

**EDUCATIONAL SUPPORT FOR NOVICE TEACHERS IN CREATING INCLUSIVE
CLASSROOMS**

by

ALYXANDRA MCCLURE

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Dr. Ken Pudlas, Supervisor

Dr. Lara Ragpot, Second Reader

Dr. David Carter, External Examiner

TRINITY WESTERN UNIVERSITY

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Abstract

Shelley Moore wrote, “We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something” (Moore, 2016, p.5). Numerous teachers in British Columbia (BC) feel professionally unprepared to fulfil the needs of students with special needs (Naylor, 2003; Moore, 2016). This qualitative study examines how employed novice teachers are being supported to create and teach in inclusive classrooms. To answer this question, I interviewed six participants comprised of novice teachers and leadership team members. I make three recommendations. First, I recommend schools establish mentorship programs for their novice teachers. Second, I recommend establishing collaboration time, so that all teachers will have time to share and discuss their understandings and learning. Finally, for the benefit of all teachers I encourage schools to focus professional development on topics related to inclusion.

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Chapter 1

Education is an ever-changing, evolutionary process (Principe, 2017). However, this does not mean the education system has evolved for the better. Pear (2001) stated “just as the reproductive system is responsible for transmitting traits from one generation to the next, education replicates or transmits cultural practices, including values, rules, laws, customs, and skills” (para. 12). Like many provinces in Canada, the government of British Columbia (BC) strives to create an inclusive education system (British Columbia [BC] Ministry of Education, 2021a). This education system endeavours to create a system that is designed to provide equitable education for all students, where diverse characteristics of students are valued (Moore, 2016). School boards in both public and independent school systems are responsible for ensuring students receive education services and programs that meet their unique needs (BC Ministry of Education, 2017). Independent schools in BC are regulated by the Independent School Act, Orders and Regulations (BC Ministry of Education, 2020a):

In addition to policies that are legislated, independent schools will strive to ensure that every child feels safe, accepted and respected regardless of individual differences by developing school-specific policies that outline responsibilities of administrators, teachers and students in certain situations (para 5).

While the term “inclusive classroom” is frequently referenced and spoken about, anecdotal and peer-reviewed evidence suggested that inclusive education integration is tenuous (Ruiz et al., 2018). Many novice and experienced educators believe creating an inclusive environment is stressful, and many are unprepared (Sharma & Jacobs, 2016). There is a plethora of literature on educators’ attitudes toward implementation of inclusive education (Sharma & Jacobs, 2016), and attitude is only one aspect of developing capability. Inclusive classroom instruction is a process

that involves building competency and confidence in an educator. Teachers of the twenty-first century are not just persons who teach students in the classroom. A 21st century educator must be a nimble learner who encourages student-centred learning (Humphreys, 2009). The process for educating teachers is complex—in BC there is no set curriculum for teaching inclusion. However, there are standards established by the BC Teachers Federation (BCTF) and Teacher Qualification Services that educators have to meet; a few of these standards relate to inclusion. How does an educator gain knowledge, skills, and develop a positive attitude to construct an inclusive classroom? In fact, without a supported teacher, Humphreys (2009) suggested, “there can be no inclusive education” (p. 45).

Statement of the Problem

Inclusive classrooms, cohorts comprised of students with diverse learning needs within the K-12 education system, are a 21st-century mandated reality in BC (BC Ministry of Education, 2016; Hobgood & Ormsby, 2011; Shields, 2013). As stated in the Special Education Services: A Manual of Policies, Procedures and Guidelines, “A school board must provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs” (BC Ministry of Education, 2016, p. 2). However, every policy is qualified by provisions indicating that the best interests of the student must be served, and different schools and classrooms employ policies to differing degrees. Therefore, not every classroom in BC is inclusive. Novice, alongside seasoned, teachers are expected to facilitate learning in environments in which every child belongs and develops. When novice teachers integrate learning strategies that include all abilities, every child can learn and develop. However, a more common scenario is where novice teachers create classrooms for

typical learners and then struggle to manage and educate students with special needs (Moore, 2016).

Numerous scholars have identified several gaps in knowledge related to preparing novice teachers for inclusive education (Smagorinsky, et al., 2003). Current literature demonstrates that further developments in teacher knowledge are needed to adequately equip and support novice teachers in their initial years (Humphreys, 2009; Ruiz et al., 2018; Moore, 2016). Additionally, the literature suggests that it is impossible for teacher education programs to fully prepare novice teachers for inclusion (Moore, 2016). However, merely recognizing that pre-service teacher education cannot fully prepare teachers for inclusive classrooms does not address the issue. The questions remain: How are novice teachers being supported once they graduate? Whom are they being supported by, and where? When novice teachers develop capabilities to create inclusive classrooms, they are better equipped to work with diverse student abilities—enabling all students to belong and feel valued (Inclusion BC, 2017b). Almost a decade ago, Voltz, Sims and Nelos (2010) stated that “the power of inclusion lies in how educators respond to individual differences” (p. xii). Later, Shields (2013) advocated “[educators] need to take an engaged, activist, and courageous approach to help build optimistic futures for all students” (p. 21). And more recently, Moore (2016) debunked some of the historic perceptions, reinforcing, “Inclusion is about *all* students” and that we need to move from a “deficit-based education paradigm to a strength-based model” (p. 11). Currently, the provincial policy states, “Our vision is to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities and diverse abilities” (BC Ministry of Education, 2021a para 1).

Personal Context

This research project was informed by my experiences as a student with a diverse ability in an independent school, and subsequently by my experiences as a novice educator. In grade three, I moved to an independent school to receive additional support for my dyslexia. That independent school is the site of this study. I am both an alumna and a current teacher at the school.

As a new teacher I wanted to do what was best for my students but found that what I had been taught about special education during my education program was limited and theoretical. While I was able to dialogue about different characteristics of multiple exceptionalities and how I should teach to students' strengths, I had no experience in implementing the theory. My practicum experiences were quite different from each other and the guidance I received from my mentors was inconsistent. Their approach to inclusion differed from what my university professors had taught. It may have been because of their own personal attitudes, limited resources, or other unknown factors, and I quickly experienced a disconnect between university idealism and practicum reality (Smagorinsky et al., 2003). My conception of what teaching and the classroom experience would be like changed drastically during my first teaching assignments, and I realized that having graduated from the education program, I was now on my own.

Upon completion of my education, I realized that there would be no transition period or assigned mentor to guide me through my first year or two of teaching. During my first few years of teaching, I received little or no support related to constructing an inclusive classroom let alone actively teaching in one. After five years of reflective teaching, experiencing inclusive classrooms first-hand, and connecting with other teachers for guidance, I began to wonder how

things could have been done differently, so that new teachers felt more prepared. Knowing there are limitations to what can be taught and/or experienced during a teacher's education program, I decided to focus on learning how novice teachers can be supported to teach in an inclusive environment once in the workforce.

From my first year as a novice teacher, I strove to translate theory into practice in a classroom. Through extensive trial and error, and dialogue with mentors, I began to restructure my classroom to be as inclusive as possible, so that I could meet the needs of my diverse learners. I saw this research as an opportunity to further explore the supports novice teachers in one independent school on Vancouver Island receive(d) and how their experience may influence the growth of other novice teachers who follow in their footsteps.

Purpose of the Study and Research Question

The purpose of this study was to identify how employed novice teachers were being supported to create and teach in inclusive classrooms. I have strong connections to the independent school system, both as a student going through the system, and as a teacher working within it. As a student with a diverse ability—dyslexia—the independent school system provided me with learning opportunities and techniques that I had not received at my previous school. This research, although focusing on inclusion within a single independent school, may prove valuable in understanding the knowledge, skills, and supports novice teachers need in a variety of school settings. Guiding this research was the primary question, “How are employed novice teachers being supported to create and teach in inclusive classrooms?” To answer this question, four sub-questions were generated to further explore the principal query:

1. What supports do novice teachers need in order to be confident and capable when teaching in inclusive classrooms?

2. What courses prepared them in their education program to teach in inclusive classrooms?
3. How do novice teachers feel their leadership teams are supporting them to create and teach in inclusive classrooms?
4. What supports do leadership teams provide to their novice teachers to successfully teach in and create inclusive classrooms?

Overview of Study

This is a qualitative study, as the perspectives and experiences of the participants were its sources of data (Locke et al., 2009; Roberts, 2010). I selected an action research approach, because this allows a researcher to generate solutions to social problems together with the participants (Coghlan & Brannick, 2014). Accordingly, I chose a social constructivist learning theory as the study's conceptual lens. Social constructivism addresses how "social interactions influence the process by which knowledge is constructed" (Bodner et al., 2001, p. 12). This theory highlights how an individual's experiences and social interactions are critical elements of teaching (Drago-Severson, 2016; Hein, 1991). I selected the study participants from a single independent school. This independent school was intentionally selected as a convenient research site choice. Using criterion sampling (Creswell, 2013; Schwandt, 2014) participants were selected from two groups: novice teachers, and members of the school's leadership team. Participants were enrolled in the study on a first-come/first-accepted basis. Each participant partook in a one-on-one interview that consisted of a series of specific, open-ended questions, and members of the school's leadership team took part in an additional focus group. Open-ended questions allowed the participants to answer "more freely without merely responding to researcher-generated questions" (deMarrais, 2004, p. 53). The interviews were then transcribed for ease of examination and data analysis, and participants were given the opportunity to review

and correct their interviews. Once participants approved their transcripts, I analyzed the data using three data-theme techniques: “compare and contrast,” “word lists and key-word-in-context,” and “cutting and sorting” (Tesch, 1990, as cited in Roberts, 2010; Bernard et al., 2016). An important element of all research is adhering to ethical practices so that participants are protected (Mertens, 2015). I ensured participants understood their rights as participants and my status as an insider researcher.

As with all research, there are limitations to this study. For instance, the site and the sample size are both small, and this limits the study’s generalizability. The study’s methodology is discussed in greater detail in Chapter 3.

Significance of This Study

The study may benefit novice teachers and school leadership teams (heads of school, principals, and vice-principals) by acquiring greater insight into how best to prepare novice educators to create and teach in inclusive classrooms. School leadership teams may gain insights into the experiences of their novice teachers within the school environment. They may be able to clarify what supports novice teachers receive and where support is lacking. This may also stimulate conversations regarding how important it is to establish a strong support system for novice teachers so that all students can succeed. The data generated within this study may spur change, as educators who are prepared for inclusive classrooms will be better able to provide for all of their students’ diverse needs. In turn, this may impact school communities and perhaps through word of mouth begin conversations that impact change within education policy. (Inclusion BC, 2017b; Moore, 2016; Murphy, 2014; Shields, 2013). As Margaret J. Wheatley said, “very great change starts from very small conversations, held among people who care” (2000).

Chapter 2

Literature Review

Biklen and Casella (2007) suggested that a literature review is a “description of the conversation that already exists in relation to the topic” (p. 76). By delving deeper into the literature one can better understand the study’s primary research question, “How are employed novice teachers being supported to create and teach in inclusive classrooms?” This literature review aims to uncover gaps in support provided to novice teacher related to inclusion, particularly in BC. Within this literature review, the following main points are explored: the inclusive classroom, the historical context of inclusion in Canada, independent schools in BC, teacher preparedness, the inclusion curriculum in BC education programs, and inclusion support after graduation (Hay et al., 2001; Lancaster & Bain, 2010; Avramidis & Norwich, 2002; Whitaker, 2003).

I explored peer-reviewed articles, books, theses, and non-peer reviewed literature using a traditional review method: the search engines Google Scholar Search and Academic Search Complete. Google Search was also used to acquire non-peer reviewed literature. Keywords such as “British Columbia,” “classrooms,” “Canada,” “education,” “educators,” “inclusion,” “inclusive,” “novice,” “new,” “pre-service,” “special education,” and “teachers” were entered into search engines. The results were combined in various ways and filtered to include only English language results.

As expected, literature related specifically to the experiences of novice BC teachers in inclusive classrooms is limited. Few studies have been either conducted within BC or published in peer-reviewed journals. Much of the relevant literature studied pre-service teachers, inclusion, and/or special education training, rather than supports for novice teachers (Harvey et al., 2008;

Loreman, 2010). Most of studies focusing on pre-service teachers were conducted across Canada and other countries, not just within BC. Naylor (2005) suggested inclusion in BC's public schools is "always a journey and never a destination" (p. 1). Deppeler (2010), concurred, stating that if countries seek to improve their schools and student instruction, then "we must build the capacity of our teachers to meet this challenge" (p. 180). I hope that identifying gaps in the literature will help identify the origins of inclusion and areas where capacity is lacking.

Historical Context of Inclusion in Canada

To understand how to support novice teachers in inclusive classrooms, one must first understand inclusion's origins. It did not simply appear, but evolved, as did teaching strategies and teacher supports. In BC, inclusive education began back in 1867, when Canadian provinces assumed responsibility for education under Section 93 of the Constitution Act (Winzer & Mazurek, 2011). At first, education in Canada was reserved for children from families with financial means. Children who were deemed "handicapped" were "ostracized or abandoned" (Lupart, 2000, p. 3). As Canada grew as a country and became more stable and successful, society sought ways to provide children of all classes with an opportunity to learn, focusing primarily on reading and writing (Lupart, 2000).

Long before inclusion in public and independent schools, there was segregation, whereby students deemed handicapped were sent out-of-province to specialized institutions that provided education programs for "students with visual and hearing loss, and with intellectual disabilities" (Siegel & Ladyman, 2000, p. 8). As the number of students with disabilities rose, parents and advocacy groups called for specialized programs to be offered locally. This marked the transition in education from segregation to integration (Lupart, 2000; Graham & Jahnukainen, 2011). During the 1950s, the BC government funded school districts to offer programs for handicapped

students at schools (Siegel & Ladyman, 2002). This funding system remained in place for the next several decades—up until the early 1970s.

The 1970s saw the formation of the Special Education Division within the Ministry of Education, which was meant to help school districts get funding for specialized programs (Siegel & Ladyman, 2002). In addition, many students were being removed from specialized programs and integrated into regular classrooms (Lupart, 2000). However, significant change did not occur until the 1980s when “the Canadian government issued national legislation called the *Canadian Charter of Rights and Freedoms (1982)*” (Graham & Jahnukainen, 2011, p. 271). Section 15 (1) of the Charter meant that the government could not discriminate against children with disabilities; children with and without disabilities had to have the same opportunities in public education (Learning Disabilities Association of BC, 2006). During the 1980s, the BC government revised their Ministry of Education Manual of Policies, Procedures, and Guidelines to place more focus on Individual Education Plans (IEPs).

IEPs are designed to guide a student’s education (Abraham & Gram, 2014). They are unique to each student and include information such as learning goals for the student and services that must be included to promote their success (Abraham & Gram, 2014). Teachers and education assistants use the document to support and track the student’s progress (Abraham & Gram, 2014). IEPs were implemented because of concerns voiced by parents and teachers about how students from specialized programs were integrated into regular classrooms. Parents and educators questioned how student inclusion could succeed in integrated classrooms when this had not been the case in the past (Lupart, 2000). IEPs, which were implemented by several Canadian provinces, were meant “to keep track of learning aims, program adjustments, and special services required by individual students” who had been integrated into standard

classrooms (Siegel & Ladyman, 2002 Graham & Jahnukainen, 2011, p. 271). Inclusion was beginning to take place in Canada and around the world (Moore, 2016).

The phrase “inclusive education” came out in the late 1980s, having been coined at a conference in Ontario convened by Marsha Forest and her husband, Jack Pearpoint (Bunch, 2015). Subsequently, the popularity of the term “inclusion” grew rapidly around the world. It was further popularized in 1994, when “UNESCO [through the Salamanca Statement] endorsed inclusion of all students in the regular school classrooms” (Bunch, 2015, p. 3). However, “the implications for inclusive schooling are wide. Different countries, regional, local communities and professionals are at different levels of conceptualisation. While some are at the inclusive, School for All, stage, others are at the special school stage, and still others somewhere in-between” (Kisanji, 1999, p. 9). As stated by Stevens (2016), “Canada’s signature on this document committed Canadian schools to providing, as far as possible within regular-education inclusive classrooms, education for all children, including those with special education needs” (p. 22). By the late 1990s in Canada, inclusion was a standardized concept nationwide (Galer, 2018).

