Researching Cultural Inclusive Pedagogy:  
A bottom-up Approach to Inclusive Teacher Education

ABSTRACT

While the global sustainable development agenda launched by the United Nations in 2015 has brought forth a paradigm shift from access to quality in the international education discourse, a major barrier to the development of more inclusive practice across many national settings concerns teachers’ (perceived) lack of the knowledge and skills to respond to the needs of all learners (Forlin, 2012). In this connection, this paper aims to propose, through a bottom-up evidence-based approach, a framework for inclusive teacher education. With the ethical underpinning that teachers are expert knowers of their inclusive pedagogical knowledge, it will define an epistemological boundary within which evidence of ‘inclusive pedagogy’, including the doing and believing of in-service teachers (Rouse, 2006), can be collected in real classroom settings. It will also discuss the importance of understanding different national perspectives of ‘inclusive pedagogy’, in particular its relevance to the glocalisation of inclusive and equitable quality education.

KEY WORDS:

1. Inclusive education
2. Teacher education
3. Inclusive pedagogy
4. Internationalisation of education