



1st International Conference on Education and Training

**Thinking education
in transition times**

12-15 July 2022 | Instituto
de Educação Universidade
de Lisboa, Portugal

Thinking education
in transition times

BOOK OF ABSTRACTS



INSTITUTO DE
EDUCAÇÃO
—
ULISBOA



UNIDADE DE INVESTIGAÇÃO
E DESENVOLVIMENTO
EM EDUCAÇÃO
E FORMAÇÃO

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THINKING EDUCATION IN TRANSITION TIMES

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(18879)**TEACHER DEVELOPMENT FOR INCLUSION AND EQUITY: AN INTERNATIONAL SYMPOSIUM****Chairperson:** Mel Ainscow (United Kingdom)^{1,2}

1 - University of Manchester; 2 - University of Glasgow

This symposium will focus on a what is arguably the greatest challenge facing education systems around the world, that of finding ways of including all children and young people in education. In economically poorer countries this is mainly about the millions of children who are not able to attend formal education (UNESCO, 2020). Meanwhile, in wealthier countries many young people leave school with no worthwhile qualifications, whilst others are placed in special provision away from mainstream education and some choose to drop out since the lessons seem irrelevant (OECD, 2012). Faced with these challenges, there is evidence of an increased interest internationally in the idea of making education more inclusive and equitable.

A new commitment reinforcing inclusion and equity in education was expressed at an International Forum, co-organised by UNESCO and the Ministry of Education of Colombia in September 2019 to celebrate the 25th anniversary of the Salamanca Declaration (Ainscow, 2020). As underlined by the theme 'Every learner matters', the Forum was an opportunity to revive the broadened notion of inclusion as a general guiding principle to strengthen equal access to quality learning opportunities for all learners. Despite these developments, a recent Global Monitoring Report points out that an estimated 258 million children, adolescents and youth are still not in school (UNESCO, 2020b). Furthermore, the UNESCO Institute for Statistics data show that more than 617 million children and adolescents are not achieving minimum proficiency levels in reading and mathematics (UIS, 2019). It is also important to note that only half of the world's children receive pre-primary education, a failure that limits children's futures and deepens inequities in later learning (UNICEF, 2019). Meanwhile, there are high rates of student dropout globally, particularly at the secondary level, as well as challenges experienced by many marginalised groups during the transition to higher education (UNESCO, 2020).

Whilst these concerns are most acute in the developing world, there are similar concerns in many wealthier countries, as noted by the OECD (2018), which reports that across its member countries, almost one of five students do not reach a basic minimum level of skills to function in today's societies. It also states that students from low socio-economic background are twice as likely to be low performers, implying that personal or social circumstances are obstacles to achieving their educational potential. All of this has important implications for teacher development throughout their careers. Drawing on research carried out in different countries to address this global challenge, the presentations in this symposium will focus on the following overall questions:

- What forms of teacher development are needed to support the development of inclusion and equity?
- How can research and researchers contribute to efforts for promoting inclusive thinking and practices?

A common feature of the experiences presented during the symposium is the emphasis placed on engaging with the views of different stakeholders to stimulate new thinking and practices.

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1 - PROMOTING INCLUSIVE PRACTICES IN SCHOOLS: AN INQUIRY-BASED APPROACH**Mel Ainscow** (United Kingdom)^{1,2}

1 - University of Manchester; 2 - University of Glasgow

This presentation will draw on the findings of a programme of collaborative action research projects, carried out in a range of countries, to consider how partnerships between practitioners and researchers can facilitate inclusive developments in schools (Ainscow, 2020). These studies were all guided by the principles of inclusion and equity, summed up by UNESCO (2017) as 'Every learner matters and matters equally'.

Within the studies, teacher inquiry teams used a variety of collaborative inquiry methods to analyse their school contexts. These included the use of mutual lesson observation, sometimes through video recordings, and comments collected from students about teaching and learning arrangements within a school. Such approaches provided 'interruptions' that stimulated self-questioning, creativity and action. In so doing, they sometimes led to a reframing of perceived problems that, in turn, drew the teacher's attention to overlooked possibilities for addressing barriers to participation and learning. In this way, differences amongst students and staff - within and between schools - became a catalyst for improvement.

It is important to note, however, that none of this provides a simple way forward. To gain the potential benefits, it is necessary to address the challenges involved in using processes of collaborative inquiry within the busy contexts of schools. Researchers who get involved in such processes must expect to face many difficulties and dilemmas (Ainscow, Chapman & Hadfield, 2020). Consequently, they have to develop new skills in creating collaborative partnerships that cross borders between actors who have different professional experiences.

