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**Every Voice Matters: Building innovative ideas  
for socially just, inclusive and UDL teaching  
practices through professional conversation.**

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Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin



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Celebrating **20** years in Education

# Every Voice Matters: Building innovative ideas for socially just, inclusive and UDL teaching practices through professional conversation.

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**04. Inclusive Education**

**Paper**

*Alternative EERA Network: 01. Professional Learning and Development*

*Topics: NW 04 Special Call: Unlocking education: developing inclusive education in exclusionary times*

*Keywords: Inclusion, Social Justice, UDL, Professional Conversation*

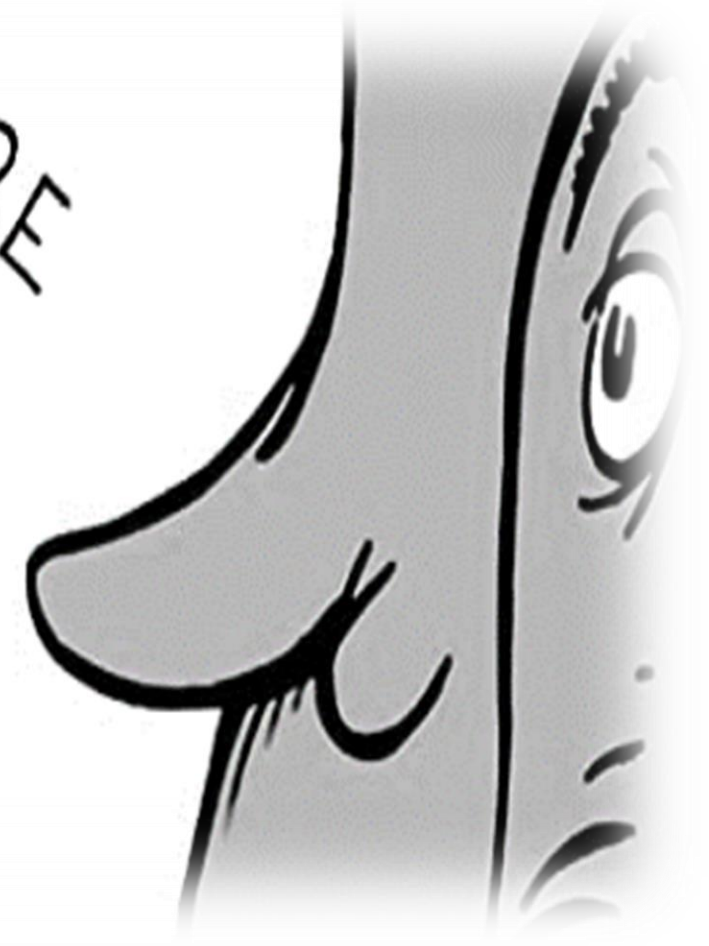
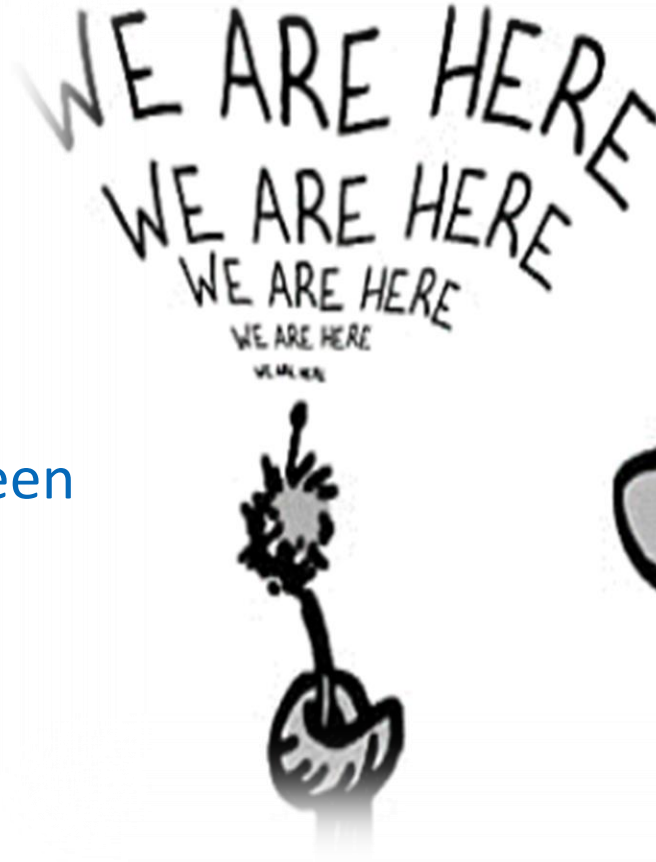
# Introduction