Each Canadian province now has an inclusion policy (Bunch, 2015). However, since the Canadian federal government does not have authority over education, each province follows its own policies and practices (Towle, 2015). In 1995, the BC government published *Special Education Services: A Manual of Policies, Procedures and Guidelines* to “support the delivery of special education services” (BC Ministry of Education, 2016, p. III). In this document, BC’s inclusion policy is described as follows:

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the

principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and the promotion of interaction with others. (BC Ministry of Education, 2016, p. v).

Bunch (2015) states “The majority of governments recognize inclusion as a value system that does mandate regular classroom placement for all students” (p. 4). He provides BC’s inclusion policy as an example of where the policies allow for an “escape” clause (Bunch, 2015). The state and success of inclusive education in BC is mixed, as highlighted by the 2012 case of *Moore v. British Columbia* (BC Teachers’ Federation [BCTF], 2007).

Jeffrey Moore was diagnosed with severe dyslexia as a child and “was not provided with adequate schooling options after the school district closed the program Moore attended without creating an alternative” (Towle, 2015, p. 9). Moore’s parents, “filed a complaint to the British Columbia Human Rights Commission,” after the school district closed Moore’s specialized program and recommended his parents place him in a private school “specially for students with learning disabilities” (Philpott & Fiedorowicz, 2012, p. 1). The BC Human Rights Tribunal ultimately agreed that Moore had been discriminated against and awarded the family financial compensation (Philpott & Fiedorowicz, 2012). However, the BC Court of Appeal disagreed with the tribunal’s decision and overturned their decision (Philpott & Fiedorowicz, 2012). Moore’s parents brought the case to the Supreme Court of Canada, where the tribunal’s decision was upheld, and the court made the statement, “adequate special education, therefore, is not a dispensable luxury. For those with severe learning disabilities, it is the ramp that provides access to the statutory commitment to education made to all children” (Philpott & Fiedorowicz, 2012, p.

1). The Supreme Court's ruling upheld the school district's responsibility, despite budget challenges, "to provide sufficient school accommodation" that was outlined by the School Act (Siegel & Ladyman, 2002 p. 8). It also established a "standard for students all across the country" (Philpott & Fiedorowicz, 2012, p. 1). Examining the origins of inclusion highlights stumbling blocks that were experienced and supports that may no longer be relevant today. Standards have been set for the education of students with learning challenges, yet a standard for teacher preparedness in teaching those students has yet to be adequately developed.

Teacher Preparedness

Novice teachers enter a profession that asks a lot of them as newly qualified professionals. Danilewitz (2017) notes that "teaching is one of the most stressful occupations in the world" (p. 1), yet qualified individuals entering the field are held to the same standards and hold the same responsibilities as veterans in the field. Novice teachers are stressed even in non-inclusive settings, and adding students with exceptionalities causes additional stress. Teachers' unpreparedness is a key factor. A European review conducted by Avramidis and Norwich (2002) found that although teachers had a positive view of inclusion, they did not feel well prepared to teach students with special needs. Since the attitude and belief of a teacher directly impacts their interactions with students, it is important that teachers feel prepared (Silverman, 2007; Štemberger & Kiswarday, 2018; Sokal & Sharma, 2017; Cornoldi et al., 2018), especially as teachers are the second most important adults in children's lives (the first being, caregivers) (Galiatsos et al., 2019). The notion of unpreparedness was echoed in the results of Naylor's (2002) survey of BC teachers. Naylor found that 79% of respondents believed that inclusion was beneficial for students. Yet, overall, the respondents had a negative perception of their professional preparedness. Similar surveys involving teachers from Newfoundland and Nova

Scotia in the early 2000s also concluded that teachers lacked confidence in their ability to teach students with special needs and identified professional development as a problem area (Edmunds, 2000; MacIntyre, 2003; Maich, 2002, as cited in Winzer & Mazurek, 2011, Pudlas, 2007).

In addition to teaching for inclusion, new teachers, are also managing the emotional roller coaster that occurs during their first year (Liston et al., 2006). If experienced teachers feel unprepared for the needs of an inclusive classroom, how can new teachers be expected to succeed? Feeling successful within their first years is important for new teachers, as “emotional exhaustion has been associated with depersonalization and/or cynicism, factors associated with burnout and attrition” (Liston et al., 2006, p. 354). In a recent brief, the BC Teachers’ Federation [BCTF] (2017) highlighted that the high attrition rates in Canada have “negative fiscal impacts, [and] staffing instability negatively affects student achievement and cohesion within school communities” (para. 3).

While inclusive classrooms are a requirement of a progressive education that adopts a philosophy whereby all children belong and develop (Freire, 1998; Shields, 2013), in fact, novice teachers struggle to create environments where all children belong (Murphy, 2014). Inclusive classrooms are thus a reality in the 21st century; however, the teacher education system and administrators have fallen behind in their efforts to equip teachers with the skills and confidence to navigate them. (Inclusion BC, 2014). One source of this lag or inadequacy appears to originate with teacher education programs that spend little or no time on practical application of skills that teachers need to navigate the inclusive classroom in support of students with exceptionalities.

The Inclusive Classroom in BC

As Hutchinson (2009) stated, “In Canada, if we choose to teach, we are choosing to teach in inclusive settings” (as cited in Philpott et al, 2010, p. 42). The Ministry of Education requires any teacher practising in BC to be prepared to teach students with diverse needs in an inclusive classroom. Before improvements can be made, all parties should understand the realities of an inclusive classroom. The BC Ministry of Education (2016) defined inclusion as “the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education . . . and goes beyond placement to include meaningful participation and the promotion of interaction with others” (p. 2). Several researchers have emphasized that inclusive education also meant students had meaningful learning opportunities and were valued members of their classroom and school communities (Carrington, et al., 2015; Causton-Theoharis, 2009; Sokal and Sharma, 2017). The research also indicates that students with special needs do better when placed in inclusive classrooms and that their peers are not negatively impacted by their presence in the classroom (Jordan et al., 2009; Kurth & Forber-Pratt, 2017).

In the past decade, inclusion in BC has looked different than it did historically, as community understanding, and policies, evolve. Today, a classroom can have up to three students designated special needs (Bill 33). In 2011–12, 19.5% of the total classes in BC had four or more students who were so designated (BCTF, 2012). The number of such students has remained consistent in BC overall; however, there has been a significant increase in students with Autism Spectrum Disorder, learning disabilities, physical disability/chronic health impairment and deafblind (BCTF, 2019). These are all diagnoses that require a higher level of support (BCTF, 2011). Moreover, this does not account for students who are not designated.

Thomas and Uthaman (2019) highlight that “among children with disabilities, specific learning disabilities often remain undiagnosed, misunderstood” (p. 24).

The definition of inclusion goes beyond the traditional one to include students who have diverse needs related to culture or language (Philpott et al., 2010). DeLuca (2013) expanded upon this, suggesting, “educational systems throughout Canada have been increasingly responsive to diverse cultural groups from indigenous groups . . . to immigrant and English language learner populations” (p. 313). Today, “As schools become more inclusive, teachers’ roles are increasingly diversified. Teachers must adjust their practices to accommodate children of all abilities.” (Van Steen & Wilson, 2020, p. 2). This notion was echoed by Philpott, et al. (2010) in the previous decade: “Teachers [are] witnessing a whole level of challenge in accommodating learner diversity” (p. 40).

Anecdotal data from British Columbia (BC) suggest that students with higher needs do attend inclusive classrooms; yet support from specialists has not increased. In fact, between 2001 and 2008 the number of special education educator positions in BC declined by 14.9% (White, 2008). The current BC Education Ministry guidelines specify that “all students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs” (BC Ministry of Education, 2016, p. 1). Educators play a significant role in achieving these goals; so, they should be prepared for the realities of the classroom. However, research suggests that many educators, although trained, do not have the same understanding of theory and practice for the realities of an inclusive classroom. Bērziņa (2011) stated that “one of the most common arguments against inclusion of children with special needs in the general classroom, is the lack of knowledge and skills for teaching them” (p. 72). As stated previously, there is a lag in teacher education and training that begins with teacher

education programs. Also, there appear to be gaps in many teacher education programs, as they do not cover inclusion adequately.

Inclusion Curriculum in BC Teacher Education Programs

The curriculum is an important element of any student's education, including a novice teacher. Therefore, it is important to examine the context of the curriculum that is being taught to novice teachers in BC, to determine what is being done well and where further refinement is needed. Eleven BC institutions offer teacher education programs approved by the BC Teachers' Council (BCTC) (BC Ministry of Education, 2021b). Previously, the BC College of Teachers (BCCT) "[defined the] criteria [required] for teacher certification. Teacher education institutions must demonstrate to the BCCT that their programs prepare students to meet the eight standards developed by the College" (Walker & Bergmann, 2013, p. 76; Glegg, 2013). In 2011, the BCTC was created, replacing the BCCT, which is now "responsible for establishing the standards for the education, competence and professional conduct required of applicants and educators in BC, setting teacher education program approval standards, and determining if teacher education programs meet these standards" (Glegg, 2013; BC Public School Employers' Association, 2011).

Teacher education programs within BC vary in length, depending on the institution or program type. However, all institutions must ensure that their students meet the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (BC Ministry of Education, 2019). The standards are as follows: (a) educators value and care for all students and act in their best interests; (b) educators are role models who act ethically and honestly; (c) educators understand child and youth development and use this understanding to support student as learners; (d) educators value and respect community by involving and considering the opinions of key figures in students' lives; (e) educators implement effective

practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting; (f) educators have a comprehensive knowledge base and understand the subject areas they teach; (g) educators engage in career-long learning; (h) educators support the profession through various actions and activities, and (i) educators appreciate the history, language, teachings and culture of First Nations, Inuit, and Métis. (BC Ministry of Education, 2019). Under Section 10 of the *Teacher Act*, the BCTC determines bylaws and policies that institutions must follow when changing existing education programs or proposing new ones (BC Teachers' Council [BCTC], 2019a). These bylaws and policies outline required course subjects, practicum hours, criteria for practicum schools, and more.

However, as Moore and Roberts (2007) have stated, “Despite these uniform standards, there is tremendous variety in how special education training is operationalized including required coursework; optional certificates; strands; and minors; and practicum experiences” (p. 63). A review of special education in BC conducted by Siegel and Ladyman (2002) recommended that “the British Columbia College of Teachers . . . ensure that all teachers who successfully complete an approved program of initial teacher education have undertaken course work that includes attention to special education as well as practica that involve work with a diverse range of students who have special educational needs” (pp. 41–42). In a review of the BC Teachers' Council Certification Standards (2019b), I found no language regarding inclusion coursework aside from “special education” and “students with special needs.” Standard 60 refers to teachable subject areas, special education being considered such a subject area. Standard 59 correlates with Standard 60 and stipulates that applicants seeking certification for teaching assignments at a Grade 8 level and above must have one teachable subject area and need to take courses that provide “sufficient depth to ensure an appropriate knowledge and understanding of

the subject” (BCTC, 2019a, p. 13). Standard 88 uses the phrase “students with special needs,” referring to applicants who have completed education programs outside of BC and the factors that will be used to determine whether “[a] system is comparable to the BC education system,” one such factor being “experience planning and adapting lessons where there are students with special needs” (BCTC, 2019b, p. 18). Perhaps this assumes that BC education programs address inclusion-related coursework. A question in the participant questionnaire used in this study addresses the participants’ post-secondary training related to inclusion.

In 2017, the Associate of BC Deans of Education provided an outline of courses related to special education offered by education programs at the nine BC universities approved by the BCTC. Based on that document, all nine universities require their students to take at least one course related to special education/inclusion, as mandated by the BCTC. As of 2012, all education programs had to offer “three credits or the equivalent in studies related to teaching students with special needs which include diagnosis, planning for instruction and assessment and evaluation” (BCTC, 2019a, p. 3). In addition, the program must cover content that addresses “the diverse nature of our society” (BCTC, 2019a, p. 4). This refers to course content related to English language learners, gender, religion, and several other important topics, such as sexual orientation, poverty, and class. While no current data in BC address this, an Australian survey found that among new teachers, only 7.5% would have liked their education program to focus more on students with special needs. However, 23.5% of the participants selected behaviour management as a majority focus (Department of Education, Science and Training [DEST], 2006 as cited in Forlin & Chambers, 2011). Russell et al. (2013), stated that student teachers need experiences teaching in classrooms, so they can reflect upon on what is missing in their knowledge base and learn from those things. Experience is essential for student teachers to

undertake this process, which is why Russell et al. (2013) believe that “practicum experiences are the most important and valuable component” (p. 11) of teacher education programs.

Research done by Sokal et al. (2013) indicated that practicums, currently referred to as field integrated coursework, “had limited additive effect on the development of pre-service teachers’ skills” in inclusive classrooms (p. 293). Nevertheless (while there is always room for improvement) university education programs can only take student teachers so far. Support for novice teachers after graduation is indispensable. As Russell et al. (2013) emphasized, experience is critical for the development of novice teachers, and such experience is only gained once novice teachers have entered the workforce. Rosenzweig (2009) stated that “the success of inclusion can only be made a reality if both university educators and staff development programs share the responsibility in helping to train and continue to educate . . . future and current general education teachers” (p. 2). The education of pre-service teachers is only one of the gaps that has been identified in the supports for novice teachers. Another is what happens when pre-service teachers become novice teachers and enter the workplace.

Inclusion Support After Graduation

Novice teachers should not stop learning after they leave their education programs, yet there is an identifiable gap in learning support once they enter the workplace. In 2014, Gillmore suggested, “despite resources and revisions, inclusive education remains out of reach for many students across Canada. Perhaps educators should change not just how they teach, but how they learn?” (para 1). On-the-job training is therefore essential to ensure teachers have the skills needed to teach students in their classroom, especially since inclusive education is “a dynamic, organic, cultural and context-specific process” (Stubbs, 2008, p. 52). Whose responsibility is it to

equip novice teachers with the skills and help them develop the confidence to sustain inclusive education?

According to the BCTF's Policy Statement on Inclusion, the Ministry of Education must provide funding and school districts must provide the necessary supports to teachers (BCTF, 2018). Yet, it is difficult to find information about specific supports BC's novice teachers receive. An informal review of the Independent Schools Association of BC's website did not reveal any information about inclusion (www.isabc.ca/). I hope the findings of this study begin a dialogue that will help improve the support novice teachers receive. Porter, the director of Inclusive Education Canada, stated "good teachers already know most of what they need to know to make inclusion successful in their classrooms. However, even highly effective teachers will need personal and systemic support to meet the diverse needs of their students" (Porter, 2014, p. 13).

Roberts et al., (2018) emphasized the importance of school administrators "in teaching and learning" (p. 3). Stating that, "administrative support is a foundational component of school-wide transformation toward inclusion" (Roberts et al., 2018, p. 3). This notion was echoed by Dreyer (2015) who stated that inclusion needs to be ingrained in all aspects of a school. Toom et al. (2017) advocated, that "active and intentional efforts to promote learning" come about through a community of practice (p. 127). Expanding upon this, Robinson (2017), highlighted the importance of collaboration and "thoughtful enquiry in an authentic classroom context" (p. 165). Toom et al. further stated, "It consists of the interrelated components of motivation to learn, efficacy beliefs in terms of learning, and intentional activities and behavior to manage new learning" (2017, p. 127). Toom et al.'s study illustrates the importance of learning environments as a significant factor in a novice teacher's ability to develop pedagogical practices. From a

sustainability perspective, Hennissen et al. (2017) suggested, “It is of vital importance that the teacher educator makes explicit links between pre-service teachers’ preconceptions and their experiences, and between experiences and further conceptual knowledge” (p. 323). Learning in the workplace may help bridge the gap between theory, practice, and sustainability. Ainscow (2020) emphasized that a “shared understanding of the intended direction” is needed, otherwise the progress implementing inclusion will be hindered (p. 9). If workplace learning is to be effective, one needs to understand the factors essential to creating inclusive schools.

Factors Essential to Inclusive Schools

Voltz, Brazil, and Ford (2001) stated that “the concept of inclusion, like the concept of freedom, is intangible, sometimes elusive, and often subject to divergent interpretations” (p. 24). Thus, it is important to examine what the literature says about the essential factors and elements of inclusion. They outlined three essential factors for inclusion in education: (a) active participation of students within the classroom, (b) students having a sense of belonging where an understanding and acceptance of diversity is established, and (c) a “shared ownership among all faculty and staff.” While faculty and staff vary in experience, and understanding of inclusion may vary, they must work “together as a team to make sure that the needs of all students are met and that all students are supported in reaching their maximum potential.” They continued by stating that for inclusion in education to work “attention must be given to the physical environment of the classroom, the instructional strategies employed, the classroom management techniques used, and the education collaboration that occurs among faculty” (Voltz et al., 2001, p. 25). Many of these conclusions have been noted by literature previously outlined in this literature review.

