MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

Professor Kiki Messiou

How to include all learners

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Including all learners in schools

"Including all: Teachers and Learners" Mindfulness in Schools Project (MiSP) Conference, 19th June 2021

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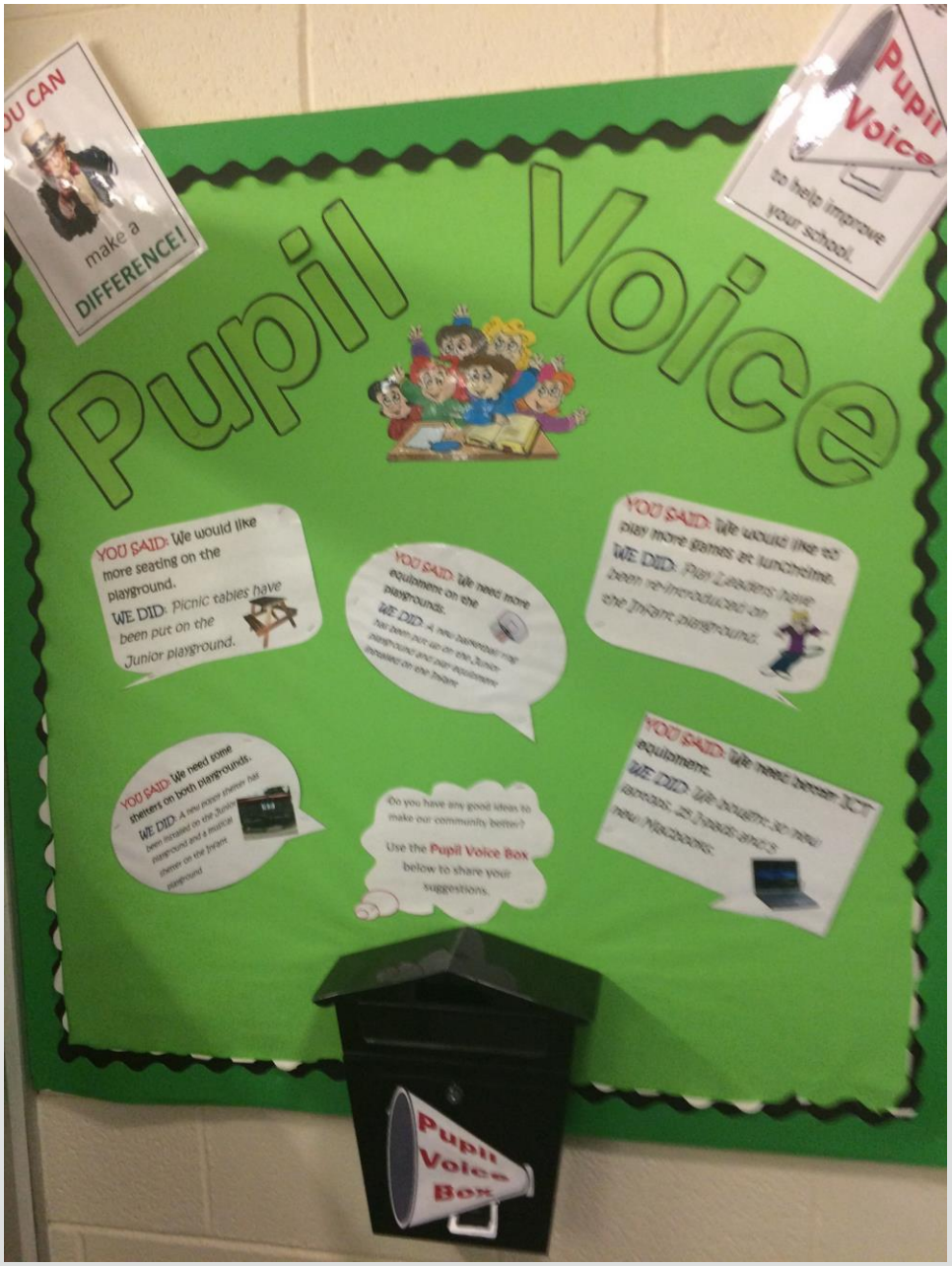
U CAN
make a
DIFFERENCE!
Pupil Voice
to help improve your school.
Pupil Voice
YOU SAID: We would like more seating on the playground.
WE DID: Picnic tables have been put on the Junior playground.
YOU SAID: We need more equipment on the playgrounds.
YOU SAID: We would like to play more games at lunchtime.
WE DID: Play Leaders have been re-introduced on the Infant playground.
YOU SAID: We need some shelters on both playgrounds.
Do you have any good ideas to make our community better?
Use the Pupil Voice Box below to share your suggestions.
YOU SAID: We need newer ICT equipment.
Pupil Voice Box