A bit of inspiration from  
Horton Hears a Who – by Dr Seuss

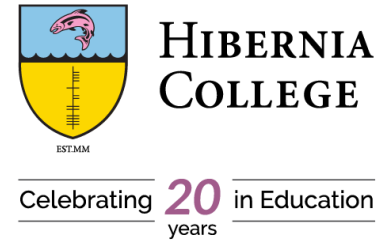


***“We’ve GOT to make noises in greater amounts! So, open your mouth lads! For every voice counts!”***

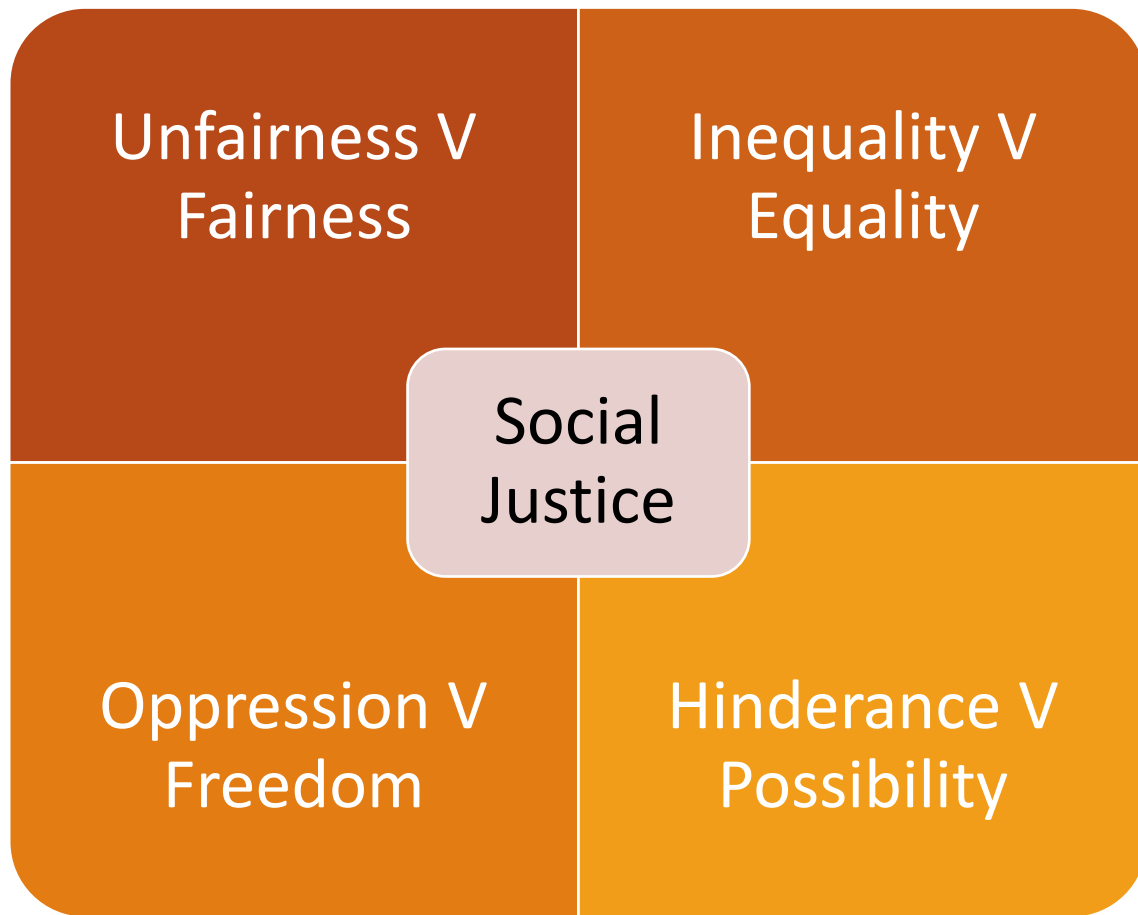
- How do we tackle the disconnect in Teaching and Teacher Education, between theory and practice?
- What are the barriers to equitable education?
- Who is being targeted and how do we resolve this?



