

**Personal and Professional Development:
Becoming an Inclusive Practitioner**

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Kirsty Allan
University of Aberdeen

Abstract

This paper explores social justice and inclusion in education from a Scottish perspective. It highlights the teacher's role in creating an inclusive learning environment and identifies implications for learning arising from this. Inclusion is a priority in Scottish education, with the aim for every child to feel valued, safe and respected. The literature shows the positive impact of this upon achievement for both pupils with and without significant learning difficulties. I adapted and reflected upon my own practice in regards to its inclusiveness and impact upon children's learning in order to make learning accessible to every pupil and raise achievement. In conclusion, the positive impact of inclusion on achievement and learning was significant and is something I aspire to in my future practice. However, the implications of inclusion for pupils with significant learning difficulties in mainstream education and the direct impact upon specific achievements remain unresolved.

Introduction

Social justice and inclusion are highly important in today's society and are sought after in twenty-first century education to allow every child to flourish in their learning and have their talents nurtured and developed (Commission for Social Justice, 1994). However, the terms are multifaceted and complex and need great consideration in order to be achieved. As well as highlighting the importance of social justice and inclusion, this paper will look at different perspectives on the subjects; how inclusive education has evolved into current practice; the teacher's role in creating an inclusive environment and the implications for learning arising from this.

Literature review

To begin with, it will be beneficial to explore the various meanings held about and the ideas surrounding the concepts of social justice and inclusion through reviewing a selection of the literature available. Social justice, inclusion and equality are inter-linked concepts and feature highly in Scottish policy, putting them into the spotlight when considering school structure and practice (Riddell, 2009). Inclusion is education's response to social justice and social justice can only be delivered by inclusive schools and teachers (Dyson, 1999). Social justice implies a sense of fairness which ensures social circumstances are not regarded as barriers to achievement (Field et al., 2007); this is intertwined with inclusion, ensuring a minimum standard of education for all. Equality in education is pursued in article twenty-eight of the UN Convention of the Rights of the Child (1989) which states school based education should be accessible to everyone. This 'education for all' is a running theme through discussions around inclusion, these will be explored in the following section along with competing and comparative views on social justice.

Social justice is concerned with socially marginalised groups and how society responds to this marginalisation, it involves cultural beliefs, values and conventions as well as economic and historical perspectives (Riddell, 2009). Key features of social justice are equal opportunities, with everyone being rightfully treated equally and viewed on the same level. However, Bourdieu and Passeron (2000) argue that viewing every pupil as equal can see inequality being reproduced; highlighting diversity and additional support needs as requirements for different points of access in

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education. Failing to acknowledge these different points of entry would obstruct accessibility of learning, making it exclusive to some children, so they argue that some children should not necessarily be viewed at the same level as their peers. Although this view is widely accepted in inclusive education, it is important that these different starting points do not separate any children from their peers in their learning experiences; this would not be compatible with universal definitions of social justice. Clough and Corbett (2001) suggest 'positive discrimination' as beneficial for inclusive education, meaning that some children may receive differentiated access to the learning in the mainstream classroom. This highlights tensions between inclusion being completely free of discrimination and the need for teachers to construct learning opportunities around recognition of additional support needs. In this light, inclusion is not about treating every child the same, but recognising additional needs and providing accordingly for full participation.

The Cabinet Office (2007) imply social justice as being about recognising the variety of needs, circumstances and goals held by individuals and groups and removing the barriers which obstruct what people can achieve and become. Similarly, Griffiths (2001) defines social justice as depending on "mutual recognition and respect and also on a right distribution of benefits and responsibilities." (p.54)

It is clear from these perspectives that individual differences are key influencing factors in deciding what and how to provide for individuals in the classroom and that some may require additional support or alternative resources to achieve. Social justice recognises and respects this and attempts to combat issues of discrimination; reinforcing that no child should be stigmatised or set apart from a group because of their circumstances. Griffiths (2001) emphasises the dynamic nature of social justice; with the ever-changing initiatives, cultures and principles in today's society, social justice could never be eternally achieved and instead is more of a process rather than a product. Bell (2007) extends this notion by identifying social justice as both a process and a goal; the goal being a society which promotes equal participation of all its members and is reciprocally shaped by all groups within it to meet their needs. This, in terms of education, would mean a school community where every pupil is valued; offered equal opportunities and given a sense of safety, security and belonging. An education system embracing social justice is one which recognises the significance of and strives to enhance not only pupils' intellectual growth, but also their overall well-being (Reay, 2014). Through reviewing and comparing interpretations of social justice, common notions of fairness and equal opportunities have been highlighted; these are integrated into education through inclusion and inclusive practice, which also hold many dimensions and competing perspectives.

