

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

Newsletter 4

July 2019

Initial analysis of second cycle of action research:



The *Inclusive Inquiry* approach was used in thirty schools in Europe - (Austria, Denmark, England, Portugal and Spain) over the academic year 2018-2019:

At the beginning of the academic year, each country ran workshops for five additional schools. The workshops were led by the hub partner school in each country, in collaboration with the partner university. These networks acted as a support mechanism for schools throughout the year.

The materials that had been produced by the international project team through the pilot of the approach were used for each of the workshops.

Variations existed between the networks, not least in terms of the location of the schools, with some schools being in close proximity to other network schools and other schools being in different areas.

All schools that participated in the second cycle enjoyed being part of this study and

benefited from implementing the approach. At the same time, there were challenges in some schools, primarily with the issue of time and changes within the schools that were beyond the control of teachers.

More importantly, in most schools, as teachers and students reported, dialogues that have taken place as part of the approach led to the creation of more democratic communities.

In our fourth newsletter you will find information about:

- The initial analysis of the data gathered during the second cycle of the study
- The fourth partnership meeting that took place in Denmark, in June 2019, at the University of Copenhagen on 3rd June 2019 and Niva primary school on 4th June 2019
- The next steps in our project

Denmark meeting

The first day of our meeting was held at Aarhus University in Copenhagen, where presentations from each country were made based on the work carried out in the networks. An initial analysis of the types of impacts that occurred in the various countries was made on the day.

The following day, a visit to Niva School allowed the participants to have a look around the partner primary school, as well as to visit briefly Niva secondary school, which is located a short walking distance from the primary school.

The participants were impressed by the democratic approaches that were observed during the school visit. Shown around by school students and teachers, the meeting participants noticed how much space and freedom the children have in the school, how relaxed the atmosphere is and the fact that children have choice of various creative activities.



Impacts

Engagement:

Children becoming more autonomous;
Ownership of learning; Students having choice; Knowing children's preferences

Students:

Feeling proud to be a researcher;
Improvements in confidence;
Development of research skills: Integration of children with a history of difficult behaviour

Improved relationships:

Between children; Between teachers;
Between children and teachers; Between schools

Teacher development:

New teaching strategies, e.g. evaluation of learning; Getting to know what others do; Focus on details of practice; Becoming more sensitive regarding individual pupils; Teachers surprised on what children can offer



Next Steps

The project enters its final year in the new academic year. During 2019-2020, the **Inclusive Inquiry** approach will be expanded into other classes in each of the thirty participating schools.

At the same time, the networks of schools in each country will carry on collaborating in addressing any challenges that may arise, as well as in sharing practices between schools.

The researchers will focus on the production of the final outputs that will be of use to other schools - six booklets and project video.

Finally, the academic and practitioners' publications will be prepared during this year, based on the analysis of the data that was collected during the main phase of data collection.



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