

Connected Research Community : Research for Inclusive Education

Who are we ? Qui sommes nous?

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What is a CRC? Qu'est ce qu'une CRC?

The EUTOPIA Connected Research Communities Incubators aims to connect research initiatives across EUTOPIA and beyond and enable researchers and innovators to grow their ideas in any science and technology field by sharing them with their peers.

Les EUTOPIA Connected Research Communities visent à connecter les initiatives de recherche à travers EUTOPIA et au-delà, à permettre aux chercheurs de développer leurs idées dans n'importe quel domaine scientifique et technologique en les partageant avec leurs pairs.

The challenge we are tackling/ Notre ambition

How to train teachers in Europe towards an inclusive education?

Comment former les enseignants en Europe à une dimension inclusive

Key words: Training teachers, Hybrid training, Inclusive education

Mots Clés : Développement professionnel des enseignants, éducation inclusive, numérique

Résumé de notre projet (Démarré en septembre 2022) [scroll down for English]

La communauté de recherche pour l'éducation inclusive vise à préparer le développement de programmes européens de formation des enseignants pour les enseignants en formation et en formation vers une société inclusive.

Le rapport de la Commission internationale de l'UNESCO sur l'avenir de l'éducation publié en 2021 rappelle l'importance de développer des pédagogies inclusives (p. 161) ainsi que de former les enseignants au travail en équipe (p. 165). Alors que l'inclusion est une nécessité constatée dans toutes les instances européennes et internationales, penser l'Europe nécessite de penser une éducation européenne inclusive.

L'Inclusion Educative, selon nous, s'apparente à la recherche d'une pédagogie universelle (Bergeron et al. 2011) et de l'intersectionnalité comme prise en compte de chaque apprenant, en tant que membre d'une caractéristique propre (socio-économique, handicap, genre....) (Artiles & Kozleski, 2007).

Pour avoir une vision collective sur la manière de former les enseignants à l'éducation inclusive, il faut s'appuyer sur une grille commune (Van Peteghem & Consuegra, 2021)

Donc, cette communauté de recherche pour la formation des enseignants à l'éducation inclusive commencera par travailler sur cette grille et construire un vocabulaire commun. Ensuite, nous partagerons nos recherches lors d'un symposium lors de l'événement ECER-EERA de 2023 (EERA est l'Association européenne de recherche en éducation) et, ensuite, nous les publierons. Nous visons à élargir notre communauté de recherche Eutopia et à la transformer en une communauté de recherche-action, considérant que les membres fondateurs de cette communauté de recherche font déjà partie d'une communauté d'apprentissage.

Summary of our project (starting september 2022)

The Research for Inclusive Education Community aims to prepare the development of European teacher education programs to in- and pre-service teachers towards an inclusive society. It is about building a European professional teaching identity.

The report of the UNESCO International Commission on the Future of Education published in 2021 recalls the importance of developing inclusive pedagogies (p. 161) as well as training teachers in teamwork (p. 165). While inclusion is a necessity noted in all European and international instances, thinking about Europe requires thinking about an inclusive European education.

Educative Inclusion, in our view, is connected to the research of universal pedagogy (Bergeron and al. 2011) and intersectionality as the consideration of each learner, as a member of with its own characteristic (socioeconomic, disabilities, gender....) (Artiles & Kozleski, 2007).

To have a collective view on how to train teachers for inclusive education, we need to rely on a common grid (Van Peteghem & Consuegra, 2021)

So this Research Community for training teachers towards Inclusive Education will start with working on that grid and build common vocabulary. Then we will share our research in a symposium during the ECER-EERA event of 2023 (EERA is the European Education Research Association) and, then, publish it. We aim at expanding our Eutopia community research, and transform it into a research-action community, considering the founding members of this research community are already part of a learning community.

Challenges we want to tackle

Systemic societal inequities have continually shaped the context in which teachers have to do their work (e.g. Gadsden, Davis & Artiles, 2009). However, today the dimensions of inequality have increased dramatically due to recent migration patterns (OECD, 2019) and the increase of mental disorders, among other circumstances. OECD's Programme for International Student Assessment (PISA) shows that reading, mathematical and scientific literacy of 15 year olds are negatively influenced by students' migration background. These groups also experience greater health problems (Sorensen et al., 2019), lower degrees of employment and are more at risk for poverty (Corluy & Verbist, 2010).

As stated by Cochran-Smith, Ell, Grudnoff, Haigh, Hill and Ludlow (2016) teaching for excellence and equity is "unforgivingly complex" (p. 71). The school effectiveness movement emphasizes teachers' responsibility for student cognitive achievements. The social justice, equity and inclusion movements stress that educational opportunities should be improved for all students (SDG10) including a focus on multiple learning domains such as cognitive, motor, social and emotional skills to prepare students for participation as critical citizens in a complex multicultural democratic society (SDG16) (Biesta, 2012).

Effective and inclusive teaching is a matter of intelligent problem solving and not just a matter of implementing predetermined teaching strategies. While there might be general principles of practice, there are no recipes for teaching which are consistently effective whatever the background of the students or the social, cultural and structural characteristics of the school.

This Connected Research Community aims to join forces to study how teacher education can best be designed to prepare prospective teachers for this extremely complex task of teaching for excellence while at the same time pursuing equity and inclusion.

Expected outcome

In general the expected outcomes are the creation, as a product of the research, of tools to foster reflective teaching practice around educational research, taking into account the following sustainable development objectives such as - SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, - SDG 10 Reduce inequality within and among countries, and - SDG 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.