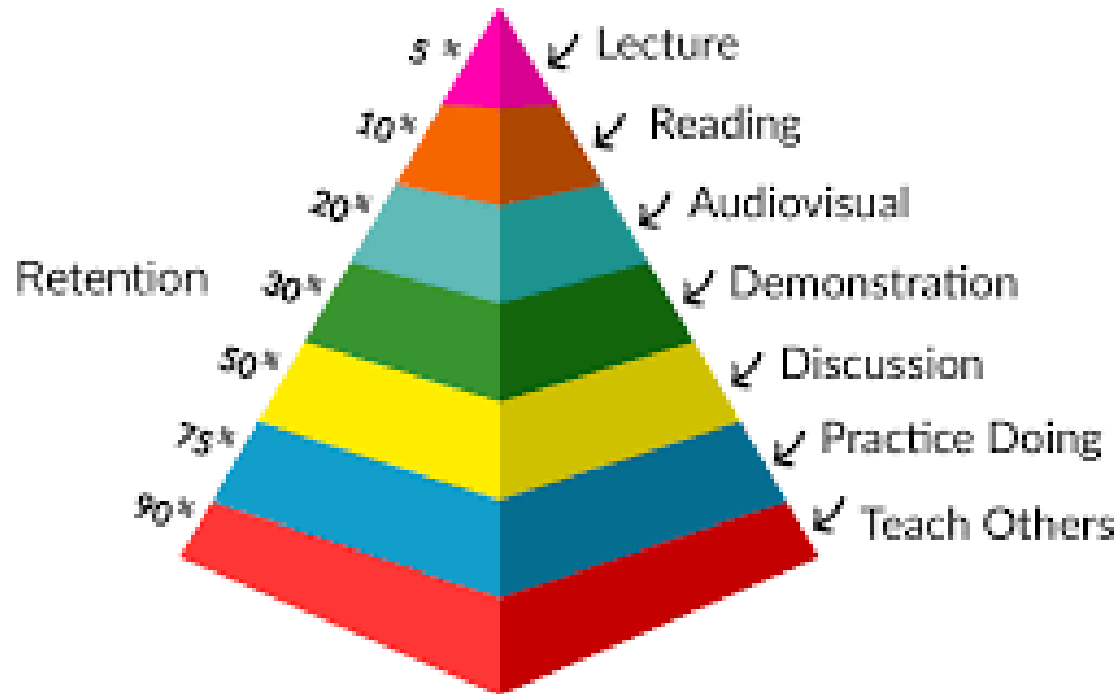
# Not Making Assumptions! (Shevlin, 2021)



- Intention, impetus and policy direction
- Outliers (people who don't fit)
- Every child belongs – but only certain kids matter!



