

Table 1.1 (Continued)

Assumptions	Associated Concepts/Actions	Key Challenges	Evidence (What to look for in practice)
2. Teachers must believe they are qualified/capable of teaching all children	<p>Demonstrating how the difficulties students experience in learning can be considered dilemmas for teaching rather than problems within students</p> <p>Commitment to the support of all learners</p> <p>Belief in own capacity to promote learning for all children</p>	<p>The identification of difficulties in learning and the associated focus on what the learner cannot do sets out a ceiling on learning and achievement for all learners</p> <p>Many teachers believe some learners are not their responsibility</p> <p>Changing thinking about inclusion from 'most' and 'some' to everybody</p>	<p>Focus on <i>what</i> is to be taught (and <i>how</i>) rather than <i>who</i> is to learn it</p> <p>Providing opportunities for children to choose (rather than pre-determine) the level at which they engage with lessons</p> <p>Strategic/reflective responses to support difficulties which children encounter in their learning</p> <p>Quality of relationships between teacher and learner</p> <p>Interest in the welfare of the 'whole child' not simply the acquisition of knowledge and skills</p> <p>Flexible approach – driven by needs of learners rather than 'coverage' of material</p> <p>Seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners</p> <p>Integrating between personal/professional stance and the stance of the school – creating space for inclusion wherever possible</p> <ul style="list-style-type: none"> Seeking and trying out new ways of working to support the learning of all children; Working with and through other adults in ways that respect the dignity of learners as full members of the community of the classroom; Being committed to continuing professional development as a way of developing more inclusive practices. <p>In partnerships formed with teachers or other adults who work alongside them in the classroom</p> <p>Through discussions with other teachers / other professionals outside the classroom</p>
3. Teachers continually develop creative new ways of working with others	<p>Willingness to work (creatively) with and through others</p> <p>Modelling (creative new) ways of working</p>		

Source: adapted from Florian & Spratt, 2013