There is no single definition of inclusion; instead the term is bound with numerous meanings depending on and involving different moral, political, social and educational goals and assumptions (Clark et al., 1997). Inclusion is how education addresses social justice to ensure children are involved and participating in learning, however, questions arise on which children should be included and whether the concept of inclusion is illusory and impractical. McLeskey et al. (2004) convey this idea of inclusion as an illusion; declaring that, despite all of the discussion favouring inclusion in the mainstream classrooms, there is still little movement towards educating children with additional support needs permanently within them. O'Hanlon (2003) supports this, stating many young people are regarded as threats and challenges to the curriculum and learning of their peers and so are excluded; making authentic inclusion unobtainable. These views are valid but highly controversial and are contested by authors who adopt the perspective of inclusion as attainable and desirable in education.

A common meaning of inclusion involves every young person being included in mainstream schooling without any exclusion due to perceived disabilities, differences or support needs. Barton (1998) implies inclusion goes beyond simply providing access into mainstream schools to all pupils; it

means changing current school systems to allow for participation of all children and removal of all forms of exclusion. This presents inclusion as a process of creating diverse participation with the goal of enabling all children to achieve, develop and contribute to school life, becoming valued members of the school community. In this type of inclusive environment, everyone is respected and has a sense of belonging and schools are barrier-free and accessible in all respects (CSIE, 1996). Inclusion applies to every child in the community; however, it is often mistaken as being significant only to those presented with barriers to learning and participation, particularly children with 'special educational needs' (Pirrie et al., 2005 cited by Ellis and Tod 2010). Inclusion moves emphasis away from pupils for whom the curriculum is modified and towards the process of responding to all pupils; acknowledging that any child could have additional support needs at any given time. Education Scotland (undated) suggests that young people may have additional support needs if the support required to benefit from education extends beyond what is provided to their peers; this could be long or short-term and can be attributed to family circumstances, medical conditions, disability or language difficulties, for example. This reinforces my understanding of inclusion as being beneficial and supportive to every child.

Looking back upon historical perspectives on social justice and the evolution of inclusion into current practice frames the importance and meaning of social justice and inclusion in today's education. Theory and practice intertwine as parts of historical processes and it is essential to reflect on these in order to meet current social and educational conditions more effectively and imaginatively (Freire, 1970). A historical model of segregation represents individuals being separated from valued social groups due to specific circumstances; this saw children with disabilities as being detached from their peers and sent to 'special' schools. With the child-deficit model at its heart, segregation assumed children with additional support needs required 'special' education that mainstream schooling could not provide (Clough and Corbett, 2001).

In 1978, the Warnock Report was issued, stating the immorality and inappropriateness of identifying children by handicap and distributing them to separate schools. Instead, the ideology that educational difficulties should be recognised and provided accordingly for emerged. This was evolutionary and many of the recommendations were carried through into the enactment of the Education Act 1981. This saw the expiration of a predominantly segregated educational model and progressed trends into integration, with the defining feature being the view of the child as needing rehabilitation to fit into existing school structures and curricula. Schools remained mostly unchanged and, instead, children needed to change in order to access the learning (Ainscow, 1999). Although more inclusive than segregation, integration fostered exclusive practice with the view of mainstream teachers as requiring different sets of skills and knowledge from 'special education' educators (Mittler, 1981); reinforcing the separateness of the two types of education. In contrast, Donaldson (2011) implies every teacher should have the confidence to understand and address barriers to learning and additional support needs to support every child in developing vital skills and participating in learning in the classroom and beyond. This contests the traditional approach where specialist 'Support for Learning' teachers were placed in schools to teach those children who did not 'fit' with the rest of the class.

Integration is viewed, to some extent, in some of today's 'inclusive' practice. Idol (1997) argues integration as being more inclusive than children with additional support needs being educated in completely different settings, however, recognises these children as not being fully involved or able to participate at all times, disqualifying integration as inclusive. Integration, in modern terms, is the placing of pupils with significant support needs into mainstream classrooms with the provision of resources and modifications to allow them to participate in pre-existing class routines (Vislie, 2003). Resources are provided and adaptations made for the child rather than the child being adapted themselves, however, physical presence of pupils integrated into mainstream classrooms does not

guarantee full access to the curriculum so these pupils are often only able to participate in selected sessions. Authentic inclusion extends beyond putting 'special' measures and token gestures in place so integration is not presented in current inclusive policy or practice.

