires knowledge of the composition of the specific learning content in focus as well as the cognitive operations needed to solve relevant tasks derived from it. Against the background of this knowledge, the results of progress monitoring of computational skills enable teachers to adapt them more precisely to the students' learning development, which is particularly important in inclusive education.

The knowledge of differential difficulties can help to break down learning content into smaller units that are more manageable for students (Fischer, 1973). For example, it becomes possible to identify specific difficulties in dealing with mental addition without crossing the ten boundary in contrast to difficulties in mental subtraction with crossing the ten boundary and evaluate the contribution to the overall difficulty. This is a

challenge in progress monitoring construction and not done regularly as it requires a deep understanding of how difficulties of tasks work (Wilbert, 2014).

As progress monitoring appears to be an effective approach for future teaching and learning in mathematics, especially for students with special educational needs, and as there are currently only few systematically designed and validated instruments publicly available, the creation of according instruments for main school subjects is an important task for educational research (e.g. Gebhardt, Zehner & Hessels, 2014).

To address this gap, the present study deals with the construction and evaluation of a progress monitoring test in elementary mathematics for inclusive education that combines tasks focusing on addition and subtraction of integers up to 100. In order to specify components of item difficulty based upon cognitive operations in solving such computation tasks in elementary mathematics in grade 2 and 3, curricula and empirical research results on item difficulties and underlying student cognitions were used (e.g., Baroody, 1999). Based on this research, two main factors were used to model the difficulty of the items: the arithmetic operation (addition vs. subtraction) and the necessity to cross ten (no crossing vs. with crossing). On this basis, bundled item pools were generated and multiple structurally similar progress monitoring tests were constructed.

Two research questions were addressed: 1. Did the rule-based difficulty-producing characteristics used to create the test items influence their difficulty as expected by prior research? 2. Did the difficulty-generating characteristics of the items influence the item difficulties at equal margins in different i) grades and ii) groups of students with and without special educational needs?

Methodology, Methods, Research Instruments or Sources Used

The possibility to estimate and evaluate specific item parameters, such as the difficulty of an item, rather than the observation and evaluation of properties of a whole test is considered to be advantageous in the framework of IRT measurement models. But although item parameters can be estimated by IRT measurement model, only few progress monitoring tests are based on IRT so far (Montague et al., 2010). Additionally, the linear-logistic test model (LLTM), an extension of the Rasch-model of IRT, can help to refine the item difficulties furthermore and calculate differential difficulties of cognitive operations that have been specified (Kubinger, 2008).

To answer the research questions, a survey was conducted in 11 German primary schools (25 classes) between November 2019 and January 2020. The sample consisted of $N = 560$ students in grade 2 and 3 (thereof 10% students with special educational needs), who took a newly developed five-minute computation progress monitoring test on the online platform Levumi (www.levumi.de; Mühling, Jungjohann & Gebhardt, 2019). The empirical quality of the developed computation progress monitoring test is evaluated in combined and multi-group samples to check for specific effects and invariance with a LLTM using conditional maximal likelihood estimators (CML). The calculations are performed with the R package eRm (Mair, Hatzinger, Maier, Rusch, & Debelak, 2019).

Conclusions, Expected Outcomes or Findings

On behalf of the first research question, we assume that the selected parameters increase the difficulty of the test items. The main and interaction effects of the difficulty producing parameters are assessed. Considering the second question, we assume that the difficulty-producing parameters particularly affect students at lower grades and students with special educational needs.

Based on preliminary results, some but not necessarily all of the difficulty-generating parameters showed significant effects. The magnitude of the effects differed depending on the performance levels of the students. The results allow for conclusions on the characteristics of difficulty components that contribute significantly to the understanding of item difficulty and the professional teacher action based on this.

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04. Inclusive Education

Paper

Alternative EERA Network: 24. Mathematics Education Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: achievement, inclusion, integers, learning study, participation

Inclusion in a Learning study about Integers

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Inclusion poses a major challenge for school systems and schools worldwide. There is also a lack of research showing what and how learners benefit in terms of inclusiveness (Göransson and Nilholm, 2014). Additionally, there is disagreement about what inclusion means (Göransson and Nilholm, 2014; Roos, 2019). But irrespective of definitions used, the issue of meeting diversity among learners is often viewed as central for inclusion. It is also of key importance for this paper, where classroom practices in a ‘Learning study’ have been investigated regarding inclusion and achievement. More exactly, the main focus of this paper is classroom practices in mathematics addressing students (ages 8-9) with different prerequisites, within the context of an approach to develop teaching knowledge.

The paper builds on data and video-recordings from a previously published study, where teaching integers in grade 2 and 3 within a Learning study was investigated (Lövsström, 2015; Runesson Kempe & Lövsström, 2017). A Learning study is a cyclical model for teacher and researcher collaboration, where teaching about a specific subject content is chosen to be developed (Marton, 2015). Based on the ‘Theory of variation’ (Marton, 2015), the Learning study lesson was planned, analyzed and revised three times and conducted in four different classes. All pupils participated in mathematical tests on integers prior to and after the teaching intervention. The overall attainment among all learners was the central focus of the study, with no result analyses of subgroups of learners with different prerequisites.

According to ‘Learning study’ research, this approach has been successful for students’ learning (cf. Marton, 2015; Ming Cheung and Yee Wong, 2013). Despite that the Learning study approach is based on a theory of variation among learners, the research interest in studying learners who achieve poorly seems to have been neglected. Even if previous research has shown that the largest increase in learning, based on post-test results after learning study interventions, has been observed among students with the lowest pre-test results (Lo and Marton, 2005; Olteanu, 2018), little is known about students who do not benefit. Of that reason, the interest in this paper is directed to investigate what contribute to or hinder participation and achievement among students with different prerequisites, and especially among students with low pre-test results. To our knowledge, there is a paucity of research where a thorough analysis of participation and achievement among learners with different prerequisites has been conducted.

The Framework for Participation (Black-Hawkins, 2010; 2014; Florian et al., 2017). has been used as a theoretical framework for the present study. It contains four general parts that address different aspects of participation: *access, collaboration, achievement and diversity*. Participation and *access* (1) are about policies and practices concerning admission and exclusion as well as physical accessibility and access to the curriculum.

Participation and *collaboration* (2) highlight all members in the school community and beyond, to learn together. Participation and *achievement* (3) relate to the supporting of everyone's learning. Participation and *diversity* (4) aim to acknowledge and celebrate the diversity of students and staff.

The purpose of the paper is to investigate the extent to which students are included and achieve in mathematics when integers are taught in a learning study on negative numbers in grade 3. The following research questions are posed:

Which students show an increased mathematical achievement and what are the reasons for this?

Which students do not show an increased mathematical achievement and what are the reasons for this?

Which students do not show a significant increased mathematical achievement and what are the reasons for this?

Methodology, Methods, Research Instruments or Sources Used

Video-recordings and test-results from the previously conducted learning study (Lövström, 2015) have been re-analyzed by using the Framework for Participation (Black-Hawkins, 2010; 2014; Florian et al., 2017). The analysis has also been informed by previous research on integers (Bofferding, 2010; 2014; Bishop et al., 2014). The analysis consists of two parts. The first part focuses on access, collaboration and diversity, thereby dealing with conditions for participation and learning on a comprehensive level that is closely related to inclusion. The analysis has focused on questions such as: "Do all students get access to the same teaching content? Are students given opportunities for collaboration during lessons? Is diversity of students accepted in the classroom?" (Black-Hawkins, 2010; 2014; Florian et al., 2017)

The second part focuses on mathematical achievement. Analyses have been conducted on pre- and post-test results, and in order to examine individual students' results the video-recordings of the lessons have also been used. The analysis of the mathematical content revealed four distinct mathematical content categories. The students' achievements have been analysed in relation to the following mathematical main categories: A. Greater-Integer tasks, B. Operation tasks, C. Number line tasks and D. Visualizations of the number line. The latter was important for the investigation of the visualizations of integers used by the teacher, in relation to students' achievements.

In order to identify reasons for increased achievement or the absence of increased achievement in post-test results, experiences from previous research about children's knowledge and thoughts about integers have been used. This has been combined with guiding questions derived from previous research where the Framework of participation has been used (Black-Hawkins, 2010; 2014; Florian et al., 2017). This means that previous research has been of key importance in constructing categories for the re-analysis of pre- and posttests and lessons. One example is Bofferding (2014) who emphasize children's difficulties in separating the binary (relates to the operation) and the unary (relates to negative number) function of the minus sign. This knowledge is useful to understand the collected data in terms of support for or hindrance for students' achievement. Another example is Bishop et al. (2014) who highlights children's limited views of integers. As an example, subtractions ($a-b=c$) with b as a larger digit than a could be seen as impossible to solve by a child, and by that reason without sense.

Conclusions, Expected Outcomes or Findings

The preliminary results show that the classroom practices in the Learning study lesson indicates an inclusive practice (Black-Hawkins, 2010, 2014; Florian et al., 2017), at least to some extent. For example, all students were together in their own classroom and got equal access to the same teaching content. There was a continuous interaction between the teacher and the students but few opportunities for collaboration between students, which may be viewed as a hindering factor for participation.

The teacher had all students' pre-test results, showing their knowledge prior to the lesson. This gave the teacher the opportunity to address individual needs. The preliminary results show, however, that this happened only to a negligible extent according to the post-test results and the analysis of the video-recording. Some students were supported in their learning while others were not.

The preliminary results presented here is focusing on three distinct sub-groups of learners that were found. Students in the first subgroup showed no progress from pre-test to post-test as they already had the required knowledge. The post-test results in the second subgroup showed a substantial increase from the pre-test. With other words, their results showed that they had clear benefits from the Learning study approach. The third subgroup, however, with low pre-test results and no or almost no increase in the post-test results, had few benefits from the classroom strategies used.

The main conclusion, so far, is that even if the learning conditions seemed to be favourable for inclusion and achievement, it was not an ideal learning situation for students in the first sub-group and not for the students in the third subgroup. Further analyses will be conducted to investigate why these groups were disadvantaged. These results seem to be important for research where classroom strategies are explored.

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04. Inclusive Education

Paper

Alternative EERA Network: 28. Sociologies of Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusion, SEN, Classroom social configurations, Sense of belonging

Classroom Social Configurations and Students Sense of Belonging: The specific case of students with SEN

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Classroom is a social system where different social actors, having mutual expectations and sharing implicit or explicit social norms, play multiple roles and functions (Babad, 2009; Farmer et al., 2018). This system is not only influenced by the figure of the teacher (whose "invisible hand" has been recognized in the literature) (Farmer et al., 2011), but also by the students themselves, and by the connections that they establish among them (Babad, 2009). In particular, peers' connections affect the type of relationships that will develop within the classroom, and these will affect students' experience (Almquist, 2011; Farmer et al., 2018). Peers' connections act as pathways that facilitate (or constrain) the sharing of resources and information, and certain configurations of social networks facilitate or inhibit transference of these resources and information (Ahn et al., 2010). In fact, the way these connections are structured in a classroom promote or constrain the interaction between students, create more or less opportunities to develop friendships and the formation of cliques (Hallinan & Smith, 1989). Thus, understanding how configurations of social networks in the classroom affects students' social experiences is fundamental, in order to develop interventions that focus on social dynamics of the group, creating a more productive atmosphere for learning, as well as students' socio-emotional development and social adjustment (Babad, 2009; Farmer et al., 2018).

Although the classroom is recognized as a proximal environment critical to understanding the experience of students (e.g., Farmer et al., 2018), few studies have specifically explored the effect that configurations of social

networks have on students' experiences. Studies tend to focus on classroom's composition and size (e.g., Hamm & Zhang, 2010), or on the structure of the classroom tasks, rewards and goals (e.g., Hamm & Zhang, 2010; Planck, 2000). Despite this, the few studies focused specifically on the effect of certain social structural configurations show that these specific configurations have an effect on self-perception of academic abilities and engagement in the classroom (Hughes & Zhang, 2007), on how bullies and victims are perceived (Ahn et al., 2010), and on processes of peer rejection (Mikami et al., 2010). These studies tend to focus on typically developing children. However, it is as well crucial to explore the effect of these social structural configurations on students with special needs (Farmer et al., 2018). Students with special needs tend to occupy more vulnerable positions in the class (Pijl et al., 2008). The fact that these children might have atypical or unusual characteristics (Garcia Bacete et al., 2014) may apart them from the norms of the group, which will accentuate their situation of greater vulnerability (Mikami et al., 2010). Knowing that children with special needs tend to be rejected, and that simultaneously present some characteristics (behavioural and physical) that apart from the norm of the group, it is essential to understand if their social experience varies depending on certain social structural configurations. To examine students' experience, we will explore the sense of belonging which is a subjective experience regarding the feelings of connection to the class and to feel recognized and supported by peer and teachers (Prince & Hadwin, 2013).

The goal of this communication is to explore the effect of density, hierarchization and also of classroom's overall affective tone on sense of belonging of students with and without special needs.

Methodology, Methods, Research Instruments or Sources Used

1095 students from 20 classrooms and 12 schools, participated in the study (125 were students with special educational needs). Students, attending 4th, 6th and 8th grades, were in average 11.8 years old (SD = 2.03) and 54% were male. Schools varied regarding sociodemographic characteristics and included students with middle-high and low socioeconomic status as well as living in rural, urban and suburban areas. In addition, according to the national inclusive politics (Decree-Law nº 3/2008), all participating classrooms had at least one student with special needs included in the classroom (i.e., a student with an individualized education program, receiving special education services). In average, each class had 2.19 students with special needs included (SD = 1.2).

Based on a sociometric procedure (Cillessen & Marks, 2017), students were asked to nominate, on an unlimited basis, the classmates with whom they liked to play the most/the least at recess. Based on these data, three measures were derived: Density measuring the level of connection among all the students within the classroom (Scott, 2017); centralization measuring the extent to which ties are more or less organized around particular elements of the group (Scott, 2017); and overall classroom affective tone computed as the proportion of positive versus negative nominations.

For assessing sense of belonging two measures were used. The subscale Comfort of the Classroom Peer Context Questionnaire (Boor-Klip et al., 2016; Portuguese version Pipa et al., submitted), assessing how much students feel at ease around their peers. The subscale comprises 4 statements for which students give their agreement on a 5-point Likert scale ranging from "1 – Definitely No" to "5 – Definitely Yes". The School Attachment measure developed by Hill and Werner (2006) to assess students' feelings and satisfaction with the school. This unidimensional measure has 5 items. Response options are given on a 5-point Likert scale ranging from "1 – Definitely No" to "5 – Definitely Yes".

In order to explore the independent and interactive effects of classroom level variables (density, hierarchization and overall affective tone) on an individual level variable (sense of belonging), a multilevel analysis will be used (Hayes, 2006).

The project and its procedures were reviewed and approved by the Ministry of Education and by the National Commission for Data Protection and parental consent was required for students' participation.

Conclusions, Expected Outcomes or Findings

Our hypothesis are that classes in which students have lower possibilities to interact with others, and thus to access to socially shared norms and information, and to establish positive relationships with others, are classes that will affect student's sense of belonging, in particular the case of more vulnerable students, such as students with educational needs. And indeed, a high density group with high levels of reciprocity will generate a positive affective climate, and a sense of connection and identification with the group (Almquist, 2011). In addition, egalitarian classes create a positive emotional environment as they allow access of all students to resources, information, group norms that facilitate the involvement of all students with the class and the emergence of feelings of belonging (Cappella et al., 2013; Plank, 2000). Contrarily, a hierarchical structure of power and prestige makes it difficult to modify positions and for some students to access group's resources. In addition, it increases tension between sub-groups and individuals, as students tend to display negative behaviours towards students with lower status in order to protect or improve their own position within the group (Ahn et al., 2010). Considering that the classroom group is an important source of resources and influence the social and interpersonal behaviour of its members, through social support, processes of social influence and social connection, and that students with special needs tend to occupy more vulnerable positions than their peers, this

study will give important contribution for exploring more deeply the situation of these students and to think of interventions centred on the classroom which might be more efficient than solely focusing on particular students (Farmer et al., 2018).

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04. Inclusive Education

Paper

Alternative EERA Network: 18. Research in Sports Pedagogy

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: inclusive physical education, academic PE teacher training (PETE), professional competencies

Qualification of Prospective Physical Education Teachers for Inclusive Physical Education – a Research Programme

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The demand for inclusive education is an essential component on the Global Education Agenda 2030 which was passed by the United Nations in 2015 and is increasingly gaining importance in specialist discourse.

Qualifying physical education (PE) teachers for inclusive physical education poses a central challenge for the didactic approach of teaching and researching sports. Thus far, there is neither an existing model of professional competencies for PE teachers for inclusive education, nor a concept for corresponding teacher training adjusted

to the German educational system.

Therefore, the goal of the Federal Ministry of Education and Research's (BMBF) funded project, within the guideline for sponsorship, "Qualification of pedagogical specialists for inclusive education" is to develop and evaluate a competence-based university didactical concept for the imparting of professional competencies for prospective PE teachers that corresponds to the current state of discussion (Baumert & Kunter, 2011; Kunter et al., 2011).

Methodology, Methods, Research Instruments or Sources Used

Professional competencies lay out the ability to master specific pedagogical, professional situations under varying conditions. They are based on dispositions which need to be adequately transferred into teaching. For this to happen, situational skills of perception, interpretation and decision making are required (Blömeke, Gustafsson & Shavelson, 2015; Bromme, 2008; Oser & Bauder, 2013).

Firstly, following this system on the basis of a broad understanding of inclusion, typical inclusive situations in PE classes are identified at six schools in total (primary and secondary) based on a videographic investigation. These are then reconstructed through focused interviews, taking into account the perspectives of those involved in the situations. The reconstruction of the inclusive situations and the accomplishment of the performed actions, as well as the perceptions, interpretations, decisions and underlying dispositions are then subjected to a normative-reflexive analysis within the context of an expert discourse. Based on this, a model of professional competencies for inclusive PE is created. This model forms the foundation for the development of an academic didactic teaching approach which encompasses a seminar and the practical semester with an accompanying seminar in the master programme. The efficacy of the course takes place in a trial control group-design with three times of measurement, for which an appropriate test procedure is being developed.

Conclusions, Expected Outcomes or Findings

In addition to an overview of the research design, findings of the competence model development are presented in the oral presentation. These sketch out the academic didactic teaching approach and explain the test procedure with the goal of discussing the highlighted perspectives of a qualification of prospective PE teachers for inclusive PE lessons including its international significance.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Educational Spaces, Inclusive Education Research, Participation, Reconstruction

Exploring Educational Spaces – Reconstructive and Participatory Approaches to the analysis of spatial practices in inclusive schools

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Inclusive Education developed as an international 'buzzword' within educational sciences and research to foster participation and to reduce barriers in educational organisations (Ainscow 2007). However, as the research on inclusive education in Europe and internationally increased, also the risk of stigmatizing the vulnerable increased by exceeding the focus towards particular/special groups instead of focusing on all students (Messiou

2016). Hence, the question who is asked to answer to what can be raised regarding inclusive education research (Florian 2015). While the ‘inclusive turn’ (Ainscow 2007), especially inclusive education in schools, is seen as an approach to sustain the participation of all students, it’s the students who seldomly get involved within educational research on inclusive education.