The elements Voltz et al. (2001) identified were later supported by case studies done by Farrell et al. (2007) in England and by McLeskey et al. (2014) in the United States. The findings of Farrell et al. (2007) and McLeskey et al. (2014) show the following:

- All schools need supportive environments, supportive educators, high standards of achievement, and acceptance of diversity.
- Quality instruction is needed. This requires suitable resources to be available and properly put to use. Student achievement must also be monitored.
- Teachers need to pursue professional development and work as a team.

Shogren et al. (2015) expanded on this, saying that “inclusive practices [at their study sites] are firmly rooted in their school cultures,” which included the families of students (Shogren et al., 2015, p. 180). At times, the schools had to educate parents so that they would understand the schools’ inclusive culture and buy into the philosophy.

What is clear from the literature is that “the development of inclusive schools is not an easy task” (Rouse, 2006, p. 12). It requires commitment and buy-in from all key stakeholders involved in the education of diverse students. McLeskey and Waldron (2002) noted “a good inclusive program can be no more than a ‘work in progress.’ Schools are too complex and dynamic for these programs to be anything else” (p. 72). This is consistent with the concept of invitational education, a notion conceived by Purkey in 1978 (Purkey & Novak, 1988). Invitational education is “both a theoretical framework and practical strategies for what educators can do to create schools where people want to be and want to learn” (Purkey & Novak, 1988, p. 11). Like inclusive schools, inviting schools “do not happen by accident. They are the products of intentional effort, sound thinking, and regular assessment, all based on a firm commitment to basic values regarding what people are like and how they should be educated”

(Purkey & Novak, 1988, p. 10). More recently, Schat (2018) has studied the element of teacher care as it relates to creating inviting (and thereby inclusive) classroom environments. These elements of invitational care are key for establishing inclusive schools as a reality not only in BC, but worldwide.

Chapter Summary

The literature review was guided by one primary question: “How are employed novice teachers being supported to create and teach in inclusive classrooms?” The focus of this literature review was to identify gaps in support for novice teachers working in inclusive classrooms. The history of inclusive education illuminates how far education has come and how far it still has to go. The literature also shows that teachers have positive feelings toward inclusion but feel unprepared for it. This is where the gaps begin to appear, beginning with the education of pre-service teachers. The curriculums that guide and instruct pre-service teachers appear to teach inclusion not as a classroom reality, but as an aspect of the classroom that teachers may encounter. The literature showed that coursework was limited, and the curriculum was varied from one institution to another. The importance of practicums was illuminated, because they allow pre-service teachers to reflect on what they have learned in teacher training and put it into practice. However, it would be unrealistic to expect teacher education programs to equip novice teachers with all the knowledge and skills required. Therefore, continuing this education, learning, and guidance into the workplace is critical for novice teachers. The workplace is where the stress of teaching becomes real. The literature highlights the importance of administrators’ supporting their teachers, and the essential factors for successfully implementing inclusion in schools. What became clear from the literature was that there is a lack of literature regarding

supports put in place for novice teachers within the workplace in BC and especially in independent schools. This study aims to—in a small way—begin filling that gap in the literature.

Chapter 3

Methodology

A qualitative method was selected for this study, which sought to identify how employed novice teachers are being supported to create and teach in inclusive classrooms. As I was interested in understanding the perspective of my participants, a qualitative method was deemed more appropriate than a quantitative one. The quantitative method begins with a hypothesis and follows a specific plan to “manipulative variables and control the research setting” (Roberts, 2010, p. 142). I was interested in hearing the experience of the participants in their own words, and as I had no identifiable variables to manipulate, and my participants’ experiences had already occurred, a qualitative method was selected.

The qualitative method focuses on words rather than numerical data to “describe people’s knowledge, opinions, perceptions, and feelings as well as detailed descriptions of people’s actions, behaviours, activities, and interpersonal interactions” (Locke et al., 2009; Roberts, 2010, p. 143). As qualitative research is a broad-spectrum term for a multitude of approaches, an action research approach was chosen for this study (Mertens, 2015; Roberts, 2010).

The action research approach is “built upon the notion that knowledge generation is a collaborative process in which each participant’s diverse experiences and skills are critical to the outcome of the work” (Mertens, 2015, p. 250). Such an approach was appropriate for this study, because teaching is a collaborative experience, and past experiences and learning greatly impact how a teacher will develop (Randell & Maeda, 2010). Coghlan and Brannick (2014) stated, “Action research uses a scientific approach to study the resolution of important social or organizational issues together with those who experience these issues directly” (p. 6). Informative learning is at the core of action research and as Anello et al. (2014, p.2) state, “[It] is

critical to becoming masters in our professions; it gives us the detailed, in-depth knowledge necessary to carry out highly skilled work with expertise.” Action research enables a researcher to engage with people who are invested in learning to enhance their practice. In fact, Kemmis et al. (2014) believe only action research enables participants to engage in conversations that contribute to change influenced by their practice. Studies following this approach can be valuable exemplars, contributing to organizational learning by “providing rich data” that can improve the experience of teachers (Hine 2013). I was inspired by Kirby and McKenna (1989) who suggested,

If you can increase the understanding of an issue or a circumstance, illuminate one experience, portray one person’s story in a new light, you will have helped others to understand the social world a little better. This is what research is all about. (p. 96)

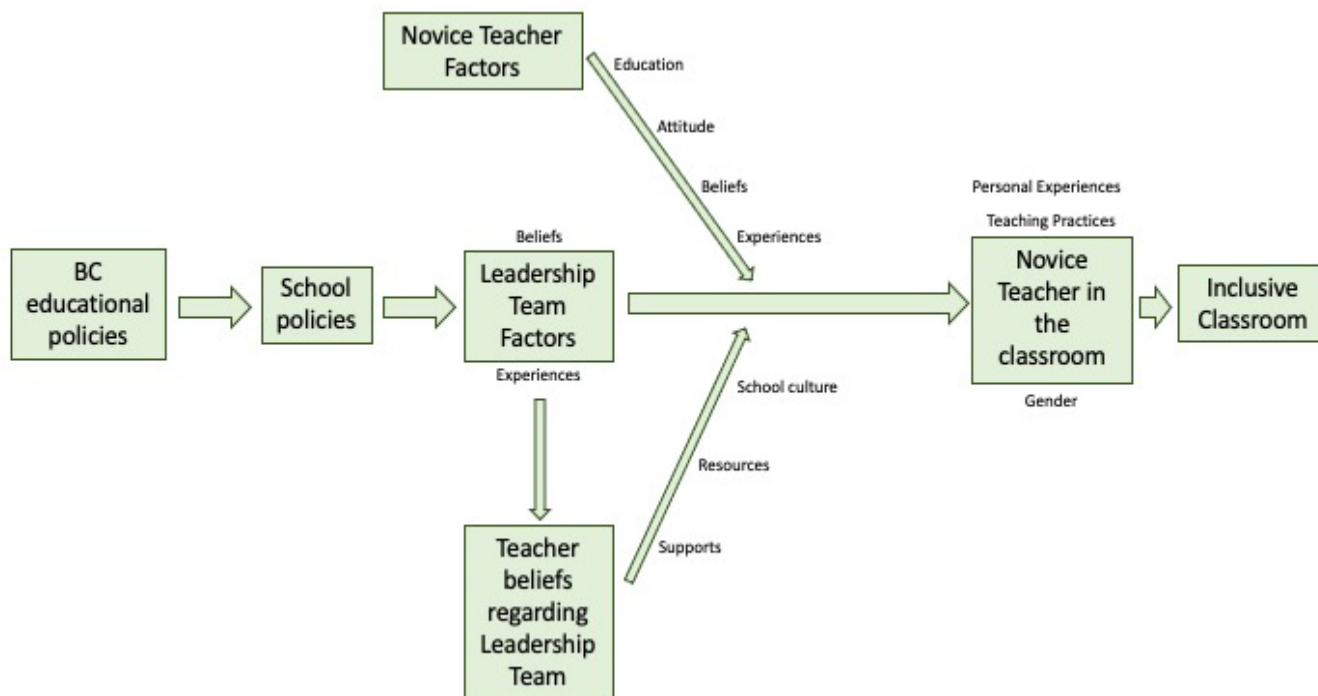
This study was done to determine what supports novice teachers are being given in the workplace and, hopefully, to highlight areas of future growth that will benefit both teachers and students.

Research Paradigm

The research paradigm “is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed” (Kivunja & Kuyini, 2017, p. 1). The conceptual lens supporting this study is constructivist learning theory. According to this theory, “learning involves the learners engaging with the world” (Hein, 1991, p. 3). As Drago-Severson (2016) further suggested, constructivism is the theory that human beings construct meaning from their experiences every minute of each day, even while dreaming. It is an individual’s interpretation of their experiences that influences their understanding and point of view.

Educators can only learn so much during their initial teacher training. They will apply their learning only in the classroom (Mizell, 2010). Foundational to the constructivist learning theory is the belief that “learning is a social activity: our learning is intimately associated with our connections with other human beings” (Hein, 1991, p. 3). Given that educators apply theoretical knowledge while engaged with their students in the classroom, how new teachers navigate inclusion successfully in their practice was best understood using a constructive learning theory and action research. “Designing learning experiences that help adults to understand, identify, and grow their ways of knowing is one promising way to improve schools and school systems” (Drago-Severson, 2016, p. 68).

Knowledge construction may occur formally or informally through personal and professional activities that are individual and/or communal. Because each individual constructs their own meaning, different opinions and perceptions must be explored in order to form a common understanding (Murphy, 2014). Murphy’s (2014) conceptual framework regarding teacher attitudes toward inclusion was adapted for this study (p. 22). Ravitch and Riggan (2012) suggested that a conceptual framework allows a researcher to interweave past knowledge with existing and emerging practices. The intent of this study is to create meaning with educators as they explore existing beliefs and practices that will influence new knowledge. The conceptual framework is illustrated in Figure 1.

Figure 1*Conceptual Framework*

Note: Adapted from “Teachers attitudes towards inclusive practices,” by K. Murphy, 2014, [Master’s thesis]. Copyright 2014 by K, Murphy.

Participants

The participants for this study were selected from a single site, as selecting multiple sites for participant selection would have gone beyond the capabilities of a single researcher. As Glesne (2006) suggested, “qualitative researchers tend to select each of their cases purposefully as most research situations are too vast to interview or observe everything, you will need to devise a selection strategy” (p. 34). The intention of this study was always to start a conversation about how novice teachers were being supported to create and teach in inclusive classrooms: never to complete the conversation. The importance of administrators in educational change became apparent during the literature review, so members of the leadership team were included

as participants (Roberts et al., 2018). The four sub-research questions revolved around a school's leadership team. As leadership teams can vary greatly from school to school, selecting participants from a single site was deemed more appropriate at this stage of research.

Creswell (2013) stated that a researcher must choose the environment and the participants purposefully in a qualitative study, to enable in-depth exploration. Participants for this study were selected by the method of "criterion sampling" (p. 158), which is a theoretical or purposive sampling strategy (Creswell, 2013; Schwandt, 2014). It is effective in action research as it allows for identification of participants who display established criteria. "To begin purposive sampling, you must first determine what selection criteria are essential in choosing the people or sites to be studied" (Merriam, 2014, p. 77). Therefore, my purposive sampling selected teachers who (a) had completed a 5-year education or post-baccalaureate program, (b) were teaching full- or part-time at the study site, (c) had been a novice teacher for five or less years, and (e) demonstrated proficiency in written and spoken English. No novice educator was excluded based on race, sex, age, culture, race, or mental or physical disability. The school's leadership team (heads of school, school principals and vice-principals) were invited using non-probabilistic sampling.

The proposed number of participants for this single-site study was three or more novice teachers and at least three members of the school's leadership team. Participants were selected on a first-come/first-accepted basis. The human resources (HR) manager sent the letters of invitation and informed consent to each potential participant via email and requested that the responses be returned to them. The letter invited novice educators to participate in a one-on-one interview with me, as the primary researcher. Leadership team members were invited to participate in one-on-one interviews, as well as in a focus group discussion, using a non-probability, purposive sample (Creswell, 2012). The sample comprised the head of school,

principals, and vice principals. Participation was voluntary for all novice teachers and leadership team members.

Upon ethical approval from Trinity Western University's Research Ethics Board, the HR manager emailed all novice faculty and the school leadership team—head of school, principals, and vice principals. The invitation asked for their voluntary participation (see Appendix A), and the email memo that novice teachers received included details about the participation criteria (see Appendix B). Novice teachers who responded to the invitation and met the criteria then completed a consent form (see Appendix C). Once the HR manager had received the signed consent form, they notified me, indicating who the novice teachers were. This process was duplicated for members of the leadership team (see invitation provided in appendices D and E). I then sent an email (see Appendix F) to each participant acknowledging that I had received their initial consent form and that I would notify them after March 18, 2019 to set up a private one-on-one interview or focus group at a site convenient for them. Ultimately, two novice teachers and four leadership team members accepted the study's invitation. While the number of novice teacher participants was disappointing, enough leadership team members participated. The study aimed to garner enough participants to meet the minimum sample size of three to fifty participants recommended for qualitative studies (Hesse-Biber, 2010). On completing their interviews, each participant received a \$10.00 dollar Chapters e-gift certificate as a token of appreciation, as interviews occurred during the participant's own time. Participants received no other compensation either from the researcher, the academic institution, or the independent school.

Site Selection

The site location for this study was an independent school on Vancouver Island. It is one of many independent schools in the region. As an alumna of the school, the site was a purposeful and convenient choice for me as an insider researcher, that is, one who is a member of the participant group that is being examined (Adler & Alder, 1994, in Unluer, 2012). Unluer (2012) stated that “it is crucial for social researchers to clarify their researchers’ roles especially for those utilizing qualitative methodology to make their research credible,” as there are advantages and disadvantages to being an insider researcher (p. 1). “As an insider, you are in a unique position to study a particular issue in depth and with special knowledge about that issue” (Costley, Elliot, & Gibbs, 2010, p. 3).

Data Collection

I used three techniques of data collection with each of the participant groups: (a) one-on-one interviews with novice teachers, (b) one-on-one interviews with leadership team members, and (c) a focus group with the leadership team members. The participants kept in their respective participant group, so that each group—novices and leadership team members—would form own perspectives, which would permit comparing responses between the groups later. Additionally, as recommended by Merriam (2014), I explored artifacts such as the school handbook and website. These “social products” (Saldana, 2013 p. 54) reflected participant perspectives, interests, and activities. Analytical memoranda are critical as they establish “sites of conversation” (A. E. Clarke, 2005, as cited in Saldana, 2013 p. 41) between the researcher and the data. However, these artifacts were not added to the data, as the content did not relate specifically to inclusion at the time they were consulted.

One-On-One Interviews

The one-on-one interviews consisted of a series of open-ended questions under the headings, “foundation,” “activation,” and “reflection.” The foundation questions were those regarding the participant’s past, such as “what is your experience in the field of education?” (see Appendix H and I) so that the participant would feel more comfortable with the interview process. The next set of questions were activation questions, which focused on the participant’s beliefs and understandings. For example, participants were asked “Tell me about your education philosophy? How does inclusive education unite with your philosophy?” The final set of questions were reflection questions, which asked participants to reflect on their experiences, choices, and supports.

Once a question was asked, participants were given as much time as needed to answer and the next question was only asked when the participant had clearly finished answering (as indicated by a significant pause or comment stating as much). At times, participants were asked to clarify their responses. In addition, I would provide elaborations on questions if participants indicated a lack of understanding, and I also made comments to put the participant at ease. As Hein (1991) stated “learning is a social activity” (p. 3). In this experience, I was learning from the participants.

Before the one-on-one interviews began, I obtained permission from each participant to record their responses using two electronic devices (digital recorder and iPhone). I also received permission to take notes. Each interview was scheduled for up to 90 minutes, and each participant was provided with a pseudonym, which I used during the interviews. This increased the likelihood of privacy and confidentiality and ensured only I could identify the participant responses either in the transcripts or in the analysis.