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2 - TEACHER-STUDENT DIALOGUE: A STRATEGY FOR PROMOTING INCLUSIVE PRACTICES

Kiki Messiou (United Kingdom)¹

¹ - University of Southampton

This presentation reports the findings of a three-year study that explored how dialogue between teachers and students can lead to powerful teacher professional learning in order to ensure that all children are included in lessons. The study involved collaborative action research in thirty primary schools (ages 5 -12) in five European countries (Austria, Denmark, England, Portugal, Spain) and used an innovative approach 'Inclusive Inquiry' (Messiou and Ainscow, 2020). Inclusive Inquiry combines a well-established approach to professional learning, lesson study, with an emphasis on listening to the views of students (Messiou and Ainscow, 2015; Messiou et. al, 2016) and moving into dialogues between teachers and students.

The approach involves three phases: Plan, Teach and Analyse. In practice, this involves teachers forming trios. Each teacher then chooses three students who will become researchers. These students are then trained by their teachers in order to collect their classmates' views about learning and teaching. The information collected is analysed by the student researchers to inform the co-planning of a lesson by the teachers and student researchers that is then taught in each of the classes. These lessons are observed by the other two teachers and by student researchers from the other classes. At the end of each of the three lessons, student researchers analyse what happened with their teachers in order to make modifications for the next time that the lesson is taught, with a focus on ensuring that all learners are included in the learning process.

In this presentation, using illustrative examples from the participating schools, I highlight how 'Inclusive Inquiry' facilitated professional learning and led to the development of inclusive practices in schools.

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3 - INVOLVING COMMUNITIES IN THE PROMOTION OF INCLUSIVE SCHOOL CULTURES

Ignacio Calderon-Almendros (Spain)¹

1 - University of Malaga

This paper draws on emerging narratives on the inclusive school that involve a variety of stakeholders who are encouraged to describe, analyze, share and create discourses and practices not attended in the mainstream education system. This is possible through incorporating complex processes of participatory action research (Kemmis, 2006), whose main task is to promote resistance (Giroux, 2001). In this way, personal stories of exclusion take on a special importance and become the seed of a process that aims to lead change. Based on dialogue amongst all sectors of school communities across Spain, these constructions aim to develop collaboration networks between academic research, activism and inclusive practices. By sharing their experiences and analyzing them collectively, those involved are generating scientific evidence, whilst becoming part of a movement that can achieve through collective action things that cannot be achieved by individuals. Once these conditions are created, a new line of work is made possible, made up of action-oriented narratives for the expansion of collective imaginations, going beyond the sharing of experiences. These narratives emerge from different participatory action-research processes that involve students, professionals, families and school communities. This process leads to the creation of school networks for equity and inclusion, questioning current power relationships in schools, and helping stakeholders to organize themselves by creating 'how to do it' resources (UNESCO, 2022; Herrera et al. (2021); Lafuente, Alonso & Rodriguez, 2013).

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4 - LEARNING AND PRACTICING INCLUSION AT THE UNIVERSITY

Ana Paula Caetano (Portugal)¹

1 - UIDEF, Instituto de Educação, Universidade de Lisboa

This presentation intends to reflect on the role of research projects and communities, involving teachers and students, in the learning and practices of inclusion at the university. Several experiences will be selected, for their focus related to inclusion, learning communities and intercultural perspectives. Various issues and dilemmas will be identified and addressed, regarding: power relations and levels of participation at university; relations between research and action for the development of inclusion; collaborative work between university, schools and local communities; ethics, equity and transformation of university culture; professional and personal development of university professors and students. It will be explored a perspective of inclusion that implies a rupture with hierarchically established forms, and the development of a democratic and participatory culture, where the imbalances of power between the various actors are blurred, their voices take place in listening and decision-making processes on relevant issues, collaborative research and training processes are established and joint projects are organized, in which theory and action are part of the same process that transforms individuals and groups, dynamics and structures. It is understood that this is a path that is made with others, taking on the challenges and facing personal, relational and contextual difficulties. Habitus and ethos established over time are difficult to change and often block our perceptions of the contradictions and paradoxes we experience in everyday life. Without pretense of an exhaustive identification and deepening, we will try, at least, to touch on some of its complexity and to understand inclusion as a process under construction and always unfinished.