How can schools include all learners, by focusing on dialogues between learners and teachers?

Features of inclusion

- Inclusion is a process
- Inclusion is concerned with the identification and removal of barriers
- Inclusion is about the presence, participation and achievement of all students
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement

(Ainscow, 2007)

Inclusion and students' voices

- Inclusion is about everyone having opportunities for choice and self-determination. In education, it means listening to and valuing what children have to say, regardless of age or labels. *(Mittler, 2000)*
- Listening to children's and young people's voices is in itself a manifestation of being inclusive *(Messiou, 2006)*

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"Reaching the 'hard to reach': inclusive responses to diversity through child-teacher dialogue" (2017-2020)

Research agenda

To find ways of reaching out to all of our students, especially those seen as being

'hard to reach'

Who are the 'hard to reach'?

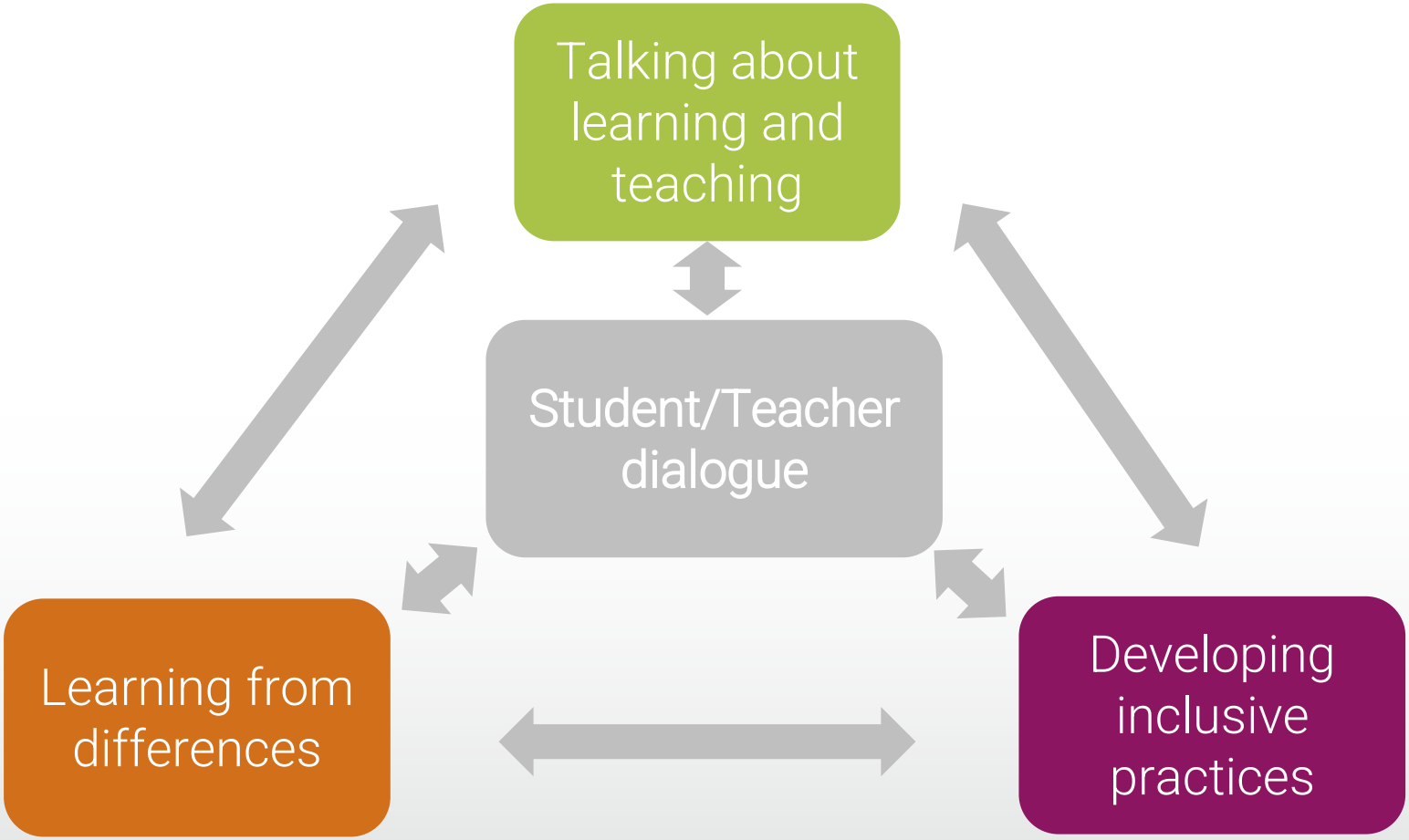
- Any child can be seen as 'hard to reach' at some point in school