Focus Group

The focus group questionnaire consisted of seven questions (see Appendix J) and was an opportunity for leadership team members to answer and reflect together. Within a focus group, interaction between participants (commenting, questioning, etc.) is encouraged as it allows for a deeper conversation based on the participants' points of view (Folch-Lyon and Trost, 1981; Mertens, 2015). Participants were not asked to answer the questions in any specific order (Participant One, Participant Two, etc.). However, all participants were asked to comment before moving on to the next question. Some declined to answer or stated that they agreed with another participant's comment. This was deemed acceptable.

Transcription

I transcribed the digitally recorded interviews by listening to the audio recordings and typing the words into a word processor. Once an initial transcript was created, I read the transcript while listening to the recording and made corrections as needed. This was repeated twice more (see Appendix L). After this, transcripts were "cleaned" for readability (see Appendix M). Participant comments were moved into a new document and placed directly under each interview question. Long pauses, interview interruptions (phone ringing, etc.) or vocal pauses (such as "umms") were removed. Participants were asked to proof their transcript to confirm that it truly represented their experience. None of the participants made any changes to the transcripts. The audio material and transcribed notes are stored in a locked, fireproof safe in my residence and were transported from the interview site in a locked briefcase. In addition, digital copies were stored on a password encrypted folder on my password protected computer while analysis and thesis writing took place. A bonded shredding company will be employed to destroy the paper documents three years after the completion of the study.

Data Analysis

To analyze my data, I was guided by the eight steps recommended by Tesch (1990) cited in Roberts (2010)—in particular, the first step, “Get a sense of the whole. Read all the transcriptions carefully. Perhaps jot down some ideas as they come to mind” (Tesch, 1990, as cited in Roberts, 2010, p. 159). In Table 1, I refer to this as “compare and contrast” (Appendix N). I began by reading each “clean” transcript and digitally highlighting quotes and keywords that stood out to me. Once that was completed, I sorted and grouped each participant’s response by interview question. A document was created for each group (novice teachers and leadership team members) Once again, I highlighted the commonalities between the responses and created a list of keywords and phrases (Appendix O). This technique is referred to as “Word Lists and Key-Word-in-Context” in Table 1 (Bernard et al., 2016). Using those keywords, I created six themes and copied and pasted quotes from each participant group that connected to that theme. This technique is referred to as “cutting and sorting” in Table 1 (Bernard et al., 2016). The titles of these themes were later refined to articulate the study’s findings (see Table 2 in Chapter 4). Using the three data-theme techniques enabled crystallization of the data. Crystallization is an alternative to validation as it “deconstructs the traditional idea of ‘validity’ and provides us with a deepened, complex, thoroughly impartial, understanding of the topic” (Ellingson, 2009, p. 3).

Table 1.

Data-Theme Techniques

Technique	Description
Compare and Contrast	Themes are created by reading and sorting texts that are similar to or different from one another. (see Appendix N)
Word Lists and Key-Word-in-Context	Review of the words in the text and highlight the words or phrases that are repeated throughout the transcription. (see Appendix O)

Cutting and Sorting	The transcriptions are read, highlighting statements and quotations that are important to the topic. Key words were cut and pasted into a side column. Each column is referenced, sorted, and named (theme generation). (see Appendix P)
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Note: Derived from the works of Tesch, 1990; Bernard et al., (2016) and Ellingson, 2009.

Biases

As an insider-researcher, I brought years of experience to this study, including six years as a teacher, and 10 years as independent school student (and now alumna). I have a diverse ability and am passionate about creating inclusive classrooms. I was, and continue to be, committed to being open and honest about my curiosity for the topic. I firmly believe that there is another way to equip novice teachers with the skills and confidence to create and sustain inclusive education.

Ethical Considerations

This study was reviewed and approved by the Trinity Western University Research Ethics Board before the study began. At all times, I adhered to the Tri-Council's (2014) three core principles and their corresponding applications: (a) respect for persons, (b) concern for welfare, and (c) justice (Tri-Council, 2018, p. 6).

Respect for Persons

The voluntary participants completed consent forms before taking part in the study. The informed consent form followed the guidelines for informed content established by Trinity Western University (Trinity Western University, 2015a) and the Tri-Council (2014) (see appendices C and G). Participants were informed that they had the right to withdraw, and that all information collected will remain confidential. Participants were informed that it would be

logistically impossible to extract their data from the focus group, therefore their data would be used in the analysis. No participant withdrew from the study.

Concern for Welfare

The information contained in the email invitation enabled participants to evaluate the risks and potential benefits of participating in this study. The confidentiality of participants and their responses were maintained throughout the study by using pseudonyms. Print materials remain in a locked, fireproof safe at my residence and will do so until the content is destroyed five years after the study ends.

Justice

Participation in this proposed study was voluntary. No participant was excluded on grounds of sex, race, and age, culture, or mental or physical disability.

Limitations

Action research must be guided by ethical practice and include safeguards that protect the rights of each voluntary participant's individuality, confidentiality, and safety (Palys & Atchison, 2014). All studies have limitations, biases, and ethical considerations and it is my responsibility to protect the participants and adhere to the Tri-Council (2018) policies and practices. In preparation for this study, I completed the TPCs 2: Core – Tutorial (Government of Canada, 2014) (see Appendix K).

In addition to general limitations inherent in action research, the potential limitations of this study included the small sample. The study aimed to have a sample size of six participants, meeting the recommended minimum sample sizes (3 to 50 participants) for qualitative studies (Hesse-Biber, 2010). The small sample size may preclude generalizing the findings of the

research to other independent schools in the province, country or world. However, the data illuminated the reality of inclusion for the six participants.

Chapter Summary

Chapter three described the research approach, site selection, research tools, and study conduct including the methods for carrying out the inquiry, analyzing the data, and upholding ethical considerations. Naylor (2005) stated that “teacher attitudes and capacity are crucial to the success of inclusive education in BC” (p. 12). This was an appropriate method for this research study as it may create change in how teachers are supported, so that inclusion may be equitable and just for all student populations. Chapter Four will bring the participants’ voices to the forefront by discussing the six findings of this research.

Chapter 4

Research Results and Conclusions

The purpose of this study was to identify how employed novice teachers are being supported to create and teach in inclusive classrooms. The main research question was supported by four sub-questions: (1) What supports do novice teachers need in order to be confident and capable when teaching in inclusive classrooms? (2) What courses prepared them in their education program to teach in inclusive classrooms? (3) How do novice teachers feel their leadership team supports them to create and teach in inclusive classrooms? and (4) What supports do leadership teams provide to their novice teachers to successfully teach in and create inclusive classrooms? The data collected from six one-on-one interviews and a three-member focus group was informative and rich in detail. The findings that emerged from the data reflect the participants' perspectives and experiences.

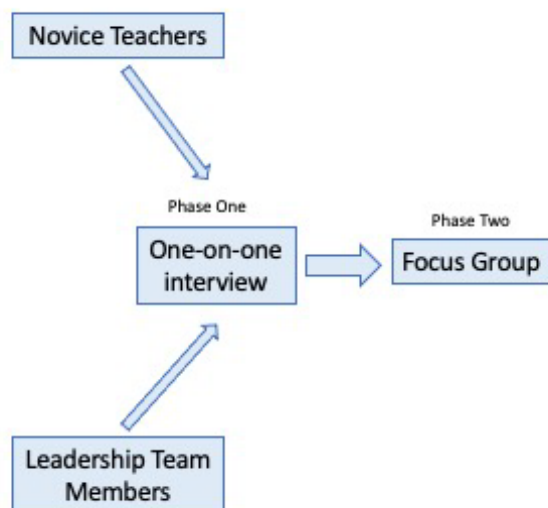
The research for this study was enacted in two phases: (a) one-on-one interviews, and (b) focus groups. The results of each phase are included in this chapter. Phase one included one-on-one interviews with three educators and three members of the leadership team. The interviews were scheduled for 90 minutes and the average interview was concluded within 70 minutes. The interview questions were provided to each participant, and each question was also posed verbally (see appendices H & I). Each participant was asked the same questions; however, slight variation occurred if a participant extended their response with emerging thoughts generated by the primary question.

The second phase consisted of a small focus group with three members of the leadership team. The process was conversational. I asked nine questions, and each participant answered spontaneously. The results of the focus group were themed individually, then combined to create

a map for how the leadership team could use the data to enhance the support provided for novice teachers at the study site. The data collection process is illustrated in Figure 2.

Figure 2.

Data Collection Process



Inductive Analysis

The methodology of this study was discussed at length in Chapter 3—I transcribed the interviews and focus group responses myself. Using three data-theme measures, word repetition, compare-and-contrast, and cutting and sorting, I analyzed the transcribed data and identified themes to support the primary- and sub-research questions. The data from the interviews and focus groups were reduced into multiple categories, then further explored through an adapted version of Murphy’s (2014) conceptual framework. I listened to approximately seven hours of interview and focus group audio files at least three times: first, to transcribe the audio files to text, again once the transcripts were complete to check for errors, and a third time when sorting by theme. I also read the interview transcripts a minimum of four times and I referred to the transcript regularly when transcribing the findings and discussions, to ensure the quotations were

accurate. In reporting the results, I will refer to each participant by number (randomly assigned) and will offer excerpts that are illustrative of the theme.

Study Findings

I identified six findings by analyzing the interview responses and focus group questions (see Table 2). The findings illustrate the participants' perspectives and experiences from both learning about inclusive classrooms to creating them for the purpose of transforming students' lives—enabling them to learn and grow in an environment that values their uniqueness.

Table 2.

Study Findings

Finding #	Descriptor
1	Educational Experience: Inconsistent Inclusive Education
2	Inclusion: More than a singular definition
3	Purposeful Practice: Learning and training methods
4	School Impact: A place for Every Learner
5	Transformative Leaders: Shifting Paradigms
6	Return on the Investment: Supporting all Educators

Note: These six findings were derived from eight themes which, upon further data analysis, were refined into the six findings illustrated in Table 2. Data analysis was previously discussed in Chapter 3.

Finding 1: Educational Experience: Inconsistent Inclusive Education

The first finding of this study was that the inclusive education participants received before becoming employed was inconsistent. This finding relates directly to sub-question two,

“What courses prepared them in their education program to teach in inclusive classrooms?” Two participants indicated that they had formal inclusive education training. The remainder had received informal inclusive education training either through graduate studies in other disciplines or from another family member.

Only one of the six participants commented that they had received inclusive education coursework in their undergraduate education program. Participant Six, a novice teacher who had taken an inclusion-related course, said, “We took courses that were pertaining to inclusive education.” Participant Seven, a member of the leadership team, had received more substantial inclusive education by completing a graduate degree in learning disabilities. She offered the following: “[I have a] graduate degree in learning disabilities [. . . and] my role was, I was cross-appointed working in early childhood and in the special ed faculty.”

Two additional participants indicated that their inclusive education was achieved through graduate degrees that were not directly related to inclusion. Participant One was a novice teacher, who had followed a non-traditional path into teaching and who became a schoolteacher later in life. She commented that, “I have a master’s in applied theatre . . . [in] drama education we always strive to make an inclusive environment where all ideas are excepted. . . . [I received] no inclusive education . . . No 101, or even calling it that word.” Participant Five, who was a member of the leadership team, shared that her inclusive education was self-sought, stating:

It would be really things that I sought out as I realized, wow, I have this child in my class who’s having difficulties. . . . I wouldn’t say that it was something that I received really good, really good solid grounding in before during the time was getting my teaching degree and then I would say when I went back to do my Masters.

The last two participants indicated that they had received no formal inclusive-education training. Participant Two—who was a member of the leadership team, but had neither been trained as a teacher nor employed as one—simply stated, “I didn’t.” Participant Three was also a member of the leadership and is a coach, despite not having formal teaching credentials. Participant Three, who had received informal inclusive education training through family conversations, stated:

No, formal. I would say. . . . I think my understanding of it more just comes from, like I said, my family background. So, the influence of speaking to my mom about it and my other family members. So kinda stuff like that . . .

From the participant interviews it appears that no course in their education program prepared them to teach in inclusive classrooms. Rather, participants had to seek graduate level education. Even so, none of these participants shared a course that had improved their preparedness. This highlights a potential weakness in the supports that employed novice teachers are being given. It also raises questions about what supports novice teachers need to remedy the inconsistencies in their education and how those supports may differ from teacher to teacher because of the variety of gaps in their education. However, identifying those inconsistencies goes beyond the scope of this study.

Finding 2: Inclusion: More Than a Singular Definition

Although each of the participants had different educational experiences, their definition of inclusion shared keywords/phrases. This finding connects to the first sub-research question, “what supports do novice teachers need in order to be confident and capable when teaching in inclusive classrooms?” It stands to reason that in order to be confident and capable, teachers first

need to understand what inclusion is. Each participant had their own definition of inclusion. Yet, there was a common thread of positivity.

Three of the six participants included “student individuality” and “every student has a place in a classroom” in their responses. Participant One, a novice teacher, shared this:

Students with different learning styles maybe some with learning challenges in various degrees students who may be even gifted or on the spectrum, or even having some physical or other learning challenges or disabilities and were bringing them into one classroom.

Participant Six echoed the notion of having students in one classroom sharing that “all children belong in a classroom and have a sense of belonging, regardless of their orientation or language, if they are on the spectrum, so that every child is included in the classroom.” Participant Two commented on the importance of individuality stating, “I’m a big believer in a school that produces the best possible results out of each child and a school that serves the child on an individual basis.”

The remaining participants added onto the multi-dimensional definition of inclusion generated by the other participants. Participant Three brought up the importance of student readiness when sharing their understanding of inclusion. She shared “[the] idea that the students have to be mentally, physically, emotionally prepared for them to actually learn.” This was a unique element and may have been a result of Participant Three’s leadership background, beyond their membership within the leadership team. The role of teacher was also brought up by two participants. Both stated that within the definition of inclusion, a teacher has a responsibility. Participant Five, a teacher with over twenty years’ teaching experience said, with conviction,

All kids can learn, all kids can be successful. Given the right circumstances and that it's my responsibility or a teacher's responsibility to create an environment or a classroom container, so to speak, that's set up so that kids can be successful, and [that] they can feel safe and do what they need to in order to learn.

Participant Seven, another participant with over fifteen years as a teaching supervisor reinforced the previous statement saying, "All children have the right to learn, in a safe, nurturing way, without limitation, and it's our job to make that happen."

Inclusion is a complex task, and—to judge by participant responses—each teacher has their own perspective, based on their beliefs, education, understanding, and experience. Finding 2 highlighted that there is more than a singular definition, yet some key elements were student individuality, student readiness (mindset), and teacher responsibility. Unlike some definitions, it appears inclusion should not have a singular meaning.

Finding 3: Purposeful Practice: Learning and Training Methods

The third finding illuminated the importance of collaborative learning and professional development in the participants' experiences and understanding. This finding relates to the primary research question, "How are employed novice teachers supported to create and teach in inclusive classrooms?" Five of the six participants spoke of collaboration and professional development as an important element of their inclusive practice, suggesting how important these supports are, not only the novice teacher participants, but for the leadership team member participants as well.

The importance of collaborative learning began early in the journeys of two of the participants. Participant Six, a novice teacher, stated that "my university days [are] so foggy . . . what really stand[s] out to me [are] just practicums." She shared that for her practicum teacher,

“A huge thing for her was that every student [felt] like they [had] a place, [there was] a sense of belonging.” Participant Five, a member of the leadership team, also spoke of the inclusive influence of her mentor teachers. She stated, “[They] valued every single kid [in] the classroom.” She expanded, “I spent a lot of time talking with those two [mentor teachers] and learning from them.” Similarly, Participant One spoke of collaborative learning from their peers. Participant One said, “I [learn] best by watching and observing [others], watching models of people who practice it well.”

While none of the participants spoke of a particular professional development experience, such as a specific course or training session, they did describe elements they thought were important. Participant One, a novice teacher, said, “[after professional development] having like a discussion about it, and then a reflection on our own practices and how we could apply the information to our own unique situations [would be beneficial].” Participant Six, a novice teacher, mentioned that constant “professional development” was needed because she felt “there hasn’t been enough,” suggesting that professional development without collaborative learning was not as meaningful.

