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## Enacting inclusive pedagogy in schools located in high poverty environments: Learning from beginner teachers

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# Background

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Many new teachers feel unprepared to work with diverse learner groups (Cochran-Smith, Villegas, Abrams, Chavez-Moreno, Mills, and Stern, 2016)

Schools located in high poverty areas present further challenges for teachers and for teacher educators (Naven, Sosu, Spencer, and Egan, 2019).

Inclusive education viewed as a way of responding to global challenges such as poverty (Commission of the European Union, 2018).

Inclusive pedagogy (Florian and Black-Hawkins, 2011).

Lack of guidance for supporting beginner and student teachers on where to start to develop an inclusive pedagogy (Florian and Spratt, 2013).

# The Scottish Context

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National Framework for Inclusion (Scottish Teacher Education Committee, 2014)

Scottish Attainment Challenge (Scottish Government, 2015)

Teachers and teacher educators important contributors in responding inclusively to increasingly diverse learner groups (UNESCO, 2020).

Scottish Council of the Deans of Education Attainment Challenge Project (Scottish Council of Deans of Education, undated)

Scottish Index of Multiple Deprivation (SIMD) (Scottish Government, 2016)

# Theoretical Framework

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Inclusive pedagogy (Pantić & Florian, 2015; Black-Hawkins and Florian 2012; Florian and Black-Hawkins 2011).

- 1. Difference between learners should be expected in any conceptualisation of learning*
- 2. Teachers must believe they are capable of teaching all learners*
- 3. Teachers will develop creative and new ways of working with others.*

Inclusive Pedagogy Approach in Action (IPAA) (Florian and Spratt, 2013).

An asset-based approach (Garven, McLean and Pattoni, 2016).

# Research Participants and School Profiles

Probationers (7)	Gender	School	School Profile
Amy	Female	School A (Primary)	Approximately 80% of pupils from SIMD 1-40 backgrounds.
Helen	Female		Approximately 40% of pupils were recorded as having Additional Support Needs (ASN).  The pupil teacher ratio was 16:1 with an average class sizes of 25 pupils.  Attendance 91.9% but below the national average 94.5% in 2018/2019.
Hilda	Female	School B (Primary)	Approximately 90% of pupils from SIMD 1-40 backgrounds.
Simon	Male		Approximately 90% of pupils were recorded as having Additional Support Needs (ASN).  The pupil teacher ratio was 15:1 with an average class size of 25 pupils.  Attendance 92.3% but below the national average 94.5% in 2018/2019.
Colin	Male	School C (Secondary)	Approximately 80% of pupils from SIMD 1-40 backgrounds.
Eve	Female		Approximately 40% of pupils were recorded as having Additional Support Needs (ASN).
Hilary	Female		The pupil teacher ratio was 13:1. No data available for average class sizes.  Attendance 82% but below the national average 90.7% in 2018/2019.

# Methods

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*RQ What are the lived experiences of beginner teachers learning to enact an inclusive pedagogical approach in high poverty context school environments?*

- Exploratory multiple case study (Yin, 2018)
  - Data Collection
    - *narrative observations;*
    - *semi-structured interviews;*
    - *reflective diaries.*
  - Data Analysis
    - *Phase 1: within-case analysis of each participant's data (n=7)*
    - *Phase 2: mini-case summaries for each participant (n=7)*
    - *Phase 3: cross-case analysis*

# Findings

Teaching strategies
Scaffolding
Encouraging learners to verbalise their thinking
Revisiting previous learning
Making links to other learning overt
Experiential learning
Chunking lesson into smaller parts

Planned additional support
Providing visual images
“Teacher’s station” to provide some additional support
Concrete materials
Provide nurturing experiences
Targeted use of teacher time
Providing sufficient time to support the pupils’ understanding
Whole class reading, and using technology to look up words pupils do not understand

Working with others
Intraprofessional Working
e.g. In partnerships formed with teachers or other adults who work alongside them in the classroom

# Discussion and Conclusion

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An asset-based approach coupled with the Inclusive Pedagogical Approach in Action (IPAA) framework can help identify some of the possible ways through which probationer teachers can begin to enact an inclusive pedagogy approach in high poverty school contexts

Surfacing what they can do rather than focusing on what they cannot creates an opportunity for probationer teachers to recognise, articulate, explore and build upon their individual assets.

Adopting an asset-based approach may help new teachers to reframe their feelings of unpreparedness and adopt a more positive narrative of their progress in learning to enact an inclusive pedagogy and work with diverse learner groups.

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