A simple construction I have made of social justice and inclusion is that social justice refers to issues of inequality and inclusion is about how education systems confront and resolve them. Many objectives of inclusive education are now accounted for and required by laws, such as the Education (Additional Support for Learning) (Scotland) Act 2004 which broadens the definition of additional support needs and places responsibility upon authorities to identify and meet them. Legal requirements are echoed in policy at national and school levels, with the current political climate favouring inclusion and equality. Despite views of current policy supporting inclusion, Riddell (2009) debates a lack of progress in resourcing to support the mainstream education of every child; with less attention paid to differences such as gender, race or disability in favour of equality. Although equality of every pupil is viewed in a positive light in many of the previously discussed opinions; here, the absence of recognising pupil differences damages opportunities to provide accordingly for additional support. It would be ill-advised to provide a child with dyslexia, for example, with exactly the same support and resources as a child more confident in literacy as some children require differentiated support in the classroom to flourish in their learning. This emphasizes the need for teachers' sensitivity in distinguishing and making arrangements for children in their class who may be at risk of marginalization, also for valuing and celebrating diversity rather than attempting to ignore it.

Implications for learning arise under the themes of social justice and inclusion; for example, the impacts of inclusion on achievement. The optimistic viewpoints on inclusion as being beneficial in education have not gone unchallenged; instead, Costley (2000) stresses a common notion of accessibility in curriculum as requiring a lowering of academic standards. Indeed, some schools are concerned that becoming more inclusive will negatively affect academic achievement and overall standards. This is defended by Salend (2000), who explains that placing children with learning difficulties into mainstream classrooms "will require excessive school resources and teacher attention and, therefore, jeopardize the education of students who are not disabled" (p. 268)

This assumption appears reasonable as it is true that teacher attention is required, perhaps more often, for those with difficulties in learning. However, in today's classrooms, the vision is that teachers structure learning in a way that all children can access so even those with additional support needs can learn effectively without requiring teacher attention as regularly as Salend suggests. With this in mind, all children in the learning community can learn and achieve together without the risk of anyone being disadvantaged. Black-Hawkins et al., (2007) capture the desirable view of inclusion and achievement in today's education systems; arguing that high levels of inclusion and high levels of achievement are entirely compatible and that combining the two is fundamental to achieving the goal of giving all children the opportunity for complete participation in education. Educational policy and practice has progressed greatly since the beginning of the twentieth century, making this view of inclusion as positively impacting upon achievement prevalent. Abundant evidence showing the positive impact inclusion has on the learning and achievement of pupils both with and without significant learning difficulties provides a basis for valuing and promoting social justice and inclusion in schools.

The Inclusive Learning Environment

Through exploring social justice and inclusion from different perspectives and studying their implications for learning, it is clear that the two are hugely important in today's educational policy and practice. The next section of this paper will focus on inclusive learning environments and how social constructivist learning theory supports inclusion in learning. I will discuss my own professional

role in ensuring every pupil has access to learning experiences I provide and consider my own professional development towards enhancing effective learning in the context of inclusion and social justice.

Teachers have a key role in creating an inclusive learning environment and climate for learning by considering how they can take down barriers to learning to ensure every single pupil feels they belong there and is not excluded. Garmon (2005) believes a successful inclusive learning environment depends on the teacher's open-mindedness, self-awareness and commitment to social justice. Teachers are agents for change and should challenge any assumptions or negative attitudes towards any children or groups. Critically examining their own assumptions towards diversity, puts teachers in optimum positions to transform others' attitudes and behaviours through being inclusive role models (Ballard, 1997).

Nutbrown (2003, p.45) sees "wide eyes and open minds" as key attributes of inclusive teachers; allowing for deeper understanding of pupils' needs and thoughtful provision of learning experiences. Positive relationships are key features of inclusive environments as they enhance children's senses of belonging and value, making learning and teaching accessible. In my own professional role, I have experienced the benefits of developing and maintaining positive relationships. Not only do they create a positive, productive atmosphere; developing positive relationships supported me in discovering pupils' interests, strengths and perceived development needs, allowing me to find pathways into learning best suited to pupil needs and preferences. For example, establishing writing partners to support learning for those who indicated they struggle in generating ideas and writing long pieces individually; or using favourite television programmes as a basis for working out time problems in mathematics to engage those who had not previously displayed a lot of motivation in this subject. Even having conversations with pupils and acknowledging their lives out of school can make pupils feel welcome and accepted in the environment and learning community; for example, asking Rebecca how her football match went at the weekend or David how his new puppies are doing. All of these seemingly small things add up to making pupils feel included and valued, as well as making the teacher approachable and caring: key attributes of an inclusive practitioner. The Scottish Government (2013) highlights positive relationships as essential to establishing an effective environment for learning and teaching; one where all pupils feel included, respected, safe and valued. This reinforces my opinion of positive relationships as vital underpinning factors of inclusive learning environments.