- Through *Inclusive Inquiry* we focus on how lessons can be hard to reach sometimes, rather than blaming 'hard to reach' children

- We aim to develop more inclusive lessons through dialogues between children and teachers

What did the project involve?

- Three cycles of collaborative action research
- Researchers supported and monitored the developments in schools
- Impact on teachers' thinking and practices
- Impact on all children's engagement, particularly those seen as 'hard to reach'



Inclusive Inquiry

Phase 1: Plan

Phase 2: Teach

Phase 3: Analyse

The Levels of Use Framework	Rating
Phase 1: Plan	
1.1 A trio of teachers has been formed to carry out action research	
1.2 The trio has agreed about which will be their research lesson	
1.3 The trio has involved a group of student researchers in collecting evidence to support the design of the research lesson	
1.4 A lesson plan has been developed that sets out to ensure that all members of the class are engaged in all the activities	
1.5 The three teachers and the student researchers have all contributed to the design of the lesson plan	
Phase 2: Teach	
2.1 Each teacher has used the lesson plan with their class	
2.2 On each occasion, the two colleagues and student researchers observed the responses of class members	
2.3 The views of all students about the lesson were gathered	
2.4 After each lesson, teachers and student researchers met to review what has happened, focusing on the engagement of all members of the class	
2.5 The trio refined the lesson plan before it was used by the next member of the trio	
Phase 3: Analyse	
3.1 After completing all three lesson plans, the trio and student researchers discussed their impact on the engagement of all members of the classes	
3.2 The trio and student researchers drew conclusions regarding what was been learned about making lessons inclusive	

An example of *Inclusive Inquiry* in practice from one English school

Wordsworth Primary School

Bringing out the best in everyone

Training children researchers: Observing lessons – What do we need to look out for?

Are they learning? How do we know?

Which photo shows the best learning?

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Training student researchers

"I saw people talking but I realised when I saw them for a bit longer they were talking on task, because I realised that from far away because they were talking with their heads down writing. That kind of tells me they can't be talking about something that's not what they are supposed to be" Student Researcher

Thinking about having constructive dialogues with teachers

This lesson was boring
The teacher talked too much
The teacher is really nice
The activity allowed everyone to be involved
There were lots of opportunities for children to work together

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Gathering the views of our classmates

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Planning the lesson together

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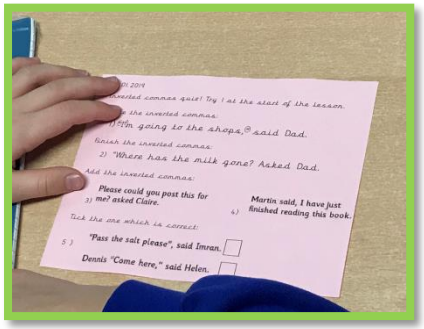
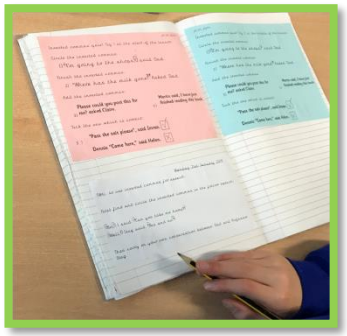
The lessons

