



PICTURED ABOVE: THE 'REACHING THE HARD TO REACH' PROJECT LAUNCH

Centre for Research in Inclusion

1: Spring 2018

About us

The Centre for Research in Inclusion (CRI) is one of three research centres in the Education School at the University of Southampton. We are a group of staff and doctoral researchers committed to internationally significant research that will develop understanding - and support the inclusion of - children, adults, families, and practitioners in education. Centre members work with a strong network of collaborators who value and conduct research that addresses inclusion and engages with the needs of participants and research users. CRI is unusual in working with teachers, young people, disabled and other marginalised groups to carry out the research. We want research that is done *with you* rather than *on you*. You can get a flavour of the Centre from our [Centre for Research in Inclusion video](#) [<https://tinyurl.com/yc28fpur>].

Our website:

<https://www.southampton.ac.uk/education/research/centres/centre-for-research-in-inclusion.page>



News of open access papers

You don't need access to the university library to read these papers from Centre members – you can download them free

["A child with autism only has one childhood"](#)

Parsons, S., Yuill, N., Brosnan, M. & Good, J. 2017. Journal of Enabling Technologies 11,3,113-19. ²

["Hard to teach: Inclusive pedagogy in social science research methods education"](#)

Nind, M. & Lewthwaite, S. 2018. International Journal of Inclusive Education 22,1, 74-88.

["The practical wisdom of inclusive research"](#)

Nind, M. 2017. Qualitative Research, 17, 3, 278-288.



Things to celebrate

New funding

Sarah Parsons has won £35k from the Froebel Trust to research the transitions of young children with autism from nursery to primary school as part of the [ACoRNS](http://acoarns.org.uk) project [acoarns.org.uk].

New members

Vasilis Strogilos joined the Southampton Education School and CRI at the start of 2018. He has previously worked as a mainstream and special education teacher in British and Greek schools and at the Greek Open University, the University of Thessaly (Greece) and the National Institute of Education/ Nanyang Technological University in Singapore. He brings to the Centre research experience in teaching strategies for the inclusion for all students including those with learning disabilities, such as co-teaching, multidisciplinary collaboration and differentiated instruction.



New inclusive inquiry project launch

Kiki Messiou launched her new Erasmus+ project "Reaching the 'hard to reach': inclusive responses to diversity through child-teacher dialogue", in Southampton in October 2017. 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. In Austria the partners are: University of Graz and Volksschule Schönau primary school; in Denmark: Aarhus University and Nivaa primary school; in England: University of Southampton and Wordsworth primary school; in Portugal: University of Algarve and AEPROSA school; and, in Spain: Autonoma University of Madrid and CEIP Aldebarán primary school. 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).

The project partners met at the University of Southampton on 16th October 2017. The project aims were discussed, and an outline of the three years' work was explained. 'Inclusive Inquiry', which is a model for the development of learning and teaching in schools, was also presented. The model was developed through an earlier EU funded project "Responding to diversity by engaging with students' voices: a strategy for teacher development" and was used with secondary schools. This new project aims to trial the model's use in primary schools and monitors the impact that such an approach has on students' engagement and on teachers' thinking and practices. At the same time, it involves training children as researchers to help develop inclusive practices in schools.

During the first day meeting, each partner 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 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 by the children's confidence. Discussions followed about the way that learning is organised in the school and the varied learning opportunities that the children have.

The team met again in January 2018 when 33 colleagues from universities and schools in the five countries took part in a workshop in Faro. The aim 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 involved a visit at the AEPROSA, the partner school in Faro. The participants had a chance to walk around the classes and see school practices. All were very interested to see similarities and

differences between the different schools and the pride of the teachers and the children in the school. Between January and June 2018, the first cycle of action research takes place. 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."

The project involves three cycles of collaborative action research. Following this first pilot phase, during the next academic year, five additional schools in each country will be involved in using the model in their schools whilst the partner schools will expand its use across the whole school. In the final cycle of the project all 30 schools will use the model extensively in their schools and disseminate the project's findings to other schools in each of the countries.

By the end of the three years the project will produce:

1. A Guide
2. A DVD
3. A manual for training children as researchers
4. A pupil voice toolkit
5. Case studies
6. A Guidance document for monitoring impact on teachers
7. A Guidance document for monitoring impact on students
8. Academic publications that will report the findings internationally
9. Practitioners' publications that will report the findings internationally