

## **SYMPP - (18881) - TEACHER-STUDENT DIALOGUE: A STRATEGY FOR PROMOTING INCLUSIVE PRACTICES**

Kiki Messiou (United Kingdom)<sup>1</sup>

1 - University of Southampton

### **Short Abstract**

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.

### **References**

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Messiou, K. and Ainscow, M. (2020). Inclusive Inquiry: student-teacher dialogue as a means of promoting inclusion in schools. *British Educational Research Journal*, 46(3), 670-687. <https://doi.org/10.1002/berj.3602>

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