

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

Newsletter 2

July 2018

## Pilot Phase of Study:



**Following the training of trios of teachers in the five participating schools (one in each country), the use of the Inclusive Inquiry model was piloted between January 2018 – May 2018:**

Inclusive Inquiry has three phases: **Plan, Teach and Evaluate**. It involves the following steps:

- Form research groups
- Involve children as researchers
- Discuss diversity, learning and teaching

- Plan, teach and analyse research lessons
- Identify implications for future practice

**Dialogue amongst teachers and children** permeates the whole process.

Each trio of teachers designed a research lesson taking into consideration the views of the children about learning and teaching. Student researchers, who gathered and analysed their classmates' views, were also involved in the design of the lesson. Then, one of the teachers

taught the lesson, whilst the other teachers and student researchers observed the responses of class members.

This was followed by a discussion to refine the research lesson in the light of the observers' comments. This was repeated three times.

**What is most distinctive in the use of Inclusive Inquiry is the involvement of students as researchers.**

**In our second newsletter you will find information about:**

- The first, pilot phase of our collaborative action research project in primary schools in five countries
- The second partnership meeting that took place in Madrid in June 2018, at Autonoma University of Madrid 5<sup>th</sup> June and Aldebaran School, Tres Cantos, Spain, 6<sup>th</sup> June 2018
- Our initial findings
- The next steps in our project

## Madrid meeting

During the first day of our meeting at the Autonoma University of Madrid, teachers from each of the five schools presented the work carried out as part of the pilot study. These presentations led to stimulating discussions, with the focus being on refining the Inclusive Inquiry model in order that it can be used across a range of schools in other countries.

The following day - a visit to Aldebaran primary school in Tres Cantos - allowed participants from the five countries to see how the school operates. They also heard more about how Inclusive Inquiry is being used to develop practices in the school.

The participants were shown around the school by children. The visitors all found it remarkable how the school focuses on each child as an individual. Similarities and differences between the different national contexts were also discussed.

## Initial Findings

Through the use of Inclusive Inquiry, teachers' thinking and practices has changed. As one teacher said to the student researchers:

*"Thank you for your comments; they help me a lot because they are voices of the children. As a teacher we see you from one point of view, from a particular perspective.... Collecting your opinions is as useful as or even more than the one of an adult ...Now as a teacher I recognise that it is very important to listen to you, to move and be into your own reality..."*

Similarly, students explained how much they had liked being researchers, what they had learned and requested. Some also felt that it would be good if all the students could have the opportunity to participate as researchers. At the same time, all children participated more actively in these lessons.

## Next Steps

Between September 2018 and May 2019, the project enters its second cycle of action research. This will involve the creation of networks of schools in order to widen the impact.

Five additional schools in each country, a total of thirty schools, will be trained to use Inclusive Inquiry. In this way, the model will be used more widely.

Children, teachers and university researchers will work collaboratively in using Inclusive Inquiry.

The intention is to enable as many students as possible to be trained as researchers. At the same time, all children's voices will be heard and taken into consideration for the design of lessons. In this way, the intention is to reach out to all children, particularly those who might be seen as 'hard to reach'.



With the support of the Erasmus+ programme of the European Union

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