

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

Newsletter 3

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Planning the second phase of the project:



Taking into account lessons learnt from the pilot phase of the project, the Inclusive Inquiry model will be used in thirty schools in Europe - six schools in each of the partner countries (Austria, Denmark, England, Portugal and Spain):

The analysis of the findings of the pilot phase led to the refining of the process of Inclusive Inquiry, which consists of three phases "**Plan, Teach and Evaluate**" and aims to develop inclusive practices in

schools by focusing on the views of students about learning and teaching.

Dialogue amongst teachers and children is an essential feature of the model.

The project team have produced materials that will be used during this second cycle, in order to train teachers in other schools about how to use the model of Inclusive Inquiry.

In our third newsletter you will find information about:

- The planning of the second cycle of action research in thirty primary schools in five countries
- The third partnership meeting that took place in Graz in Austria, in September 2018, at University of Graz 17th September and Volksschule Schönau primary school, 18th September 2018
- The next steps in our project

Specifically, five additional schools in each country will take part in this phase, a total of thirty schools. There will be three teachers from each school involved, a total of ninety teachers across the five countries.

The partner schools will each become the hub of a local network of schools. In collaboration with the university researchers, they will run workshops to prepare teachers in their network to use Inclusive Inquiry.

Graz meeting

During the first day of our meeting at the University of Graz, there was detailed planning of the training workshop that will take place in each of the five countries.

The following day, a visit to Volksschule Schönau primary school enabled the project partners to gain a better understanding of the school's context.

The participants were in a position to see how multicultural the Graz school is and discuss the benefits of this diversity, as well as the challenges faced in the school and how these are dealt by the teachers.

Participants also had the opportunity to observe an intercultural event organised by the school, where different religions were celebrated. During the event, parents and religious leaders from different religions participated. The project partners were very impressed with the powerful messages that the event gave to children in relation to respecting differences and valuing diversity.

The workshops

The workshops in each country will take place within a network of six schools. They will each involve a total of 18 teachers. There will therefore be 90 teachers participating across the five countries.

The following set of materials have been prepared, to be used during these workshops:

1. The Inclusive Inquiry Guide
2. A Training Student Researchers Manual
3. A Pupil Voice Toolkit
4. Teacher questionnaires to monitor the impact of the process on teachers' thinking and practices
5. Children questionnaires to monitor the impact of the process on children's engagement in lessons

All the countries will use the same workshop format. It will be led by teachers in the partner (hub) schools, with the collaboration and support of the university researchers in each country.

Next Steps

Following the training of the teachers in each country, children, teachers and university researchers will work collaboratively in using Inclusive Inquiry.

In each school, trios of teachers will train children as researchers (including some seen as 'hard to reach') and design a lesson collaboratively that will take into account children's views about learning and teaching. The lesson will then be taught by one of the teachers, whilst the other two teachers and some children researchers observe. A discussion will follow to refine the lesson plan. This process will be repeated three times. In this way, through dialogues between children and teachers, the development of more inclusive practices will be facilitated.

The networks of schools in each country will be supported by the hub schools and researchers from each university. At the same time, the researchers will monitor developments within each school and across the network.



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