Hence, this paper takes into account and discusses research approaches, which focus on students’ practices and perspectives in inclusive schools. On the one hand, reconstruction is displayed as an approach to make visible processes of inclusion and exclusion in educational settings. On the other hand, participatory approaches are introduced as a means to investigate inclusion/exclusion jointly (Nind 2016, Unger 2014).

In order to illustrate the methodological discussion the Germany-based international comparative and participatory research project „Exploring educational spaces in inclusive schools“ is displayed. It deals with students’ exploration and appropriation of space in inclusive schools in Germany and the UK and focusses on processes of inclusion/exclusion. The project is conducted as a case study with partner schools (Elementary and Secondary Level) in Baden Württemberg, Germany. We chose partner schools whose space concepts involve rooms for retreatment and differentiation. At the same time an international comparison with two similar partner schools in the UK will be conducted based on the preliminary results from the German partner schools.

By exploring their own spaces for learning, students share their voices on where, how and with whom they learn. In this respect, space can help to explore phenomena of inclusion/exclusion within educational settings that might lead to discrimination or marginalization (Allan 2004). Beyond a binary understanding of “in and out” or “included and excluded”, space can be used as a helpful analytical tool to reveal barriers or opportunities of students’ participation. Space point at situational, hidden and interactive production of in- and exclusion within spatial constructions or within processes of appropriation (Bourdieu 2018[1992], Soja 1985).

By using participatory methods of social research, the project aims to (re-)construct students’ perspectives and uses of educational spaces (e.g. classroom, multipurpose rooms, retreat spaces) in inclusive schools. Students are involved and participate throughout the entire research process – from planning to conducting the research – in order to raise their democratic awareness and enable them to participate in school development processes.

Methodology, Methods, Research Instruments or Sources Used

In this paper, data from the participatory research project „Exploring Educational Spaces in inclusive schools“ is presented. In the presentation sequences from the data will be used to illustrate reconstructive as well as participatory dimensions of the research. The data stems from two German schools. As the project is based on participatory research, students are viewed as co-researchers who are actively involved in the research process and therefore take part in multistep workshop phases (Evans & Jones 2011). Using qualitative methods of social science such as photogram analysis and group discussions we want to gain insight into students’ perspectives. The snapshots are taken by the students during a walking interview through the school, as they are asked to take photos of spaces in the school that they prefer spending time in (Spriggs & Gillam 2019). Therefore, social and spatial situations in school and during class can be captured and afterwards discussed during the group discussions. The Grounded Theory Methodology (GTM) (Charmaz 2014) is used as a methodological basis for the research process and the analysis of the data.

Conclusions, Expected Outcomes or Findings

The major aim of the participative research project “Exploring educational spaces in inclusive schools” is to reconstruct students’ practices of appropriating and using space. Considering the partner schools research findings can help to develop or overthink the design and use of spaces for differentiation and retreat in terms of inclusive school development. With the students’ expertise spaces for differentiation and retreat can be explored. Furthermore, the result will give further insights into how educational processes in spatial settings lead to inclusion/exclusion. As Inclusive Education is a European and global phenomenon, the findings will be summarized in a practical manual to inspire other inclusive schools.

Furthermore, the paper will contribute to the methodological discussion how international comparative research on inclusive education can be processed considering the voices and perspective of students in inclusive schools. Participative and reconstructive approaches will be discussed regarding their potential and limitations for the analysis of inclusion/exclusion.

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ID: 2310

04. Inclusive Education

Paper

Alternative EERA Network: No alternative network applicable (Rejection if submission does not fit the first choice NW).

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: acceptance, multilevel models, popularity, Roma students, status

Status Dynamics in an Ethnically Diverse Hungarian Primary School Sample

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Status among peers has been one of the central themes of peer relations research for decades. However, while the topic has been extensively investigated in the Western European and North American literature, less is known about these dynamics in other contexts, for instance in the ‘post-socialist’ Eastern European region including countries such as Hungary. This lack of extensive research is surprising for multiple reasons. First, it has been well established in the ‘Western’ literature that status dynamics (popularity dynamics in particular) within school classes have serious developmental implications on students’ academic performance, school engagement, mental health, and well-being. Since it could be reasonable to assume that these dynamics influence academic performance and students’ well-being in ‘non-Western’ contexts as well, the investigation of them would greatly contribute to our empirical knowledge about Hungarian peer relations, while would also bear practical relevance for potential intervention programmes. Second, while there is a reasonably established literature on Hungarian school segregation and integration and their consequences (e.g. Fejes and Szűcs, 2018), and recently also a growing body of literature on interethnic friendships and negative networks (e.g. Boda and Néray, 2015; Kisfalusi, 2018; Hajdú et al., 2019), the investigation of status dynamics has the potential to add valuable additional dimensions to understanding the complexities of education in ethnically diverse settings.

In our analysis we conceptualize status, in line with the international literature, as a multidimensional construct. In order to grasp this multidimensionality, we simultaneously focus on the two most widely investigated dimensions: popularity and acceptance. In contemporary research, *popularity* is usually understood as the status dimension that intends to grasp power, visibility and prestige within the peer group (Cillessen and Marks, 2011), while *acceptance* refers to the extent a student is liked by their peers. In our paper, we also understand and use these two terms in line with these traditions. In our analysis we are particularly interested in the contribution of sports participation, verbal and physical aggression, school grades, academic engagement, physical appearance, and smoking to one’s popularity and acceptance. With regards to ethnic differences, based primarily on the extensive literature on African American students in the United States, we focus on three areas where ethnicized patterns of popularity and acceptance might emerge: sports, aggression, and academic performance. However, we also need to be aware of the limitations of such comparison: while there might be similarities in the social position of the Roma in Hungary and African Americans in the United States, the situation of the two groups cannot be equated from many aspects. For instance, given the great number of professional Black athletes in several sports, it may sound reasonable to expect that good sports performance contributes to African American students’ popularity to a greater extent than to their White counterparts (see e.g. Kennedy, 1995; but cf. Shakib et al., 2011), this assumption might be less founded in the case of the Roma in Hungary, as there are only a few Hungarian professional athletes with (known) ethnic Roma background. On the other hand, the socially marginalized and excluded position for the majority of the members of these groups, although the result of different historical processes, may lead to similar ethnicized patterns with regards to academic performance and aggression, i.e. the former contributing more negatively (e.g. Fordham and Ogbu, 1986; Frier and Torelli, 2010,

but cf. Habsz and Radó, 2018; Hajdú et al., 2019) and the latter more positively (e.g. Waasdorp et al., 2013) to the popularity of Roma than non-Roma students.

Methodology, Methods, Research Instruments or Sources Used

We use the data of the first four waves of the longitudinal panel dataset collected among primary school students in grades five and six (from the autumn of 2013 to the spring of 2015) by the “Lendület” RECENS research group at the Centre For Social Sciences. The data was collected in Northern and Central Hungary, and the sample included 1183 students in 61 classes in wave one, and 1054 students in 53 classes in wave four. Our combined panel dataset involves 4441 observations for 1313 students (53 per cent male, 35 per cent self-reported ethnic Roma, 35 per cent with disadvantaged social background). The survey primarily applied sociometric peer nomination procedures, where students had to select those peers whom they liked, considered smart, good-looking, etc. from the list of all classmates. For our analysis we calculated scores between zero and one based on these peer nominations in a way that we aggregated the incoming nominations and divided their sum by the number of respondents. We calculated the scores of likeability, coolness, smartness, physical appearance, and physical and verbal aggression based on this procedure. Additionally, we used students’ self-reports on ethnicity and smoking, as well as teacher’s reports on social background, being good at sports, and unjustified school absences (and some other engagement-related variables), and the official school registry of end-of-semester school grades.

For our analysis we built multilevel random-intercept regression models of popularity and acceptance. We used the within-between random effects model (Bell et al., 2019) in order to be able to estimate the within- and between-individual effects separately.

Conclusions, Expected Outcomes or Findings

Most of our findings are in line with the international literature. We found that being good at sports, verbal aggression, perceived attractiveness and being liked had a positive effect on popularity, while being academically engaged a minimal but statistically significant negative effect. For physical aggression and the GPA no significant effects were found. Additionally, while smoking per se did not have a positive effect on popularity (between-individual effect), becoming a smoker did have a small but statistically significant positive effect (within individual effect). Similarly, in the case of acceptance verbal and physical aggression had a negative effect, while being perceived good-looking and ‘cool’ a positive effect. Being good at sports, academic engagement, and GPA also had limited but statistically significant positive effect. While our main findings are in line with the international literature, we found only limited evidence of different ethnic dynamics: only in the case of verbal aggression did we find a sizeable and statistically significant negative interaction effect for Roma students, i.e. verbal aggression contributed to the popularity of Roma students to a smaller extent than to non-Roma students.

However, so far we have only taken into consideration the ethnicity of the nominated students but not the ethnicity of the nominators. Therefore, while the observed explanatory variables (with the exception of verbal aggression) might not contribute differently to Roma and non-Roma students’ overall acceptance and popularity, their in-group and out-group popularity and acceptance might be differentially affected by these factors.

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ID: 2368

04. Inclusive Education

Poster

Alternative EERA Network: 16. ICT in Education and Training

Topics: General Submission (not submitting to Network Special Call)

Keywords: digitization, inclusion, school management, language diversity, students' attitude

Digitization and Inclusion in German Schools: School management, instruction regarding language diversity and students' attitude

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Society, and the German school system in particular, is undergoing constant change, not least due to the demands for digital education (Kultusministerkonferenz, 2016) and a School for All (UN-BRK). The request for equal participation in education for all increases – e.g. from the Warnock-Report (1978) to German Rectors' conference and the Conference of Education Ministers (2015). The international comparative study ICILS shows that Germany is in midfield despite increasing media use (Eickelmann et al., 2019). Moreover, many German schools are lacking the resources that are so urgently needed for this change (Johannsen, 2018).

Current research indicates that inclusion and digital media education in schools must be thought of as a unit and promoted as central themes of school development since this enables students to have an equal and individual access to learning and teaching content, facilitate joint learning as well as social participation (Brüggemann, Welling, & Breiter, 2014). Both inclusion and digitization are considered innovations which require adjustments within the individual school, instruction and outside the individual school level (Brüggemann, Welling, & Breiter, 2014; Filk, 2018).

Within the framework of the joint project "Digitization and Inclusion - Fundamental Questions and Conditions for the Success of an Inclusive Digital School and Instruction Development (Dig*In)" (<https://digi-ebf.de/digin>) of the Europa-Universität Flensburg and the Humboldt-Universität zu Berlin, three dissertation projects are dealing with the interlocking of inclusion and digitization by focusing on the different stakeholders within schools.

The first dissertation project focuses on school leadership in the context of creating a school for all by means of digital media education. School management plays a central role in the implementation of specifications of external school reform and innovations in schools (Schaumburg & Prasse, 2019; Bonsen, 2010). In the context of inclusion, studies have shown that school leaders play a central role in shaping an inclusive school development (Huber, Sturm, & Köpfer, 2017; Scheer, 2020). In the context of media integration, school management is also considered one of the most notable factors as it initiates, mediates and promotes (or blocks) important decisions (Schaumburg & Prasse, 2019).

The second dissertation project provides insights into teaching at digital-inclusive profiled schools by focusing on language diversity and places the findings into the context of school and instruction development. Based on the assumption that language diversity in society makes the standard (Tracy, 2014) and that this is being reproduced in school (Pilz, 2018) the question arises: Can an equal participation succeed in lessons only taught in German when the students speak various languages? Following up on this consideration, the presented dissertation project focuses on how the teaching in digital-inclusive profiled schools meets the needs concerning language diversity of students with the help of digital media.

The third dissertation project is focused on the students' attitude towards using new media in digital-inclusive profiled school. Besides school leaders and teachers, students also play an important role in the implementation process of media in education. Today's students are referred to as Generation Z (Black, Asadorian, & Dunnett, 2017), who grow up with digital media and use them intensively in their leisure time (Feierabend, Rathgeb, & Reutter, 2018). However, the self-evident assumption that students would also like to use media in an educational context must be critically questioned. A stronger focus on the students' perspectives is necessary. For example, the critical-reflective attitude of students towards the use of highly personalized devices (e.g. smartphones) at school has already been highlighted (Friedrichs-Liesenkoetter & Karsch, 2018).

Methodology, Methods, Research Instruments or Sources Used

The following description of methods cover three different yet interlocked dissertation projects and will hence be divided into three parts. Data will be collected in at least twelve different schools at the primary and

secondary education level in five Northern German states.

The analysis in the first dissertation project will be carried out as an explorative multi-level analysis at two points in time by means of interviews (principals, pedagogical coordinators and teachers). In addition, the schools' program will be analyzed in regard to principals tasks and functions in the context of inclusive and digital profiled schools. Another aspect examined will be the portrayed concepts of inclusion and digitization. The evaluation is based on the qualitative content analysis. An interrelation between the distinct levels (management, coordination and teacher-level) is to be made. Second, the same stakeholders are to be interviewed again a year later. This serves to validate the statements made and to execute in-depth analyses of recurring themes which were identified during survey phase one.

In the second dissertation project a multi-levelled method setting is intended to explore the way teachers instruct their students by means of digital media use regarding the pervasive language diversity in class (Tracy, 2014) and to explore the teachers reasons. Various methods are to be employed using the triangulation technique including video analysis (school lessons), interview analysis (semi-structured interviews with the teachers whose lessons were filmed) and document analysis (inter alia: schools program, curriculum) and a qualitative content analysis which combines all other analyses. The survey takes place in six teaching lessons in mathematics and German from fifth to ninth grade.

In the third dissertation project, a questionnaire was developed in order to be able to adequately consider the students' perspective in the didactic curricula for teaching. With this questionnaire, not only the acceptance of technology can be examined, but also the desired use of digital media in school is measured. For that, individual, technical and organizational aspects are taken into account. The questionnaire is based on findings from various scientific disciplines (e. g. Venkatesh, Thong, & Xu, 2016) and is currently evaluated in primary and secondary schools. This first evaluation is intended to validate the items, thereby the scope of the questionnaire should be reduced. Second, the selected items will be discussed with the students in a cognitive pretest.

Conclusions, Expected Outcomes or Findings

The insight into the three dissertation projects have shown that school management, teachers and students' attitude potentially have a notable influence regarding the implementation of a digital-inclusive school. This innovative potential is to be explored within the joint project "Digitization and Inclusion" as well as within the three dissertation projects described above.

To conclude, the first dissertation project is aimed at gaining findings about conditions and constraints on how principals lead their schools in the context of an inclusive-digital school development. Moreover, the dissertation is intended to contribute to a methodological-methodical sharpening and further development of multi-level analyses in the context of school development and leadership in schools.

The purpose of the explorative study of the second dissertation project is to make a contribution to equal participation for all students by developing a manual that includes recommendations for school practice.

The aim of the third dissertation project is to record the current situation in schools from the students' point of view in order to identify potentials for school and didactic development of an digital-inclusive education in the future.

The three dissertation projects presented aim at examining the current changes taking place in German schools regarding inclusion and digitization. The goal is to elicit findings in the areas of school management, instruction regarding language diversity and students' attitudes. Data will be collected starting in February until May. First findings will be presented at ECER 2020.

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ID: 2373

04. Inclusive Education

Paper

Alternative EERA Network: 14. Communities, Families and Schooling in Educational Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Autism, Dialogic reading, Parental intervention, Social communication, Saudi Arabia

Introducing Dialogic Reading Intervention for Children with Autism in Saudi Arabia

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Autism is a neurodevelopmental condition interfering with the ability of communication and social interaction (Elsabbagh et al., 2012). Autism occurs throughout the world, however, most research in the field of autism has been conducted in Western societies (Kossyvaki, 2017). As a result, most autism interventions have been developed in Western cultures (Fong and Lee, 2017). The question that arises here is: to what extent can those interventions work in non-Western societies? Using an intervention that worked in a specific culture does not mean that it is going to work in a different culture because interventions should be culturally sensitive by recognising and respecting the cultural context of participants and their needs (Fong and Lee, 2017).

Currently in Saudi Arabia, it is hard to enrol children with autism in public or private mainstream schools (Zeina et al., 2014). Children with autism usually attend special schools called autism centres. However, there is a lack of autism centres. Therefore, many children with autism (30-44%) stay at home rather than attending mainstream schools or autism centres (Athbah, 2015; Alnemaary et al., 2017). Being home-schooled means that it is their parents' responsibility to teach them. The challenge is that there is a lack of parental intervention awareness and support in Saudi Arabia (Omar, 2014, Alqahtani, 2012) which increases the need for providing them with parental interventions to support their children.

Parental interventions for children with autism are highly important because they provide parents with strategies that prompt enjoyable parental interaction and help develop children's social communication abilities (Kim and Mahoney, 2004, Beaudoin et al., 2014). One of the parental early interventions is dialogic reading which is an interactive shared reading in which the adult encourages the child to participate by using specific strategies and prompts (Whitehurst et al., 1994). Dialogic reading has the theoretical assumption that adults' interaction and reading styles should be targeted in order to impact children's language development and verbal participation (Whitehurst et al., 1988). Research showed that dialogic reading has promising results with children with autism by increasing their participation, engagement and parent-child interaction (e.g., Hudson et al., 2017; Fleury et al., 2014).

The study aimed to investigate the effectiveness and the suitability of the dialogic reading intervention for mothers and their children with autism in Saudi Arabia. The study also aimed to introduce a more acceptable and culturally sensitive version of dialogic reading for the Arab world by providing a set of guidelines on how dialogic reading can be adapted for the Arab societies in general and for the Saudi society in particular. To achieve that, the study conducted two phases. In phase one, four mothers implemented the dialogic reading

intervention with their children with autism. In phase two, a wider range of mothers of children with autism were interviewed about their understanding of shared reading and their need for support to gain a better insight into the adaptations such an intervention needs in Saudi Arabia.

Methodology, Methods, Research Instruments or Sources Used

The study used a mixed-methods approach which uses both quantitative and qualitative data in the same research framework. In phase one, a single-case design was used to examine the effectiveness of dialogic reading. Four mothers participated with their children with autism. Children were three males and one female between the age of 4 to 9 years old. The intervention took place in a mainstream school and an autism centre for 5 weeks with 9 sessions (twice a week). Mothers were provided with five storybooks and were asked to read each storybook for two sessions. First, mothers conducted three baseline sessions in which they were asked to read to their children without providing them with any guidelines. After that, each mother received an individual guidance session in which dialogic reading was explained, modelled and practiced. Then, mothers conducted six intervention sessions using dialogic reading. All the sessions were video recorded and observed by the researcher.