The teacher's role in providing an inclusive learning environment requires establishment of an environment in which everyone can participate and feel able to actively engage, despite any additional support needs they may have at any particular time. This can be achieved through the teacher's responses to pupil needs, with thoughtful and respectful organisation of space and resources as well as employing teaching strategies to accommodate everyone in the environment. One key feature of an inclusive environment is flexibility in approaches, planning and organisation. The school's provision of curriculum influences the inclusiveness of the environment and Curriculum for Excellence lends itself to inclusive education, providing a foundation for the whole school ethos with its aspiration for the promotion of diversity and equality. Education Scotland (undated) highlights flexibility as key to ensuring approaches to meet diverse needs of pupils in schools and supporting children in finding suitable pathways through their learning. When planning for learning, it is vital for teachers to consider pupils' needs and how they can be met accordingly and taking more flexible approaches can eliminate barriers and transform learning experiences to make them engaging and accessible for everyone. It has been my responsibility to plan for opportunities to provide appropriate support for learning and progression and I have aimed to achieve this target of effective provision throughout my practice. A learning conversation with a colleague gave me insight into the importance of flexibility in approaches: "if they cannot learn the way you teach, teach the

way they learn” (class teacher, 2014). In adopting new strategies to accommodate learning styles, I have developed confidence in engaging every pupil in their learning and in changing my own approaches in order to make learning relevant and accessible for everyone in the class.

A tool teachers can use to achieve inclusion is differentiation; this responds to diversity in learning (Bearne, 2010) and involves adjusting teaching according to needs, capabilities or learning styles. Effective differentiation makes learning accessible, engaging and stimulating for every pupil in the class but needs careful thought and planning. My own initial concept of inclusion was every single pupil being involved in the same task simultaneously, however, diversity in support needs makes this vision unobtainable and impractical. Pitching a lesson at too high a level would disengage those struggling to grasp the more basic concepts; conversely, too low a level would lose those more able pupils in need of more challenge in their learning. Taking either of these options would support the learning of some, but not all pupils, which goes against the General Teaching Council for Scotland’s (2012) requirement for teachers to provide support, challenge and stimulation to all learners. This is where differentiation serves its purpose and can be used as a tool to authentically include every pupil in the learning. Although there are no significant, long-term additional support needs in the pupils I have been working with, differentiation has been essential to my planning. It has supported me in providing accessible learning experiences to everyone; providing additional support to pupils facing difficulties and challenge for those who benefit from a faster pace or higher level of complexity.

Differentiation is multifaceted and there are numerous ways of encompassing it within learning and teaching, for example through instruction and dialogue; support or task. Westwood (2001) states effective inclusion depends on differentiation; this view made differentiation feature highly in my planning as I aspired towards being inclusive. In my lesson plan, the main method of differentiation I adopted was through support, whether it came from a pupil support assistant, myself or peers. There were particular pupils who were supported to overcome obstacles to their learning by the pupil support assistant in the classroom so it was my role to identify these needs and plan for the provision of additional support. In the case of this lesson, the support was predominantly given to extend thinking and discussions and also to identify strategies used in persuasive writing. I observed a rise in pupils’ confidence and self-efficacy as they were reassured they were able to perform tasks and knew support was available to them as and when it was needed. The main form of support in this lesson, however, was given by peers. Benard (1990), drawing upon social constructivist learning theory, sees peer support as enhancing achievement through providing both social and emotional support to learners as they work together to make meaning. Although peers can be supportive to learning, it is important to think about groupings to enhance effective learning. This is something I have developed in my own practice as, reflecting upon an earlier lesson evaluation, I perceive my choice to keep pupils in their writing groups without properly differentiating as being unsupportive to effective learning for all pupils. This evaluation showed me the importance of carefully organising peer groupings to allow for effective differentiation by support. In a learning conversation with a colleague, I was told that ‘peers are the greatest tool for inclusion’ (Education Intervention specialist, 2014) and this has proved very relevant to my own role as a teacher as I have strived to make collaboration and peer interaction core aspects of my learning experiences.