Three leadership team member participants spoke about their own role in mentoring and professional development. Responding to the study’s sub-research question four, “What supports do leadership teams provide to their novice teachers to successfully teach in and create inclusive classrooms?” both participants five and seven stated that mentorship and professional development were supports novice teachers needed to develop their skills. During the focus group, Participant Seven answered “mentoring, professional development” when specifically asked, “How do you support novice teachers to further develop their teaching skills?” Participant Five shared that:

I realized in my lightning bolt moment that I needed to be more careful and more aware and more, perhaps more supervisory, and not make the assumption that all teachers are full of candy and lollipops and sunshine because it was naïve of me to think that way, so that was when my expectations I think really shifted and [I understood] that people needed mentorship [and] they needed professional development.

Participant Three shared that in her role it was important

to really have the conversations with [novice teachers], checking in how things are going and being able to answer questions for them, throw out ideas or figure out what professional development they need, or who they should go talk to.

She went further stating that she supported novice teachers by really having the conversations with them checking in how things are going and being able to answer questions for them, throw out ideas or figure out what professional development they need, or who they should go talk to.

This process would look different depending on whom she was speaking with. Again, the relationship between collaborative learning and professional development was touched upon.

The participant interviews highlighted that the participants recommended collaborative learning and professional development as a support that novice teachers needed to work in an inclusive classrooms. Other teachers (a practicum teacher, a mentor teacher, and a peer) seem to have played a critical role, not only acting as a sounding board for novice teachers, but also guiding the novice teachers toward an inclusive practice. The literature on collaborative learning and inclusive professional development has the potential to fill in areas left unsaid by the participants and contribute to a successful inclusive practice.

Finding 4: School Impact: A Place for Every Learner

The fourth finding, on school impact, is a two-tier finding, because schools are spaces for students as well as teachers. School impact connects to the sub-research question three, “How do teacher feel their leadership team are supporting them to create and teach in inclusive classrooms?” and question four, “What supports do leadership teams provide to their novice teachers to successfully teach in and create inclusive classrooms?” The supports novice teachers need will differ from one school to another.

All the participants mentioned the importance of community with regard to inclusive classrooms. This is an area where some novice teachers may need support. Both the study’s novice teacher participants shared that they strove to create classroom communities that valued difference, respected the individual, and were safe spaces. Participant One stated that she tries to “treat everyone like an individual, [yet] there still are boundaries that need to be established.” Participant Six shared that in her classroom “[there is a] classroom community, like the kids, the student[s] will come in and they feel comfortable. They feel safe within that environment, they can come and talk to me if they need to.” She expanded that within her classroom, “we all have to work together to be, like, respectful of each other, and everyone’s beliefs, and who they are, where they come from.”

The notion of creating community was echoed by the leadership team participants. However, in their responses, the leadership team participants were referring to novice teachers, as well as students, and to creating an inclusive community where everyone can be themselves, engage in reflection, and feel safe enough to be vulnerable. Participant Five said,

First of all, [it is important] to create that strong community [within an inclusive classroom] and then to know the students as individuals and then to create programs or routines, or however you do it that really meet the needs of the kids.

Participant two shared that within her learning space, “students feel like they can be authentic in themselves, authentic within their expression.” Participant Three expanded on this by bringing students into a reflective process in her learning community. She stated that she would begin by “asking the student okay what went well? What was challenging? What would you do differently? . . . Giving them a lot of space to start to figure it out for themselves.” Participant Seven shared,

I spend a lot of time in class, in their classrooms and getting to know them as professionals and being a shoulder to cry on when things don’t go well and also, hopefully creating that community with them where they feel like they can try different things and we will look together and see how that works, but that they’re supported.

Two participants highlighted areas of growth for the school with regard to creating an inclusive environment for the teachers as well. Participant Seven, a leadership team member, said that the school needed to “do a better job” of connecting specialists and teachers together by “creating blocks of time where our teachers really can work together with [specialists].” Participant One, a novice teacher, expressed that she sometimes felt “excluded” in certain spaces around the school. However, she shared that:

I really do believe we are in an amazing teaching environment, really want to create that, so but again, we’re all in process, we’re all humans. And I think for better or worse, like we all envision this collective society where everyone is treated equally but honoured for their individual and authentic qualities, but there’s work to be done. So, I think finding

more opportunities to bring teachers together to create more inclusivity between the junior school and senior school.

Participant One continued by saying, “[It’s a] trickle-down effect. [The school’s leadership team] strive to create an inclusive environment here in comparison to other contexts I’ve worked [at], and there’s been a lot of different contexts. . . . I believe they’re very heart centred.”

The participant interviews make clear that community is an essential element in creating an inclusive classroom where everyone feels they belong. This finding reinforces the first three findings of the study, in that education, understanding of inclusion, and training are not the only areas of support. It also draws attention to an area that may otherwise be overlooked.

Finding 5: Transformative Leaders: Shifting Paradigms

The fifth finding draws attention to the idea that teachers are leaders of educational change, especially in their own classrooms. Although none of the participants specifically mentioned leadership, their comments illustrated qualities of leadership, such as reflection and perspective. Most participants recounted how beneficial these qualities were to their practice. As Participant Six said, “the more confident I feel in what I’m teaching and . . . the more I can take a deep breath and realize that it’s okay.” This finding relates directly to the primary research question and to sub-research question one, “What supports do novice teachers need in order to be confident and capable when teaching in inclusive classrooms?”

Effective leaders change and adapt, especially with inclusive classrooms. Students with diverse abilities will present differently. Two participants spoke of the importance of self-reflection and how it caused a shift in their practice. Participant Seven shared that,

I think it’s constant reflecting. [I try] to the best of my ability to look from a bird’s eye view down on the system and to say what is working. [Asking], what do we need to

change and recognizing from my prior experiences that change has to be intentional and incremental.

Participant Five also shared that supporting novice teachers caused her “to reflect on my own teaching practice and then you know having that reciprocal learning is good.”

Two additional participants commented on how examining their perspective and how they related to their students helped shift their thinking and practice. Participant Three, a leadership team member, recounted:

It’s like when I first started. It was like oh well, okay, these students are culturally [different and] they come from different backgrounds. So, I have to be consciously be aware of it . . . where [as] now [I have an . . .] an awareness . . . that’s just normal.

Participant One, a novice teacher, shared an experience that impacted her: “The instructions were practising keeping the steady beat and then playing the rhythm at time.” She realized that for one student she had to “lower or change my expectations and let go of that, because his socio-emotional development [had] to come first.” Participant One continued, “Sometimes I get caught up in wanting to do the methodology right or even best practices, I realize, freaked me out because then I like I have to be the best.” Participant Seven also recounted an experience that was meaningful for her. She recalled how “the key piece we missed [was] through the eyes of that child. It was a huge, you know, we knew everything except for we hadn’t thought what that experience would be like for that child in that moment.”

As the literature showed, teachers need to be transformative leaders within inclusive classrooms. The participant interviews suggested that novice teachers may need support to be leaders. In addition, they may need support to reflect effectively and to understand the perspectives of their students.

Finding 6: Return on Investment: Supporting All Educators

Quality is achieved when an investment is made. The final finding of this study is: participants indicated that novice teachers need a variety of supports. As Participant Six, a novice teacher, said,

As a novice teacher, it's harder to create [an] inclusive classroom environment because you are focusing on just being able to teach everything and when you're focusing on how to teach and how to schedule your day and keep up with emails . . . There is so much that a new teacher is expected to do, and I think that impacts our ability to create [an] inclusive class environment.

The two novice teacher participants shared supports they felt they still needed to be confident and capable when teaching in inclusive classrooms. Participant One said that she would benefit from “observing [inclusive techniques],” and having additional opportunities to apply strategies and receive “feedback would be help as well.” Participant Six stated “hearing from people who are experts in the field” would support her in creating inclusive environments. She also indicated that additional support in the classroom, and “having more [educational assistant] support . . . really makes a difference.” This was echoed by Participant One in an earlier statement. She shared that when she had “an aide I can have her work with the student who [need support] . . . or help bring strengths and strategies to work with the others.”

The leadership team member participants shared some additional supports that they believed novice teachers need. Participant Two recommended “an orientation for new teachers” that addresses labels and develops awareness where needed, thus orientating novice teachers to the school community and its inclusive policies. She expanded, expressing “Novice teachers need to understand the mission and the vision of the school and because each school has a very

distinct culture and so inclusivity has different definitions in different cultures.” Participant Five made a similar statement suggesting, “It’s the tone, it’s the culture” that would support novice teachers. Participant Three recommended “more intensive . . . wellness training.” Such training would offer novice individuals the opportunity to “tune in,” a skill they could also transfer to their students. She concluded,

That experience taught me the importance of team and . . . to really look through the eyes of each child at what’s going on in the world, and I think those two things [have] enhanced my development in all areas of inclusive education. The thing that I have also learned, though, is that it takes so much time.

As Participant Seven said, “The thing that I have also learned though is that [inclusive education] takes so much time.” Participant Five commented, “Relax, breath, you know, and we’re all learning together. . . . I don’t have all the answers, but I think we can learn together to support all of these kids more in positive ways, more inclusive ways.” As with most things, when an investment in something the quality of return is greater than without. This concept applies to novice teachers as well.

Chapter Conclusion

This study gathered salient information from a sample of convenience comprised of six participants, consisting of two novice teachers and four members of the school’s leadership team. All the participants were from the same independent school on Vancouver Island, although they had varied educational backgrounds. Both novice teacher participants had fewer than five years’ teaching experience. The leadership team participants had diverse backgrounds. Two had traditional teacher education and the other two participants did have teaching experience, but in different contexts. All the leadership team participants had over 10

years of experience within an educational context, but not necessarily direct teaching experience. The diversity of the participant population may have influenced their understanding, relationship with, and teaching practices related to inclusion.

CHAPTER 5

Discussion, Implications, and Recommendations

This study stemmed from a desire to better support novice teachers navigate inclusive classrooms during the early years of their careers. The results from this study have the potential to contribute to educators' learning. "Action research builds on the past and takes place in the present, with a view to shaping the future" (Coghlan & Brannick, 2014, p. 9).

The purpose of this study was to identify how employed novice teachers are being supported to create and teach in inclusive classrooms. This chapter includes a discussion of the previously reported findings within the context of the related literature. It also includes a description of the limitations, areas of future research, and recommendations. The discussion and recommendations included in this chapter lend support in answering the study's primary research question, as well as the four sub-questions:

1. What supports do novice teachers need in order to be confident and capable when teaching in inclusive classrooms?
2. What courses prepared them in their education program to teach in inclusive classrooms?
3. How do novice teachers feel their leadership team is supporting them to create and teach in inclusive classrooms?
4. What supports do leadership team provide to their novice teachers to successfully teach in and create inclusive classrooms?

The findings of this study are divided into six themes: (a) education matters, (b) inclusion, (c) purposeful practice, (d) school impacts, (e) transformative leaders, and (f) return on the investment. The findings highlight the feeling of the teachers, what the school's leadership

team was doing well at the time of the study, and potential areas for growth and enhancement. Participants were optimistic about inclusion; they were eager to meet the individual needs of their students, as well as identify what they felt was needed to be successful in creating inclusive environments. Each of the six findings will be discussed further in the following sections.

Educational Experience: Inconsistent Education on Inclusion

Educating teachers is important for preparing them to teach in inclusive classrooms; yet many teachers feel unprepared (Galiasos et al., 2019; Rosenzweig, 2009; Avramidis and Norwich, 2002; Naylor, 2002). Post-secondary education programs in BC seek to prepare student teachers to teach in an “education system [that] continues to evolve” (BC Ministry of Education, 2020b). In recent years, academic institutions have designed programs to include education on how teachers can establish inclusive classrooms.

This study reaffirms that education matters, and learning to be a nimble and emergent educator may require a student educator to attend workshops and take courses outside of the core electives to equip them with the competencies to develop and navigate inclusive classrooms. The participants in this study all had different educational backgrounds, yet each is responsible for creating inclusive classroom environments and interacting with students who have multiple diverse abilities. Three of the participants indicated that they had received little or no inclusion-related coursework. Over a decade ago, Moore and Roberts (2007) suggested that despite BC’s having guiding standards for how special education training should be delivered there was still a spectrum for how that training was done and what components were included. Fast-forward to 2020, and the BCTC (2019b) established that educators trained outside of BC must have “experience planning and adapting lessons where there are students with special needs and students from different ethnic backgrounds” (p. 18).

While most of the participants in the study were educated before Moore and Robert's (2007) research or the current Certification Standards (BCTC, 2019b) in BC, the participants suggested that their understanding of, and training for, teaching in inclusive classrooms came primarily from skills developed while on the job. This synchronizes with what Russell et al. (2013) stressed, which is that teachers need classroom experience and that practicums play an essential part in helping teachers turn theory into practice. However, three of the six participants stated that they sought out their own training through graduate programs, connecting with colleagues and family, and/or from developing the competencies through trial and error in the classroom itself. This affirms the importance of leadership teams purposely designing systems for professional development.

Inclusion: More Than A Singular Definition

The BC Ministry of Education (2016) defines inclusion as:

the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education . . . and goes beyond placement to include meaningful participation and the promotion of interaction with others (p. v).

What became clear from the responses of four of the six participants is that, in their opinion, inclusion has more than one definition. This was not an exhaustive study of all the elements of inclusion. Numerous definitions of inclusion can be found throughout the literature (Thomas & Uthaman, 2019; Carrington, 2015; Sokal & Sharma, 2017). Most of those definitions involve keywords and phrases related to diverse students learning together along with their age peers (Thomas & Uthaman, 2019; Carrington, 2015; Sokal & Sharman, 2017). Additionally, each participant had their own definition of inclusion, yet each response shared key characteristics, which included words and phrases such as “potential,” “respect,” “welcoming,” and

“personalized instruction.” Each participant’s definition of inclusion showed that every educator cares about ensuring their students are successful and enabling students to develop to their full potential. This reinforces the BC Ministry of Education (2020b) commitment that the purpose of the BC school system is to “enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy” (p. 40). While there are clinical, political, and technical definitions of inclusion, those that provide the most insight are from teachers themselves. Teachers are the front line of inclusive classrooms, and much of children’s success depends on the teacher (Thomas & Uthaman, 2019; Engelbrecht, 2013 cited in Sokal and Sharma, 2017; de Boer et al., 2011 cited in Cornoldi et al., 2018). In fact, the literature emphasizes the importance of teacher attitudes toward inclusion as one facet of success of inclusive classrooms (Sokal et al., 2013; Avramidis & Norwich, 2002; Jordan, 2009; Silverman, 2007). This is further supported by Pudlas (2010) who asserted that, while more teachers are now adopting the values of inclusion, it is only with the uniting of a teacher’s head and heart that a paradigm shift can occur that will enable them to create inclusive classrooms.

Purposeful Practice: Learning and Training Methods

Participants in this study spoke about that the importance of mentor teachers and/or professional development as helping them navigate inclusive classrooms. One participant shared, “I spent a lot of time talking with those two [mentor teachers] and learning from them” and another suggested, “[I] learn best by watching and observing [others].” Short narratives of the importance of mentorship reinforced the value mentor teachers play when bringing inclusion to the classroom life of all teachers regardless of their educational background. Two of the six participants recounted experiences and conversations they had had with mentor teachers during

their practicums. In fact, both participants said they have tried to emulate their mentor teacher when managing situations within inclusive classrooms or working with diverse students. These anecdotes are important as they portray how mentorship is a powerful tool for transforming theory into practice.

Bērziņa (2011) highlighted several studies demonstrating that inclusion is not only linked to the “beliefs, knowledge and skills, and their continuous professional development, but also depends on collaboration” (p. 72). Building on this belief in collaboration, the focus group participants shared how they supported their teachers by checking in, listening, and suggesting. One novice participant said that collaborating with novice peers would also be helpful. This recalls the work of Pudlas (2010) who advocated administrators supporting the head, heart, and hands of the classroom teacher. The work of Pudlas is reinforced by Porter (2014) who stated, “Even highly effective teachers will need personal and systemic support to meet the diverse needs of their students” (p. 13).

In addition to mentorship and the uniting of head, heart, and hands (Bērziņa , 2011, Pudlas, 2010) professional development enhances an educator’s ability to adapt the curriculum to meet the needs of all students. Sokal and Sharma (2017) found that professional development was not only effective for pre-service teachers, but also for experienced educators. One participant— a member of the leadership team—said it was part of her role to help teachers select the professional development that they needed. Four of the six participants reported professional development was important to their practice. Both novice teacher participants went further, emphasizing that more professional development is needed.

