

The can move forward with inclusion and our

[Science](#), [Statistics](#)



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

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

This belief remains unchanged. Under these circumstances, as practitioners the only way we can move forward with inclusion and our own professional practice is to not lose sight of our own morals, values and ethics. It is evident that we must not rely on others to provide inclusion, it is something we must achieve ourselves (Allan, 2005) We must trust in ourselves to guarantee we are doing what is right for our pupils, to push boundaries and question policy and practice and to use our voice to speak for the children who don't always

have the opportunity. It is argued that it is the acceptance of inclusion policies made by teachers that is likely to affect their effort in fulfilling it. A positive attitude from practitioners is essential in ensuring the success of inclusion (Norwich, 1994). Despite the current challenges teachers are faced with, we need to remain positive. Findings from Florian and Black-Hawkins concluded that the importance is how teachers tackle the issue of inclusion in their own practice and in the classroom.

Teachers should remain mindful with how they act when their pupils come across barriers to learning. This is what determines their pedagogical approach. There is such a strong need to succeed in accomplishing pupil progression, inclusive practice and the positive affect produced by raising standards. 'Achievement without positive affect is morally and aesthetically empty. Positive affect without achievement is a delusion' Noddings (2001: 42). Education should not be a delusion.

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