

Inclusive Journeys

Addressing Marginalisation in Schools

There is considerable interest in inclusion and equity in schools internationally; however, widespread confusion accompanies what this means for policy and practice in the field. Recent policy proclaims, "All Means All", yet the focus lies on particular groups of learners who continue to be marginalised, such as children from ethnic minorities or those who have special educational needs. In *Inclusive Journeys*, renowned researcher Kyriaki Messiou draws on her involvement in a series of international development and research projects over 30 years to propose a new way of thinking about inclusive education. This book explores how "All Means All" can be conceptualised by adopting a broader view of who is marginalised within school contexts. Central to this approach is the creation of new relationships amongst teachers and students, encouraging dialogue to identify barriers experienced by some learners, as well as co-constructing solutions. Extensive use is made of examples to illustrate how this can be put into practice both within schools and across education systems. The challenges involved in taking these "inclusive journeys" are also addressed. The central argument made by Kyriaki is that progress regarding inclusive education requires collaborative forms of research. This involves researchers, practitioners, and students to become co-researchers and ensures that no child is left out of school or marginalised within education systems. The book is relevant to researchers and academics focusing on developing inclusion in schools through collaborative forms of research. It will also be of interest to teachers of students of all ages and to students on initial teacher education courses, undergraduate and postgraduate courses.



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