Teaching for Quality Learning: A Focus on Inclusive Pedagogy

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Abstract
This chapter considers the notion of inclusive pedagogy in terms of issues arising through such practice related to teacher learning, reflection and the development of expertise. By drawing on these ideas, the notion of inclusive pedagogy, and specifically the inclusive pedagogical approach in action framework, understandings of teaching and learning are examined that illustrate the importance of creating conditions for learning that can make a difference for all students. These ideas have important ramifications for teacher education – both pre-service and in-service – and the nature of those ramifications is considered in ways that are designed to illustrate why it is that teaching is complex and sophisticated business.

Keywords
Pedagogy, Teacher education, Inclusive pedagogy, Teacher learning, Reflection, Noticing

Citation

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