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Dr Jonathan Glazzard

**Translating the Rhetoric of Inclusion into
Reality: A Life History Account of One
Teacher's Determination to Make
Inclusion Work**

A story worth telling?

- ◉ **Marshlands** – the context of the school
....the power of narrative to highlight injustices
- ◉ Jane's biographical account-biographies influence professional identities
- ◉ **Life story to life history**: The power of narrative to “locate” the story within changing policy contexts and to subsequently analyse the impact of these discourses on practice

A story about inclusion

- ◉ Unpacking “inclusion” in the context of education
- ◉ It's all down to interpretation
- ◉ It means different things to different people with different vested interests
- ◉ A caring discourse
- ◉ A normalising discourse - tied in with neoliberalism

The **ending** of the story

- ◉ *And so the inspector came to call and almost two weeks later I am of the opinion that she ripped the heart out of the school*

- *Young and old we were together, each feeling the other's pain. Some sat deep in thought, others chatted and there were those who calmly offered words of comfort and advice. Every response was intended to offer us hope but we all knew that both hope and time had run out.*

- *The buzz of excitement and energy was silenced. Smiles and laughter had quickly turned to pain and confusion etched on the faces of those around me. We sought comfort by staying in close proximity to one another as the predator advanced towards its prey.*

- ◉ ... I have spent my entire career truly believing in and developing inclusive practices. My views and practices are deep rooted and on a very personal level I must now question them. Do I respond by going against my strong beliefs or do I accept that I am simply out of step with current measures of success in education? That is the dilemma I must now resolve. Fighting the system is futile whilst believing in it is impossible.

- ◉ *I was now devoid of any emotions as I walked resolutely towards our destiny ready to absorb the injustice of the predicament with which we were now confronted. The strength to face the next few minutes of my life came from within as I resolved to deny myself any opportunity to demonstrate regret or denial of my long held views and deep rooted beliefs.*

Theoretical Frameworks

Foucault's 'box of tools' (Foucault, 1977a)

People become subjects of power through:

- ◉ Hierarchical observation
- ◉ Normalising judgements
- ◉ The Examination

Transgression (Foucault 1977)

- ◉ The act of transgression is a non-aggressive form of resistance in which an individual crosses a boundary or limit. It is a creative and playful act which enables individuals to find moments of freedom or otherness (Allan, 2008).

Transgression in Jane's biography

- ◉ During childhood – quietly resisted her mother
- ◉ In her relationship – refusal to be controlled
- ◉ In her career - *In the current wilderness of the standards agenda the children and I frequently celebrate alone.*