

Author	Title	Session	Day	Time
Cahill, Kevin; Hall, Kathy; Hick, Peter; Mintz, Joseph; Solomon, Yvette; Matziari, Aikaterini; Ó Murchú, Finn; Curtin, Caitriona	Developing critical 'legitimate peripheral participation' in Initial Teacher Education for Inclusion: A teacher educator perspective from Ireland	1A	Thursday, 26 May	11:30 – 13:00

Research topic/aim

This paper presents the concept of critical 'legitimate peripheral participation' (CLPP) as a reflective tool to be used in initial teacher education to help beginning teachers in their burgeoning understandings of inclusive practice. The concept was developed through the Initial Teacher Education for Inclusion (ITE4I) project funded by the National Council for Special Education (NCSE) in Ireland.

Theoretical Framework

The CLPP concept uses Lave and Wenger's (1991) seminal work on 'legitimate peripheral participation' and situated learning'. The critical aspect to CLPP has been developed to consider the reflective awareness and agentic possibilities of student teachers as they continue their professional learning in school contexts. The concept encourages a reflective social justice perspective upon school life as the beginning teacher negotiates tensions in school-university partnerships, relationships with cooperating teachers, and new educational experiences.

Methodological Design

The research generated a diverse dataset in order to interrogate the development of inclusive education at primary and post-primary level, following the expansion of teacher education programmes in Ireland. Data were generated through documentary analysis (n= 30 ITE programme documents), ITE staff interviews (n=11), student survey (n= 430), a teacher educator survey (n=21), student interviews (n=47), principal interviews (n=21), a NQT year one survey (n=122), NQT year one interviews (n=20), NQT year two survey (n=38) and NQT year two interviews (n=23). The data drawn upon in this paper are those generated through the ITE staff interviews representing the five case study sites, a programme leader survey representing data from 13 institutions across Ireland, and documentary analysis drawn from the case study sites.

Expected Conclusions/Findings

Findings related to the following will be discussed:

- Tensions in relation to attitudes towards inclusion evident in some school-university partnerships
- Developing critical reflective practice on placement experiences to enhance the inclusive practices of beginning teachers
- The co-operating teacher as agent