To assess the effect of dialogic reading on children's participation, three participating categories were identified as dependent variables: verbal social communication acts, nonverbal communication acts and emergent literacy acts. A structured observation sheet was developed to capture those acts. After each intervention session, the researcher provided mothers with performance feedback about the session to establish the fidelity of implementation. In addition to the intervention, a semi-structured interview was conducted with mothers at three different time-periods (per-intervention, post-intervention and follow-up).

In phase two, 11 mothers of children with autism were interviewed to assess the usefulness and acceptance of dialogic reading because shared reading is not a common practice in Arab culture. The semi-structured interview included topics about the role of shared reading and books in mothers' and children's lives, mothers' understanding of shared reading, their perception of the effective shared reading, their needs to shared reading support and their willingness to receiving it. Thematic analysis was used to analyse all the interviews.

Conclusions, Expected Outcomes or Findings

The findings of phase one showed that all mothers were able to implement the dialogic reading intervention with their children, and all the children participated during the intervention condition. Also, all children were more engaged and spent more time in the dialogic reading sessions compared to the baseline sessions. However, the effect of the intervention on participation was different for each child. In addition, all mothers were satisfied with the intervention. They reported that it was easy to use, and they and their children enjoyed it. They indicated that dialogic reading affected their interaction style with their children and helped them be more sensitive to their children's social communication.

For phase two, the thematic analysis of the interviews with the eleven mothers indicated that dialogic reading could be an acceptable, suitable and useful intervention for Saudi mothers to use with their children with autism. When mothers were asked about their understanding of shared reading and how it could be effective, the subthemes that emerged from their responses were interaction, active engagement and enjoyment which are essential components of dialogic reading. The interview also revealed subthemes about the factors that influence mothers' use of shared reading with their children, such as the role of siblings and the lack of Arabic children storybooks. These subthemes were used to provide guidelines to introduce an adaptation of dialogic reading for Arabic mothers of children with autism. The results of both phases concluded that an adapted version of dialogic reading could be a promising and attractive intervention for the Arab culture, but more exploration is needed.

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ID: 2444

04. Inclusive Education

Paper

Alternative EERA Network: 15. Research Partnerships in Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusive research, Qualitative Research, insider perspectives

The Risk is we are “Dis”-Connecting in Research

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Presenting Author: McCarthy, Patricia

Until recently in Ireland as in many European countries there has been an absence of research involving disabled people as both primary participants and researchers. It is cognisant to recognise that in order to build inclusive communities we need to ensure that the diversity of our societies are active participants within our research communities.

The focus of this paper explores the importance of ensuring that the voices of those who have frequently been excluded from the research process are central. Qualitative research including autoethnography and life history research are discussed and illuminates how such methodologies can be employed to facilitate the previously hidden voice of this section of the population. It is integral that these voices are now heard within the wider research communities rather than being siloed within minority research groupings.

Methodology, Methods, Research Instruments or Sources Used

Qualitative research views the individual research participant within the context of their lives. O'Day and Killeen recognise that within the disability research arena qualitative methodologies have transpired as some of our most valuable tools in understanding the complexities of disability in its social context. The research upon which this presentation is based employed qualitative methodologies including autoethnography and life history research. Life history research acknowledges the integrity of the individual and recognises their experiences as valid. The author's ontological position as a disabled researcher has been instrumental to much of her research and her position as insider could be considered beneficial as it "may enable better in-depth understanding of participants' perception and interpretation of their lived experience in a way that is impossible in the absence of having been through it" (Berger, 2013, p. 12). Reflexivity has become increasingly pertinent within qualitative research and Elliott (2005, p. 153) acknowledges that "reflexivity might be understood as a heightened awareness of the self, acting in the social world". Reflexivity can be beneficial within research and when undertaken responsibly can result in increased objectivity (Lohan, 2000). While Finlay (2002) claims that self-exploration of one's own experiences can be the foundation for greater understanding and interpretation. Furthermore, Ryan (2006) argued that reflexivity can result in the recognition of the human aspect of the research.

Conclusions, Expected Outcomes or Findings

The research upon which this presentation is based had a subjectivist ontology and a subjectivist epistemology which for makes reflexivity a salient component of this research. The author's interest in this area of research stems from her personal experience of mobility and vision impairment. A large part of her story was dominated by the segregationist and institutional education policies that were the norm in Ireland until the 1990s, and the subsequent adjustment to mainstream society. These experiences led her to question the validity or otherwise of such policies. Consequently, her ontological position as a disabled researcher has been central to much of the research that she has engaged with in recent decades. Her commitment to ensuring that the previously unheard voice is dominant in all aspects of the research process. This presentation will examine ways in which those how have previously been excluded from our research communities can be included in an authentic manner whereby their experiences are acknowledged as paramount to the research process.

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04. Inclusive Education

Paper

Alternative EERA Network: 20. Research in Innovative Intercultural Learning Environments

Topics: General Submission (not submitting to Network Special Call)

Keywords: Inclusion, Syrian Refugees, Turkey, Makaton

Inclusion of Syrian Refugee Children in Turkish Public Schools: Overcoming Language Barriers Through Makaton Symbol Language

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Since the beginning of the devastating Syrian civil war, 3.6 million Syrian refugees have entered Turkey and this number is increasing day by day. Today, Turkey remains as the country which hosts the largest number of refugees in the world (UNCHR, 2019).

According to official figures, there are around a million Syrian school-aged children in Turkey and most of these children lives outside of the camps (UNCHR, 2019). To fulfil its' international obligations and ensure that Syrian refugee children's access to education, the Ministry of National Education of Turkey enacted "Educational and Learning Services for Foreigners" regulation in 2014. With this regulation, Syrian children have granted to access education services in public schools without needing a residence permit and they had the same educational rights with their age Turkish peers.

Turkey had no previous experience of refugees in such high numbers (UNCHR, 2019). School system had a monolingual structure and teachers were not trained about how to deal with the educational needs of refugee children (Aydin & Kaya, 2017; Sahin & Sumer, 2018). Also, policies about supportive educational services were not clear. Further, resources and infrastructures of the public schools were not enough to accommodate these children (Aydin & Kaya, 2017; Sahin & Sumer, 2018). These kinds of challenges created many barriers to successful inclusion of Syrian Refugee children in Turkish public schools (Aydin & Kaya, 2017; Sahin & Sumer, 2018).

Language and communication barriers stand as one of the most important among the barriers Syrian refugee children face in public schools. Most of the Syrian refugee children start to school without speaking Turkish. Thus, they struggle to obtain the necessary level of Turkish to catch up with their peers (Aydin & Kaya, 2017; Gozpinar, 2018). Further, many Syrian refugee children missed the vital years of schools and their education was interrupted due to the civil war in Syria (UNHCR, 2019). For that reason, they also suffered from illiteracy even in their home language (UNCHR, 2019). Also traumatised experiences and serious emotional distress prevent their adaptation process (Aydin & Kaya, 2017; Sahin & Sumer, 2018, Gozpinar, 2018). The situation for refugee children with additional communication difficulties is even tougher. Their presence usually underestimated due to lack of assessment and support services (Acar et.al, 2019). Language and communication barriers affect children's social adaptation severely. Lack of communication with peers or other school staff leads to social exclusion and isolation of Syrian refugee children (Aydin & Kaya, 2017; Sahin & Sumer, 2018).

Methodology, Methods, Research Instruments or Sources Used

The Aims and Objectives

The main aim of this project is to overcome language barriers of Syrian refugee children in Turkish primary schools by using Makaton Symbol Language which will be supported by pictographic books and other visual support materials. By doing so this project aims:

- To improve communication between school staff who only speak Turkish and children and their parents who are not able to speak Turkish.
- To support the process of learning Turkish as an additional language for refugee children.
- To improve social interaction of refugee children.
- To improve staff awareness and expertise to deal with the language needs of refugee children.
- To create a whole-school approach which promotes a better inclusion for children.

Conclusions, Expected Outcomes or Findings

Makaton as a Tool for Supporting Language Needs

Makaton was developed in the UK in the 1970s to support the communication needs of children with learning and/or communication difficulties. Makaton combines words with signs and symbols. In this way, it supports communication and makes it easier to understand (Makaton Charity,2008). Today, Makaton is used widely in the UK to support the communication needs of people in public places from schools to courts. In their research, Mistry and Barnes (2013) also found out that Makaton is very effective to support talking of children who use English as an additional language. It increased children's interaction with peers and school staff (Mistry & Barnes, 2013). Also, the number of words children used in English was increased during the use of Makaton (Mistry & Barnes,2013). In a similar vein, Detheridge and Detheridge (2002) stated that symbols can be supportive in vocabulary building and improving literacy. Also use of symbol-based materials encourages students to participate in activities more (Pampoulou & Detheridge, 2007).

Application of the Project

This project will be applied in four phases. In our presentation, we will explain these phases in detail. These phases are 1) Adaptation of Makaton to Turkish, 2) Preparation of pictographic books and visual support materials, 3) Preparation of the pilot school, staff and children training, 4) Assessments on the effectiveness of Makaton Symbol Language and experiences of staff and children on using Makaton.

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04. Inclusive Education

Paper

Alternative EERA Network: 21. Emerging Researchers' Group (for presentation at Emerging Researchers' Conference)

Topics: General Submission (not submitting to Network Special Call)

Keywords: sense of belonging to school, Chinese immigrants' children, secondary education, school community, social integration

Chinese Immigrants' Children's Sense of Belonging to School in Madrid: A neglected factor in school social integration

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Immigrant's children have been constituting a growing proportion of population in Europe. School, as their first institution where they have more social contact with, is considered as a key space of integration where foster the sense of belonging to the community. The sense of belong to school can produce positive effect on academic and psychosocial development. The students who feel that they are part of the school community have better academic performance and motivation. The results from PISA 2015 indicates that immigrant's children shows weaker sense of belonging to school than students of non-immigrant background. Spain is one of the countries

where first generation immigrants reported the greatest sense of alienation from school compared to students without immigrant background.

Spain has the third biggest immigrant population age 0-15 years after Germany and Denmark in Europe. The growth rate in the past decade is significantly of more than 40%. Regarding the Chinese immigrants demographic, 24.8% living in Spain are under 15 years old. The number of non-university Chinese students occupies 5.4% of foreign students in Spain, which makes it the third largest group. The Chinese immigrants' children as a growing population, however, their integration in the society has always been forgotten. This study aims to discover the factors that affect the sense of belonging to school of Chinese immigrants' children who are studying compulsory secondary education in Madrid, in order to contribute to the awareness of the scholastic situation in which these adolescents live and to give them adequate support for better integration of school community.

The belongingness needs of friendship, acceptance and being part of a group can motivate the realization of one's true potential (Maslow, 1954). Maslow's theory has contributed to the educational application and has been brought in the classroom. The importance of this individual innate need of belonging is widely recognized in the school environment. Based on an extensive literature review, the sense of belonging to school is associated to behavior, academic motivation and engagement, expectancies, social behaviors and psychological outcomes (Goodenow, 1993b; Osterman, 2000; Furrer & Skinner, 2003). The lack of sense of belonging to school is closely related to early school drop-out (Christenson & Thurlow, 2004). The sense of belonging in school environment is especially important to the adolescents of ethnic minorities (Goodenow, 1992; Becker & Luther, 2002) and the probability of feeling a weak sense of belonging is substantially higher among students of immigrant origin than among non-immigrants (Ham, Yang and Cha, 2017). Given this reason, a better understanding of this immigrant population should be given for educational practices and policy decision makings.

This study applies Bronfenbrenner's ecological models of human development (1994) for the secondary education environment. According to the framework, the adolescents experience five levels of external ecosystem influences during the development. The theory suggests that the microsystem, which is composed by teachers, peers and families, is the smallest and the most immediate environment where the children live. Therefore, this study will explore the Chinese immigrants' children's sense of belonging to school from the microsystem perspective and attain answers of the following questions:

1. What are the differences that different immigration patterns left on the sense of belonging to school?
2. Which is the biggest factor that affects the sense of belonging to school?
3. How the attitude of peers, teachers and parents influence the sense of belonging to school?
4. Are the length of stay in Spain and the sense of belonging to school positively correlated?

Methodology, Methods, Research Instruments or Sources Used

The qualitative methodology is used to answer questions from the stand point of research participants. It enables researcher to better interpret the complexity of the nature of the issues and to seek its underlying patterns. The sense of belonging to school is an intangible aspect to examine, so an interpersonal, face to face, one to one data collection method is needed. In this case, in order to gain a better in-depth insight into the sense of belonging to school of the Chinese immigrants' children, 18 semi-structured interviews were conducted. The interview is based on the Psychological Sense of School Membership developed by Carol Goodenow, which has been the most used instrument in the last two decades to measure the sense of belonging to school.

The participants are Chinese immigrants' children who are 12-16 years old and studying in the public, private and mixed (concertado, in Spanish) secondary school in Madrid. They are divided into the following groups:

- 1) born in China and came to Spain before 10-year old;
- 2) born in China and came to Spain after 10-year old;
- 3) born in Spain and have always been living in Spain;
- 4) born in Spain and received the first schooling in China and returned to Spain before 10-year old;
- 5) born in Spain and received the first schooling in China and returned to Spain after 10-year old.

The interviews were carried out in Spanish and Chinese according to the respondents' preferences.

This study employed the qualitative data analysis software NVivo to explore the comprehensive text-based information and help map out diagrammatically how each item associates with each other, in order to further improve the quality of the research. The interviews were transcribed and transferred to NVivo. Nodes (language deficiency, participation in the classroom, interactions with peers, relationship with teachers, help from teachers, participation in school activities and general sense of belonging to school) were created to help discover emerging patterns or ideas. Attributes of gender, school type and age of arrival to the host country were created for later analysis of comparison. Word frequency query was applied in finding the relationship between the Chinese immigrants' children and their peers in school.

Conclusions, Expected Outcomes or Findings

This study presents the sense of belonging to school that various types of Chinese immigrant's children have in Madrid. It concludes that the children who receive education constantly in Spain have better sense of belonging to school than those who received the first schooling in China and returned/came to Spain to continue the study. Regarding the latter ones, the younger they returned/came to Spain, the better sense of belonging to school they have.

As the OECD reports indicate, the immigrant students who arrived at age 12 or older whose mother tongue is not the same as their new language of instruction always have more educational disadvantages and suffer this so-called "late arrival penalty". They not only have to quickly acquire the language skills, catch up with the learning rhythm, but also adjust themselves to a new school and social environment. Consistent with this general phenomenon, as the findings from this study show that the biggest factor that affects the school integration process is language deficiency, which also implies that the low/lack of sense of belonging to school is also one of the late arrival penalties to the immigrant students.

As a consequence, the language barrier leads to the unwillingness of communication with teachers and classmates. When the communication difficulty doesn't ease up and no intervention is taken, they lose the initiative to interact with the natives and the interest of integrating into the school life. Last but not least, the results also imply that teachers and classmates play critical roles, since their attitudes and supports can have a great impact on the sense of belonging of immigrant children and their social integration in the institute. Especially the positive relationship with their classmates make the immigrant students feel as if they belong to the group as a whole.

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ID: 2506

04. Inclusive Education

Symposium

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: early childhood inclusion, dialogue, north and south contexts, teachers

A Dialogue between the South and the North on Early Childhood Inclusion: from teachers' perspectives

Chair: Run Tan (University of Konstanz)

Discussant: Run Tan (University of Konstanz)

Introduction

Teachers are key players in the successful implementation of inclusive education (e.g., Lee, Yeung, Tracey & Barker, 2015; Loreman, Forlin & Sharma, 2014). The importance of teachers' role to scaffold children's development in inclusive settings is fully supported by Vygotsky's zone of proximal development (ZPD) theory and Bronfenbrenner's ecological theory. Specifically, in an inclusive preschool setting, with teachers' guidance, children may learn things by more active involvement, and through the time they may achieve the task on their own (Gnadinger, 2008; Vygotsky, 1978; Yang, 2000). Within the ecological theory framework, Bronfenbrenner (1979) argued that children develop through dynamic interactions among multiple social contexts. Teachers, with whom a child has direct contact within the context immediately surrounding him or her, play an essential role in influencing the child's social life (Hamre & Pianta, 2005).

In the international context, to include children with diverse educational needs in mainstream preschools is at the heart of education policy and planning (e.g., Batu, 2010; Hu & Szente, 2010; Odom, Buysse & Soukakou, 2011). While early childhood inclusion is being discussed as an international phenomenon, many research studies have not fully considered the effect of national policies and the way in which context and culture influence the implementation of inclusive education within and across different countries (Kozleski et al., 2007; Ungar, 2010). In order to implement inclusion on a more sustainable basis both in the international and national contexts, it is thus of key value to compare and contrast early childhood inclusion practices across and within different countries by considering the issues of context and culture.

We decide to apply the 'cultural-historical framework' suggested by Artiles and Dyson (2005) as the guiding framework for our symposium. According to the framework, researchers should think about the cultural-historical factors while comparing inclusion practice in different countries. Specifically, this framework will enable us to understand the various and common characteristics in the ways how societal, political, economic and cultural factors cast an influence on the development of early childhood inclusion in different countries. Meanwhile, during the process, we can also identify what contribute to more effective early childhood inclusion policy and classroom practices, which can provide valuable guidelines for future inclusive preschool teacher education programmes. What's more, while systematically analysing the different and similar characteristics, we can also have more meaningful cross-cultural dialogue between the south and the north contexts, which may positively lead to more future early childhood inclusion research or teaching cooperation between or among different countries (Crossley & Watson 2003). In addition, as for each of the researchers involved, to apply this framework will also enable us to reflect on our assumptions and challenge the stereotypical images of other cultural contexts. Last but not the least, the importance of exchange and collaboration among different countries in research on inclusive education is further strongly recommended by Salamanca Statement (UNESCO, 1994).

Objectives of the symposium

We plan to reach the following three goals by building a dialogue between the south (represented by China and the republic of Maldives) and the north (represented by England and Germany) on early childhood inclusion, especially from the teachers' perspectives:

- 1) Compare and contrast how different societal, political, economic and cultural factors of the four countries influence the implementation and development of early childhood inclusion.
- 2) Compare and contrast how different societal, political, economic and cultural factors of the four countries influence teachers' perceptions and practice of early childhood inclusion in the four countries.
- 3) Generate general indications for more effective inclusive teacher education on the preschool level for the four countries and potentially for other cultural contexts.