A quiz to start us off…

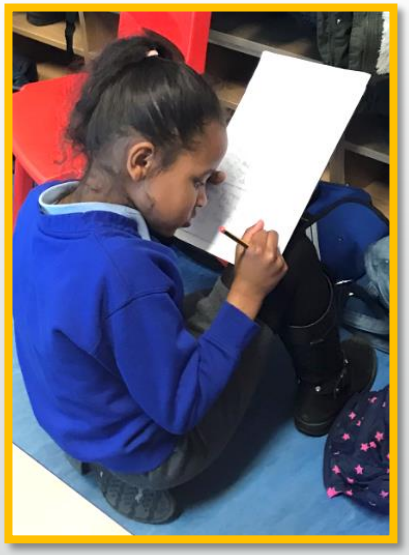




Different coloured paper used to track progress throughout the lesson!

Teaching the lesson

Researchers and teachers observing the learning together



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Time to analyse and adapt the planning!

Impacts include:

On students:

- Engagement in lessons
- Improvements in confidence
- Including children with history of difficult behaviour

Improved relationships:

- Between children
- Between teachers
- Between children and teachers

Teacher development:

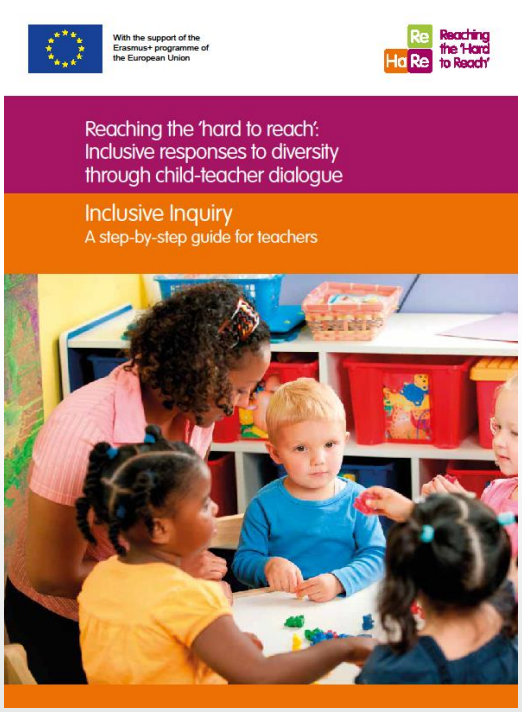
- Focus on details of practice
- Becoming more sensitive regarding individual pupils
- Sharing techniques

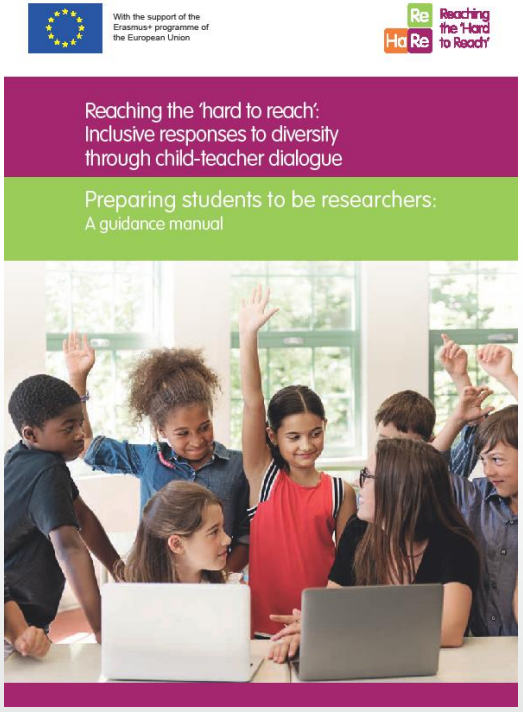
Before I was a pupil researcher, when teacher asked anyone to answer the questions, I never put my hand up because I didn't have my confidence. And when I was a pupil researcher, I put my hand up.

