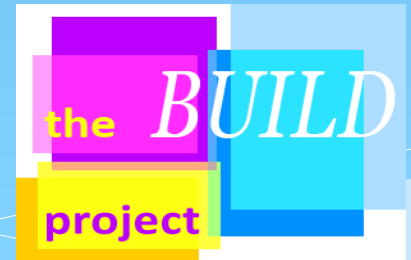


Developing inclusive classroom communities: children's perspectives

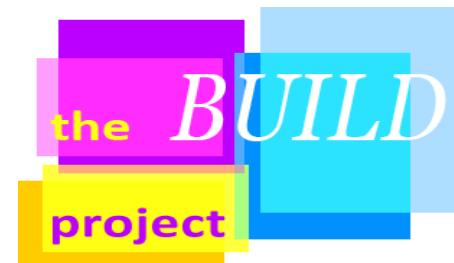
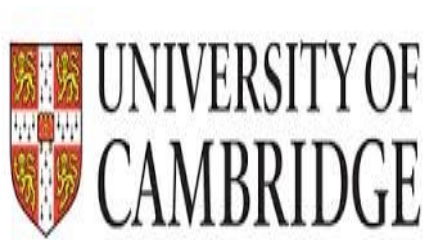
Dr Linda Maguire
Graduate School
University of Northampton
Annual Research Conference 2021



Acknowledgements

Dr Kristine Black-Hawkins and Ruth Kershner
Faculty of Education, University of Cambridge

BA/Leverhulme Trust funded project



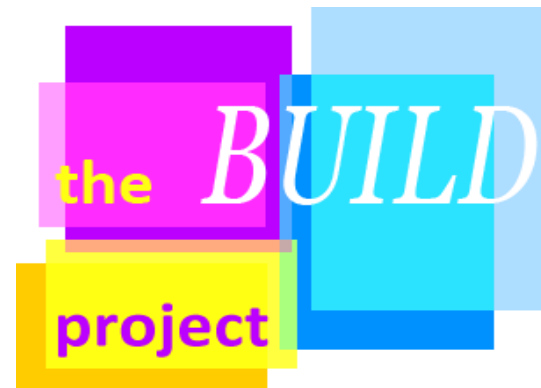
Focus for research



- * Why is it important to include children in the research process and understand their perspectives?
- * As students, practitioners and researchers, what can we learn from children's participation?
- * Children's sense of inclusion in their classroom setting (Kanyal and Cooper, 2014; Black-Hawkins, Maguire & Kershner, 2021)

BUILD

- * **B**elonging
- * **U**nderstanding
- * **I**nclusion
- * **L**earning
- * **D**iversity

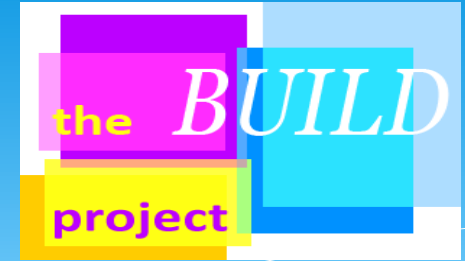


Framework for Inclusion

- * **Participation:** interaction between individuals, groups and the environment
- * **Access:** joining and staying in the class; accessing the curriculum
- * **Collaboration:** children learning in class, teachers learning in class, learning beyond the class
- * **Achievement:** supporting everyone's learning, progress as an everyday expectation
- * **Diversity:** recognising and accepting difference, by children and staff (Black-Hawkins, 2014)

