

SYMPP - (18690) - DIVING IN THE BROAD CONCEPT OF INCLUSION: SPANISH SECONDARY SCHOOL TEACHERS WHO BELIEVE IN AND DO IT

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Short Abstract

Inclusion begins with the belief that education is a basic human right and the pathway to building a fairer society and more sustainable communities (Ainscow, 2020). Nevertheless, some studies in secondary education reveal that teachers recognise their lack of training and feel that the learning, participation and academic success of all students is a utopian (Moliner et al., 2011; Round et al., 2016). Exploring what, how and why “good teachers” promote inclusion may inspire others to recognise that the classroom belongs to all students, and that teacher must be at their service (Florian, 2014). For these reasons we designed a qualitative multi-case study (Stake, 2006) to explore nominated inclusive teachers’ beliefs, knowledge, designs, and actions regarding inclusion. The current paper discloses the beliefs and practices of 25 secondary school teachers who work in 15 Spanish schools. Professionals from three in-service teacher training centres nominated them as inclusive teachers. We aim to answer two research questions: 1) What do they think about diversity? and 2) Which teaching practices do they use? Data were collected through semi-structured, individual and in-depth interviews. Subsequently, a progressive analysis of the data was carried out using an inductive system of categories and codes. The results show that participants understand diversity as bringing richness to the classroom, and as an opportunity to improve every day, and in order to enact their vision they design accessible lessons from the beginning, use a variety of resources, practise active methodologies, and establish close relationships with their students.

References

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