Student researcher

Booklets (free download in five languages)

https://reachingthehardtoreach.eu/publication/





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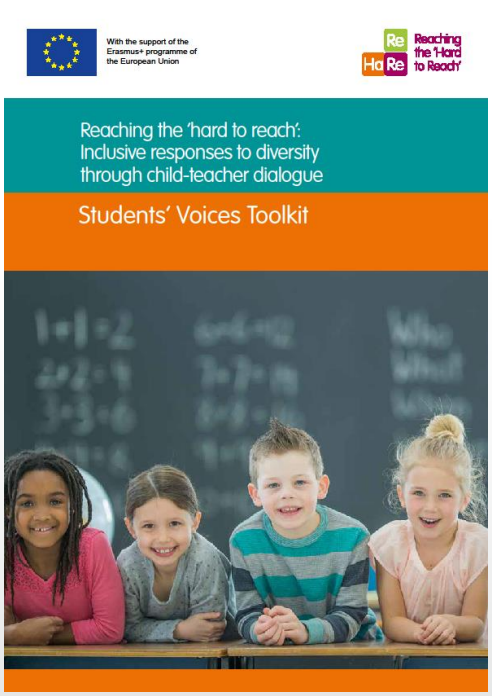

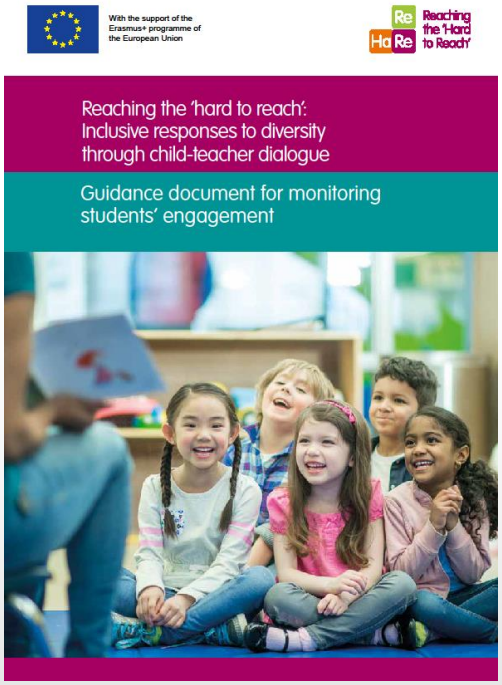

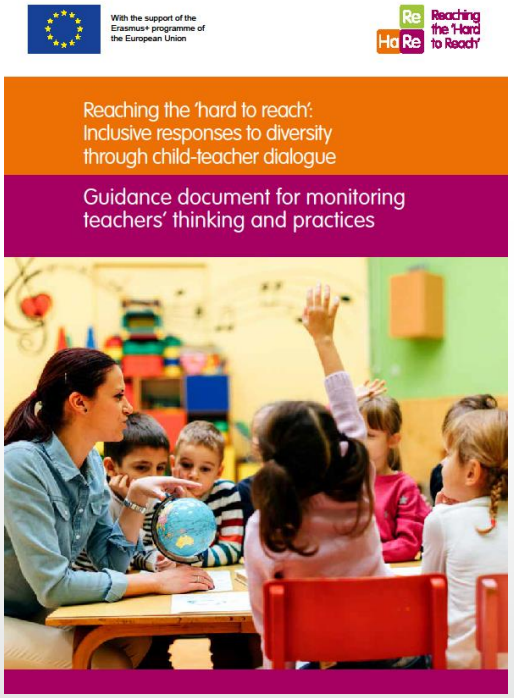

For more information:

https://reachingthehardtoreach.eu/

Video:

https://reachingthehardtoreach.eu/video/

Final thoughts

…practitioners and students embark on journeys all the time. Those collaborative journeys can be seen as ways of reaching out to all learners and creating schools that are all the more inclusive.

Messiou, K. (2012) *Confronting marginalisation in education: A framework for promoting inclusion*. London: Routledge.

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Relevant publications

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