

Analysing the Use of Action Research to Develop Practices of Inclusion: A Case of a South African School

T. M. Makoelle

*University of Johannesburg, South Africa, Department of Educational Psychology
P.O. Box 524 Auckland Park, Johannesburg 2006 South Africa
E-mail: makoelletm@webmail.co.za*

KEYWORDS Collaborative Action Research. Group Interpretative Analysis. Inductive Analytical Framework. Case Study. Collaboration. Community of Enquiry

ABSTRACT Developing practices of inclusion worldwide pose a challenge as the concept of inclusion is most often conceptualized differently making it difficult to have a uniform approach towards the process of implementation. This paper reports on the process whereby action research was employed in order to develop inclusive practices in a South African school context. The research approach was qualitative and several data collection techniques were used. These included a series of meetings, daily reflection diaries, observations and one on one interviews. Data was analysed using group interpretative data analysis and analytic induction by the researcher to arrive at the findings. Among some of the findings is that action research is useful in developing the practices of inclusion. However the form of action research that is relevant to the South African context could be the one that takes into consideration the fact that teachers in South Africa are not very reflective and do not readily collaborate. The study concludes that collaborative form of action research is significant for developing practices of inclusion.