School Impact: A Place for Every Learner

According to the BC government, BC “has a great education system and we have the opportunity to make it better” (BC Ministry of Education, 2020c, para 1). Furthermore, the government suggests, schools are designed to provide a place for every learner to develop and contribute according to their intellectual capacity. It is the responsibility of the school and the educators to create pathways for children’s success cognitively, physically, emotionally, socially, and spiritually. Inclusion does not necessarily mean full integration; rather, it means every child is entitled to an education that is just and equitable (DeLuca, 2013; Shields, 2013).

Participants in this study believed they are supporting this by creating strong classroom communities. Three of the participants shared that it was important that students be able to be themselves in the classroom. Those participants also strove to create spaces that value individuality, offer adaptations, and model mutual respect. Causton-Theoharis (2009) suggested there is a golden rule when adults support students in inclusive classrooms: “Educators need to imagine themselves receiving support from others” (p. 43). He proceeded to emphasize that support should be thoughtful, include the student’s voice, and be “discreet and unobtrusive” (p. 43). Three of the participants indicated their belief in the importance of choice activities, and the reflective process, which aligned with the golden rule. Ainscow further (2020) shared that “schools need to be reformed and practices need to be improved in ways that will lead them to respond positively to student diversity—seeing individual differences not as problems to be fixed, but as opportunities for enriching learning” (p. 12). Ainscow (2020) expanded, suggesting schools need to take note of their school communities and “[build a] consensus around inclusive values” (p. 12).

The importance of teachers to the success of inclusion has been noted in the literature numerous times. According to Engelbrecht (2013), “Teachers are recognized as leaders of change within our school systems” (p. 741, cited in Sokal & Sharma, 2017). Both Štemberger & Kiswarday (2018) and Cornoldi et al. (2018) said teachers were key in the execution of inclusive classrooms.

One of the two novice teachers spoke of how amazing their school community was, but that more opportunities for educators to connect would create more inclusivity between all the faculty. This was echoed by a member of the leadership team. She highlighted that there was room to grow in connecting specialists with general classroom teachers. Ainscow (2020) recommends several ideas to foster inclusion and equality:

1. Policies should be based on clear and widely understood definitions of what the terms inclusion and equity mean;
2. Strategies should be informed by evidence regarding the impact of current practices on the presence, participation and achievement of all students;
3. There should be an emphasis on whole-school approaches in which teachers are supported in developing inclusive practices;
4. Education departments must provide leadership in the promotion of inclusion and equity as principles that guide the work of teachers in all schools; and
5. Policies should draw on the experience and expertise of everybody who has an involvement in the lives of children, including the children themselves (Ainscow, 2020, p. 14).

The Manitoba Public School Act (2011) stated, “an inclusive community consciously evolves to meet the changing needs of its members” (p. 1 cited in Sokal & Sharma, 2017). It is important that schools not only recognize the needs of their students, but also their teachers.

Transformative Leaders: Shifting Paradigms

Montuori and Donnelly (2017) suggested, “Transformative leadership invites everybody to ask what kind of a world they are creating through their thoughts, beliefs, actions, and interactions” (p. 319). As Elias et al. (2006) stated, “Accomplishing the kinds of changes needed to integrate SEL into secondary schools requires transformative leadership: leadership that is willing to realign structures and relationships to achieve genuine and sustainable change.” This could also be applied to creating novice teachers who are confident and capable of teaching in inclusive classrooms. Birky et al. (2006) stated that the literature demonstrates the importance of teachers as leaders, but they can rarely be effective without the support of their administration. They went further, stating that “student achievement is affected by teachers, and teacher effectiveness is affected by school administrators” (Birky et al., 2006, p. 6). This suggests it is important for novice teachers to become leaders within their classrooms, and that their leadership team support them in that effort. Birky et al. (2006) found that administrators can support their teacher leaders through positive communication (offering words of encouragement), collaborating with their teachers, and supporting teachers to take risks. Unlike similar research, their study was conducted from the perspective of the teacher leaders.

Three participants commented on the importance of reflecting on their practice, and the remaining participants also indirectly brought up the matter of reflecting. Mezirow (2009) spoke of the importance of reflection and self-reflection in transformative learning. The participants shared how reflection led to a change for the better in their practice. Preece (2003) paraphrased

an idea shared by Jarvis (1992) that “reflective learning can lead to change” (Preece, 2003, p. 10).

Another element is mindset—shifting one’s paradigms toward inclusion. The mindsets of educators and the public have been through several paradigms shifts over the decades. Mindsets that supported segregation began to change with the publication of the Salamanca Statement (UNESCO, 1994), which informed the current provincial policies (Lupart, 2000; Siegel & Ladyman, 2002 Graham & Johnukainen, 2011; Dreyer, 2015). Educator paradigms are still shifting. Stevens (2016) stated, “More important than the need to discover practical ways to implement inclusion in a classroom is the need for teachers to have a paradigm shift toward understanding that they are the agents for change in their students” (p. 15). The literature supports developing teachers (and not just novice teachers) to become leaders within their schools so as to enact change for the betterment of their schools. This is an essential factor in the shift to inclusion: finding the best way to support all students on their educational journey.

Return on Investment: Supporting All Educators

Dreyer (2015) stated that “inclusive education should be done within a whole-school approach” (p. 395). When administrators support inclusive education, they must also support educators to create inclusive classrooms. How do schools support their educators? Drawing from this study’s interviews, Participant Two suggested that support for novice educators begin with an orientation that immerses novice educators in the school’s culture. Dreyer (2015) concurred that schools who seek to promote inclusion need to begin by infusing inclusion principles into their vision, mission, and culture. Philpott et al. (2010) emphasized that “school leadership has long been seen as central to establishing this healthy school environment of positive attitudes toward diversity, facilitated by the principal, but shared by the entire teaching team” (p. 43).

Participants in this study did not comment on either the school's culture of inclusion or on the details of orientation for novice teachers.

A common thread among participants suggested the school must support their educators in professional development. Four participants brought up professional development. Participants recommended general professional development, as well as professional development that focused on wellness for teachers, and learning from experts. This relates to Purkey and Novak's Invitational Theory, which is "a guiding model for inviting success in one's personal and professional life" (1992, p. 8). Professional development needs to be personally inviting, before it can be professionally inviting. Professional development should consider the people (teachers, students, etc.) who will be affected by it. As Purkey and Novak (1996) stated, "Schools have personalities just like people do" (cited in Zeeman, 2006, p. 49–50). One participant stated that professional development needs to be "constant." Philpott et al. (2010) suggested six professional development areas of focus: "developing and implementing policies to support inclusion, creating awareness of culture and disability, [nurturing] positive attitudes towards inclusion . . . evidence-based teaching strategies that are collaborative and meaningful" (p. 43). One participant also commented on the importance of collaboration with other novice teachers. Robinson (2017) cites several sources that note, "Inclusive practices are most likely to emerge from collaborative action, reflection and enquiry" (p. 165). Deppeler (2010) expanded on this, reinforcing that collaboration between educators and a school's leadership team was paramount.

The importance of educators to the success of inclusive classrooms is evident, as is the necessity of support from school leadership teams (Roberts et al., 2018). As Stubbs (2008) stated, "Inclusive education will not be successful if it never changes. It is a dynamic process,

and in order for it to have ‘life,’ it needs on-going participatory monitoring, involving all stakeholders in critical self-reflection” (p. 52).

Recommendations for Action

Based on this study and the literature, I make three recommendations to enable schools to better support their novice teachers in creating inclusive classrooms. The recommendations are intended to benefit not only novice teachers, but all members of the school community.

Recommendation 1: Establish A Mentorship Program for Novice Teachers.

The first recommendation is to establish a mentorship program where novice teachers are guided by experienced members of the school’s faculty who not only understand the school’s culture, but also embrace the tenets of inclusion. Jacqueline Specht (2017) during the Inclusive Education Summit in Richmond BC stated, “Very few teachers don’t believe in inclusion. More are concerned about how to do it and how to deal with the challenges of inclusion” (Inclusion BC, 2017b p. 5). This idea may possibly be reiterated by novice teachers who are new to managing all aspects of this demanding profession. Mentorship programs “serve to ameliorate the sense of isolation and lack of support new teachers often feel” (Andrew & Quinn, 2005, p. 113).

In 2012, the BC Ministry of Education established and funded The New Teacher Mentoring Project (NTMP). The Ministry of Education’s plan for BC’s education, recognizes “mentoring as an integral means of supporting ongoing professional learning, both in teachers’ formative years and throughout their careers” (BCTF, 2014, p. 1). Unfortunately, the project was put on pause due to a lack of funding in 2017. However, as the authors of the NTMP stated, “This has been fruitful work that has spawned the growth of sustainable responsive mentorship in 40 districts/locals across British Columbia” (Kirincis, 2017). The literature supports the implantation of mentorship programs for new teachers entering the workforce (Goldhaber et al.,

2020; Hall et al., 2017; Jones, 2009). In addition to the benefits to novice teachers, Goldhaber, Krieg and Theobald's study (2020) suggested, "There are benefits to hosting a student teacher for the mentor teacher as well, because mentor teachers are more effective in the years after they host a student teacher than in the years before" (p. 588). However, no single formula for the most effective mentorship program has yet been agreed upon. The literature urges that careful consideration should be given to implementing any mentorship program, as it is a complex partnership.

The dynamic between a novice teacher and mentor is foundational for success. Kutsyuruba et al. (2019) stated, "New teachers need connections with teachers whom they can trust and relate to" (p. 292). Additionally, according to Renbarger and Davis (2019) training and understanding of their role as mentors is equally important. Renbarger and Davis (2019) further added, "Research suggests that beginning teachers want support from mentors, but that mentors are confused about their role" (p. 23). They continued by saying a "lack of time for meaningful interactions with mentors throughout the year is a barrier . . ." (Renbarger & Davis, 2019, p. 23). These are some of the considerations that schools and administrators should consider when designing their own mentorship program. Documents such as *The Program Handbook: Mentoring Beginning Teachers* (2017) created by the Alberta Teachers' Association, is a wealth of information that provides definitions, roles, and responsibilities for all parties involved. Researchers such as Dawson (2014) offer "a framework for designing, communicating, and studying mentoring [that] may advance research beyond generically defining mentoring toward concisely specifying it" (p. 144). Mentorship programs need to be developed with care, thought, and attention to the context. As Miulescu (2020) confirmed,

Designing a high-quality mentorship or collaboration program should be based on studies which investigate novice teachers' voices, their successes, as well as their fears and struggles. All these aspects need to be taken into account in order to provide the novice (mentee) – experienced teacher (mentor) relationship a framework for enhancing meaningful collaboration and support. (p. 131)

Recommendation 2: Establish Time for Collaboration for Teachers

The second recommendation is that there be regular time for educators to collaborate.

Collaboration should exist not only between novice teachers, but also between generalists and specialists. Time must be set aside to allow teachers to share, discuss, and plan together in an effort to best support students through communal learning (Ronfeldt et al., 2015). Recognition of the importance of collaboration for teachers is not new. Raywid (1993) stated, “Collaborative time for teachers to undertake and then sustain school improvement may be more important than equipment or facilities or even staff development” (p. n/a). Raywid (1993) provided 15 examples of schools’ devoting time to collaboration, employing varied strategies. Some offered daily collaboration, others weekly, and some even set aside a full day for various collaboration and professional development activities (Raywid, 1993). While this work is almost three decades old, it is still relevant today. Raywid’s examples were derived from American sources. Jensen et al. (2016) suggested BC is considered a “high performing system” with regard to professional development. This exploration of four “high performing systems” is meant to be “designed as a resource for teachers, school leader and policymakers wanting to improve teacher professional learning in their schools” (Jensen et al., 2016, p. 1). Jensen et al. further noted that schools have chosen to create learning communities (2016) throughout the province of BC, where small groups of teachers in similar contexts explore a professional development topic for (typically) a

whole school year (Jensen et al., 2016). During this time, the group put into practice elements of their learning, collect data, and provide feedback to each other (Jensen et al., 2016). The initial topics of exploration were ones that teachers “were more comfortable with” rather than “traditional academic topics” (Jensen et al., 2016, p. 38). Opportunities for inclusion-based learning could exist in learning groups such as described by Jensen et al. (2016) or Raywid (1993). Collaboration time promotes “professional learning communities or teacher inquiry communities [that] help teachers take more ownership in improving their work and promoting mutual learning” (Levine & Marcus, 2007, p. 118). Nieto (2003) echoed this notion with regard to novice teachers, who benefit from collaboration when problem-solving (cited in Kutsyuruba et al., 2019).

Brown et al. (2017) stated, “BC’s new curriculum will continue to teach students the basics—reading, writing, and arithmetic—but it will do so in a way that connects them to collaboration, communication, and critical thinking skills . . .” (p. 62). If these are skills educators expect of students, then educators should also strive to develop and nurture them in themselves. As Frank McCourt asserted, “if you’re teaching and not learning, you’re not teaching” (Benjamin & Golub, 2015, p. 107).

Recommendation 3: Integrate Professional Development on Inclusion

According to Cooc (2019), professional development comprises two parts: formal and informal. The former refers to coursework, workshops, and presentations and the latter to collaboration with peers (Cooc, 2019). Cooc (2019) further asserted, “Where collaboration is high and teachers exchange ideas for improvement, professional development may be more common and viewed as an extension of professional learning” (p. 28). This recommendation

seeks to encourage the regularly integration of formal professional development that focuses on inclusion.

Gregory et al. (2016) suggested that “educational leaders may not be able to control the makeup of their faculty, [however] they can enhance the relevance and quality of the professional development they offer” (p. 29). Inclusion-related professional development is often connected to teacher efficacy, which may influence relationships, classroom activities, and the effectiveness of any supports implemented (Sheppard, 2019; Dixon et al., 2014; Philpott et al., 2010). Earlier, Dixon et al. (2014) had recommended that professional development focus on differentiation, because their research “found that teachers who had more professional development in differentiation, regardless of school, felt more efficacious in differentiating instruction in their classes” (p. 123). Philpott et al. (2010) suggested six areas of professional development that facilitate building inclusive environments: “Developing and implementing policies to support inclusion, creating awareness of culture and disability, nurturing positive attitudes toward inclusion, and encouraging professional development for evidence-based teaching strategies that are collaborative and meaningful” (p. 43).

There are many pathways for formal professional development. Based on the results of this study and the attendant review of the literature, I encourage members of the school community to create a dialogue with the teachers and identify what their inclusion developmental needs are. Royster et al. (2014) highlighted the importance of time, stating, “Time must be allocated for teachers to share personal knowledge about their students and teaching and to receive guidance from experts on topics” (Royster et al., 2014, p. 7). This is reinforced by Wheatley (2001) who suggested, “We need time to think about what we might do and where we might start to change things. We need time to develop clarity and courage. If we want our world

to be different, our first act needs to be reclaiming time to think” (para 12). Royster et al. (2014) maintained that time is a critical component to the success of professional development, because educators need time to observe, plan, collaborate, and implement their new learning.

Recommendations for Future Study

This study sought to uncover educational supports for novice teachers in creating inclusive classrooms within an independent school setting. However, the sample size was small, and further research involving novice teachers from multiple independent schools within BC would provide a deeper understanding of the supports that would best benefit novice teachers to create inclusive classrooms. Furthermore, research examining the similarities and differences between the public and independent sectors could support improvement and change within the whole BC educational system.

Summary and Conclusions

Chapter Five shared three recommendations for action that addressed to school administrators in an effort to support change for novice teachers within inclusive environments—that is, all BC classrooms. First, I encourage schools to establish mentorship programs for their novice teachers. Second, I recommend that schools establish collaboration time, so that teachers, and not only novice teachers, have time to share and discuss their understandings and learning. Finally, I encourage schools to select professional development that focuses on topics related to inclusion, so that novice teachers and veteran teachers feel confident in themselves. I hope that administrators will take these recommendations into consideration and create policies and school cultures that support not only novice teachers, but the whole school community. As Tony Dungy stated, “The secret to success is good leadership, and good leadership is all about making the lives of your team members or workers better” (Addison, 2017, p. 9).

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APPENDIX A: INVITATION TO PARTICIPATE

May XX, 2019

Dear (Colleague Name),

I would like to invite you to participate in a qualitative action research study I am conducting as a partial requirement for a Masters in Special Education at Trinity Western University. My affiliation with Trinity Western University can be confirmed by contacting Dr. Ken Pudlas, Professor of Education in the School of Graduate Studies, at pudas@twu.ca or by telephone at 1 (604) 513–2121 ext. 3324.