# How V What



# UD and Every Day Teaching and Learning

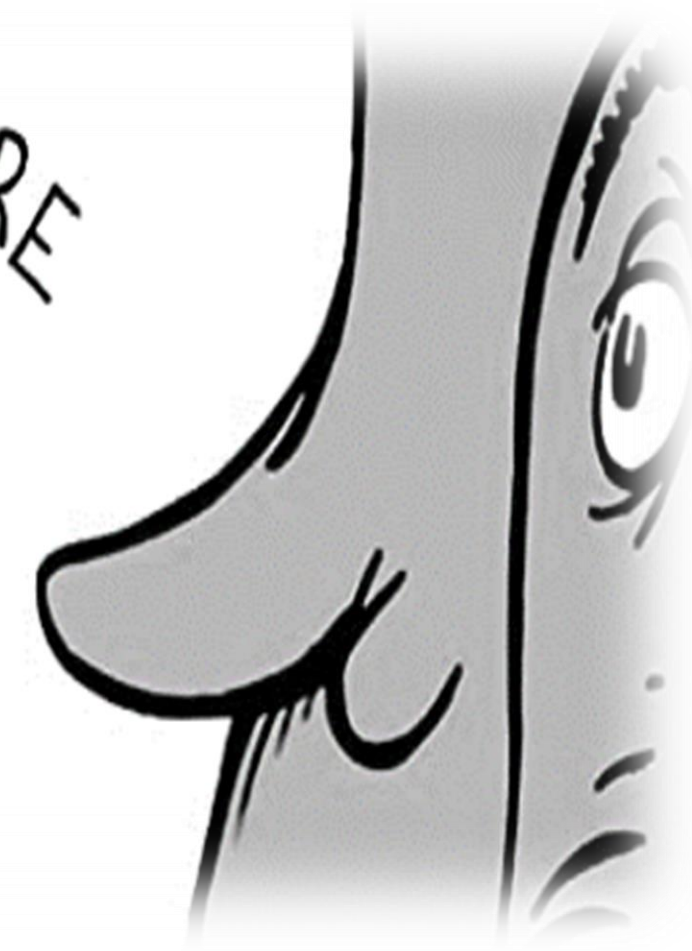


[https://www.kingandmcgaw.com/prints/pam-carter/room-with-a-rum-view-418463?gclid=CjwKCAjwj8eJBhA5EiwAg3z0m9vsLJN3QmpCClFYKMvknsvhOXINRiRT-CBOq-QG6xZ6SbuN1ImfxoC5U8QAvD\\_BwE#418463::media:0](https://www.kingandmcgaw.com/prints/pam-carter/room-with-a-rum-view-418463?gclid=CjwKCAjwj8eJBhA5EiwAg3z0m9vsLJN3QmpCClFYKMvknsvhOXINRiRT-CBOq-QG6xZ6SbuN1ImfxoC5U8QAvD_BwE#418463::media:0)

- **Foundational & Developmental Theorists** (Formerly considered a Teacher centric approach). History - Theorists include Glasser, Ericson, Piaget, Vygotsky, Freire, Bronfenbrenner. Newer theorists incl Sally Tomlinson
- **Technicist versus Creative Practitioner?** Growing emphasis on co-creating curriculum and unpacking knowledge to enable it to be actioned.
- **The challenge for contemporary teachers** – what we have learned in college versus what we should be doing? In what way is this equitable?



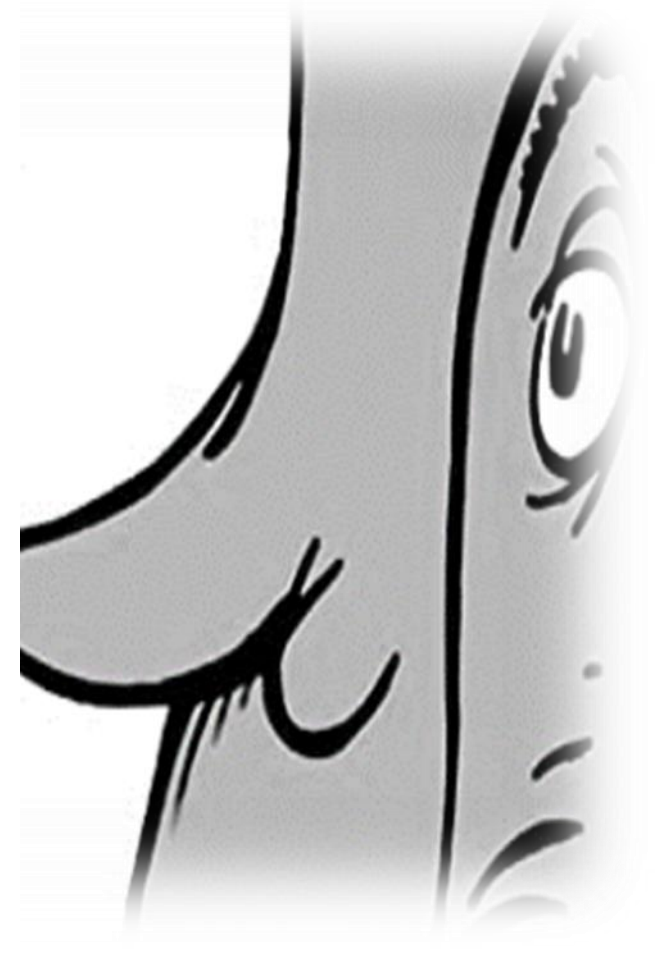
I can be a change maker





<https://www.rand.org/blog/2020/11/giving-children-a-voice-can-lead-to-better-outcomes.html>