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Presentations of the Symposium

Papers in Symposium: 4

National Perspectives: 4

Perceptions of Associate Teachers on Their Preparedness Related to Teaching Children from Diverse Backgrounds

Chandrika Devarakonda (University of Chester)

National perspective: England

An increase in migration in several developed countries has resulted in school population becoming diverse from ethnic, religious cultural and linguistic backgrounds. The preparedness and confidence of teachers to teach children from these diverse contexts will influence the quality of education accessed by children from diverse backgrounds. Newly Qualified Teachers (NQT) survey conducted by the government encouraged teachers (one year after gaining their Qualified Teacher Status (QTS)) to respond to questions related to their preparedness and confidence to teach children from all ethnic backgrounds and who have English as additional language. This research explored the perspectives of students on initial teacher education programmes (referred to as Associate teachers (ATs)) and staff (teacher educators (TEs) and challenges faced in teaching children from diverse backgrounds. The survey encouraged the participants to reflect on their experiences on the ITE programme related to the knowledge and understanding of inclusion and diversity gained from the teacher training programmes. This research examined the perceptions of ATs on their final year of the three-year degree on initial teacher education programme and TEs teaching this cohort of students who are programme leaders, year leaders, and other staff, who provide enriching experiences related to diversity. Data was collected through a focus group discussion consisting of open questions for teacher educators and ATs were requested to volunteer to respond to questions on an online forum. The online survey was kept open for a short window of four weeks to enable ATs to respond in their own time and ensure anonymity. The responses provided by ATs and Teacher Educators (TEs) were analysed through qualitative data analysis using the three steps - Developing and Applying Codes, identifying themes, patterns and relationships and summarizing the data. The data analysis led to four themes : Perceptions of diversity, Impact of the ITE programme, preparedness to teach children from diverse groups and challenges faced. The ATs and TEs articulate that there was significant impact of the teacher training programme on preparing them to teach children from diverse ethnic backgrounds. They acknowledged the lack of diversity in the placements to teach children from diverse backgrounds as one of the key challenges and barriers faced.

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Promoting Peer Interactions in Chinese Inclusive Preschool Classrooms: strategies teachers apply for children with Special Educational Needs

Run Tan (University of Konstanz)

National perspective: China

After almost three decades since the concept of LRC (learning in the regular classroom) was first introduced to develop inclusive education, China has made some progress in offering children with disabilities access to general preschools (Hu & Roberts, 2011). Nevertheless, while examining research conducted on early childhood inclusion, few targeted at teachers' actual inclusion practice. The current study applies a social constructivism

paradigm to explore how Chinese inclusive preschool teachers promote the interactions of children with and without SEN and collects in-depth data from interviews and observations to explore whether their beliefs and practice are consistent. The first key finding is that both preventive and interventive strategies are identified from five different levels: the teamwork level; the classroom environment level; the curriculum design level; the activity design level and the individual children with SEN level. Different from previous studies (Kemple, 2004), I identified one new level of strategies explicitly on the cooperation between teachers and different community stake holders. The second finding reveals children's ages and disabilities influence the frequency teachers apply specific strategies. Since older preschool children can better regulate their emotions and have more advanced cognitive development to rationalize with teachers, some strategies (e.g., 'resolving conflicts') are identified more frequently with them. Younger children are often engaged with themselves and tend to be disconnected from ongoing play activities (Mendez, McDermott & Fantuzzo, 2002) and so strategies (e.g., creating more small groups) were less identified. For children with emotional behavior disabilities, teachers more frequently improve their skills to resolve conflicts and to deal with their negative emotions (e.g., frustration). The third finding shows three categories of strategies discrepancies identified from the interview and observation (high consistency; some consistency and inconsistency, high inconsistency). Based on Vygotsky's and Leont'ev's 'cultural-historical activity theory' (Robbins & Stetsenko, 2002), five contextual factors are identified: the complicity of the classroom, the overwhelmed teachers, whole-group and teacher-centered approach, unsupportive parents, and strong academic-performance orientation. This study advocates a paradigm shift within China to encourage new ways of thinking and researching. It also reveals that preschool teachers, though generally agreeing with the philosophy of inclusion and acknowledging the value of peer interactions, feel challenged to promote the social interactions of children with SEN on a daily basis in inclusive preschool settings. In-service training that targets improving teachers' theoretical knowledge and practical skills to promote more peer interactions are thus strongly recommended.

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German Early Childhood Professionals' Perspectives on Promoting Children's Learning in Inclusive Childcare Settings

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National perspective: Germany

The habilitation project aims at gaining insight in the complex interaction processes of collective professionals' thinking and the single professionals' acting. This paper bases on the first part of the study, professionals collective perspectives on professionalism of early childhood professionals working in inclusive childcare settings. This paper focuses on the questions (1) how do professionals' collective implicit ideas of responsibilities in such settings look like and (2) if and in which way do they reflect inclusive ideas? Early childhood professionals are important for realizing „deep level inclusion“ (Petriwskyj 2010, 195) in early childhood settings, which refers to a "hidden curriculum of values and acceptance“ (ibid.). What is crucial about realizing inclusion is that professionals have specific “philosophies of inclusion” (Sheeran et al. 2007, 249). Additionally, inclusion is a quite slippery and multifaceted concept with a strong normative notion and various parties, such as parents, administrative and educational policy stakeholders, have certain ideas of inclusion and face professionals with specific expectations in this regard (e. g. Moloney et al., 2019; Nutbrown & Clough, 2013). These expectations are not always coherent but controversial and they may contradict convictions, professionals have and collective orientations they follow (Rothe, 2019a/b). Accordingly, responsibilities, professionals claim to have in their work with children, are results of a mainly implicit and particularly complex process of decision-making. However, there is a need for research regarding such collective processes of decision-making, especially in the context of inclusion (Rothe, 2019c). In ten German preschool teams, group discussions (Bohnsack, 2014) have been conducted at two measurement points (12/17-02/18; 01/-02/19; n=20). The analysis draws on the Documentary Method (ibid.) and considers additionally to explicit layers of meaning implicit ones. To address the second question in particular, I will consider both layers of meaning, considering on the one hand explicit as well as implicit ideas and concepts of inclusion. Results on a collective vision of responsibilities in the work with children and its relationship with ideas of inclusion reveal a complex process of negotiation of personal, collective as well as external expectations. Additionally it shows that this relationship reaches far beyond the professionals' conscious layers of meaning.

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Exploring Inclusive Practices in Maldivian Preschools through Global South and Insider Perspectives

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National perspective: the Republic of Maldives

The Maldives considers education as a fundamental right for all, without discrimination of any kind. The Government's aims to develop a fully inclusive education system has led to the ratification of Inclusive Education (IE) policy (MoE, 2013) and the Free Preschool Education policy (MoE, 2016). While these two recent policies provide children with disabilities the right to attend schools and free access to pre-school education, as of today the system for educating children with disabilities has been largely through Special Education Needs (SEN) units attached to mainstream schools. Furthermore, often children with severe disabilities do not have access to schools (Human Rights Commission of the Maldives, 2010; Sherpa, 2013). Drawing on global south concepts, this paper focuses on exploring inclusive educational practices in the preschool years across the Maldives. Supporting the views of Barr & Bogatić (2017); Kamenopoulou (2018); Meekosha (2011) & Whitburn (2016) who emphasize the benefits of including different voices and perspectives of global south settings, helps us to illustrate unique experiences of inclusion and exclusion lived within these contexts. This paper proposes a way of conceptualising inclusive preschool practices in small island contexts through more meaningful and helpful research approaches that can lead to better understanding of inclusive practices in these contexts. The paper, based on a doctoral project focuses in particular on perspectives of teachers including principals and parents of pre-schoolers on inclusive early childhood practices in the Maldives, Hence, this will make it a valuable addition to the conference theme and knowledge base on inclusive early childhood practices from a small island nation setting, an under-researched context with under-represented voices.

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04. Inclusive Education

Paper

Alternative EERA Network: 23. Policy Studies and Politics of Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: Educational Governance, Inclusive Education, Policy Guideline

Implementing Inclusive Education – Different Definitions, Different Interests

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Inclusive education can be described as an international paradigm focusing on participation and involvement as well as processes of inclusion and exclusion in educational contexts and the barriers and discrimination embedded therein (Ainscow & Sandill, 2010). It has found its way into the policies of international organizations and has gained visibility through international agreements, for example the Salamanca Declaration, the UN Convention on the Rights of Persons with Disabilities and the UN Sustainable Development Goals.

In the last years, policy makers and practitioners around the world faced the challenge to implement inclusive education in practice. Analyzing the legislation which followed the above mentioned agreements, previous research (e.g. Meijer and Watkins 2016) shows that the implementation on the national level lead to different understandings of inclusive education within European countries. In our research we want to focus on the regional level: we are interested in how different actors within the education system of two federal states define inclusive education and which measures they take to implement the policy guidelines.

Therefore we follow Arnoves (2012) argument of a dialectical relationship between the global and local practice when it comes to putting such international paradigms as inclusive education into practice: "what would appear to be increasingly similar education agendas – regional, national, and local responses also vary." (Arnové, 2012). This dialectic might be one of the reasons why inclusive education is described as "traveling", "fuzzy" or "slippery concept" (Artiles & Dyson, 2005, p. 43). Such concepts are characterized by the fact that they have to be taken up at the national and regional level in different historically developed, culturally distinct and normatively and legally based educational systems and translated and transformed into practice (Spillane et al. 2002).

Although, there is a growing body of research comparing the implementation and development of inclusive structures on a state level, the described dialectic between global and local asks to focus on the regional level. One might argue that this is especially important as in many states the education system is organized on a federal level not statewide. Following this idea, this paper is going to present and discuss research from two projects both following the question how the fuzzy concept of inclusive education is implemented on the level of federal states as well as the regional level in two federal states in Germany. Furthermore, we are going to analyze the interaction between the different levels of the education system and question the strategies actors apply. Therefore the two projects we are going to discuss apply different theoretical backgrounds: 1) Social Worlds and Arenas Theory (Strauss 1993) in combination with Discourse Theory (Tremain 2010). 2) Sensemaking approach (Spillane et al. 2002) and sociology of conventions (Boltanski & Thévenot 2009). This will lead to a more complex picture on how education policy tries to meet the stipulations of the CRPD and how this process is embedded in specific modes of governance (Rhodes, 2007).

Methodology, Methods, Research Instruments or Sources Used

The paper is drawing on two research projects both focusing on the complex situation of governance and policy making to develop inclusive education systems. Both projects followed the qualitative paradigm, conducted research in the same federal states of Germany and aimed to get insights in the governance in the perspective of actors involved in the process of developing inclusive education systems on different levels.

The first project focused on the perspective of different actors of administration at state, regional and school level and applied the Situational Analysis by Clarke (2005) to reconstruct the complex situation in relation to this different perspectives. The Situational Analysis is conceptualizes as a theory-method-package which combines concepts of social worlds and arenas, discourse and power and non-human agents with the Grounded Theory Methodology. Interviews as well as a number of documents were conducted and analyzed following classic GTM as well as the mapping strategies of Situational Analysis. With this approach questions were raised for example about involved and silenced actors, elements of the discourse about inclusion, subjectivation of students and (special education) teachers and the processes of governance as negations in this situations.

The second project followed the perspective of school inspectorates and applied the sensemaking approach (Spillane et al. 2002) and theoretical concepts based on the sociology of conventions (Boltanski & Thévenot 2007). The project focused on the question how school inspectors define inclusive education, how do they implement the concept within their evaluation metrics and which factors do have an impact on their action. To answer these research questions, we analyzed the evaluation metrics of school inspectorates in two federal states and conducted interviews with school inspectors in these two states. Analyzing the data, we applied a qualitative content analysis (Gläser & Laudel 2009) based on the theoretical concepts.

Conclusions, Expected Outcomes or Findings

As our title suggests, we are focusing on the different perspective policy actors apply on the fuzzy concept of inclusive education. We will show that there are different ways between and within the federal states how inclusive education is implemented. While some actors interpret inclusive education only in concern with students with disabilities, other take into account different minorities. While some actors question especially how special education is going to be organized in inclusive settings others focus on developing a school for all. To understand this different reinterpretation of inclusive education we are going to address the different interests of actors in complex governance systems.

Within the two federal states, our interview partner anticipate how further actors within the education system implement inclusive education, but they apply different strategies to deal with them. Some take them into account, others ignore them.

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04. Inclusive Education

Poster

Alternative EERA Network: 09. Assessment, Evaluation, Testing and Measurement

Topics: General Submission (not submitting to Network Special Call)

Keywords: Stammering; University Students; Oral Exams and presentations.

Qualitative Cross-sectional Investigation on the Impact of Introducing Adjustments to Oral Examinations for Stammering Students

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Stuttering and also sometimes referred to as stammering is a speech impediment that affects 1% of the adult population world widely. According to the U.K. National Health Service NHS, it is a restively common speech problem in childhood, which can persist into adulthood (NHS,2020). The British Stammering Association BSA defines stammering as a neurological condition which makes it physically hard to speak (Stamma, 2020). The disruption of verbal fluency caused by the nature of stammering can be characterised by involuntary silence, reparation, or prolongations of or blocking at certain sounds or syllabus (Büchel e tal, 2004). Consequently, a person who stammer might show systems of tension and anxiety as they struggle to produce their words. Although stress can not cause a person to stammer, but stress is ought to exaggerate the stammer (Creed et al, 2012). Generally speaking oral examinations is perceived by most students to present a social-evaluative threat involved with the listening and judging audience. A study on stressed students under the influence of examination (Preuß et al, 2010) showed that university students experience significantly high levels of cortisol on the day of oral presentations. The empirical study reported higher effects on participants with oral exams whereby their cortisol levels been elevated before and after the oral examination when compared to those observed in response to written examination. On the country, research has shown that majority of students whose learning is affected by such neurological disorder, are gifted with a functional level of literacy and perform well in written examinations (Hayhow et al, 2002). This alongside the fact the most invisible of hidden disability affects approximately 23,000 students in the UK Higher Education sector, necessitates the need for suitable adjustments to be introduced to cater for their special learning abilities. Given the unique nature of stammering investigation are to be carried out to ensure that such adjustments are trailered to the characteristics of the student’s stammer and caters for the student learning needs within their field of study (e.g., STEM)

Thus, this proposal reports on a qualitative cross-sectional study conducted on stammering university students to investigate the impact of introducing adjustments to their oral examination on their learning experience.

Methodology, Methods, Research Instruments or Sources Used

A representative subset of university students, graduates and postgraduates (MSc and PhD) who have attended university between 2000-2020 were surveyed. Participants were invited to take part of this survey through social groups of adults who stammer and were consented as appropriate. The survey investigated if students had considered requesting adjustments to be made for their oral exams and if any was made available to them. Where adjustments were made, the nature and the impact were studied. Self-withdraw from oral examination motivated by tendency of avoidance was also considered.

Conclusions, Expected Outcomes or Findings

Results have shown that around 55% of the stammering students never considered asking for adjustments to be made for their oral exams. Half of those students studied in their first language. In fact, more than three-quarters of the stammering students who studied in their second language, have never considered to seek adjustment for any of their oral examinations. A minute percentage of the latter population were offered help but refused to accept it in fear of the impact it might have on their academic performance and future career opportunities. It is alarming that majority of this group of students have reported tendency to avoid and skip examination in usual occasions.

On the other hand, the majority of the students who have requested for adjustments to be made have received their university education in their mother tongue language. The native students reported it was very helpful to be allowed extra time to present. Interestingly, majority of this group of students have reported to have experienced great levels of satisfactions by self-advertising their stammer.

In conclusion, stammering is such a delicate form of learning need and catering for stammering students' has to be done on individual biases and paces. Today, with the ever increasing levels of internationalization in the Higher Education sector, careful measures are yet to be taken to ensure that such hidden disabilities are not misinterpreted for language incompetence. Indeed, promoting and advocating for inclusive learning is the only way forward. Most importantly, students have to be better educated about their academic rights to learn and flourish regardless of their leaning abilities. Educating the educators on the importance and impact inclusive learning can have on enhancing the learning of all, not but stammering students, is of a greater importance.

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04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

Topics: General Submission (not submitting to Network Special Call)

Keywords: high-ability students, teachers' perceptions, inclusive education, qualitative research, teacher professional development

Teachers' Perceptions on High-ability Students

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Since the 1980s, international research on gifted and high-ability students has increased (Kulik & Kulik, 1984). In contrast to research on specific programs (e.g., pull-out or accelerating programs), less is known about high-ability students in regular classrooms: how do teachers perceive these students and their needs? With a trend in mainstream education toward improving and adapting the learning environment as much as possible to the individual needs of a diverse body of learners, this strand of research is becoming increasingly important (Amor et al., 2019; Van Mieghem, Verschueren, Petry & Struyf, 2018).

In this study, we will focus on giftedness in the cognitive domain. Due to the plethora of definitions and conceptions of giftedness, recent research has focused on the term ‘high-ability students’ rather than ‘gifted students’ (e.g., Schuitema, Palha, van Boxtel & Peetsma, 2019). This term refers to students who have the cognitive ability to reach the highest levels of academic achievement in school (Dare et al., 2019). There is no clear ‘cut off’ in terms of intelligence scores; these vary between the top 20% and the top 1% (Gagné, 2004; Renzulli, 1986; Terman, 1925). From here on, we will use the term ‘high-ability students’. Accurate teacher judgments of the cognitive ability of students is crucial to obtain effective teaching (Lavrijsen & Verschueren, 2020). Teachers rely on their perception of student ability when deciding what to teach (e.g., difficulty level) and how to teach (e.g., instructional techniques) in the best way (e.g., Stevens & Van Houtte, 2011). A recent study of Lavrijsen and Verschueren (2020) discovered that high ability judgments by teachers were found to depend more on everyday school achievement (GPA) than on cognitive ability (IQ) itself.

Although we have insight in the variables that play a role in the recognition of high-ability students, there is a gap in the literature concerning teachers’ own perceptions on high-ability students: how do they identify these students? How do they identify their needs?

Because we know that teachers’ judgments are not always accurate (Lavrijsen & Verschueren, 2020), it would be interesting to not only map their perceptions, but also see if these perceptions can change. Therefore, this study will be carried out in the context of Lesson Study. Lesson Study (LS) is a classroom-based method for teacher professional learning. LS (*jugyo kenkyuu*) originated in Japan in the early 1900s. They used this method to tackle problems they experienced in the classroom and to enable teachers to improve their instruction (Lewis & Tsuchida, 1997). In Europe, the UK was a pioneer in implementing LS in their education system. A LS typically includes: (1) an initial meeting to determine the goals of the LS and identify case pupils, (2) LS cycle 1 (joint planning of the first research lesson (RL1), teach/observe RL1, interview pupils, post-RL1 discussion and initial plans for RL2), (3) LS cycle 2 (focusing on RL2), (4) LS cycle 3 (focusing on RL3), and (5) writing and presenting what the teachers learned (Vermunt, Vrieki, van Halem, Warwick, & Mercer, 2019).