My reach study, titled “Educational Support for Novice Teachers in Creating Inclusive Classrooms,” seeks to answer the primary question: (a) How are employed novice teachers being supported to create and teach in inclusive classrooms? This study will explore supports novice teachers have in an independent school while uniting transformative learning and education. I have identified you as a possible participant because of your employment with SCHOOL and your experience being a novice teacher. For the purpose of this study, novice teachers are defined as having 5 or less years of teaching experience. Literature suggests that about 50 percent of teachers will leave the profession in the first 5 years of their career and one of the factors for leaving being working conditions. As a novice teacher myself, I want to support other novice teachers in staying in this challenging yet rewarding profession. My qualitative action research data collection will consist of individual interviews with novice teachers and members of the school’s leadership team, and a focus group with members of the school’s leadership team (head of school, principal and vice principal).

The individual interviews will consist of several open-ended questions and are expected to last between one and a half to two hours in duration. The focus group will take approximately

two hours. The study will run between May and June 2019. All information obtained through the individual interviews and the focus group will be recorded on two audio recorders and transcribed into a written document by this researcher.

Data will be summarized in an anonymous scheme and disclosed in the body of the thesis. At no time will any specific comments be attributed to any individual unless agreement has been obtained beforehand. Your name will not appear on any documentation. All documentation will be kept strictly confidential and secured in a locked fireproof safe. The information will be kept for a period of 3 years from the date of my study submission to Trinity Western University, after which time the information will be destroyed. Due to the size and nature of this inquiry, anonymity and confidentiality cannot be assured. I am committed to meeting all ethical and professional standards as required by law and in accordance with the Trinity Western Universities *Research Ethics with Human Participants* (2017).

I will provide recommendations to Wilma Jamieson, head of school, to further expand learning opportunities for novice teachers that will enhance inclusive education. In addition to submitting my final report to the Trinity Western University in partial fulfillment of a Master of Special Education degree, I will be sharing my research findings with you and the faculty at SCHOOL. The results of this research will be published in my thesis and possibly published in subsequent journals, books or presentations.

While I have identified you as a prospective participant, you are not compelled to take part in this research project. If you do elect to take part, you are free to withdraw at any time with no prejudice. Any data collected through your participation will be destroyed, if possible, and not used in the final document. To withdraw, simply email the researcher at

alyxandra.mcclure@mytwu.ca. Similarly, if you choose to not take part in this research study, your decision will be respected.

If you would like to participate in this research study, please indicate your informed consent by signing below and sending it by email to NAME, HR Manager. Your signature will indicate that you have read this informed consent form and that you understand the risks and benefits of participating in the study. The Institutional Review Board of Trinity Western University retains the right to access the signed informed consent forms and study documents. You will be given a copy of the form for your records. As a small token of gratitude participants will be emailed a \$10 Amazon gift card upon completion of the study, even if you chose to withdraw from the study.

Please feel free to contact me at NUMBER or via email at alyxandra.mcclure@mytwu.ca if you have any questions or require clarity on any matter relating to this study. I look forward to learning and conducting this research with you.

Sincerely,

Alyxandra McClure

Free and Informed Consent

Your signature below indicates that you have had your questions about the study answered to your satisfaction and have received a copy of this consent form for your own records. Your signature below indicates that you consent to participate in this study.

Participant's Name: (Please Print): _____

Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____

APPENDIX B: EMAIL MEMO TO NOVICE TEACHERS**From:** NAME**Subject:** Novice Teachers - Research Participation

On behalf of the NAME, Head of School, has requested that I send out a letter inviting you to participate in the qualitative research study being conducted by Alyxandra McClure. Please read the letter of participation and the letter of agreement and email your confirmation of participation to me at EMAIL

Three people will be selected to participate based on a first-received basis. All information collected will be confidential, and a pseudonym will be provided to each participant. Due to the size of the population group and the NAME, Alyxandra cannot assure anonymity.

Participation in the study will be on your own time. If you are interested in being involved in this study, please complete the attached documentation and send it directly to me at EMAIL.

SIGNATURE

APPENDIX C: CONSENT FORM FOR NOVICE TEACHERS

_____ agrees to participate in a research study exploring how novice teachers are being supported to create and teach in inclusive classrooms. The purpose of this inquiry is to collect data relating to how educational support has impacted my role as a novice educator, with the hopes of identifying findings and recommendations. The information you provide will serve as evidence into the findings and recommendations as published in the thesis of Alyxandra McClure.

You agree to participate in a one-one-one interview that will be facilitated by Alyxandra McClure under the following conditions:

1. Your participation in this inquiry is purely voluntary, and you have the right to withdraw at any time and for any reason within the study process. If you choose to withdraw, the data will be removed (if possible) from the researcher's files and will not be used in the project. However, you understand it would be unrealistic to remove my personal contributions from the recordings. To withdraw, simple email the primary researcher at alyxandra.mcclure@mytwu.ca.
2. You agree to a face-to-face interview of approximately one hour to one and a half hours in duration that will be audio recorded with two digital recorders.
3. You understand the interview will be recorded and transcribed, and the electronic files and transcripts will not be shared with anyone beside the primary researcher, Alyxandra McClure.
4. You will be given the opportunity to review the findings and emerging themes from the interview and provide feedback to the content and accuracy of the information.
5. You will be given the opportunity to review and approve specific quotes that Alyxandra McClure wishes to use in her thesis.
6. You will receive a digital copy of the final thesis upon request.

7. You understand that my identity will be kept confidential, and pseudonyms will be used in the final thesis. Data (including audio, transcriptions, and field notes) will be stored in a locked, fireproof safe for the duration of the project and destroyed 3 years after submission to Trinity Western University.
8. You understand that due to SCHOOL size and nature of this inquiry, anonymity and confidentiality cannot be assured.
9. The researcher, Alyxandra McClure, will endeavour to ensure that no harm will come to you through your participation in this project. Trinity Western's (2010) ethics policy and the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada [Tri-Council], 2014) will be adhered at all times during the project process and when creating the final report.
10. The results of the study will be used for a master's study at Trinity Western University. It may be submitted for further publication as a journal article or as a presentation.

If you have any questions or desire further information with respect to this study, you may contact Alyxandra McClure, Primary Researcher at alyxandra.mcclure@mytwu.ca or by telephone at NUMBER; or Dr. Ken Pudlas, Professor of Education in the School of Graduate Studies, at pudas@twu.ca or by telephone at 1 (604) 513-2121 ext. 3324. If you have concerns about your treatment or rights a research participant, you may contact Elizabeth Kreiter in the Office of Research, Trinity Western University at 1 (604) 513-2167 or researchethicsboard@twu.ca.

Participant's Statement

Your signature below indicates that you have had your questions about the study answered to your satisfaction and have received a copy of this consent form for your own records. Your signature below indicates that you consent to participate in this study and for the primary researcher to contact you by email.

Participant's Legal Signature: _____

Participant's Printed Name: _____

Participant's Preferred Email: _____

Date: _____

Researcher's Statement

The participant named above has received enough time to consider the information, ask any questions, and has voluntarily agreed to be in this study.

Researchers Legal Signature: _____

Researchers Printed Name: _____

Date: _____

APPENDIX D: EMAIL MEMO TO NOVICE TEACHERS**From:****Subject:** Novice Teachers - Research Participation

On behalf of the NAME, NAME, Head of School, has requested that I send out a letter inviting you to participate in the qualitative research study being conducted by Alyxandra McClure. You have been identified as a possible participant because of your employment with NAME and your experience being a novice teacher. For the purpose of this study, novice teachers are defined as having 5 or less years of teaching experience. A five year longitudinal study out of Alberta, found that novice teachers “recalling the difficulty and uncertainty that they had experienced in their first years, nearly all participants mentioned that [novice] teachers need more support” (The Alberta Teachers’ Association, 2013, p. 27). As a novice teacher, Alyxandra wants to support other novice teachers in staying in this challenging yet rewarding profession. Please read the attached participation information and consent form for more information regarding the study and expectations for participation.

Three people will be selected to participate based on a first-received basis. All information collected will be confidential, and a pseudonym will be provided to each participant. Due to the size of the population group and the SCHOOL, Alyxandra cannot assure anonymity.

Participation in the study will be on your own time. If you are interested in being involved in this study, please complete the attached documentation and send it directly to me at EMAIL by **May 24th, 2019**.

SIGNATURE

APPENDIX E: EMAIL MEMO TO LEADERSHIP TEAM**NAME****Subject:** Teacher Supervisors - Research Participation

On behalf of the NAME, NAME, Head of School, has requested that I send out a letter inviting you to participate in the qualitative research study being conducted by Alyxandra McClure. Please read the letter of participation and the letter of agreement and email your confirmation of participation to me at EMAIL.

Three teacher supervisors will be selected to participate based on a first-received basis. All information collected will be confidential, and a pseudonym will be provided to each participant. Due to the size of the population group and the NAME, Alyxandra cannot assure anonymity.

Participation in the study will be on your own time. If you are interested in being involved in this study, please complete the attached documentation and send it directly to me at EMAIL.

SIGNATURE

APPENDIX F: EMAIL CONFIRMATION**From:** NAME**Subject:** Research Participation

Dear (Colleague Name),

I have received your initial consent confirming your interest in my research study. I am excited about your participation in this study. I look forward to hearing your perspective how you are being supported to create and teach in inclusive classrooms.

I will be contacting you the week of May 6, 2019, to set up either a one-or-one interview with you or to make arrangements for your participation in the administration focus group. Both the interviews and the focus group will be facilitated in a location convenient for you.

If you have any questions about this study or your participation, please contact me at 1-NUMBER or by email at alyxandra.mcclure@mytwu.ca . I look forward to connecting with you soon. Until then, please take care.

Alyxandra McClure

Masters Candidate

APPENDIX G: CONSENT FORM FOR LEADERSHIP TEAM

_____ agrees to participate in a research study exploring how novice teachers are being supported to create and teach in inclusive classrooms. The information you provide will serve as evidence into the findings and recommendations as published in the thesis of Alyxandra McClure.

I agree to participate in a one-on-one interview and focus group that will be facilitated by Alyxandra McClure under the following conditions:

1. Your participation in this inquiry is purely voluntary, and you have the right to withdraw at any time and for any reason within the study process. If you choose to withdraw, the data will be removed (if possible) from the researcher's files and will not be used in the project. However, you understand it would be unrealistic to remove my personal contributions from the recordings. To withdraw, simple email the primary researcher at alyxandra.mcclure@mytwu.ca.
2. You agree to a face-to-face interview of approximately one hour to one and a half hours in duration that will be audio recorded with two digital recorders.
3. You agree to a face-to-face focus group of approximately two hours in duration that will be audio recorded with two digital recorders.
4. You understand the focus group will be recorded and professionally transcribed, and the electronic files and transcripts will not be shared with anyone beside the primary researcher, Alyxandra McClure.
5. You will be given the opportunity to review the findings and emerging themes from the focus group and provide feedback to the content and accuracy of the information.
6. You will be given the opportunity to review and approve specific quotes that Alyxandra McClure wishes to use in her thesis.
7. You will receive a digital copy of the final thesis upon request.
8. You understand that your identity will be kept confidential and pseudonyms will be used in the final thesis. Data (including audio, transcriptions, and field notes) will be stored in a

locked, fire proof safe for the duration of the project and destroyed 3 years after submission to Trinity Western University.

9. You understand due to Queen Margaret's Schools size and nature of this inquiry anonymity and confidentiality cannot be assured.
10. The researcher, Alyxandra McClure, will endeavour to ensure that no harm will come to you through your participation in this project. Trinity Western University's (2010) ethics policy and the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada [Tri-Council], 2014) will be adhered at all times during the project process and when creating the final report.
11. The results of the study will be used for a master's study at Trinity Western University. It may be submitted for further publication as a journal article or as a presentation.

If you have any questions or desire further information with respect to this study, you may contact Alyxandra McClure, Primary Researcher at NUMBER; or Dr. Ken Pudlas, Professor of Education in the School of Graduate Studies, at pudas@twu.ca or by telephone at 1 (604) 513–2121 ext. 3324. If you have concerns about your treatment or rights a research participant, you may contact Elizabeth Kreiter in the Office of Research, Trinity Western University at 1 (604) 513–2167 or researchethicsboard@twu.ca.

Participant's Statement

Your signature below indicates that you have had your questions about the study answered to your satisfaction and have received a copy of this consent form for your own records. Your signature below indicates that you consent to participate in this study and for the primary researcher to contact you by email.

Participant's Legal Signature: _____

Participant's Printed Name: _____

Participant's Preferred Email: _____

Date: _____

Researcher's Statement

The participant named above has received sufficient time to consider the information, ask any questions, and has voluntarily agreed to be in this study.

Researchers Legal Signature: _____

Researchers Printed Name: _____

Date: _____

APPENDIX H: NOVICE TEACHER QUESTIONS

Foundation Questions

1. When did you join SCHOOL faculty and how long have you been a teacher?
2. What training, if any, have you had in inclusive education?
3. What is your understanding of inclusive education?
4. What is your philosophy for creating and teaching in an inclusive classroom?
5. What is your perspective of inclusive education at SCHOOL? How does it unite with your personal philosophy of inclusive education?
6. What competencies do you use as a novice teacher integrating inclusive education competencies?
7. How are these competencies applied in your work with students, families and colleagues?
8. What has been the benefit in using these competencies?
9. What has been the impact for the school community from your perspective?
10. What, if any, organizational impacts/results have you experienced?

Activation Questions

1. How do you create a supportive environment that enables student's success in an inclusive environment?
2. What competencies did you learn at university, how have they been enhanced at SCHOOL?
3. What supports have you received from your teacher supervisor?
4. How do you share information to a parent about inclusive education?
5. What are some techniques you have learned from your peers and/or professional development?

6. What more do you need in order to be confident in creating and teaching in an inclusive environment?
7. What opportunities do you create for ongoing learning when interacting with a colleague?
8. What are the benefits and drawbacks to of an inclusive classroom in an independent school?
9. What do you need to sustain or further develop your teaching skills?

Reflection Questions

1. Please share an example of a time you felt supported in your teaching practice? What was the outcome?
2. Please provide an example of how you have applied specific competencies when creating and teaching in an inclusive environment and what were the results?
3. Please share an example of how you think teacher supervisors can further support you and/or novice teachers?
4. Please share an example of your own growth because of participating in professional development focused on inclusive education?
5. Please share an example of how your teaching skills have improved since you left university?

APPENDIX I: LEADERSHIP TEAM INTERVIEW QUESTIONS

Foundation Questions

1. What is your experience in the field of education?
2. When did you join SCHOOL and how long have you been a teacher supervisor?
3. What training, if any, did you have in inclusive education prior to becoming part of the school's leadership team?

Activation Questions

1. Tell me about your education philosophy? How does inclusive education unite with your philosophy?
2. What is your expectation for yourself to create and teach in an inclusive environment?
3. What was your expectation for novice teachers?
4. What interactions do you have with novice teachers at the school?
5. How do you see supporting novice teachers as influencing their inclusive education practice?
6. What is your expectation for continuing to integrate and or sustain inclusive education competencies with novice teachers?

Reflection Questions

1. Please describe a time when you received support for developing inclusive classrooms and how that experience affected you? What were the outcomes for students, colleagues and families?
2. Please share an example of supporting novice teachers has impacted your teaching effectiveness? How about the novice teachers?

3. Please share an example of how you have observed supporting novice teachers to develop inclusive education competencies, and how they have influencing their relationship with students and families? How has it impacted their teaching practices?
4. Please share an example of how developing inclusive education competencies has enhanced or impeded your own development?
5. Please share an example of how you have used your inclusive education philosophy and skillset to inspire others?

APPENDIX J: FOCUS GROUP QUESTIONS

1. How can we sustain and further develop inclusive education competencies within SCHOOL?
2. When novice teachers are supported to develop teaching competencies to create and teach in inclusive environments, what is the transformative effect?
3. How do we support novice teachers to further develop their teaching skills?
4. How can we further create supports within the school campus for novice teachers?
5. What is the very best we can imagine for the creating and building of inclusive environments at SCHOOL ?
6. What is your vision for inclusive education at SCHOOL ?
7. How can we be transformative leaders for inclusive education in the independent school system?