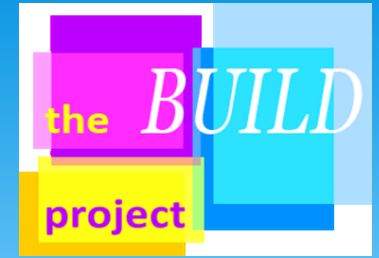


BUILD

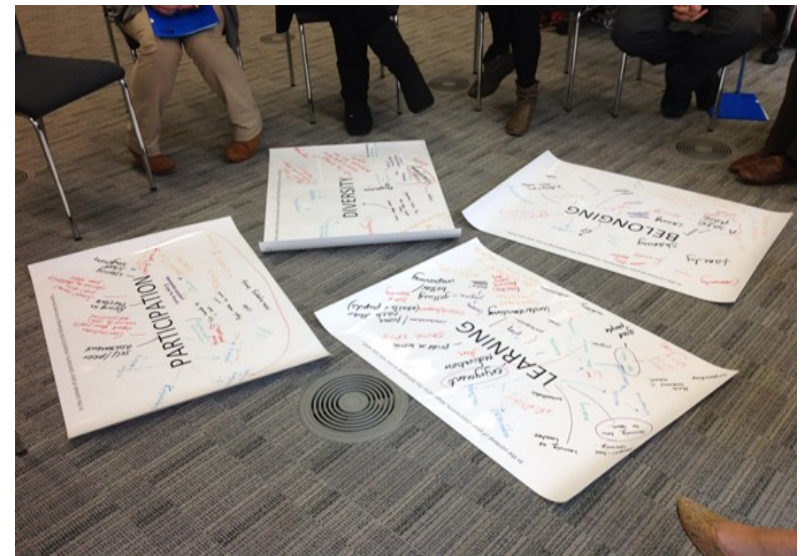


- * Research objectives:
- * To understand the views of early career teachers (ECTs), school leaders and pupils about children's classroom experiences of diversity and belonging
- * To examine the construction of different perspectives through dialogue within and between ECTs, school leaders and pupils in the same school
- * To support ECTs' inclusive pedagogical thinking that attend to matches and mismatches in schools
- * To produce materials for wider use in initial teacher education

The research project



- * 7 teachers in a primary teacher research network
- * 7 senior leaders
- * 56 children (aged 4-11) interviewed in small, paired groups, 8 children from each school
- * Teachers attended 4 workshops in the year
- * School leaders in attendance at one workshop



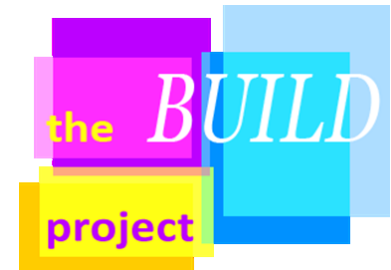
Interview Questions - Children

Belonging

- * What does it mean to belong to your class?
- * Does belonging matter to your learning?

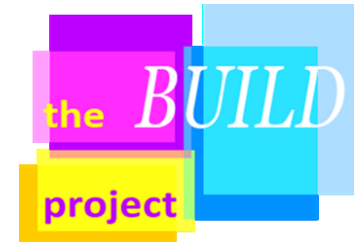
Diversity

- * How are children similar to each other in your class and how are they different?
- * Does being similar or different matter to your learning?

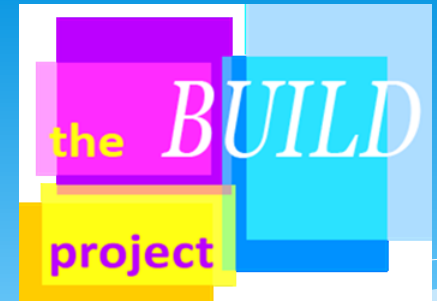


Children's responses (1)

- * Belonging:
 - * Safety, comfort, sharing, control, to learn
 - * Feeling special, knowing people, friendships
- * Learning together:
 - * Someone to help, peer support, growing in confidence



Children's responses (2)



- * Diversity
- * Physical attributes (eye/hair colour), being different and being the same (Note: no comments regarding SE or physical disability)
- * Similarity
- * To be kind, to be good, don't be naughty, friends at school are like family
- * *'Like you're a part of it, like if you weren't there it would be like a puzzle and a piece of a puzzle wasn't there'*

Conclusion



- * Children are able to articulate a complex understanding of their everyday learning
- * The findings of this research contribute to understanding and strengthening children's belonging and inclusion in the classroom through their sense of:
 - * feeling comfortable and being safe; learning as the main activity; being friends and getting on and sharing behaviours and values

References



- * Black-Hawkins, K., 2014. Researching inclusive classroom practices: the Framework for Participation. In: Florian, L. (Ed). *The handbook of special education* (2nd ed). London: Sage.
- * Black-Hawkins, K., Maguire, L, and Kershner, R., 2021. Developing inclusive classroom communities: what matters to children? *International Journal of Primary, Elementary and Early Years Education*. <https://doi.org/10.1080/03004279.2021.1873398>
- * Kanyal, M., and Cooper, L., 2014. Participatory approaches in research involving children. In: *Children's rights 0-8: promoting participation in education and care*. Abingdon: Routledge.

Further reading ...



Education 3-13 >

International Journal of Primary, Elementary and Early Years Education
Latest Articles

Enter keywords, authors, DOI, ORCID etc

Submit an article

Journal homepage

296

Views

0

CrossRef citations
to date

0

Altmetric

Research Article

Developing inclusive classroom communities: what matters to children?

Kristine Black-Hawkins , Linda Maguire & Ruth Kershner 

Received 27 Jul 2020, Accepted 17 Dec 2020, Published online: 26 Jan 2021

Download citation

<https://doi.org/10.1080/03004279.2021.1873398>

Check for updates

Full Article

Figures & data

References

Citations

Metrics

Reprints & Permissions

Get access

https://www.tandfonline.com/eprint/KYTJQFDRSBC78K45PAHT/full?ta_rget=10.1080/03004279.2021.1873398