What counts as evidence of inclusive education?

Citation for published version:

Digital Object Identifier (DOI):
10.1080/08856257.2014.933551

Link:
Link to publication record in Edinburgh Research Explorer

Document Version:
Peer reviewed version

Published In:
European Journal of Special Needs Education

Publisher Rights Statement:
© Florian, Lani What counts as evidence of inclusive education?.
In: European Journal of Special Needs Education, Vol. 29, No. 3, 22.08.2014, p. 286-294. / This is an Accepted Manuscript of an article published by Taylor & Francis in European Journal of Special Needs Education on 22/08/2014, available online: http://www.tandfonline.com/10.1080/08856257.2014.933551

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

<table>
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<tr>
<th>Assumptions</th>
<th>Associated Concepts/Actions</th>
<th>Key Challenges</th>
<th>Evidence (What to look for in practice)</th>
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| 1. Difference is accounted for as an essential aspect of human development in any conceptualisation of learning | Replacing deterministic views of ability with those that view learning potential as open-ended | 'Bell-curve thinking' and notions of fixed ability still underpin the structure of schooling | Teaching practices which include all children (everybody)  
- Creating environments for learning with opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life;  
- Extending what is ordinarily available for all learners (creating a rich learning community) rather than using teaching and learning strategies that are suitable for most alongside something ‘additional’ or ‘different’ for some who experience difficulties;  
- Differentiation achieved through choice of activity for everyone  

Rejection of ability grouping as main or sole organisation of working groups  
Use of language which expresses the value of all children  
Focusing teaching and learning on what children can do rather than what they cannot  
Social constructivist approaches, e.g. providing opportunities for children to co-construct knowledge (participation)  
Interdependence between teachers and learners to create new knowledge, which in turn links to notions of participation  
Use of formative assessment to support learning |
| Professional stance assumes: rejects deterministic views of ability accepts that differences are part of human condition rejects idea that the presence of some will hold back the progress of others believes that all children can make progress (if conditions are right) | Acceptance that differences are part of human condition  
Rejecting idea that the presence of some will hold back the progress of others  
Believing that all children can make progress | | |
| 2. Teachers must believe they are qualified/capable of teaching all children | Demonstrating how the difficulties students experience in learning can be considered dilemmas for teaching rather than problems within students  
Commitment to the support of all learners. Belief in own capacity to promote learning for all children | The identification of difficulties in learning and the associated focus on what the learner cannot do often puts a ceiling on learning and achievement  
Many teachers believe some learners are not their responsibility | Focus on what is to be taught (and how) rather than who is to learn it  
Providing opportunities for children to choose (rather than pre-determine) the level at which they engage with lessons  
Strategic/reflective responses to support difficulties which children encounter in their learning  
Quality of relationships between teacher and learner  
Interest in the welfare of the ‘whole child’ not simply the acquisition of knowledge and skills  
Flexible approach – driven by needs of learners rather than ‘coverage’ of material  
Seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners |
| Professional stance assumes: a commitment to the support of all learners. Belief in own capacity to promote learning for all children | | | |
| 3. Teachers continually develop creative new ways of working with others | Willingness to work (creatively) with and through others  
Modelling (creative new) ways of working | Changing thinking about inclusion from ‘most’ and ‘some’ to everybody | Interplay between personal / professional stance and the stance of the school – creating spaces for inclusion wherever possible  
- Seeking and trying out new ways of working to support the learning of all children;  
- Working with and through other adults in ways that respect the dignity of learners as full members of the community of the classroom;  
- Being committed to continuing professional development as a way of developing more inclusive practices  
In partnerships formed with teachers or other adults who work alongside them in the classroom |
| Professional stance assumes: willingness to work (creatively) with and through others  
Focussing on students in relationship to each other | | | |

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| than in isolation | Through discussions with other teachers / other professionals outside the classroom |

Source: adapted from Florian, 2014 and Florian & Spratt, 2013