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Creating Meaningful Inquiry in Inclusive Classrooms: Practitioners' stories of research

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In recent years, the concept of teachers as researchers in both special and mainstream school settings has become part of our everyday language. Whilst many educational practitioners will see the need for research within their setting, many may not be familiar with the technical elements they believe are required.

Creating Meaningful Inquiry in Inclusive Classrooms shows how practitioners can engage in a wide range of educational research and explores its value to the practice of teaching and learning. It introduces the Accessible Research Cycle (ARC), an understandable and meaningful framework for classroom and school-based inquiry for educators. This supports practitioner inquiry and validates the role of the practitioner as both practitioner and researcher. The book offers guidance to practitioners on how to use the ARC using familiar language with accompanying illustrative examples from inquiry carried out in special educational settings. It promotes meaningful participation within the inquiry process for all students.

As the learner population in all schools is changing and becoming more complex, the role of practitioners in exploring evidence-based educational solutions to meet the educational entitlement of children is essential. In supporting a research informed profession within education, this book will empower practitioners to become the agents of change, helping them to become reflective, strategic, investigative and inquiring practitioners.

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