

2nd Research Report (Baby Project)

Report Structure and Content

As a sociocultural perspective that focuses on how learning occurs in the community of the classroom (Florian and Kershner, 2009), inclusive pedagogy is used here as a theoretical framework that enables us to observe and analyze the process of bottom up inclusion focusing on the classroom unit. Inclusive pedagogy is not only about identifying students who have special educational needs that require something additional to or different from the general provision. While inclusive pedagogy does respond to individual differences, it avoids the stigma that can occur when individual differences are isolated and targeted for intervention.

Inclusive Pedagogy fosters the creation of environments for learning where opportunities are available to enhance achievements and meaning for all, and to create possibilities that transform everyone's learning capacity. Through key pedagogical principles that work together to guide decision-making processes, inclusive pedagogy is often achieved by carrying out teaching practices with specific purposes, such as affective (which strengthen confidence, security, competence, control), social (which increases acceptance, belonging and community) and intellectual (ensuring access, enhancing relevance, meaning and reasoning). Therefore, as teaching practices are the unit of analysis of the second stage of the project, we propose a structure for the report that groups findings according to the different kind of teaching practices.

In order to organize the report, we consider that the following 3 axes should be taken in consideration when describing the practices. What follows is a description of the practices we might find on the field in each of these axes:

Teaching practices with affective purposes:

Strengthening confidence, security and control over learning: teacher beliefs and high expectations for students' capacities. Teachers care for students' self-confidence encouraging each student to keep trying, showing he/she believes in him/her. There is place for the spontaneous participation of students. Teachers accept and incorporate students' interventions, being surprised by students' achievement. They take into account and incorporate students' opinions and decisions on where, when and with whom they

learn. Teachers create options and consult with each student about how they can help, thus setting goals together.

Teaching practices with social purposes:

Increasing acceptance, belonging and community: Teachers implement strategies that make students feel valued and which foster a sense of community, acceptance of diversity. Students treat each other with respect. Teachers tend to use a variety of grouping strategies to support everyone's learning (whole group, small groups, individually). Students are not separated according their ability, but their interests, friendships, trust, strengths they perceive, support). Tasks foster discussions and dialogues among students, and between teacher and students. Teachers promote a peer culture in the classroom and students interact through a collaborative rather than competitive relationship. Opportunities for dialogue enhance solidarity and mutual respect. Classroom walls (illustrative, informational, interactive, involved students). Strategies and resources to improve class atmosphere, students with different abilities/backgrounds/culture work together, students play a role in their peer's learning.

Teaching practices with intellectual purposes:

Enhancing meaning, relevance and reasoning: Teachers promote a sense of excitement and adventure in learning. Teachers adapt curriculum according to students' needs, interest, social background, and previous ideas/interest/ willingness/ dreams. Teachers promote risk-taking, problem-solving activities. Teachers foster dialogues/talks/discussions to explore ideas and motivate students to analyze issues from different perspectives. Content is organized according to multidisciplinary projects, nodal questions and articulated with new content and reviewed to find new meanings. Teachers regulate learning process through comprehension questions and use various types of feedback procedures (oral to the group and writing to each one of the students). Teachers react positively to the student's mistaken answers and use mistakes to promote learning.

Ensuring access: Teachers provide tasks that offer different ways to be solved, different products, and periods of time, as well as optional and mandatory assignments. Tasks consider students' previous ideas and knowledge, interests and different learning styles. Teachers create a bridge between students' language and the curriculum. Students are given enough time to answer questions and prompts. Teachers make themselves accessible (circulation round the classroom, trying to respond gently to requests for help, even the second or third time). Teachers promote participation of all answering each

student's' questions, and implement grouping strategies which helps to support everyone's learning. Teachers make use of alternative spaces within and outside the classroom, and a variety of resources when teaching.

Thus, the structure of the report would be the following:

- Introduction
- Teaching practices with affective purposes
- Teaching practices with social purposes
- Teaching practices with intellectual purposes
- Conclusion