

## 1.1. Practices of inclusion in formal and non-formal education contexts

### SP - (20164) - DESIGNING LEARNING OPPORTUNITIES FOR ALL: ACTIVITIES CARRIED OUT BY SPANISH INCLUSIVE SECONDARY SCHOOL TEACHERS

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#### Short Abstract

Guaranteeing the principle of equity and universal accessibility that ensures that all students can learn, participate and be successful together is a challenge (Florian & Linklater, 2010). In Secondary Education there is a frequent increase in exclusionary mechanisms that do not respond to the social and personal demands of all students. Researchers in inclusive education (Arnaiz et al., 2020; Opoku, 2021) emphasise that this is a stage predominated by therapeutic and individualistic support, an academic-centred and highly structured climate, absenteeism and school dropout and discriminatory curricular accommodations. This paper (framed within a doctoral thesis and a broader research project) explores the activities practised by 25 inclusive teachers in secondary education who worked in 15 Spanish school. This qualitative study involved semi-structured, individual and in-depth interviews. Two research questions guided this qualitative multi-case study (Stake, 2006): 1) what kind of activities do they consider relevant to include in their teaching project?, and 2) what teaching practices do they use to promote inclusion of all their students? Thus, a progressive analysis of the data was carried out using an inductive system of categories and codes. The result showed that participants designed globalised and interdisciplinary learning situations that recognised diversity and allowed activities to be adjusted to different learning styles and ways of learning. Specifically, these teachers planned and implemented seven types of activities: dialogic, cooperative, practical, emotional education-based, community participation, playful and assessment. Also, their activities are inspired by the principles of Universal Design of Learning (CAST, 2018). In short, it would be advisable for both management and teaching staff to start up in-service training in schools about inclusive methodological strategies through workshops.

#### References

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