MY LIVING EDUCATIONAL THEORY OF INCLUSIONAL PRACTICE

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PLEASE NOTE : ALL ORIGINAL DOCUMENTS AND COPIES OF ORIGINAL DOCUMENTS ARE IN MY DATA ARCHIVE. THEY ARE AVAILABLE FOR VERIFICATION PURPOSES.

These documents contain information which may lead to the identification of research participants and research settings and therefore have not been made public within the thesis. This is in keeping with my promise to safeguard the anonymity of participants. I explain my ethical procedures in Chapter 4.

ABSTRACT

This thesis is the articulation of my living educational theory of inclusional practice, which evolved through undertaking research in the area of educational provision for marginalised children. It is a narrative account in which I offer descriptions of and explanations for my practice, as I transform my educational contexts into a celebration of democratically-constituted inclusional practices.

The thesis demonstrates how my embodied values of justice, inclusion and equality compelled me to develop social and educational practices that included potentially marginalised children. My living educational theory of inclusional practice therefore contains within itself a living theory of social justice premised on the idea that all are equal participants in democratic public discourses. I explain how I have transformed these values into the living critical standards of judgement by which I wish my work to be evaluated.

My original contributions to knowledge are to do with how I demonstrate the development of inclusional practices that are grounded in the realisation of my values that honour the individual and enable them to become agents in the creation of an inclusive society. From the grounds of my evidence base, I claim to have developed an inclusional practice that has profound implications of the education of the teaching profession and other social formations.