- The Research Questions to emerge from our work and readings:
- 1. What does a socially just education system look like?
- 2. Are you doing the right thing or doing things right according to inclusive policies and practices... How do you promote equity and equality in the classroom?
- 3. Are we training student teachers to be innovative, creative, and inclusive pedagogues?
- 4. Is 'voice' just lip service? Are you open to the voices of your students and embracing authentic curriculum?
- 



**Brown & Isaacs, 2005**

**Catapano, & Thompson, 2013**

**Ulug & Eryilmaz, 2011**

**Irvine & Price, 2014**

**Temperley, 2015**

# Participants

- Early Childhood Education and Care
  - Primary Education
  - Post-Primary Education
- Adult and Further Education
  - Higher Education
- Student, Initial Teacher Education (teacher students, PME, pre-service, etc.)

Figure One

What education sector are you affiliated with?

14 responses

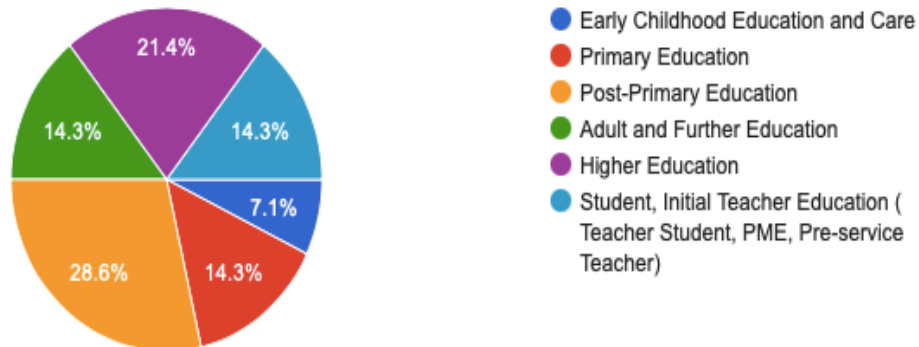
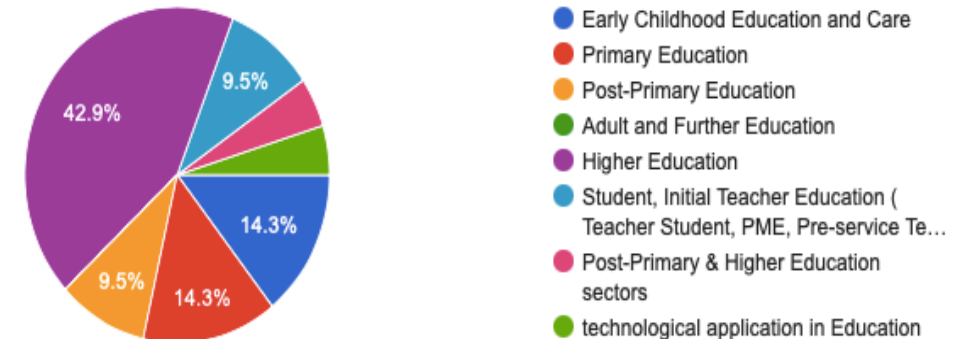


Figure Two

What education sector are you affiliated with?

21 responses



## Q1 What does a socially just education system look like?

- We are aware of injustice but what do we need to do to make positive advances?
- What is the role of the socially just education system?
- What is a social justice lens?
- What might the five key ideas of a socially just education system be?
- How does education become more equitable?
- Who has the power to enact a more socially just education system? why? Does this power also create injustice?
- 'Education making a difference V Education making THE difference' discuss (adapted from Francis 2017 paper )



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“I stories”

What does 'socially just' education mean?



