Does inclusive education presuppose a school for all teachers?

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The aim of the presentation is to elaborate on the relationship between inclusive education and school development. School development is here focusing the internal improvement processes in school organisations including teachers' professional development. Inclusive education is understood as a school for all where every student can participate out from his or her own learning conditions, but also in the democratic sense stressing participation and respectfulness. Research on professional learning communities indicate that school organisations which are characterised of among other things a participative and respectful culture forcefully can drive improvement processes and raise student outcome. But does this also result in a participative and respectful class room environment for the students? Moreover research on inquiry school cultures, where teachers practice an experimental learning strategy and challenge their presupposed ways of instruction, is a successful way to reach the goals of the curriculum. But again: Does this mean that student can experience that their learning questions are respected, included and challenged in the daily work in school? In order to tackle these questions we need to find out how variations in professional learning communities coincide with an inclusive education for students.

With the article "An individual learning belief and its impact on schools' improvement work – An Individual versus a Social Learning Perspective" I would like to suggest a beginning of such a description of variations in professional learning communities. The article starts out from the observation that many schools fail to improve even after taking knowledge-based improvement initiatives. In the article we argue that some schools do not improve because their staff members have an individual learning belief. An individual learning approach to school improvement will disrupt development processes. Whereas, as we argue, a social learning understanding of school improvement based on the theory of Community of Practice and its application may provide schools with a theoretical understanding which enables successful implementation. The result highlights four situations of disrupted improvement processes which could serve as a base for a description of variations in professional learning communities, and which subsequently could be investigated in relation to inclusive education.