

Reaching the 'hard to reach': Inclusive responses to diversity through child-teacher dialogue

Newsletter 1

February 2017

Welcome to our first newsletter:



In our first newsletter you will find information about:

- The aims of the project.
- The first partnership meeting that took place in Southampton in October 2017, University of Southampton 16th October and Wordsworth Primary School, Southampton, 17th October 2017.
- The Learning/Teaching/Training Activity that took place in Faro in January 2018, University of Algarve 10th and 11th January, AEPROSA school, Faro 12th January 2018.
- The pilot work that is taking place in five countries in our five partner schools, between January 2018 and June 2018.

The central purpose of this three-year project (2017-2020) is to develop effective strategies for including all children in lessons, particularly those who might be seen as 'hard to reach'. The main research question for the project is:

- How can we reach out to all learners, especially those that are seen as 'hard to reach', through the use of 'Inclusive Inquiry', a model for the development of learning and teaching?

The project involves partners, universities and primary schools, from five countries: Austria, Denmark, England, Portugal and Spain.

The project aims to:

1. Respond to learner diversity in inclusive ways through the active participation of children;
2. Enhance the access, participation and learning performance of all children, ensuring that no child is marginalised;

3. Use a research-based model of teacher professional development that encourages dialogue between children and teachers;
4. Design new techniques for generating the views of younger children, including ways of involving them in carrying out research in their schools; and,
5. Measure the impact of using such approaches on teachers' thinking and practices, and on students' engagement (attitudes and behaviours)

Southampton Meeting

During the first day meeting at the University of Southampton, the project aims were discussed and an outline of the three years' work was explained to all. The model of 'Inclusive Inquiry' was also presented. Each school made a presentation focusing on issues of diversity and students' voices, to enable a better understanding of each of the contexts.

The following day, a school visit to Wordsworth primary school allowed participants from the five countries to see how the school operates. The participants were shown around the school by children. Everyone was impressed with children's confidence. Discussions followed about the way that learning is organised in the school and the varied learning opportunities that the children have.



Faro Training

In January 2018, 33 colleagues from universities and schools in the five countries took part in the Training in Faro. The aim of the training was to enable all teachers to use the "Inclusive Inquiry" model, with a focus on how to engage with the views of students in order to organise the training sessions for student as researchers, as well as how to use classroom observations for the development of more inclusive teaching practices.

The final day of the training involved a visit at the AEPROSA school, the partner school in Faro. The participants had a chance to walk around the classes and see the school practices. All were very interested to see similarities and differences between the different schools and how proud the teachers and the children in the school were.



Pilot Phase: First steps

Between January 2018 and June 2018 the project enters its first cycle of action research.

Children, teachers and researchers will work collaboratively to train children as researchers and to implement the "Inclusive Inquiry" model. At the same time activities to engage with the views of students will be developed in each of the countries.

The work in schools has started. As one of the children researchers said about their role:

"We're going to be able to use everybody's ideas and we can put them into one massive idea which everybody likes so nobody will be left out".



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