To fill the gap in research on teachers’ perception of high-ability students, we formulate following research questions:

1. How do teachers perceive and recognize high-ability students?
2. What are the educational needs of high-ability students according to teachers?
3. Do teachers’ views on these topics change when participating in a Lesson Study trajectory?

Methodology, Methods, Research Instruments or Sources Used

In the school year of 2018-2019, a series of Lesson Studies was organized in three primary and three secondary schools. The teacher teams were selected based on a prior motivational screening (motivational letter and interview). A LS team consisted of two to three teachers. The LS’s were organized in November 2018, January 2019 and March 2019. They all focused on how a teacher could create a more powerful learning environment for high-ability students. The case students in the Lesson Studies were selected based on a standardized cognitive ability test. High-ability students are defined as the top 10 percent students with the best cognitive abilities (IQ \geq 120).

During the LS Project, the teacher teams participated in five consecutive workshops. At the start, they learned the necessary skills to conduct a LS (e.g., formulating a research-question, observing and interviewing skills). We provided a theoretical framework, in which each school team got the autonomy to choose which theme they were tackling in the LS (e.g., autonomy-support, structure, interest and differentiation). We asked all teams to use the proposed tools and procedures during the LS. In the workshops we also provided information about high-ability students (e.g., different aspects of ‘high-ability’ and characteristics of high-ability students). During the school year different workshops took place aimed at knowledge transfer and discussion across all LS teams.

At the beginning of the year, before the first workshop or LS, all teachers (n=13) were asked to fill in a short questionnaire (five point Likert scale). This questionnaire had statements like “High-ability students often lack social skills.” In this way, we could map their prior knowledge on high-ability students based on their answers.

Also we conducted three in-depth semi-structured interviews: before, during and after the Lesson Studies. The interviews were organized with every teacher individually (n=13). In these interviews, questions were asked concerning their views on high-ability students (e.g., “How would you describe high-ability students?”), the way they recognized the students and their thoughts on the educational needs of high-ability students.

To analyze the interview data, thematic analysis was used, using the program Nvivo11. We opted for an inductive coding approach (Marshall and Rossman, 1995; Bruce, 2000). After coding and analyzing the answers of the short questionnaire and the repeated interview, we were able to capture the teachers’ ideas on high-ability students and how they changed throughout the Lesson Studies.

Conclusions, Expected Outcomes or Findings

This study is still in its analyzing phase. Preliminary results suggest that teachers of elementary and secondary education have similar views on high-ability students. It's remarkable that teachers are pointing out multiple aspects of high-ability students, next to everyday school achievement (Lavrijsen & Verschueren, 2020), e.g., responsibility, autonomy, curiosity or the fact that they can think and answer more quickly than other students. All teachers agreed that providing a more challenging educational environment was the biggest need for high ability students.

Throughout the LS trajectory, teachers are able to formulate a more nuanced opinion on high-ability students, they talk more on the individual level and repeatedly say that every high-ability student has different needs.

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Intent of Publication

This study is not yet submitted in a journal.

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04. Inclusive Education

Paper

Alternative EERA Network: 14. Communities, Families and Schooling in Educational Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Factory based learning, Cerebral Palsy, service learning, primary, secondary, ICT

Students Education And Its Social Repercussion. Learning Service

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How could we get a connection between the social community and the educational services? and, at the same time, how could we link the information and communication technology and the need of covering social challenges to improve certain difficult realities that some human groups are currently living? Certain final products can improve the quality of life of human groups with specific needs to be involved in their

environment? It could be possible for the researchers to link experiences as the one we are going to describe in this report with the interaction between different social agents and other human groups with social insertion difficulties?

To find an answer for all the questions exposed in the paragraph above, we need to reflect about the service learning and its advantages. Service learning is a method that try to create educational experiences and social community benefits. It is used by lot of educational and social institutions all around the world. Students belonging to different educational levels make products and participate within projects in contact with local agents, public administrations and other types of cultural and social organizations (Gomez Villa, 2016: 8)

This study tries to become a support for the methodology followed by Factory based learning (Aprendizaje Basado en Factorias - ABF) which is developing a Services Learning method that is getting an important impact inside the educational context. One of ours research aims is extending a way of learning based on the use of technological systems applicated and adapted to primary school student's skills to give an answer to help disabled people to improve their quality of life.

ABF has developed different projects and participation initiatives since it was implemented. It is currently within an expansion process and it is being developed in three educational centers in Madrid and Seville. We are trying to get a multimodal methodology conducted to a new and innovative model. By using this method inside different classrooms in primary and secondary schools, different groups of students (formed by four members per group) are transformed in little departments of a company (Development, Production, Communication and Marketing) and they make different technology tools to help disabled people to improve their quality of life.

Most of the projects that ABF is developing integrates based Learning service method (Delay, 2019). It is focused on the production of different gadgets and technologies tools destined to attend people with cerebral palsy of ASPACE (Sevilla) that is a very known and important association that dedicates its efforts to stimulate all those people who suffer this illness. One of the main work guidelines ASPACE is working with is related to the stimulation and social relations and communication reinforcement of their users. Due to this is why this entity collaborates with ABF long time ago.

Primary and Secondary students applicate ABF close to the teachers that have previously been trained in ABF (Cardona, 2017). Taking into account the age of participants from ASPACE and their disability level, different groups of students, in their classrooms and following the steps which are indicated in the digital platforms, work in groups composed of four members. Each group becomes a department within a company, and they assume different tasks and roles inside the organization to help ASPACE and their users (Confederation ASPACE, 2019).

Primary level students have designed different tools as a final product for eight users with cerebral palsy to improve their communicative skills and their quality of life. Between other products that eight users-patients of ASPACE have get we can mention the following ones: adapted keywords, adapted vehicles to developed autonomous movements and games.

Methodology, Methods, Research Instruments or Sources Used

Different objectives have been defined:

1. Analyze the success of final products created by the th student, since the perspective of the users of ASPACE.
2. Describe the main strengths, weakness, opportunities and threats that are noticed by the users of ASPACE about the ABF development.

The research design was not experimental, ex-post facto and cross-sectional. In order to attend the aims, a semi-structured interview was made to eight users of ASPACE. The interview contains three dimensions (ABF methodology, participation and the product developed by students), with a total of 13 items. It was analyzed attending to SWOT dimensions.

Conclusions, Expected Outcomes or Findings

After having made eight interviews to the eight users of ASPACE, we have realized that the main aspect they considered is the importance of keeping contact with children. Information and communication technologies tools and devices and other resources linked to technology were only an efficient way to have more experiences to be shared with children involved into ABF.

If we check out all the information that was extracted from the eight interviews, they all agreed in keeping contact with children and improve certain elements of the devices created by the students for them. The elements that need improvement were mainly based on poor regulation in usability levels.

Attending to the suggestions, we are trying to design and create new experiences like events, meetings and others to make children and people with cerebral palsy can get more chances to stay together and share learning that can have an impact in their personal and social development.

As a final reflection we must consider of creating more spaces to exchange experiences, to learn by using vital experiences to contribute to change our social environment and the educational system as well as our way of life taking into account lot of realities that should be modified in order to improve our society in general. It is not so

important a technological tool or product if we do not consider the human sphere.

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ID: 2618

04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: SENCo, designated teacher, conceptual analysis, role value

Destabilising the Role of the SENCo: Conceptual Confusion or Political Cynicism?

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The recognition and acceptance of difference and diversity have been, and are, at the forefront of widespread societal change in the UK and beyond. This is as true in relation to Inclusion and Special Educational Needs and Disability as it is to gender and ethnicity, and this has had profound effects in the way that educational provision is conceptualised, operationalised and administered. In relation to this paper, the designated professional working at the interface between school provision for pupils with SEND and those without is of particular interest. In England, this role is taken by the Special Educational Needs Coordinator (SENCo); in other European countries, a similar role certainly exists, even where it carries a different designation.

This proposal stems from the portrayal of an education system in disarray, in the report from the Education Committee of the British Parliament (HoC, 2019), which noted little that is positive in terms of provision for SEND/Inclusion. There are 70 mentions of SENCo in the report, describing insufficient time being allocated to manage current bureaucratic workloads; administrative burdens preventing the development of whole school inclusive policies; inflexible systems leading to the ‘deskilling of competencies regarding a graduated response’ to identified needs, and wide variations in the status and influence given to SENCos in schools.

Interestingly, the report’s recommendations include the introduction of regulations and legislation to further codify and bureaucratised the operationalisation of the role, rather than giving consideration to the role itself. Here, it is interesting to consider some aspects of the role. In England, the SENCo is first mentioned in 1993; this is developed in the 1994 SEN Code of Practice, which gave a clear picture of how policy relating to SEND should be implemented. The role is described in detail, with a very strong emphasis on acting as a coordinator of processes driving a collaborative response to difficulties experienced by learners, where those difficulties should not be ‘automatically assumed to result solely, or even mainly, from problems within the child’ (DfE, 2.19, 1994).

This would seem to stand in stark contrast to the way that the role is currently described, as one of bureaucratic overload where workload difficulties and time constraints can lead to individuals who are highly trained, but who cannot exercise any significant level of influence within their own schools, particularly at a strategic, whole school, level. The difficulties of adopting such a role, to act as a change agent, have been well documented; that this was foreseen in relation to the SENCo is instructive. Writing about the ‘designated teacher’, from which the SENCo role developed, Jeffs (1988) argues that designation can reduce commitments to whole-school issue resolutions, as separated areas of responsibility develop.

More recently, Norwich, in discussing middle management roles, suggests that those in generic roles, such as curriculum coordinator, might feel lower levels of responsibility towards pupils with additional needs when a similar post of responsibility exists to service those needs (Norwich, 2017). It seems almost inevitable that this will also happen at the level of the classroom teacher, where the presence of a SENCo could weaken any sense

of commitment to pupils with additional needs, leading to the deskilling of teachers, unable or unwilling to meet the additional needs of some pupils.

In setting the scene, an attempt has been made to create an arena where the conceptualisation of support structures around the SENCO can be examined, to consider whether the role has hindered the development of inclusion and inclusive pedagogy, or whether this is a role that has value in promoting these aims but which has been rendered an increasingly bureaucratic irrelevance.

Methodology, Methods, Research Instruments or Sources Used

This paper will present a conceptual analysis of the role of the SENCO in order to address confusions about how the role (and its equivalent in other national contexts) is understood and enacted in school settings. This choice of methodological analysis rests, in large part, on the argument put forward by Bennett & Hacker that conceptual truths are often confused with empirical truths even though the two are distinct:

“The distinction between conceptual and empirical truth is not an epistemological, but a logical, one. A conceptual proposition ascribes internal properties or relations, whereas an empirical proposition ascribes external ones.” (Bennett and Hacker, 2008: 239)

There is much research that ascribes external properties or relations, but we would contend that analysis of internal properties and relations is necessary in order to explore new ways of thinking about how empirical research on this topic can be understood. This is not to say that empirical research masks understanding; rather, we see conceptual analysis as a useful tool for recognising the myriad ways in which confusion can arise when speaking of complex concepts (particularly ones we attribute to human action).

Thus, possession of a concept requires a certain level of mastery over the logical consequences of the use of a term, and importantly, an understanding of the conceptual terrain. Consequently, the method used here will comprise two elements:

- I. A connective analysis, which considers the relationship between the term in question and other logically related terms, and
- II. A conceptual elucidation, which explores the logical consequences of the use of a given term.

Elucidations and connections explicate what is already in plain view; therefore, such an analysis contributes to understanding rather than knowledge. As many concepts are rich, interactional and not the kind of one-dimensional thing that may be understood easily, it helps to explore them from many angles or perspectives. Achieving this depth in our understanding comes when we comprehend the rich variety of concepts deployed, their interconnections, and their embeddedness within our forms of life, alongside a grasp of the contextual activities, circumstances and occasions that we find ourselves situated in.

Conclusions, Expected Outcomes or Findings

Once the major conceptual terrain has been mapped out against the significant related terms connected to the role of the SENCO, it will be possible to develop a deeper grasp of the complexities of the role, the specific kind of human interactions that are employed, with whom and for what purpose.

We hope that, through discussion, an exploration of new conditions or settings will have the effect of throwing light on a topic heretofore taken for granted due to our being over-familiar with a particular concept in a particular kind of setting. From this, we hope to have a clearer vision for what the role of the SENCO is, or should be, or indeed, whether such a role is helpful.

The intention is to subsequently engage in empirical work to further elucidate conceptualisations around the role, and to further determine its value or otherwise.

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Intent of Publication

Given the nature of this proposal, publication is not an immediate option. However, as a result of discussions engendered within the presentation suggested, and within the conversations and discussion that we hope will follow, it is likely that material will emerge. If this is the case, this will be written up and submitted to journals that have relevance to the study

ID: 2640

04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive education, Culture, practices and policies for inclusión, barriers and facilitators for inclusion

Inclusive Cultures, Policies and Practices: Barriers and Facilitators From the Teaching Voice

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Inclusive education is understood as a human right (Latas, 2012), as an attitude, a system of values and beliefs, the elimination of forms of oppression and the struggle to achieve an education system that thinks and responds to all (Arnaiz, 2019). According to Echeita, Simón, López and Urbina (2013), it is a “process of innovation and constant improvement, aimed at trying to identify the barriers of different types that limit the presence, learning and participation of all students” (p. 4). In Chile, schools have been transformed into spaces that have greater diversity due to the origin of the students that comprise it (social, ethnic, racial, nationality and physical, intellectual and sensory capacities), this implies a greater challenge to school communities to grant each of their students learning opportunities.

Although the concept of inclusion does not refer to a specific group of students, it is sometimes associated with people with special educational needs (SEN) or in a situation of disability. In this study, inclusive education will be understood as a systematic process that takes certain values into action, which represent the desire to overcome exclusion in order to promote participation (Booth & Ainscow, 2015).

In the index for Inclusion (Booth & Ainscow, 2015), it is pointed out that to identify the possible improvements of the schools, the context must be analyzed from three interconnected dimensions: cultures, policies and inclusive practices, which have the same importance and influence in the inclusion process (Ortega, Cilleros & Río, 2017).

The dimension of inclusive cultures refers to “the relationships, values and beliefs that are rooted in the educational community” (Booth & Ainscow, 2015, p.17). It is a dimension oriented to create communities that allow everyone to feel valued.

As noted by Booth & Ainscow, (2015), the inclusive policy dimension is related to the management of the center and the different programs in which changes to the educational establishment are planned and implemented. Its objective is to think about the measures that favor the participation of the students in the center.

The dimension of inclusive practices is based on the reflection of what and how it is taught and learned in school. It is related to pedagogical management, which is the way in which the Curriculum is approached in the classroom (MINEDUC, 2016) because it involves the planning, implementation and evaluation of classes. It is necessary to see students as active and critical learners of their own learning processes. In addition, it requires collaborative work as a primary element for students' learning (Booth & Ainscow, 2015).

Currently, the concepts of barriers and facilitators focus on the context and not on the student, thus understanding the diversity and support needs from a rather social and ecological model. Sometimes facilitators and barriers are understood as those factors that, being present / absent, improve or restrict functioning (Mella, Díaz, Muñoz, Orrego & Rivera, 2016). Victoriano (2017) points out that facilitators and barriers are the variables that influence the inclusion process. The first is related to the actions that make the implementation of inclusion successful. While the barriers can be understood as the possible difficulties experienced by students due to external factors such as the organization and operation of educational establishments (Ainscow, Hopkins, Southworth & West, 2001).

In this scenario, an investigation was developed oriented by the following research question:

- What are the elements that, from the voice of the teachers, act as barriers and facilitators for an inclusive education?
- How do these elements relate to the international evidence in this regard?

Methodology, Methods, Research Instruments or Sources Used

A qualitative study of exploratory character and descriptive scope was developed. The information used was collected in the context of a training course in inclusive education and diversified teaching strategies, where teachers in group had to do a written job that consisted of identifying the facilitators and barriers to inclusive

education in their school contexts, to from the dimensions of culture, policies and practices (Booth & Ainscow, 2015). In addition, they should point out the arguments that support the elements identified as facilitators and / or barriers and possible improvement actions to overcome the identified barriers.

365 people (320 women and 45 men) were invited to participate, of which 53 teachers agreed, comprising 27 groups in total. 88.7% of participants are women (N = 47) and 11.3% are men (N = 6) from different regions of Chile. Regarding the professional title of the participants, 49% are a teacher of special education (N = 23), while 32% are a teacher of basic general education (N = 15).

All participants were contacted via email at the end of the course with the prior authorization of the organization responsible for the training.

Regarding ethical aspects, confidentiality, voluntariness and anonymity of both the participants and the schools where they work are protected, for this, each participant signed an informed consent.

A content analysis was carried out based on predefined categories (Dimensions, facilitators and barriers) and other emerging ones.

All texts collected were segmented into units of meaning.

The content analysis was carried out based on the coding of the information provided by the teachers and the coding of the same by three members of the research team. Discussion and recoding sessions were held.

The analyzes are still under development. All the results of the study will be presented in detail at the conference *Conclusions, Expected Outcomes or Findings*

In relation to the culture dimension, preliminary results indicate that the facilitators that promote or maintain more inclusive communities and establishments refer to the elements associated with the school as 1) Structural characteristics; 2) Classroom; 3) School Management Instruments; 4) School Activities; 5) Institutional Values. The barriers to the development of inclusive cultures are focused by teachers on aspects of the internal structure of school establishments, that is, those aspects that have to do with the basis of the functioning of these institutions and that hinder the gestation of inclusive cultures, as well as those elements that go beyond the community itself and the educational establishment, which has to do with much more structural aspects and given from a country level such as standardized tests.

In relation to the dimension of inclusive policies, facilitators refer to all the elements that give an account of policies that allow or maintain an inclusive education within schools. Categories associated with the internal structure of schools emerged, that is, those aspects that have to do with the basis of the functioning of these institutions and that facilitate the creation of inclusive policies. This axis consists of six subcategories which are Instruments of School Management, Pedagogical Management, Resource Management, Opening of Spaces, Direction and Municipal Policies. The barriers that teachers identify in the policy dimension refer to elements associated with the structure of the education system and its policies and programs that are provided by the Chilean Ministry of Education. These elements are related to the subcategories: Identity of the establishment, Resource management, Lack of spaces, Pedagogical Management, Pedagogical Tools and Lack of induction policies.

As the analysis is in progress, the results of the "practices" dimension and an in-depth analysis of all results will be presented at the conferences.

