

Facilitation as a tool for inclusive processes in classrooms

-When teachers are supported to create inclusive environments in practice

My current Ph.D. project sets out to study how reflexive dialogues between teachers and inclusive consultants influence in the development of inclusive processes in the classroom. Furthermore the project investigates the strategies, methods and approaches used by the consultants in a co-creation process with the teachers.

Students with different preconditions often challenge their teachers in order to develop inclusive environments, and the teachers themselves also feel exhausted and guilty being unable to cope with the inclusive recommendation (Allan, 2008). Data from my study shows that the mindsets of the teachers are transformed in a new way of thinking about the students, which implies that teachers are having an increased awareness about how a relational and contextual perspective may help to develop inclusive practices (Slee, 2011). When teachers get the opportunity to get another understanding of student's intentionality and taking a student perspective, something changes in the meeting between the teacher and the student. Furthermore my study shows that teacher's uncertainty about how to create inclusive environments in school changes and that teacher's get opportunity to do something different in practice in order to deal with the challenges in the inclusive classrooms through a facilitation process.

The data consist of semi-structured qualitative interviews with the consultants as well as interviews with teachers which are collected before, during and after the facilitation processes (Kvale, 2009). These are designed to make it possible to follow the changing of understandings and experiences through the processes. In the final analysis phase a focus group interview with the three consultants involved in the project will be carried out (Morgan, 1997). The theoretical framework will focus on theories with a life-world perspective that can handle a high degree of reflective complexity (Zahavi, 2011; Rønholt et al., 2003; Dahlberg, 2008; Husserl, 1995; Giorgi & Giorgi, 2008).

The ambition of the study is to generate knowledge of the transformation in the teacher's pedagogical competencies, their approaches in the classrooms and their preconceptions in a co-creation process between the teacher and the consultants. The study can also bring new knowledge about the strategies, the approaches and methods used in a facilitation process in relation to develop inclusive environments in the classroom. In a Nordic context the study could be of relevance in order to get more knowledge of the potentials of using facilitation as a tool for inclusive processes in the classrooms.