## Data generated through a sociological Lens

1. Understanding of equity and inequality
2. Recognition of unconscious bias
3. Interrogating norms and nuances in education
4. Challenging power structures

Presented by:

Dr Shelli Ann Garland

- Understanding of equity and inequality

## Policy

- *“What does accessible actually mean? Because it's Two words that we use all the time. But in terms of a just education system, what does that mean? Policy says access to the school are always, or doesn't have a broader connotation, you know, access to everything within the school with access to adults who are supportive, access to our peers, access to the materials. So for me, that brings up a lot of really important questions about, you know, what do we actually mean, when we say the system is accessible for everyone?”*

## Classroom

- *“It's very much associated socio-economic gap that there are those who, like you said, who have the, the ability and the access to grinds and to, you know, extra tutoring and things like that, where other students don't, they may not even have working Wi Fi in their home, or any type of technology to even do some of the simplest tasks and homework and things like that.”*

## Practice

- *“In our school, they keep talking about a whole school approach, but I think people are took that it's something else. Like, they think that we're all meant to be doing the same for junior infant teachers, and they're like, oh, why Mondays? What are you on? I'm like, it doesn't matter what I'm on like, I teach them to my kids, you teach to yours we're very different.”*

- Recognition of unconscious bias



*"I have to be honest, I am absolutely shocked at the unconscious bias that I had without even realising it. And I would have considered myself to be really out there and inclusive. So I suppose what social justice lens, that you always have to be open to new learning, you have to be willing to reflect on more than one aspect, and to question everything, everything that is done in your school, why is it done? And then look at it and try and apply a social justice lens, if it's going to be inclusive of everybody"*



*"What is needed is having staff conversations and activities that highlight our own unconscious bias. I think that unconscious bias needs to be visited and revisited consistently daily, someone else said it earlier as well, you know, you need to be constantly engaging with your unconscious bias, and, you know, making the unaware aware."*



# • Interrogating norms and nuances in education

## Teaching Culture

- *“I also think, part of it, as well as the culture of the school, if you have like older staff members who are used to their way of doing things, and they kind of want that reproduction of the same. So if you learn to, you know, a different way in college, and then you are being mentored by somebody who's going to pass or fail you and your NQT year, and you don't do as they do, that thing has an impact.”*

## Departmental Norms

- *“Absolutely. I mean, even departmental norms, like, you know, okay, where are you? What chapter are you on? When you're teaching? It's like, Well, why are we using a book? It's a curriculum.”*

## Classroom Norms

- *“I actually think it's a lot of our NQTs and our younger teachers are a little bit set in their ways we try to change them from the assumptions they came to teaching with. And like when I hear people saying, oh, third class again last year, again next year, I've all the planning done and I say to you, they are different class, you have to look at each class differently”*

## • Challenging power structures

*“I just think sometimes you have different angles from this, you know, who is the leader in the school and who, you know, what teachers are controlling the narrative. And equally, what parents are controlling the narrative of the school, because my own child goes to school, and 100%, the parents who are very middle upper class 100%, control the direction of what's happening in the schools. And actually, so exclusive to certain communities and groups of people.”*

*“The system isn't fit for purpose for some schools, for other schools, it is working fine. But for a significant minority of us it isn't. And I suppose the thing is, I'm not an educate together. I'm a denominational school. So again, we're up against trying to include children of other denominations and faiths, and I'm trying to support those in their learning when our Catholic children are engaging in sacramental preparation.”*

*“when I started in the school, and we are now working with 21 children accessing SNA support. And some of those children, they need a significant amount of resources. And all I'm told is to re-deploy. So I'm sorry for a rant but we need more funding. We need more people. We need more buy in and we need more understanding of what an inclusive school looks like, and removing the barriers for those kids”*

*“There needs to be structural change, like we shouldn't be from, you know, put the public first private schools when we're not ensuring that there's enough infrastructure for example, ICT infrastructure, in classrooms. I mean, even for other teachers who don't use paper based systems, there's often not enough. There's not enough resources for teachers to do kind of traditional methods.”*

**Parental**  
**Denominational**  
**SEN/Funding**  
**Technology constraints**  
**Curriculum development**

*“one of the one of the biggest tasks that we experienced was convincing the powers that be, you know, in college we had to convince them that this actually was the best way of enabling the student to bring their knowledge to us, as opposed to us asking them to repeat our knowledge back to us. And I think that is the key piece, it's when you when you defend, absolutely, that there is going to be no alternative way”*

Classroom Policy and Practice Lens  
*Media, education and corporate culture*  
*'The Myth of Meritocracy'*

Presented by:

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Hibernia College