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Intent of Publication

NO

ID: 2643

04. Inclusive Education

Paper

Alternative EERA Network: 25. Research on Children's Rights in Education

Topics: General Submission (not submitting to Network Special Call)

Keywords: dialogic education, interactive learning environments, students with disabilities, teachers' expectations

From Individualism to Interactionism: A Study of Dialogic Education and the Impact on Teaching Children with Disabilities

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Access to mainstream, inclusive and quality education for children with disabilities has not yet been fully achieved. Children with disabilities are still being educated in special schools in most countries, in varying percentage depending on the country and therefore attending diverse special needs (World Health Organization, 2011). In addition, students with disabilities and special needs tend to leave school without the adequate qualifications (European Agency for Special Needs and Inclusive Education, 2017). Therefore, an appropriate inclusion of children with disabilities into the general education system is part of the European Disability Strategy 2010-2020 (European Commission, 2010). In this context, one current challenge for educational research in Europe refers to identify the teaching strategies and learning contexts that best contribute to the education of students with special needs. In this endeavour, research is looking for the strategies, actions and programs that benefit all students' learning, including those whose individual characteristics make the learning process more difficult, so that shared learning environments can be created that promote successful learning for all.

The study of the learning context and the school environment which facilitates or hinders learning showed that the expectations from teachers and their attitudes to children with special needs are one of the most influential elements (Anderson, et al., 2014; Bowles et al., 2018; Wilson et al., 2016). Research also found that teachers can have an important influence on the social acceptance of peers with special needs (Schwab et al., 2016), which is important as social exclusion of children can affect their learning difficulties and behaviour problems (Krull et al. 2018). The efficacy of peer network interventions to improve the social connections of students with severe disabilities has been highlighted (Asmus et al., 2017), and programs and educational actions based on peer interaction, such as cooperative learning (Velázquez, 2012), have been developed promoting an improvement of the school climate. Importantly, there are effective programs to improve peer acceptance and a positive coexistence are related to curricular learning (Law et al., 2017; Vuorinen et al., 2019), which is a key issue to facilitate inclusive education.

In the last years, the interactive view of learning based on this theory has led to the development of educational actions, such as interactive groups (García-Carrion, Molina Roldán & Roca, 2018) and dialogic literary gatherings (Lopez de Aguilera, 2019), which have improved learning results of diverse children, including those with disabilities. However, the impact of introducing these dialogic strategies in teachers' expectations and perspectives on the students with disabilities has not been studied in depth. The aim of this paper is to explore teachers' perspectives on introducing a dialogic approach in a special education setting in Spain. An exploratory case study of a special school implementing two dialogic-based strategies, named Interactive Groups and Dialogic Literary Gatherings for 3 years with students of primary and secondary education with disabilities including intellectual disability, autism spectrum disorder and cerebral palsy. Results show the dialogic, interactive and transformative approach behind these interventions was assumed by the teachers who changed their expectations and incorporated a language of possibility towards their students. These teachers moved from responding to students' special needs mainly through individual attention, often out of the classroom, and based on low expectations, to create shared learning spaces in which everybody could participate. The participation of students with special needs in these interactive learning environments meant a turning point in the school approach to disability.

Methodology, Methods, Research Instruments or Sources Used

This paper is part of a wider RTD National project funded by the Ministry of Science: INTER-ACT. Interactive learning environments for the inclusion of students with and without disabilities: improving learning, development and relationships (García-Carrión, 2018-2020) carried out 5 in mainstream schools and 5 in special schools, with the aim to analyse and transfer a dialogic approach to education across diverse classrooms with students with disabilities. Its focus of analysis is the interactions that occur in two dialogic-based strategies,

named Interactive Groups and Dialogic Literary Gatherings. Interactive Groups is a small group classroom setting with diverse adults facilitating academic interactions, and Dialogic Literary Gatherings, consists of an educational activity conducted in a whole class setting where student engage in dialogue based on a previous reading of a literary text.

Particularly, for this paper, we focus on an exploratory case study in a special school that have implemented these two interventions for 3 years with students of primary and secondary education with disabilities including intellectual disability, autism spectrum disorder and cerebral palsy. Data collection included three interviews with teachers and three focus groups, one with teachers and two with students and six classroom observations that where video recorded. Main categories of analysis refer to the (a) characteristics of the interactive learning environment and (b) teaching approach.

This study has been conducted using the communicative methodology of research (Gómez, et al. 2019) that entails drawing on egalitarian dialogue with end-users of research –including teachers, students with and without disabilities, students’ relatives and other community members– to allow an intersubjective creation of knowledge that enable a deeper and more accurate understanding of the studied reality and its transformative potential.

Conclusions, Expected Outcomes or Findings

Preliminary results from the analysis show (a) a change in teachers’ discourse using a ‘language of possibility’ and (b) a raise in teachers’ expectations.

Teachers have changed the way they think and talk about their students, not focusing on their disabilities but on what they can do to transform the educational context and improve their education. They focus on how they can facilitate students’ participation, for instance through necessary adaptations, using a language of possibility:

At the personal level, we have improved in our dialogues about what is best for our students. (Teacher)

We realize that we have a different approach, I mean, [we think on] how are we going to include these students or how are we going to promote interactions with them. And we did not have this perspective before. (Headteacher)

The higher expectations and the possibilities enabled with them has meant a shift from low expectations and low educational towards having “high expectations, for the best of each student, and see what we can achieve” (Teacher)

Teaching is now oriented towards providing the students a learning environment where they can find richer and more diverse learning opportunities, even though the segregated placement they are in: “

In our school program we include dialogue very much and the interactions they will have, which is a topic we had never discussed before. We focus on the type of interactions they have, if they are quality interactions, if they can have more quality, how we can promote them through IG, DLG (Headteacher)

This paper reflects on the possibility to extend the dialogic approach to teaching and learning with students with disabilities, moving from an individualistic perspective to a social conception of cognition to challenge the deficit thinking among teachers.

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04. Inclusive Education Paper

Alternative EERA Network: 05. Children and Youth at Risk and Urban Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: grade retention, sense of belonging, multilevel analysis, cross-national research, heterogeneity model

To Belong Or Not To Belong: A cross-national multilevel analysis on contextual effects of grade retention on sense of belonging

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Just like all other human beings, students have an innate need to belong (Anant, 1966; Maslow, 1954). A high sense of belonging results from being structurally integrated into a social network, while feeling lonely is a consequence of failing to connect with other individuals in a given context (Hoffman et al., 2002). Adolescents are in the middle of their identity formation phase (Erikson, 1959), which increases the impact of a low sense of belonging. Feelings of alienation, isolation and solitude decrease academic motivation and achievement (Strayhorn, 2018) and isolated students have an increased risk of dropping out of their educational trajectory (Strayhorn, 2018).

Few academic events are more likely to cause alienation and isolation than grade retention, which is the practice of letting low achieving students repeat their grade. Grade retention is essentially an involuntary change of context: former classmates proceed to the next year, while the retainee has to integrate into a renewed class group of younger students (Demanet & Van Houtte, 2016; O'Keeffe, 2013). There is, however, little research assessing the impact of grade retention upon sense of belonging (O'Keeffe, 2013).

Determinants of sense of belonging, such as being part of an ethnic minority or having a disability, are often assessed on the individual level, while sense of belonging is inherently created and redefined in interaction with others. Nevertheless, school and system level research is scarce (Hong & Raudenbush, 2005). The reference group theory states that people compare their own academic progress to the perceived progress of others in the same context (Richer, 1976). Following the comparative reference group theory (Richer, 1976), we expect negative effects of grade retention to be more outspoken in contexts where retention is applied least – in such contexts, namely, students that were retained stand out more and might perceive they do not 'fit in' well. Specifically, negative effects are expected to follow grade retention most in low retaining schools.

Moreover, there is a wide discrepancy in the retention rate between different countries. Indeed educational systems differ in their approaches on how to differentiate their students according to academic performance (Mons, 2007). Educational systems can be categorized as a separation model (in which retention and tracking are frequently used), an integration à la carte model (in which all students follow a similar trajectory and intraclass grouping is used as an alternative for grade retention), a uniform integration model (in which both comprehensive schooling and grade retention are used as sorting mechanism) or as an individualized integration model (in which retention is scarce). Given that we expect grade retention to lead to a low sense of belonging especially in contexts where it is applied less, the effect of retention on sense of belonging should be most outspoken in individualized and a la carte integration models.

The first research question is if there is an individual effect of grade retention upon sense of belonging (RQ1). We expect sense of belonging to be lower for retainees (H1). The second research question is whether there is a contextual effect of retention school composition upon the relationship between grade retention and sense of belonging (RQ2). We expect that retainees will be impacted less by the event in terms of sense of belonging when they are surrounded by a high amount of other retainees (H2). Lastly, the third research question assesses if there are significant cross-national differences in the individual effect of grade retention upon sense of

belonging (RQ3). We expect that retainees will feel less like they stand out to other students if grade retention is applied more, which would decrease the risk of feeling isolated at school (H3).

Methodology, Methods, Research Instruments or Sources Used

Data were obtained from the PISA-dataset (2015, OECD), which allows to perform cross-national analyses on 15-year-old students. PISA uses a two-stage stratified sampling design (Dupriez et al., 2008). In the first stage, schools are selected with a probability corresponding to their size. This is known as systematic Probability Proportional to Size (PPS)-sampling. Second-stage sampling units were students within sampled schools. Each country had a target cluster size (TCS) of 42 students for computer-based countries and 35 for paper-based countries. This approach optimizes the sample of students, rather than the sample of schools. Countries in the dataset were categorized according to the heterogeneity model of Mons (2007). The eventual dataset consisted of 228,285 students, across 8,331 schools, in 26 countries.

Sense of belonging, the dependent variable of the study, was measured by a scale of six items. Students were asked to what extent they agreed with those 6 statements, by a four-point Likert scale ranging from “strongly disagree” (1) to “strongly agree” (4). The scale contained items such as “I feel like an outsider at school” and “I make friends easily at school”. Item scores were reversely coded when necessary so that higher values correspond to higher levels of sense of belonging on all items.

The research design is characterized by a same-age comparison, which implies that it is studied how retainees in one grade compare in terms of sense of belonging to students in other grades that were never retained before. Stepwise multilevel analyses were conducted, using the software program MLwiN. Three levels were used: the student-, school- and country level. The first step was to run an unconditional model to assess the amount of variance at the second and third level. Secondly, a stepwise regression model was constructed in which independent variables at both the individual and school level were taken into account, such as grade retention, gender, reading score, ethnic minority status, retention school composition, school-level reading score and ethnic school composition. Thirdly, independent variables at the school level were added, such as the heterogeneity management strategy, the prevalence of retention per country, average national reading score and GDP per capita. In the last step, we estimated both a cross-level interaction effect of the proportion of retained students in school and individual grade retention on sense of belonging and a cross-level interaction between the proportion of retained students at school and individual retention.

Conclusions, Expected Outcomes or Findings

Preliminary results suggest that retainees have a significantly lower sense of belonging ($p < 0.001$) than their constantly promoted counterparts. This confirms the first hypothesis. Furthermore, contextual effects seem to be pivotal in order to fully grasp the effects of grade retention upon sense of belonging. Sense of belonging is significantly lower in schools with a high retention composition ($p < 0.001$). This supports the notion that all students within a school can be impacted by the retention policy, regardless if they have ever been retained themselves. The significant cross-level interaction term between retention school composition and individual retention ($p < 0.001$) shows that grade retention impacts the sense of belonging less in schools with a higher amount of other retainees. This confirms the second hypothesis. On the country level, sense of belonging is lowest in countries who fit the individualized integration model (e.g. Sweden, Denmark) and the à la carte integration model (e.g. USA, UK). Moreover, as expected, the negative effect of being a retainee is higher in such countries, as compared to countries in other heterogeneity management models. This indicates that retainees in those countries suffer not only from a lower sense of belonging because of grade retention, but also from the lack of other retainees which increases feelings of relative deprivation. This is a confirmation of the third hypothesis. In summary, this study shows that negative non-cognitive effects of grade retention can both increase or decrease because of the school and country level context. This yields us a more in-depth understanding of how grade retention impacts sense of belonging. Grade retention seems to be the most detrimental for sense of belonging when it is applied the least.

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Intent of Publication

The paper of this study will be submitted for publication to a peer-reviewed international journal on education.

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04. Inclusive Education

Paper

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive education, Integration, Insecuritization, Narrative analysis, Small stories

Immigration, Inclusive Education and Insecuritization According to Elementary School Teachers

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In 2018, the Danish parliament introduced a so-called paradigm shift in the Danish immigration policy, entailing a stronger emphasis on repatriation to the country of origin than on integration. However, this policy can also be seen as a continuation of the restrictive immigration policies in Denmark during the last decades. In this presentation, a perspective of risks being socially produced (Beck, 2009) is applied on the possible relations between immigration policies and education of migrant children in Denmark. The risk perspective is twofold, as it concerns how migration is problematized as a risk in the official Danish governmental policies, and whether and how the very same policies may constitute a risk in education of migrant children.

Thus, immigrants and not least Muslims in Denmark are not only constructed as risks in the welfare society, they may also experience ontological uncertainty due to unstable conditions caused by restrictive and fast changing immigration policies and a public discourse characterized by scepticism towards immigration. Theories of ontological uncertainty and 'insecuritization' (Giddens, 1991; Alkopher, 2018; Croft, 2012) related to immigration are used as starting points for an analysis of interviews with 20 Danish elementary school teachers, exploring how they, as representatives of the authorities encountering migrant children, reflect on and relate their professional practice of inclusive education to discourses on immigration and insecuritization processes. Furthermore, a concept of social anchoring (Grzymala-Kazłowska, 2016) is considered, exploring the intertwinements of integration and ontological security.

Combining an approach inspired by sociological theory on risk and uncertainty with a narrative 'small story' approach it is investigated whether and how narratives of welfare professionals responsible for education of migrant children may be analysed with concepts of insecuritization. As political and social insecuritization processes are structurally induced, the teacher's 'small stories' can provide us with insight in how these processes are experienced and how they are understood. Thus, a narrative approach in both the interviews and in the analysis thereof may open for an individual construction of meaning making as a reply to insecuritization and production of risk, and offers an access to practices and constraints of teachers working with inclusive education of migrant and refugee children.

In the analysis of the interviews, the concept of *small stories* is of particular interest (Bamberg, 2006; Bamberg & Georgakopoulou, 2008; Georgakopoulou 2007) through which insecuritization and risk is expressed. 'Small Stories' is an umbrella term for more fleeting, brief and insignificant stories of everyday experience and recent events. They can be fragments of stories of past, present or future events, where the focus of the narrative is on interactions and the teachers' positioning in and with the small story. The concept should also be understood metaphorically as less solid aspects of practices at the micro level in schools.

Summing up, the presentation will approach the research question: Whether and how do small stories of elementary school teachers relate to current policies and discourses on immigration as risk factors in the effort of ensuring inclusive education of migrant children, and how do teachers reflect on the constraints that 'risk'

discourses pose to their professional life? In this way, it is the aim to take part in the discussion on how teachers may contribute to inclusive school communities under conditions of securitization.

Methodology, Methods, Research Instruments or Sources Used

The study is part of the research project MiCREATE (Migrant Children and Communities in a Transforming Europe), funded by the EU Horizon 2020 Programme (2019-2021). The project explores how inclusion of migrant children may be stimulated by adopting a child-centred approach to integration at educational and policy level. Part of the project consists of studies of reception communities' 'destination effects' on migrant children in various EU countries, among them Denmark, regarding national government policies and integration initiatives, best practices in schools, and political, media and general public attitudes towards migration issues. Being a part of this sub-study, the analysis of interviews will point to a more general discussion about the political discourse and the ideological framework in which the interviews are situated.

The 20 semi-structured interviews for this presentation were conducted in fall/winter 2019 in different elementary schools (primary and lower secondary level) on different geographical locations in Denmark. All selected schools had a high number of migrant students including reception classes for newly arrived children, and most were diverse regarding languages and cultures. All interviews are transcribed and pseudonymized, and subsequently analysed in NVivo version 12 software.

Conclusions, Expected Outcomes or Findings

Findings of preliminary analyses point to teachers using different strategies and narratives in approaching complex questions of working with children in insecure life situations. Some teachers express experiences of powerlessness. They report lack of political commitment to support migrant children in general and individual children at risk and express feelings of despair and not being able to make a difference. Furthermore, they express concerns that children's feelings of insecurity are impeding integration and successful inclusion in the local educational environment in Denmark. Teachers reflect on children worrying about relatives still in war zones, on children's fear of deportation to countries of origin (refugee children in general) or of not getting family reunification (especially unaccompanied refugee youths), as well as implications of the Danish immigration policy and heated anti-immigration debate affecting children's feelings of dread and insecurity.

In the presentation, these first findings from the interviews will be analysed and related to theories of securitization and risk, discussing how teachers' small stories relate to current policies and discourses on immigration as risk factors in the effort of ensuring inclusive education of migrant children.

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04. Inclusive Education

Paper

Alternative EERA Network: 13. Philosophy of Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: researcher, becoming, epistemic violence, uncertainty

Re-thinking Epistemic Violence through the Becoming of the Researcher

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Participatory research is often considered to reduce epistemic violence. Thus research of people and from people from minor groups could be seen as better than research for the *othered* people. While this could be the case, this paper questions such assumptions and is sympathetic to Barbara Held's argument that knowledge of, from and for people can create epistemic violence. It is almost as though research, knowledge and science are inherently oppressive. Our reflection falls on the role of the researcher in the research processes. We think that the role of those who research, whether of/from or for, is pivotal, yet we think that this is not very often recognized. The Foucauldian influence of the power of researchers has been discussed voluminously. But we would like to acknowledge the becoming(s) of the researcher as part of the research process. This idea of becoming, influenced mostly from a Deleuzian-Guattarian perspective, questions the binary play between 'making same' and 'othering, and offers the possibility of thinking otherwise from this binary.

Although they are apparently working within a different paradigm, we argue that research of/from or for work within the same distribution of the sensible, in terms of the researcher and the research process (Rancière, 2006). The researcher, working within the established procedures surrounding the research process, approaches her research "think[ing] of it as an order that is all inclusive in that everyone has a particular place, role, or position in it; there is an identity for everyone" (Biesta, 2010 p.48). In such a closed economy (Standish, 2005) everything is made to fit. Even concepts of otherness and othered are imbued with frameworks of identity(ies) and function within that they are trying to escape and deconstruct. The distribution of the sensible has a totalizing effect, where the researcher often approaches research with preconceived meanings and layers of understanding. Deleuze's understanding of the archaeological helps us explain this in research. The archaeological is seen as an understanding as 'a memorial, commemorative, or monumental conception that pertains to persons and object, the milieus being nothing more than terrains capable of conversing, identifying, or authenticating them' (Deleuze, 1997, 63). Here the Foucauldian influence on Deleuze is evident. From our research experience, particularly in our teaching of research methods and supervision of students, research often seems to be an ordered effort to see the meanings and implications of the various linear layers of the researched within particular contexts. Archaeology tries to understand how these layers become so (through solidification) and what they can mean.