APPENDIX K: TCPS 2: CORE

PANEL ON
RESEARCH ETHICS

Navigating the ethics of human research

TCPS 2: CORE



Certificate of Completion

This document certifies that

Alyxandra McClure

*has completed the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans
Course on Research Ethics (TCPS 2: CORE)*

Date of Issue: **10 February, 2019**

APPENDIX L: ORIGINAL TRANSCRIPT EXAMPLE

New Recording 2.rtf

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

So what is your experience in the field of education. So I myself am director of the question program humorous quote and then in the way of education is been more in coaching and was very in related and leadership coaching and facilitation. However, I do have a family of educators so cool. My mom was a teacher. My husband's teacher. My sister's teacher. My brother-in-law's university professor, so while you really do have my family while so when did you queen Margaret School and this and how she has a type when I apologize his teacher, supervisor, but in this case part of the leadership team okay so you telling you, beeping acumen, so I've been at school for four years and I've been part of the leadership team for the full time what training, if any, did you have an inclusive education. Prior to becoming part of the leadership team. No formal, have you had any informal I think my understanding of it more just comes from my family background. Soon the influence of speaking to my mom about it and my other family members writing. Can you tell me about your education philosophy. So in this case it could be kind of your coaching philosophy as well. I guess I really believe in often want the growth mindset right and I guess for me when I look especially with the horses, but I believe it probably applies anywhere. Is this idea that the students have to be mentally, physically, emotionally prepared for them to actually learn zone, especially when it comes into regard for the courses is really understanding. I guess a big part of it for me is understanding where they're at and their nervous system. No, you know this is a self-regulation, but that idea of are they actually in that optimal learning area where they can be present enough to be open to learning and that we can provide challenges to the challenges I left, push them a little bit without flooding them or doing anything like that. Cool. How does inclusive education unite with your philosophy. I guess it was like when I look out of the equestrian Centre. We have students from all different backgrounds and it is really that I guess how you philosophy is when you get down to that level. You may have to do different things to prepare them, but they still need to be think space like are they able to call it comfortable enough to let you know what I mean Amherst farther basically provided for all of those things that they can to show up and be open to learning so and I really think that for me which I can say magic bosses be, but I really look at building really passionate about building resilience in the knee, self-awareness, and that's really where were going on the new direction of equine facilitated development program and so I think you are looking at is a medication that those all really tied together, you know, and I think is actually better for the students of it. If we how can we be only be empathetic and self-aware for only exposed to people who think like you learn like behave like us on very interested in that leadership around. I'm very say to see it in the next couple years and what is your expectation for yourself to create in and teach and an inclusive environment. So in this case it could be the equestrian are your leadership on the expectation of yourself. So how how do I expect myself to be to you to create and teach in an inclusive environment. I guess for myself. Like when I look at that are for example are creating a leadership program is really having to look at it from the perspective of I think like big picture of the word whole picture. So, actually seeing what are all the different elements that play. What do we need to look at and I guess I feel like I need to be on my edge of learning an edge of challenge and rose to be able to best is when I'm at my best when creating with the relatedness creating a program or teaching or something. We are to have set up the equestrian Centre so I guess that's just my personal life. And so what is your expectation in this is for novice teachers but I mean it. In this case it could be your novice coaches. If you have any novice teachers that are facilitating your equestrian courses expectation of them is that more than anything is that there open and willing. So with our coaches. I especially can we look at our writing programs are coming from and equestrian background so they maybe haven't been exposed to having a web got up about a lesson where I've got a yellow student. I thought a lesson in that same lesson I've got us as an IEP, and all these things is that I don't expect them to come knowing everything but being open and I think being checking in with the students is a huge piece of it is actually so that they can actually be engaged enough of the student to start to identify if there's a challenge. Is it a language barrier. Is it how information is being presented is it that students just gauge get the other two that is making your I know I'd imagine I would be really difficult bridge that on you kind of touched on a ready but what interactions do you have with novice teachers at the school, so I would say, for me it's just. I think I got off and stepping. It is the supervisor, coach, question program or requester teachers on maternity leave, so is stepping in as the direct supervisor for her novice coaches and so I'm dealing with them quite a bit and having conversations writing produce for them and then I'm not. I know I'm never really where like I do interact with teachers. I feel that there are the links but I don't usually know where. Yeah, you have five years of teaching experience since how do you see him supporting novice teachers as influencing their inclusive education practice. So in this case. Again, it could be your coaches are novice coaches will especially with the novice coaches is because they often haven't been exposed to an environment where there does need to be a lot of inclusivity is that supporting them is really having conversations with them checking how things are going and being able to answer answer questions for them throwing ideas or figure out what professional development they need, or who they should go talk to. So is it talking to news of us overseeing the student's IEP or touching base like that so often I find myself I'm often I can have an initial conversation, but I'm often sending them off somewhere. All you should talk to this person who can that connecting what is your expectation for continuing to integrate and or sustain inclusive education competencies with novice teachers again that could be your coaches. I think it's usually important and I think for us, as I think it's to be quite interesting with the school, going all gender and number one. Historically, we don't have a time of boys out of the equestrian Centre right now. So that actually changes the dynamic of that, and so I just think on all levels. We need to as the school and within my department continued to foster that. Is there anything in particular you see yourself doing so, they think kind of continue to integrating you promote what you're already doing. But within the year because the inclusive environment you've created like I think a lot of that was a plan for our staff to go through some general and some staff more intensive of the facilitated wellness training, which actually is quite interesting. Although the conversations may not necessarily be directly about creating an inclusive environment. It's actually really what teaching is through that work you're really teaching at the core level of tuning and teaching students to tune in what's going on for them in the moment. What needs to happen for them to feel safe. What needs to happen for them to kind of be create an apartment where they start their curious, ask questions themselves or push themselves into something that's, you know, maybe a little uncomfortable, but a little. Whether you have a learning experience. So I really feel like that training actually really actually teaches that as a foundation because it really is teaching about working with people as an individual and who they are in that moment, it doesn't matter who they were yesterday kind of is how are they showing up right now and how you best support them in their learning and also do not even within a group when you have all the different individuals, critical and please describe a time when you receive support for developing inclusive classrooms and again this could be in your context and how that experience affected you. Don't worry, it's all good. There some stuff for shredding weight. I would say anything directly in all honesty for developing it. Like shear that I haven't been supported here. Yeah, but I would say that would come to go back to more if I think about the perspective of come from would be more to the that he went facilitated wellness training okay and how it affected me, I guess would be Lynn very passionate about sharing and I see outcomes are the program charter schools a month, but I see it incorporating for all the time with the students at just enough simple exercises. How do we become present check and or learning things with students of, you know, I remember teaching a writing lesson. My first year here and one of the students was getting really having a really time. Time is getting really frustrated and I think is more from that background of the facilitated training of being present. Check in what's going on is taking the time to stop with the second just check in with her and then it turns up. She was like, had her math final or something. It was really stressed and actually had nothing to do but what was going on and become a time to help her decompress before her test as opposed to another thing that was layered on site that's exactly, you know, that's great. And so have you had any colleagues or families who have done this kind of training with you like either here or in the past, so we took the whole, the school leadership team. Okay, just at the end of May. Do a daylong workshop the subdivision. Have you seen any kind of weight outcomes for them or change. I don't really see them on a daily basis, but I got a lot of feedback so a lot of feedback of even awareness for themselves a bouquet going to take more time away from the computer. How to walk in nature. He said kind of noticing how they were showing up and approaching a situation like how they will. They were bringing to it. How does that affect the other parties involved are right. so please share an example of supporting novice teachers how that is impacted your teaching

New Recording 2B.rtf

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Participant: So I myself am director of the question program humorous quote and then in the way of education is been more in coaching and ministry in a related and leadership coaching and facilitation. However, I do have a family of educators. My mom was a teacher. My husband's teacher. My sister's teacher. My brother-in-law's university professor. So...

Researcher: Wow, you really do have my family. Wow.

—

Participant: So I've been in school for four years and I've been part of the leadership team for the full time.

—

Participant: No formal

Researcher: have you had any informal?

Participant: Um... I think my understanding of it more just comes from, like I said, my family background. So the influence of speaking to my mom about it and my other family members.

—

Researcher: Can you tell me about your education philosophy. So in this case it could be kind of your coaching philosophy as well.

Participant: I guess I really believe in. Often called the mindset right and I guess for me when I look especially with the horses, but I believe it probably applies anywhere. Is this idea that the students have to be mentally, physically, emotionally prepared for them to actually learn, so especially when it comes into regard for the horses is really understanding. I guess a big part of it for me is understanding where they're at and their nervous system so you know this is a phrase that gets throw around, self-regulation, but are they actually in optimal learning area where they can be present enough to be open to learning and that we can provide challenges, but the challenges push them a little bit without flooding them or doing anything like that.

—

Participant: I guess it's like when I look out of the equestrian Centre. We have students from all different backgrounds and it is really that I guess how it unites with the philosophy is when you get down to that level. You may have to do different things to prepare them, but they still need to be at that same space. Are they able to? Are they comfortable enough? Are that you know what I mean. Are their basic needs provided for all of those things that they can actually do show up and be open to learning, so I really think that for me, which I didn't really say my education philosophy, but I really look at building really passionate about building resilience in the knee, self-awareness, and that's really where were going on the new direction of equine facilitated leadership development program and so I think you are looking at is a medication that those all really tied together, you know, and I think is actually better for the students of it. If we how can we be empathetic and self-aware for only exposed to people who think like you learn like behave like us on very interested in that leadership program.

Researcher: I'm very excited to see it in the next couple years

—

Researcher: What is your expectation for yourself to create in and teach and an inclusive environment. So in this case it could be the equestrian are your leadership expectation of yourself.

Participant: So how how do I expect myself to be..

Researcher: to create and teach in an inclusive environment.

Participant: So I guess for myself. Like when I look at that are for example are creating the leadership program is really having to look at it from the perspective of I think like big picture of the word whole picture. So, actually seeing what are all the different elements that play. What do we need to look at and I guess I feel like I need to be on my edge of learning an edge of challenge and edge of growth to be able to best is when I'm at my best when creating with the relentless creating a program or teaching or something. We are to have set up the equestrian Centre so I guess that's just my personal expectation.

APPENDIX M: CLEAN TRANSCRIPT EXAMPLE

AutoSave OFF | LEADERSHIP TEAM INTERVIEW QUESTIONS - Participant 2 - Compatibility Mode — Saved to my Mac

Home | Insert | Draw | Design | Layout | References | Mailings | Review | View | Acrobat | Tell me

Share | Comments

Times New... | 12 | A⁺ | A⁻ | Aa | B | I | U | X₁ | X₂ | Styles Pane

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Create and Share Adobe PDF | Request Signatures

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Foundation Questions

1. What is your experience in the field of education?
Participant 2: Sq I am not an educator, but I am in education management as a director of admissions. Which means I have been three different schools and facilitated enrolment.
2. When did you join Queen Margaret's School and how long have you been a teacher supervisor?
Participant 2: The first time was 1997 to 2000 and then 2008 until 2019.
Researcher: I apologize it says, teacher supervisor, but it should say leadership team. So how long have you been on in the leadership team.
Participant 2: Of those 18 years. All 16 years.
3. What training, if any, did you have in inclusive education prior to becoming part of the school's leadership team?
Participant 2: I didn't.

Activation Questions

1. Tell me about your education philosophy? How does inclusive education unite with your philosophy?
Participant 2: I'm a big believer in a school that produces the best possible results out of each child and a school that serves the child on an individual basis.

Page 1 of 10 | 3291 words | English (United States) | Focus | 120%

APPENDIX N: COMPARE AND CONTRAST EXAMPLE

together from their strengths and weaknesses and help support each other. That's how I see it.

4. What is your philosophy for creating and teaching in an inclusive classroom?

Participant: So first things first. In my area of interest...I strive to create a safe environment and I strive to....so in creating a safe environment time. Trying accept all ideas and I find that with the younger students is not as challenging to kinda get that through with the older ones. The little ones, they try to course control each other, try to control each other's ideas. For example, if were doing a drama exercise it's very natural, which I've learned because I've learn cause I'm more accustomed to different different contexts that the children will say oh do this or I don't like that idea, that 's stupid.

Researcher: They're so blunt...

Participant: Right, so you realize.... that you don't want to put that down as well. You just want...you just realize that's part of the human ego as I put it. They need to learn how to allow space. I like to say it, as a teacher I also have to learn....so learning together. We're all learning together how to allow space, but also there's boundaries...its a fine balance, so yes in creating a space, a safe space where students feel like they can be authentic in themselves, authentic within their expression within reason. I say that within reason because sometimes students don't understand that...violent actions are not funny or

Page 3 of 20 6504 words English (Canada) 120%

APPENDIX O: WORD LISTS AND KEY-WORD-IN-CONTEXT EXAMPLE

The screenshot shows a Microsoft Word document titled "LEADERSHIP TEAM INTERVIEW QUESTIONS DATA - Compatibility Mode". The document contains two examples of key-word-in-context, labeled P5 and P7. Each example consists of a paragraph of text with specific phrases highlighted in yellow, and a corresponding list of words extracted from those phrases.

Example P5:

Text: "Ya, I guess I just have always believed that **all kids can learn all kids can be successful**. Given the right circumstances and that it's my responsibility or a teacher's responsibility to create an environment or a classroom container, so to speak, **that's set up so that kids can be successful, and they can feel safe and do what they need to in order to learn** and then you know I think that inclusive education connects with that because if you don't have that safe, that safe community in your classroom. You're not going to make space for those

Word List: all kids can learn, all kids can be successful, classroom environment where kids feel safe and do what they need to do to learn

Example P7:

Text: "I think my philosophy of education is that we all have first all **all children have the right, to learn**, and that its our responsibility as teachers to **find the best possible ways we can to help them to do that**. However, they come to us. it's our job to make sure that they actually learn and so inclusive education for me is exactly that, right. It really does, I think the older I get, to the more reflective I am becoming but it's also part of this whole current movement where we're looking at ourselves and our implicit biases and who we come. You know, what our life experiences and the lenses that we look at our education practices, so, so, yeah, I think that it **All children have the right learn, in a safe, nurturing way, without limitation, and it's our job to make that happen**

Word List: all children have the right to learn, it is the teachers job to find the best possible ways to help students learn, all children have the right to learn in a safe and nurturing way

APPENDIX P: CUTTING AND SORTING EXAMPLE

The image shows two Microsoft Word documents side-by-side, illustrating a 'cutting and sorting' process. The left document (Page 8 of 54) contains a text block with a table and a question about teacher competencies. The right document (Page 3 of 3, 479 words) contains a table with rows for Relationships, Community, Communication, and Support, each containing a list of quotes and themes.

Left Document (Page 8 of 54):

may need some like support, **get the support they need to as much as we can.** And people are free to kind of have more options about how they want to go about something like creating a project or like there's a lot of differentiation there.

Question 6: What competencies do you use as a novice teacher integrating inclusive education competencies?

P1 Absolutely. I would qualify myself as that.
Context, yes.
Do you mean like differentiation models...
I'm trying to think how I would describe them. So for example, the created, like there certain...because I'm teaching in some situations music, drama and dance. I find that the more creative ones that the...music is much harder to differentiate because it's more black and white is more right or wrong, it's more you know we're playing a steady beat. Yeah, and **and I find it's not as accommodating. You know, you're working on singing**

Themes:

- Cho
- Safe
- One stud

Right Document (Page 3 of 3, 479 words):

	<ul style="list-style-type: none"> • "safe space where students feel like they can be authentic in themselves, authentic within their expression" (P1) 	
Relationships (learning together)	<ul style="list-style-type: none"> • "Trying accept all ideas and I find that with the younger students is not as challenging to kinda get that through with the older ones." (P1) 	•
Community (classroom community)	<ul style="list-style-type: none"> • "everybody should feel safe and free to express themselves" (P6) 	•
Communication	<ul style="list-style-type: none"> • 	•
Support	<ul style="list-style-type: none"> • "if I don't have an aide or a gapper. I used to. I sometimes I hate to say it. I have to lower my expectations of myself" (P1) • "So me being a specialist I'm not always in the staff room with the primaries and I do feel because I'm in different spaces sometimes excluded" (P1) • "school works really hard like the school and the school faculty works very hard to make sure that students do feel like they're part of an inclusive classroom environment" (P6) • 	•