

SYMPP - (18882) - INVOLVING COMMUNITIES IN THE PROMOTION OF INCLUSIVE SCHOOL CULTURES

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Short Abstract

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).

References

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