The solid established procedures in research come with a promise of safety in the certainty they provide the researcher who is faced with parameters and deadlines. In such scenarios the researcher can easily be led to resist uncertainty as this can be unsettling. Our suggestion is for the researcher to engage with the possibilities which this unsettling brings. When a researcher tolerates the sensations which accompany the state of uncertainty, it can be possible, even if only for a short period of time, to open up the distribution of the sensible. When this happens, and we are able to give attention to what would have been side-lined, we can 'allow ourselves to be provoked' (Standish, 2001, p.503) by it. Rather than staying distant and distinct from the research process and the researcher, we encourage the researcher to engage with the intensities and the complexities of the research process, allowing it to lead the researcher into new territories yet uncharted, thus engaging in a process of continuous becomings.

Methodology, Methods, Research Instruments or Sources Used
philosophical perspective

Conclusions, Expected Outcomes or Findings

Rather than staying distant and distinct from the research process and the researcher, we encourage the researcher to engage with the intensities and the complexities of the research process, allowing it to lead the researcher into new territories yet uncharted, thus engaging in a process of continuous becomings.

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04. Inclusive Education

Paper

Alternative EERA Network: 09. Assessment, Evaluation, Testing and Measurement

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive Education; Teaching and Learning Processes; Differentiation Teaching Strategies; Classroom Observation

Inclusive Education: Some Evidences Emerging from an Italian Research on Teaching and Learning Processes

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Italy has a long tradition of school integration of students with disabilities, guaranteed by the Constitution and supported by a solid regulatory framework. Since the Seventies, a number of regulatory measures have tried to promote the implementation of school inclusion. However, the concept of inclusion is extremely complex and lends itself to different interpretations. Even in the international context, it is difficult to find a common definition of inclusion (D'Alessio & Watkins, 2009; Thomas & Loxley, 2007). In Italy, inclusion is often confused with integration that, rather, represents its 'reductive' version. Indeed, although possessing the potential for the development of inclusive education, integration is based on a classificatory vision of students that may hinder their full participation in the education system. According to UNESCO (2016), inclusive education is a personal right, a global imperative to promote full participation in education regardless individual characteristics. In this respect, inclusive practices within the Italian context appear to be inspired more by an integrative policy than by a fully inclusive one. If we assume significant a 'systemic' interpretation of inclusions (Aniscom & al., 2006) – hence, as a process through which the entire education system is subject to change – some emergent aspects of school inclusion are related to the improvement of teaching practices. The classroom is where inclusion is realized and some teaching practices should be taking into account, such as scheduling, social and emotional support, authentic assessment for and of learning, differentiated instruction, grouping strategies, active learning, strategies that support learning for a wide range of diversity and different learning styles (Thomas et. al., 2014). In the literature, strong empirical studies with high methodological quality on classroom practices that support inclusive processes are lacking (Amor et al., 2018). Some studies highlight that classroom practices are still far to be inclusive in most of schools, with some negative episodes such as marginalization of students with disabilities in mainstream schools (Nes, Demo, & Ianes, 2017). On the other hand, other studies have shown that adapting teaching to diverse needs of students, such as providing extra instruction and learning time to struggling learners, has positive results for all students and in special way for struggling learners (van de Grift, 2014). The main objective of this paper is to fill some research gaps on classroom teaching practices in Italian schools by showing how Italian schools implement inclusive education. In this perspective, we present some results emerging from the research project "Evaluation and Improvement", developed in 2013-2014. In this project, there was a widespread use of observational methodology, with the aim of understanding the teaching classroom practices (Poliandri & Romiti, 2016) to support inclusive education. The quality of teaching has been observed and assessed through three dimensions: the cognitive improvement, the classroom management, and the sensitivity and support. According to the authors that explored the same dimensions and developed observation instruments to evaluate the quality of teaching in European and North American school contexts (Pianta, La Paro & Hamre, 2008; Hamre et al., 2013; Danielson, 2008; van de Grift, 2014) we have developed an observation tool for the Italian context.

Methodology, Methods, Research Instruments or Sources Used

Participants: A sample of 208 primary and secondary schools was randomly selected. Starting from school time, in each school we randomly selected eight teachers (four Mother Tongue and four Maths), involving 830 classes in the research project (414 fifth-grade classes and 416 sixth-grade classes). Overall, we observed 1661 teachers. **Method and Instrument:** Non-participant classroom observation is the research design selected. The classes were observed for two consecutive hours at three different times by different pairs of independent observers in order to ensure generalization issues. The class hours observed were 9,317 (17,571 completed grids). For the project, we selected and trained 173 observers.

We developed an Observation Grid (OG) recording classroom setting, teachers and students actions and evaluating the quality of the observed actions. The indicators of the OG have been developed in order to be observable in (almost) each lesson. The classroom setting considers different desks arrangements (i.g. desks detached or arranged in horizontal rows for listening to the lesson; two desks pulled together in form of squares for students' cooperation). The actions to be observed relate to four areas: Teaching Strategies; Classroom Management; Support, Guidance and Assistance; Learning Climate. The area of Support, Guidance and Assistance examines the inclusion processes, focusing on adapting tasks and on attention paid to students with special needs. The last section of the OG records the prevalent activity observed in the classroom over a period of 15 minutes: taught class/lecture, students' individual assessments, debate, individual work, cooperative work, other. We developed an OG Code Book to support observers.

The reliability, construct validity, and intercultural equivalence of the factor structure of the scales were tested previously.

Conclusions, Expected Outcomes or Findings

Our results show that most Italian teachers spend time in class in activities that do not involve students and the learning environment they set up does not support collaborative work and debate. The teachers observed prefer a more traditional teaching approach. Therefore, they do not use strategies that could support inclusive education (i.g. desks organization, debate, student-grouping strategies). The classroom setting is mainly organized with desks in rows; only a small percentage of classrooms presents collaborative arrangements. Focusing on the Support, Guidance and Assistance area, it emerges that the majority of teachers do not adapt the tasks and not provide individual support for students with special needs. Furthermore, about a quarter of them do not pay attention to students with special needs during lessons. We know that a systemic interpretation of inclusion needs a change of perspective of teaching strategies, in order to guarantee full access, full participation and educational success to all pupils and students. According to this perspective, it would be important to work with Italian schools on the teaching practices in use and on the underlying theoretical models, deepening the relationship between teaching practices and pedagogical theories, involving teachers in peer observation activities with the OG, supporting teachers collaboration based on sharing ideas and inclusive practices (Dovigo, 2017). Some teaching strategies should be developed in initial and in-service teacher training: e.g. Cooperative learning; Peer tutoring; Use of ICT technologies. According to other studies (Allen et al., 2011; Sette, Mancini & Poliandri, 2018), it could be relevant that teachers promote positive social relationship with students to support learning and well-being at school for those with more difficulties and those who come from a disadvantaged socio-cultural context.

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**04. Inclusive Education
Paper**

Alternative EERA Network: 10. Teacher Education Research

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: cooperative project-based learning, inclusion, pre-service teachers

Perceived Impact of Cooperative Project-based Learning for Pre-service Teachers

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A step forward in inclusion at school was achieved by introducing the programme *Cooperating to learn, learning to cooperate* (Pujolàs & Lago, 2011). The authors state that we cannot talk about cooperation at school if we exclude the pupils that are “different”. In other words, inclusive classrooms are the underlying foundation for cooperation. Various studies recognize the importance of cooperative learning in language acquisition in view of the fact that through cooperative project-based learning pupils work in an equitable and symmetrical manner: they have the chance and the “obligation” to participate equally. We thus talk about simultaneous participation when all the pupils have the opportunity and the “obligation” to express their point of view, discuss and talk with each other to reach an agreement. When we use those techniques in our classroom, we can talk about authentic cooperative learning (Pujolàs & Lago, 2014).

In a cooperative learning classroom, the teams are formed by four or five pupils. Those teams must be heterogeneous as far as gender, ethnic group, interests, capacities, motivation and autonomy is concerned. Each team should have a member with a high level of English, two of average level and one of a low level. In order to know that, a sociogram can be made.

This proposal presents the experience carried out in the 1st Year of Primary Teacher Training studies. Two groups of 30 students each, in the English for Academic Purposes subject were involved in the program of Cooperative learning during the academic year 2017-18. The students were required to create a school webpage. This was a project to develop during a term. The students had to use education-related authentic materials (newspaper articles, real British school webpages, academic papers, Ofsted reports, etc.) that helped them bridge the gap between non-specialized everyday English and topic-based specialized language in order to create a school webpage where they had to give information about a fictitious school. The school webpage, which is considered a communication tool within the school community and, in a broader sense, with a global public, should contain information related to the main characteristic of the educational institution, the curriculum, the different school groups, the parents’ association, the staff members, the school news, the Ofsted report and the school contact.

In order to develop this project, the teacher has to create groups of four or five students, following the cooperative requirements related to the formation of balanced teams. In order to do so, the teacher will do different dynamics in order to know the abilities of the different students. Once the teacher knows them, the teams are created, having in mind that the team must have a member with a high level, two of average level and one of a low level, in this case referred to the English level of the students as well as the autonomy and motivation of the different members of the team.

Each team will be given a notebook (Pujolàs & Lago, 2011) to take notes of the process of creating a webpage. Every member of the team will have a role: Coordinator/ Secretary/ Supervisor/ Helper. The Coordinator will be the spokesperson, a connection between the teacher and the students. The Secretary will take notes and write what the group says. The Supervisor will check if the use of English is appropriate. The Helper will control the time, the students’ turn in speaking, the silence and the tone of voice.

Methodology, Methods, Research Instruments or Sources Used

This study was conducted using an empirical and descriptive approach, with a quantitative data analysis (Denscombe, 2014). The investigation was conducted at the University of Vic, with 60 students from the first year of Primary Teacher Training Studies, taking English for Academic Purposes, a compulsory course in Education studies. We obtained 51 responses. Their previous high school backgrounds are diverse, but they all had studied English for 10 years at school and had passed a University entry exam. We collected the data using a web-based survey (Google forms) that the students had to answer at the end of the academic year and after getting information about the aim of the study. After collecting the data, we will analyse it in order to determine the impact of cooperative project-based learning on Pre-service teachers.

The students were informed orally about the aim of the online survey which also included a written introduction in English. Respondents were informed that by participating in the survey, they gave consent to use their answers in the study and they were given the web address for the online survey in the Moodle platform of their subject. The students answered the survey and the data was collected digitally. If they had any questions regarding concepts, they could ask specific words to the teacher.

The survey had four parts: Project-based learning and motivation; Cooperative work within the project-based learning context; Authentic materials within the project-based learning context and Teaching identity. The

answers will be analysed, compared and quantified to reach conclusions regarding the students' perceived impact of cooperative project-based learning.

Conclusions, Expected Outcomes or Findings

Once this data is analysed, it will be possible to see the perceived impact on students of this model in an English for specific purposes subject. Namely, they were asked to evaluate their active participation in their own learning process during the creation of the webpage (learner-centred learning). Hence, learner autonomy, self-regulation and self-efficacy (the effort and persistence needed to carry out a task) will be explored.

It also is necessary to prove if this model improves students' motivation and engagement and, as a consequence, if there is an improvement on student's reflection skills, in their understanding of their individual strengths and weaknesses and in their capacity of learning from others by regulating individual work and group contributions to reach a collective goal (i.e. the school webpage).

The purpose of this work is, thus, to observe how this method (cooperative project-based learning in an English for Specific Purposes subject) is useful for pre-service teachers to enhance their language acquisition, their learner autonomy and to start building their teacher identity by working with and learning through topic-based authentic materials and facing up both linguistic and pedagogic challenges in a cooperative project-based learning setting.

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04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive Science Education, professional vision, competency development

Video-Stimulated Reflections and Analytical Competencies of Teacher Students in Inclusive Science Education

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Presenting Author: **Egger, Daniela**

Teacher students should be prepared for teaching in inclusive classrooms and heterogeneous learning groups. They need support in order to develop their competencies in inclusive science education, which is still a gap in research and practice. However, for many years this topic has either been fully neglected by the field's researchers or, when they did make it a subject of discussion, they only concentrated on certain diversity dimensions such as additional needs (Markic & Abels, 2016; Villanueva et al., 2012). Teachers are a key factor for the inclusion of all students in science education. Teacher students need to acquire knowledge about teaching science inclusively and to develop confidence in teaching science in inclusive classes (Mumba, Banda & Chabalengula, 2015).

*The federally funded project *Nawi-In (Teaching science education inclusively)* focusses on the competency development of teacher students facing the challenge of inclusive science education. It gives future teachers the opportunity to develop their competencies in planning, implementing and analysing inclusive classroom situations (Egger et al, in press). To analyse the professional development of teacher students we use videos, which are an established and recommended tool in teacher education (research) (Abels, 2019). During their master's degree programme, the teacher students attend a three-semester course. In the first semester, the teacher students learn theoretical basics about inclusive science teaching and also work with external video vignettes to practice their competencies in analysing foreign teaching. We show the same video vignette three times: before the first semester (pre), after the first semester before starting their school internship (re) and after the second semester (post), to collect data about the teacher students' reflections and analyse their professional development (Intervention 1, Video-Stimulated Reflection (VSRef)) (Powell, 2005). The analysis of video-vignettes enables teacher students to develop their professional vision and to expand their repertoire of*

actions (Alsawaie & Alghazo, 2009). During their internship in the second semester, they record their own science lessons on video two times and reflect this lessons in the second accompanying seminar (Intervention 2, Video-Stimulated Recall (VSR)) (Endacott, 2016). All student teachers' reflections and recalls were audio recorded and transcribed and analysed through qualitative content analysis (Kuckartz, 2016).

Methodology, Methods, Research Instruments or Sources Used

The qualitative content analysis is carried out in two major steps. First, to evaluate what teacher students analyse in the videos in the context of inclusive science education, we conducted a systematic literature review to deduct predictors and organize them in a category system. Using qualitative content analysis (ibid.), we derived categories for inclusive science education from the literature (n=265 publications). These categories include aspects of science education (e.g. experiments, phenomena, or safety issues in the science classroom) as related to key features of inclusive pedagogy. With the categories we answer the question what the teacher students (1) notice, (2) reason and (3) which alternatives for action they suggest (Schwindt, 2008; Sherin & van Es, 2002) when they reflect on inclusive science practice in external or their own videos.

Secondly, we use a further framework to evaluate how the teacher students reflect and analyse the video-vignette within the three steps (noticing, reasoning, creating alternatives for action) in order to examine the development of their analysis competencies. This framework is based on a combination of different models to typify the competence development of teacher students: (1) The 'SOLO Taxonomy' of Biggs and Collis (1982), (2) the model of analysis competencies of Plöger and Scholl (2014), (3) criteria of competent professional vision suggested by Schwindt (2008) and (4) the Adult Skill Acquisition Model of Dreyfus and Dreyfus (1980).

We adapted the 'SOLO Taxonomy' (Structure of Observed Learning Outcomes) from Biggs and Collis (1982) for the analysis of the VSRefs and VSRs. The complexity of an argumentation can be comprehended by applying the taxonomy and coding the teacher students' utterances in prestructural, unistructural, multistructural, relational and extended abstract. Thus, we are able to ascertain whether the teacher students base their analyses on theories of science education or inclusive pedagogy or if they are able to relate these approaches interpreting the teaching shown in the video vignette as a complex social phenomenon.

Additionally we use the model of analysis competency as a second approach (Plöger & Scholl, 2014). They define analysis competency in three stages: (1) analytical, (2) synthetic and (3) process competency. We plan to investigate if the teacher students are successively able to reconstruct the complexity of teaching situations and if they are able to categorise what they have noticed. Following Schwindt (2008) as a third step, the teacher students may be able to classify significant events with relevant theoretical concepts.

Conclusions, Expected Outcomes or Findings

We enrich the Dreyfus model with the models named above to determine the current level of the teacher students' competencies per time of data collection (pre, re and post), thereby illustrating the competency development. It is important for us to see whether and to what extent future teachers apply the concepts of inclusive science education to the video vignette and transfer them to other teaching situations. After coding all transcripts, we summarise the competency development of each teacher student in terms of a case study (Yin, 2014). In a fourth step, we type the cases according to the 'Adult Skill Acquisition Model' of Dreyfus and Dreyfus (1980) as novices, advanced beginners, competent or proficient.

We expect that teacher students positively change their situation-specific skills during the intervention. The use of casework (external video-vignettes) in the seminar has an impact on the post-survey. For this reason, students in the pre-survey will focus and evaluate the actions of pupils and teachers. In the post-survey, it is expected that the teacher students notice more inclusive subject-related knowledge and thus show a higher understanding of inclusive science teaching. Furthermore, the students will generate more alternative options for action. Moreover, we elaborate competency profiles of teacher students with regard to inclusive science teaching in order to be able to make statements about casework with external video-vignettes in inclusive science teaching. We will present our first results at the ECER.

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04. Inclusive Education

Paper

Alternative EERA Network: 10. Teacher Education Research

Topics: General Submission (not submitting to Network Special Call)

Keywords: Initial Teacher Education, Inclusion, Longitudinal

Being and Becoming Inclusive Teachers: Relational Agency in the Lives of Newly Qualified Teachers

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This paper draws on a recently published report of one of the first major longitudinal studies in Europe of system-wide reform to prepare new teachers to be more inclusive (Hick et al, 2019).

The context for this project was a growing international consensus on the importance of policy initiatives to both raise the quality of teaching (OECD, 2005) and to better prepare teachers to respond to increasing diversity in communities and classrooms (EADSNE, 2011).

All Initial Teacher Education (ITE) programmes in Ireland were re-accredited from 2012, involving a reconceptualisation and a significant extension in length. Mandatory content was added related to inclusive teaching and a wider range of school placement experiences. Following this major reform, the National Council for Special Education (NCSE) commissioned a study of 'Initial Teacher Education for Inclusion' in 2015. NCSE's aim was: 'to establish what the components of inclusive/special education are within Initial Teacher Education (ITE) programmes in Ireland and to explore if the recent changes prepare newly qualified teachers to be inclusive using the indicators set out in the EASNIE's Profile of Inclusive Teachers'.

The European Agency for Special Needs and Inclusive Education (EASNIE) conducted a four-year project on Teacher Education for Inclusion, producing a 'Profile of Inclusive Teachers' (EADSNE, 2012) which identified key attitudes, knowledge and skills to be addressed by ITE to prepare all new teachers to become more inclusive. The NCSE proposed the EASNIE Profile of Inclusive Teaching as the baseline definition of inclusive teaching for the project and it is used by the research team as a framework and starting point for analysis.

The 'Initial Teacher Education for Inclusion' project (ITE4I) ran from 2015-2018. The research team was led by Manchester Metropolitan University in partnership with University College Cork1 and University College London, Institute of Education. Its longitudinal approach, tracking the experiences of the first cohort of ITE students to graduate from the extended programmes through their first two years of teaching, lends further significance to this study.

