

# [The can move forward with inclusion and our](https://assignbuster.com/the-can-move-forward-with-inclusion-and-our/)

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The purpose of this assignment was to explore and criticisethe challenges teachers are faced with when providing inclusive practice in adata driven organisation. However, it is suggested that inclusion is not a destinationthat will ever be reached. Instead inclusion should be seen as ongoing ratherthan a final target (Naylor, 2005). And with that  Lani Florian (2014) concludes that a clear definition ofinclusive education is absent in recent reviews.

It is unclear as to whatactions are needed to develop and enhance policy and practice. The starting pointis believing that education is the basis for an unbiased society and that educationis a human right. Ainscow(setting the agenda). There are many factors that contribute to drivinga school to become a data driven organisation. In the race between standardsand inclusion, it seems that the standards agenda takes the lead. This, ofcourse, begs the question of how can teachers compete with the very competitivestandards agenda educational stakeholders value so much? Above all I haverealised that schools are struggling to enhance their reputation, statistics andleague table position in conjunction with promoting and developing inclusivepractice. I began my thought process with the belief that morals principles andtrust, these vital traits, are lost.

This belief remains unchanged. Under these circumstances, as practitioners the only way we can move forwardwith inclusion and our own professional practice is to not lose sight of ourown morals, values and ethics. It is evident that we must not rely on others toprovide inclusion, it is something we must achieve ourselves (Allan, 2005) We musttrust in ourselves to guarantee we are doing what is right for our pupils, topush boundaries and question policy and practice and to use our voice to speakfor the children who don’t always have the opportunity. It is argued that it isthe acceptance of inclusion policies made by teachers that is likely to affecttheir effort in fulfilling it. A positive attitude from practitioners is essentialin ensuring the success of inclusion (Norwich, 1994).  Despitethe current challenges teachers are faced with, we need to remain positive. Findings from Florian and Black-Hawkins concluded that theimportance is how teachers tackle the issue of inclusion in their own practiceand in the classroom.

Teachers should remain mindful with how they act whentheir pupils come across barriers to learning. This is what determines theirpedagogical approach. There is such a strong need to succeed in accomplishing pupilprogression, inclusive practice and the positive affect produced by raisingstandards. ‘ Achievement without positive affect is morally and aestheticallyempty. Positive affect without achievement is a delusion’ Noddings (2001: 42). Educationshould not be a delusion.

The reality of inclusive education needs to beaddressed in all educational settings.