In my practice, I was required to designing learning experiences around learners’ needs and preferences; for example, creating digital presentations for visual learners or a circulatory system activity involving walking around the classroom to engage kinaesthetic learners who benefitted from more hands-on approaches. I presented differentiated opportunities as choices to learners as often as possible; rather than simply giving ‘easier’ tasks to the pupils who were perceived as ‘lower ability’. In doing so, I was surprised at how willing pupils were to take on challenges and try out activities which were perhaps not necessarily within their comfort zone. This revealed an inclusive

learning environment as not only did differentiation provide learning opportunities at appropriate levels of challenge and support; but pupils were confident and felt safe to take risks and challenge themselves without the fear of marginalisation.

A learning theory which significantly influences my practice is social constructivism. In this theory, learning is social and the process of learners being integrated into a learning community; with emphasis placed upon the collaborative nature and the role of interaction in meaning making. This concept of a learning community is core to an inclusive learning environment and Kunc (1992) identifies the necessity for every learner to belong in the community and have their contributions valued as a vital connection between social constructivism and inclusion. Social constructivism emphasises the social and dynamic nature of learning (Mallory and New, 1994); without interaction and socialisation, it would be difficult for a child to feel included or valued in their learning environment, making social constructivism explicitly linked to inclusion and social justice.

In my lesson planning I have drawn upon the key ideas of Vygotsky, Bruner and Rogoff. Vygotsky's (1978) idea that learning progresses from an initial form of guided learning to later independent learning is characterised by his Zone of Proximal Development, which played an important role in my organisation of the class and was valuable to the inclusion and participation of every pupil. I hoped to provide additional support to those pupils in the 'lower ability' groups and succeeded in doing this in pairing them up with more confident peers. A specific child I had in mind when planning my approach was one diagnosed with Attention Deficit and Hyperactivity Disorder; it had become apparent to me that he had difficulty focussing in writing and, through discussion with him, I discovered he found difficulty in organising and writing ideas down in a logical manner. In pairing him with one of the more confident girls in the class, both pupils exhibited great engagement in their learning and produced an effective piece of persuasive writing further along in the series of lessons. The collaborative nature of the tasks not only enhanced the overall quality and quantity written, but also provided pupils with the opportunity to develop social skills such as taking turns, contributing equally and respecting each other's inputs; aligned to Curriculum for Excellence's 'Health and Wellbeing across learning' where every pupil is given opportunities to develop confidence and positive dispositions (Scottish Executive, 2006).

Bruner's theory of 'scaffolding' in social constructivist learning has been influential to my practice as it highlights the role of the teacher in providing effective support and enables pupils to carry out tasks or achieve goals which may be considered beyond their unaided efforts (Wood et al., 1976). Scaffolding provides support in the initial stages of learning; I took it within my role to provide scaffolding by modelling and giving more support in certain elements to allow pupils to experience success. After pupils were confident, I gradually released responsibility to the learners and took down the scaffolding so they were able to extend beyond their initial efforts and master tasks without so much support. Differentiation became hugely important in my planning for this aspect; there were some pupils whom would need more scaffolding to master tasks so I put this in place to allow pupils to progress comfortably and confidently. This approach was inclusive as it gave reassurance to those less confident as well as giving more capable pupils opportunities to advance their learning without the scaffolding; allowing everyone to achieve at their own pace.

One way of achieving social construction of knowledge is through an apprenticeship approach, where children become active participants in their learning; observing and participating with peers and 'expert' members of their community (Rogoff, 1990). The interactions within learning communities allow pupils to actively engage and move into more complex levels of skills and understanding together; ultimately internalising these and using them individually. This can take time so I was careful in my planning to allow time for pupils to collaborate and share their understandings with each other before progressing. In the persuasive writing lesson, I began with

the whole-class discussing ideas and strategies together so every pupil was able to listen to and participate in the learning, even if they were unsure of the concepts at first. I then modelled the task, thinking aloud, to display the levels of thinking and strategies I would apply and guide pupils thinking, again allowing every pupil the opportunity to develop confidence in the learning activity. When I released more responsibility and asked pupils to work in their pairs, I observed confidence and meaningful discussions to extended understandings; these were sustained when pupils were given more responsibility in individual work. Evidence collected from pupil feedback depicts the engagement and enjoyment in learning from the pupils' perspectives and these complemented my own evaluations of their learning. An essential element of using this apprenticeship approach is the recognition of every child, despite their individual differences, as belonging and being valued within their learning environment (Mallory and New, 1994). In this approach, everyone is expected to, and, in my experience does, participate; allowing for knowledge to be dispersed in multiple directions, not just from the teacher to pupils or from more able to less able peers. This lends itself to inclusion as it provides safe opportunities for everyone to contribute and have their contributions celebrated, no matter how self-confident they are in the task; reflecting many key features of inclusion and social justice.