Data collection and analysis was planned through a series of phases:

Phase 1 (Sept. – Jan. 2016): Analysing ITE Programme Content

Scoping review of literature

Documentary analysis (30 programmes from 13 ITE providers)

Teacher educator survey (N=21)

Phase 2 (Feb. – Aug. 2016): Understanding the ITE Student Experience

Student teacher survey (N=430) and interviews (N=47)

Teacher educator interviews (N=11)

Phase 3 (Sept. 2016 – Aug. 2017): Understanding the NQT Experience (1st year)

NQT1 survey (N=122) and follow-up interviews (N=20)

School principal interviews (N=13)

Phase 4 (Sept. 2017 – May 2018): Understanding the NQT Experience (2nd year)

NQT2 survey (N=38) and follow-up interviews (N=23)

School principal (N =8) interviews

How new teachers approach engaging in inclusive practices with diverse learners, can be understood as a process of navigating a series of dynamic contexts, within which they are negotiating aspects of relational agency. The process of transition within NQTs' early professional identity towards accepting the role of becoming an authority figure was evident in the data. This was sometimes linked to NQTs' learning in relation to managing behaviour in the classroom, which was framed in the interviews as a skill that can only be learned in practice as a teacher.

When interviewed during their ITE programme, student teachers tended to identify a mismatch between the theoretical and practical elements of their learning. However when interviewed again as NQTs, this issue was not referred to so frequently. Our analysis suggests that their accounts of this notion of a 'theory/practice divide' became more complex and nuanced, and were influenced by their early professional practice.

Methodology, Methods, Research Instruments or Sources Used

This paper draws on an intensive re-analysis of longitudinal case study data relating to four teachers, following their development as pre-service students and into the first two years of their careers. Survey and interview data over a three year period from the case study teachers is supplemented with data from documentary analysis of teacher preparation programmes and interviews with teacher educators and school Principals. Data will be thematically analysed (using Nvivo software to manage data) and interrogated in relation to a theoretical framing drawing on Edwards (2007, 2015) notion of relational agency (Buchanan, 2015; Lasky, 2015).

Conclusions, Expected Outcomes or Findings

How new teachers approach engaging in inclusive practices with diverse learners, can be understood as a process of navigating a series of dynamic contexts, within which they are negotiating aspects of relational agency.

This paper will develop a framework for understanding the 'social situation of development' of new teachers in relation to developing as inclusive teachers. This framework will relate to current models of inclusive pedagogy.

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Intent of Publication

This paper will be further developed following the conference discussion for journal publication, currently the target journal is *The European Journal of Teacher Education*

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04. Inclusive Education

Poster

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Inclusive Education, Autism, Primary School, Interactions

The Inclusion of Children with Autism in the Early Years of Primary Mainstream School in Ireland.

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In the last three decades the education of children with disabilities encountered an important, transformation from segregation to inclusion. Children with disabilities' right to education advocated their inclusive, equitable and quality education in the same schools as their typically developing peers. Consequently, the number of children with disabilities placed in mainstream schools began to rise internationally, and in Ireland. Despite the intentions to provide equal and inclusive education to all, the number of children around the world to date, who are still not educated in regular schools with equal education, and who are segregated from their peers due to their gender and disabilities is very high. Particularly at risk are children with severe disabilities and children with autism.

For the last fifteen years, the prevalence of children diagnosed with autism has increased dramatically, with 1 in 160 children diagnosed with autism worldwide in 2019. Consequently, the number of children placed in mainstream schools has risen considerably and rapidly. With regard to children with autism's outcomes in mainstream settings, the results from research performed on this topic confirmed that mainstream schools are beneficial for children with autism and their peers, in particular in the development of children with autism's social skills.

The literature reviewed outlined the main barrier for children with autism's inclusion in their deficits, which affect school's staff attitudes and self-efficacy, as well as these children interactions with their peers. Also, research confirmed that providing school's staff and peers with appropriate training in autism and evidence-based interventions and resources could facilitate the inclusion of children with autism in mainstream schools. Nevertheless, children with autism's in mainstream schools have fewer friends and are at risk of isolation and segregation from their group.

Given the current state of affairs, there is a gap in research concerning how inclusion is put in practice in the mainstream setting. Therefore, understanding how inclusion occurs in the mainstream setting could shed light on how to implement a meaningful inclusion for children with autism. The present multiple embedded case study research explored the lives of eight children with autism in the early years of five primary mainstream schools in Ireland. Using semi-structured observations, the study explored how the inclusion of these children happened in the mainstream setting with a focus of the interaction between the child with autism, teachers, special needs assistants and peers in three in-school settings. Observations focused on the interactions taking place amid the different actors in the general classroom, the playground and the support classroom. It addressed the commonalities and differences in the interactions, but also it took into consideration the impact of the different settings' physical layout in these interactions, with the intention to elucidate the barriers and facilitators of the interactions in the settings.

The findings from this research that emerged in the eight cases cross-case analysis highlighted children with autism limited inclusion in the mainstream setting. The study outlined that children with autism are placed in the periphery of their groups, with limited interactions with their peers and reduced connection and belonging to the group. Additionally, the present research highlighted the interconnected influence between the actors' interactions and the physical layout within and across settings, and the possible impact in the inclusion of children with autism in the early years of primary mainstream school. This study findings have implications for policy, research and practice.

Methodology, Methods, Research Instruments or Sources Used

The present research is a small scale qualitative, exploratory, embedded multiple case study research, underpinned by an interpretivist paradigm. The study involved five primary mainstream schools in Ireland, and a total of eight children with autism between 5 and 9 years of age, their general classroom teachers, support classroom teachers, Special Needs Assistants and peers. The eight participants were in the early years of primary mainstream school in Ireland which comprises the first four years of primary mainstream school.

The main method of data collection was semi-structured observation. This method of data gathering focused on the interactions that took place between children with autism, their teachers, their special needs assistants and their peers in the general classroom, the playground and the support classroom. Observations collected data

from the interactions taking place during structured activities such as class instruction (formal activities) and writing work (informal activities), and unstructured activities, such as artwork, physical education and playground play. Observations were complemented with document analysis and background questionnaires deployed to clarify the child with autism's context and the inclusion criteria. These methods of data gathering confirmed (a) child's diagnosis, (b) child's educational provision and (c) teacher's and SNA's professional experience and background.

The recruitment of schools and participants took place following approval from the School of Social Work and Social Policy's Research Ethic Committee in Trinity College Dublin. For the purpose of this study, schools and participants were recruited via purposive and snowball sampling. This strategy intended to recruit a sample with certain commonalities, enabling the collection of reliable and generalisable data. The recruitment process in this research involved two phases: (a) recruitment of schools, and (b) recruitment of participants which included children with autism, their general and support classroom's teachers, their Special Needs Assistant and their peers. The selection of schools and participants was guided by a series of criteria that were common to all sites and participants.

The data analysis for this study comprised a within-case analysis and a cross-case analysis, discerning the themes that were common or different to the eight cases. Additionally, the conceptual framework that underpins this research departs from the premises that inclusive education is a human right, affirmed to all children including those with disabilities as stated in the Convention on the Right of Persons with Disabilities, Article 24 (2006, 2016).

Conclusions, Expected Outcomes or Findings

The results from this research highlighted the limited inclusion of children with autism in the early years of primary mainstream schools. To begin with, the limited interactions between teachers and children with autism, outlined the restricted participation that children with autism experience in the general classroom. In particular children with autism with severe behavioural and learning difficulties.

As a result, the child with autism who was placed in the general classroom along with his/her peers did not seem to be part of the group. Instead, it appeared in the periphery of the classroom community, where segregated practices were in use. Also, there was a tendency to use support accommodations as a way to contain the child with autism in the classroom, while the rest of the class continued with their day to day activities. Contrary in the support classroom, the interactions were more positive differing significantly from the classroom.

Additionally, this study highlighted the impact of the role of the SNA in the interactions taking place in the classroom and playground. SNAs were allocated to children with autism to assist them in their day to day in school, particularly in their adjustment to the setting. However, the close presence and role of the SNA acted in detriment of the child inclusion and in their interactions with teachers and peers.

Consequently, there seems to be a relationship between the interactions and practices occurring in one setting with the interactions occurring in other settings. Promoting diversity in the mainstream classroom, along with participative practices and engagement in all classroom activities could impact positively in children with autism's inclusion in the mainstream setting.

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04. Inclusive Education

Paper

Alternative EERA Network: 21. Emerging Researchers' Group (for presentation at Emerging Researchers' Conference)

Topics: NW 04 Special Call: A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

Keywords: Educational Psychological Provision, Consultation Model, Linguistic Minorities, Irish Medium Education, Inclusive Education

Educational Psychological Services in Traditional Irish Speaking Areas (Gaeltacht): How inclusive are they?

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Presenting Author: Seoighe, Ailsa

Gaeltacht primary schools are Irish-medium schools located in traditional Irish speaking areas and consequently unique in terms of their sociocultural and linguistic identity. Gaeltacht schools, however, vary in terms of the proportion of children from native Irish speaking backgrounds. Those situated in districts known as the “category A Gaeltacht” represent the strongest use of Irish. Professionals, such as Educational Psychologists (EPs), who work with Gaeltacht schools are challenged to provide culturally and linguistically sensitive services to the schools and their students. An EP’s work is also impacted by state policies in relation to the Gaeltacht, Irish language education, and inclusive education. Recommendations from international research of linguistic and culturally diverse minorities advocates for an examination into the assessment practices of EPs when working with these groups (Vega, Lasser, & Afifi, 2016), the use of teacher consultation as a method of providing a culturally sensitive service (Castro-Villarreal & Rodriguez, 2017), the use of translation to adapt evidence based interventions for linguistic minorities (Newell, Nastasi, Hatzichristou, Jones, Schanding, & Yetter, 2010), and the views of bilingual EPs who are implementing interventions for linguistic minorities (Drolet et al., 2014).

There is, however, a dearth of research focusing on the provision of educational psychological services in Gaeltacht communities. Using a theoretical framework derived from a bioecological model of human development (Bronfenbrenner & Morris, 2006), sociocultural theory (Vygotsky, 1978), and a model of inclusion (Ainscow & Booth, 2011), this qualitative research study explored EPs’ and teachers’ experiences and views of educational psychological provision in category A Gaeltacht schools.

The research objectives were:

1. To describe the sociolinguistic factors that may impact on educational psychological service design.
2. To describe the linguistic competencies that are necessary for EPs working in the Gaeltacht.
3. To establish the impact of Irish language policy on educational psychological service design.
4. To interpret the specialisation of service design that corresponds to the characteristics of the population being served (i.e. category A Gaeltacht).
5. To identify the barriers involved in meeting the needs of Gaeltacht primary schools.

Semi-structured interviews were conducted with four EPs and eleven teachers. The transcribed interview data was analysed within and across the EP and the teacher data sets using thematic analysis (Braun & Clarke, 2006). This paper will focus on key themes which emerged and which relate to Inclusive Education. These include Challenges of education through a minority language such as Irish, Lack of appropriate Resources and Assessment tools, Feelings of Isolation. The implications of the findings for educational psychology practice in such communities are considered in the light of the findings.

Methodology, Methods, Research Instruments or Sources Used

Four EPs and eleven primary school teachers participated in the study. Seven of the teachers were Special Education Teachers (SET).

A case study allowed for a vivid description of the educational psychological services in category A Gaeltacht primary schools as it acknowledges the lived experiences and feelings of EPs and teachers involved in the current delivery of this service in these communities. A qualitative research paradigm was adopted for the design as it is an approach that allows “access to people’s subjective worlds and meanings” (Braun & Clarke, 2013, p. 8). Qualitative research also recognises the importance of context and it acknowledges the subjectivity of data. In addition, it values the subjectivity of the researcher. As a native Irish speaker raised in a strong speaking Gaeltacht community, the researcher (first author) brought her own histories, values, and assumptions to the research process and it was critical, therefore, to reflect on how these influenced the construction of knowledge in the study. The use of qualitative research was also driven by a desire to capture the participants’ perspectives within their everyday social world (Denzin & Lincoln, 2008). The emphasis on the socially constructed nature of reality, therefore, provided an appropriate paradigm in which to interpret the views, meanings, practices, and experiences of the EPs and teachers who are involved with educational psychological services in Gaeltacht schools.

Separate semi-structured interview schedules were developed for each of the two groups of participants (EPs and Teachers).

Thematic analysis was carefully chosen as a systematic method to identify, organise, and analyse the data collected in the interviews because it provides a structure for detecting themes and patterns of shared meaning across qualitative data sets (Braun & Clarke, 2012). The EP interviews and the teacher interviews were analysed using an inductive approach initially to generate subthemes and themes. At a later stage, the data were interpreted using a theoretical thematic approach guided by bioecological systems theory, sociocultural theory and the index for inclusion in order to move beyond the obvious meanings in the data.

Conclusions, Expected Outcomes or Findings

A comparison of themes from both data sets reveal the unique roles that EPs and teachers occupy when delivering psychological services in Gaeltacht schools. All participants reported being challenged in some way by linguistic and sociolinguistic factors within Gaeltacht schools. These include practices in which EPs are expected to complete their testing with assessment tools which have not been normed on the population whom they work with. The lack of appropriate standardised tests in Irish was regarded as a problematic issue by both teachers and EPs. The former argued that cognitive and attainment tests in the English language are not fit for purpose when administered to children in Gaeltacht schools because of their failure to take account of Irish medium education and other sociolinguistic factors.

The theme of Isolation both physical and psychological was present in all teacher interviews. The mere location of category A schools along and off the western coast of Ireland perpetuated feelings of loneliness as teachers are faced with professional isolation and limited CPD opportunities. They also saw themselves as isolated from other educators.

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04. Inclusive Education

Paper

Alternative EERA Network: 01. Professional Learning and Development

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Inclusive research in Municipality (New title: Alliances, oppositions and the nature of ephemeral identities in ethnically diversified Basque education)

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This article presents a research project that, as part of a larger project coordinated between four universities (Vigo, Cantabria, Seville and the Basque Country), examines innovation processes and projects that foster the creation of collaborative contexts in the interests of improving educational and social inclusion. More specifically, the project undertaken within this framework at the University of the Basque Country[1] aims to generate a culture of participatory and coordinated action among the various socio-educational stakeholders that advocate for children in a state of mild to moderate vulnerability in order to promote their social and educational inclusion. This approach is based on the analysis and design of inclusive proposals that lessen children's vulnerability within a geographic area, using the coordinated and networked efforts of socio-educational stakeholders and relying on the involvement of children and their families.

Education entails political questions about the kind of society in which we want to live (Echeita, 2017). Similarly, inclusive education invites us to reflect on the world in which we want to live (Slee, 2012). Recognizing that society has to be increasingly equitable, united and inclusive, it is essential to consider the role education plays in favouring the construction of such a society (Parrilla, 2013).

Just as education is political, education research is also political (Murrillo & Duk, 2018) and researchers should tease out what they mean by inclusion (Magnusson, 2019). For example, following Parrilla (2013), when undertaking inclusion research, it should be viewed as a struggle against exclusion, a commitment to processes of change and socio-educational improvement, entailing the participation and collaboration with educational stakeholders/actors, and being ethically bound to inclusive research methods. As such, education research is about creating an ethical culture with respect to research (Nind & Vinha, 2016), analysing our research practices to ensure they are inclusive (Echeita & Ainscow, 2011; Messiou, 2017; Parrilla, 2013).

It is understood that knowledge is built through shared endeavour (Parrilla, Raposo & Martínez, 2016), entailing a shift from doing research about people to doing research with people (Nind, 2014; Nind, 2017). After more than twenty years of research, our understanding of methodological and ethical benefits has greatly improved, as has our understanding of the challenges of involving children and young people in research (Parsons, Sherwood & Abbott, 2016).

Thus, the research agenda is constantly changing, recognizing as a result that these types of projects require a great deal of time and resources to build up the necessary relationships and trust in order to be able to address power imbalances, reach consensus and work with a variety of relevant actors (Farrant et al, 2019).

[1] Innovation Networks for Educational and Social Inclusion: Childhood Vulnerability, Socio-educational Services and Families (EDU2015-68617-C4-2-R) (MINECO/FEDER, UE)

Methodology, Methods, Research Instruments or Sources Used

The project was carried out in four phases over a four-year period. The methodology is based on inclusive research (Parrilla, 2010; Parrilla, Susinos, Gallego-Vega & Martínez, 2017).

The municipality chosen has about 11,000 inhabitants, and one of the relevant aspects behind the choice was the fact that for decades it has been carrying out community work on visibilization through mechanisms such as the creation of its Socio-Educational Commission, which is made up of different entities and actors, in order to address the needs of children and families.

The four phases of the research carried out on the municipality were the following:

1. Assessment of, initial contact with and analysis of the Socio-Educational Commission: A document content analysis using both primary and secondary sources was performed by examining the Socio-Educational Commission's meeting minutes for the years 2006–2016, living plans, and documents generated by the commission itself, along with the web pages of the participating entities. Additional information was collected through semi-structured interviews with twenty key informants in the community. Moreover, through interactive

tasks carried out in work sessions with the Socio-Educational Commission, all the members of the Commission were able to identify the needs of children within the municipality and the resources they have to address those needs, while also specifying ways to include the research team in the work process.

2. “Gu Gara” project: This project collected older people’s stories about what the municipality was like in the past. The research team was able collaborate in the last phase, the presentation of the project to the community, by taking part in interactive activities with the older members who had provided stories, alongside other generations.

3. YouTubers project and Radio Training project: Following up on the “Gu Gara” project, two groups of children were formed, one consisting of children under 12 and the other of young people over 12. One group decided to undertake a project called “YouTubers” and the other started to learn how to create a radio station.

4. Community Radio Project: This project, which was open to the entire community, encouraged minors and their families to work together. Approximately 125 people participated in the process, and the end result was the performance of a live radio program for the municipality.

Conclusions, Expected Outcomes or Findings

The research carried out within this research project has provided a window into the possibilities and difficulties that appear when working towards improving social and educational inclusion in a particular municipality.

With regard to the possibilities, this type of research has allowed some moments of deeper reflections regarding ways to become involved with minors and their families. It has also allowed the experience of sharing of leadership among participants by adopting roles with responsibilities and commitments throughout the process. Finally, it brings the university closer to society and offers the possibility of contributing to the construction of more inclusive societies.

In terms of difficulties, it should be noted that this type of research involves a dedication to the context itself in order to gain people’s trust in order to work collaboratively, a lack of control by investigators, ongoing negotiation with regard to the bureaucratic matters and time periods that delineate research projects and respect for the rhythms of the community itself, and the need to respect ethical concerns together with informed consent.

In short, although the journey undertaken in this type of research is requires great effort and dedication, we believe that more research with this participatory thrust should be carried out in municipalities and alongside the real protagonists, thereby allowing everyone to contribute to more inclusive societies.

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