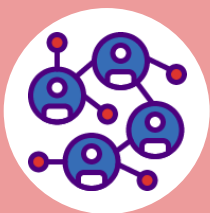


THE CHALLENGE OF INCLUSIVE DIALOGIC TEACHING IN PUBLIC SECONDARY SCHOOL

Dr. Chrysi Rapanta. Lisboa (Portugal)
Dr. Mercè Garcia-Mila. Lisboa (Portugal)
Dr. Ana Remesa. Lisboa (Portugal)
Cláudia Gonçalves. Lisboa (Portugal)

<https://doi.org/10.3916/C66-2021-02>

INTRODUCTION



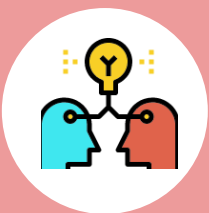
The challenge of promoting more inclusive public schools

to address the needs of the Knowledge Society in the 20th century.



Inclusion as a value in education

it is an established concept in European policy that defines both a process and an outcome.

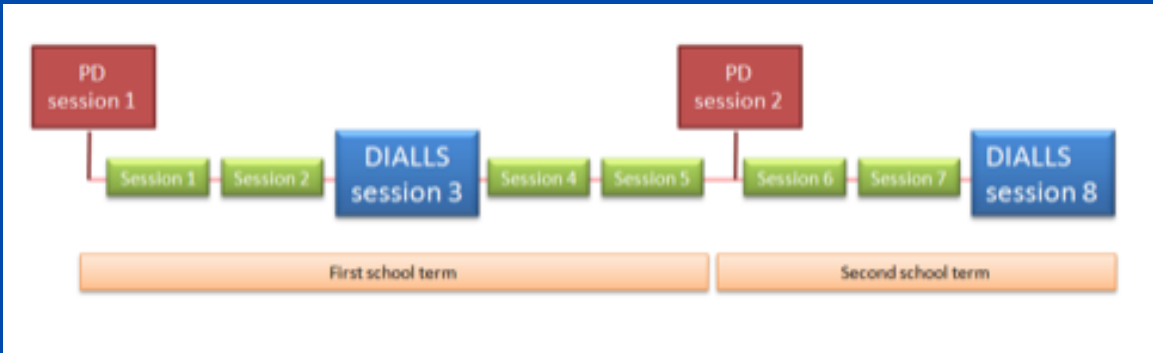
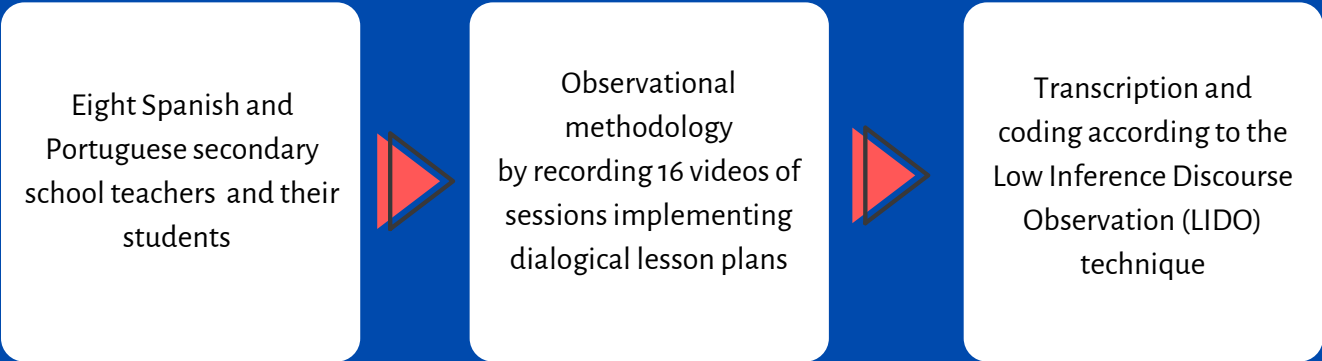


An inclusive dialogic approach

facilitates both teachers and students.

OBJECTIVES AND METHODOLOGY

- Identify whether inclusive dialogic teaching is a suitable method at secondary school, given that most studies focus on primary school teachers
- Explore whether and how the practice of dialogic teaching in time leads to more/different inclusive dialogic classroom practices



CONCLUSIONS



The more inclusive teachers become in their speech, the more students imitate this strategy with their classmates.



Dialogic teaching practices with a curriculum focused on inclusion, empathy and tolerance are embryonic forms of the inclusive classroom.



Further research is needed in this practice to achieve total transformation towards a more dialogical and inclusive classroom.

Comunicar

www.comunicarjournal.com