For a social constructivist approach to be effective in the classroom, the teacher needs to know the pupils and their preferences for learning, highlighting the importance of positive relationships. In the class I have been working within, there is a real sense of community, with pupils working very effectively in groups. This will have taken time to establish and develop and it is vital that the teacher allows time for these relationships and confidences to grow rather than imposing collaborative work and expecting it to be effective from the beginning. For authentic inclusion, the teacher's approaches need to be compatible with the class and so the effectiveness of the collaborative nature of social constructivist approaches depend greatly on the pupils.

In an inclusive environment, everyone's achievements are celebrated and Assessment is for Learning lends itself to this as it encourages reflection on learning, valuing of progression and identification of next steps. Black and Wiliam (1998) highlight formative assessment's potential to make pupils realise and believe they can improve; another key feature of an inclusive environment. In my lesson, I aimed to use 'no hands up' to encourage participation. This strategy on its own could increase pupils' anxiety at being put on the spot or unable to contribute, making it exclusive and uncomfortable for some pupils. However, I aimed to diminish this apprehension by using 'think, pair and share'; raising achievement through giving pupils the opportunity to discuss before answering questions (Clarke, 2003) so everyone had something to contribute if and when they are asked, even if it was not necessarily their own idea. Previous experiences saw little responses offered when I posed questions without giving opportunities to discuss; now peer interaction is essential in my lessons as it promotes inclusion and increased confidence.

Sharing learning intentions and success criteria with pupils creates collective goals which all pupils can work towards and evaluate their learning against, supporting inclusion through shared targets. As well as success criteria relevant to the task, generating a social target supported inclusion as it made expectations for partners to value each other's contributions explicit and encouraged positive interactions and relationships. Reflecting upon the lesson, I could have provided less complex texts to pairs who may have needed additional support. The successful paired work meant this was not necessarily required in this particular lesson, however, it could have been a method of differentiation if the complexity of texts presented barriers to achievement. The success criteria here were the same for the whole class, due to the mixed-ability pairings and collaborative nature of the lesson, however, in other aspects of my practice, differentiating success criteria enabled pupils to work towards the same learning intentions but at varying levels of complexity. Pupils were given sufficient challenge but enough confidence to achieve them; these benefits could be extended

through differentiating my success criteria more often to allow every pupil a sense of personal achievement in every learning experience. Integrating differentiated success criteria into my future practice should develop my provision of effective learning opportunities.

Critically reflecting upon my practice within the context of social justice and inclusion has allowed me to identify implications for my own future practice and next steps to enhance effective learning. As well as differentiating success criteria, I aim to develop the range of differentiation methods I use to make learning accessible to every pupil. Continuing to develop my knowledge and understanding of social justice and inclusion in the whole school context will enable me to engage with policies and practices that I can align to my own. Inclusion in the classroom comes down to a teacher's values and beliefs; national and school policies would be meaningless if the teacher did not have the values of inclusion and social justice at heart, therefore I will continue to reflect upon and critically examine my practice and values and aspire towards creating an inclusive environment to provide inclusive learning for every child. Furthermore, in my future practice I could enhance effective, inclusive learning by giving pupils more opportunities to have their voices heard and become involved in decision making regarding their learning experiences more often. This could be on the nature of the experiences, the success criteria they hope to achieve, or the level of complexity they wish to attempt tasks at, for example. I have captured these implications for my future practice within a SMART target and hope this will provide a basis for my professional development.

Throughout this paper, I hope to have conveyed the importance and complexity of social justice and inclusion in education and the implications for learning. I have discussed some of the key features of an inclusive environment and the teacher's role and have also reflected upon my own practice and professional role in providing for inclusion and social justice. Reflecting upon my practice from a social constructivist lens has highlighted the importance of social aspects to inclusion and my role in providing an environment promoting interaction and peer support, celebrating diversity and the success of every pupil within it. Throughout my discussion, I have identified implications for my own professional development and how I could enhance effective learning within an inclusive context. Social justice and inclusion are of high value in modern education and in my own practice and I hope to have expressed this throughout my discussion and reflections.

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